

Daily Learning Overview – A Plan for Parents & Carers

Daily Activities

- Daily Reading: Share a book together. Can the children retell the story? Can they recognise any sounds? Are they able to blend simple words independently e.g. c-a-t, cat? Please record your child's reading in their reading record as usual.
- Practise writing their full name in isolation and also on the things they create
- Practice of letter and number formation
- Phonics- video and activity
- Maths- video and activity
- Topic – video and activity
- Explore Purple Mash activities (Mini Mash)

Topic Session

You will need: Story sequencing cards (from the school website) or some paper and pencils if you are making your own.

At school we have been learning the story of the first Christmas. In the video we retell the story using a different book which exposes the children to the same story but in different words.

Activity: To print or make some story sequencing cards. Put them in the correct order and then retell the story to a grown up.

Maths Video

You will need: to watch Numberblocks series 1- Off we Go! <https://www.bbc.co.uk/iplayer/episode/b08cr0y7/numberblocks-series-1-off-we-go>

5 towers of numbers 1-5 (the start of my video talks about what you could use/draw)

At the start of the video I explain how to make the towers or things you could use from around the house. Then pause the video and watch Numberblocks episode. After watching the Numberblocks episode, continue watching the video of me attempting to order numbers 1-5.

Activity: Have your child arrange the towers so they are in the correct order. Encourage them to sing the number blocks song to check their answer. Can they tell you which number comes before a certain number and which number comes after?

I have also included number block images if you would like to print and use them.

Challenge- If you think your child can, encourage them to fill in the missing numbers from the number lines. Some children will struggle to recognise the numerals, this can be done verbally if your child finds it easier to hear the missing numbers. (this can just be simply drawn on paper to save on printing if preferred!)

Phonics Video: Mrs Davis' & Mrs Westmorelands's Groups

You will need: something to write on and something to write with (paper & pencil, chalkboard & chalk etc)

This video needs lots of participation from your child, encourage and praise them when you hear them join in with the sounds.

The video begins with a review of the Set 1 sounds that your children should be familiar with – encourage them to call out the sounds as they see them.

Speed write- children should write the sound as soon as they know it. Some children will need more support with the formation so feel free to pause the video to concentrate on correct formation.

Reading words – I model reading a word using 'Fred-Talk' then saying the word. This is modelled a few times before the children have a turn at reading. Again, use lots of praise and encouragement and pause the video when needed to give your child the time they need to read each word.

Writing words – I model writing a word that Fred the frog wants me to write using my ‘Fred fingers’ to pinch each sound in the word before forming each letter in that word. The children then write the word ‘jam’ using the same prompts.

Activity- Write the word ‘jog’ independently.

Challenge- How many words can you think of that rhyme with ‘jog’? How many can you write down?

Phonics Video: Mrs Hocker’s, Miss Bolton’s & Mrs Harrison/Miss Harden’s Groups

You will need: paper and pencil to write sounds/sound hunt list

This video needs lots of participation from your child, encourage and praise them when you hear them join in with the sounds.

The video consists of a speed sound lesson- going through the flashcards (children should call out the sound quickly)

Speed write- children should write the sound as soon as they know it. Some children will need more support with the formation so feel free to pause the video to concentrate on correct formation. (I model the formation rhyme in the video)

Fred talk- children try to blend Fred’s fred talk and call out the word Fred is trying to say. Praise children for saying the word before I do!

Fred talk for writing- I model writing bin to the children using three fingers for each sound. The children then try to write/hear the sounds in pin.

Speed sound again, this time quicker. Praise them for saying the sound before me!

Activity- Search for objects or words with the sounds, g, p, and b.

Challenge- Can children label any pictures they have drawn of the found objects?