

Monday 30th March

Good Morning Friends!

What day is it today?

Sing the days of the week song to find out.

What day was it yesterday?

What day will it be tomorrow?

Can you say it in a sentence...

Today it is...



<https://www.youtube.com/watch?v=spi77By9-iA>

What is the weather like today?

Have a look out of the window or go outside!

Is it hot or cold?

Are the trees moving?

What colour is the sky?

Say your observations in a sentence:

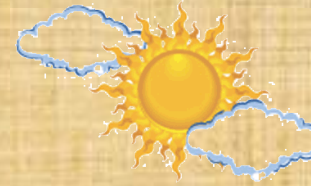
The weather today is...



Sunny



Partly Sunny



Partly Cloudy



Sun & Rain



Raining



Thunderstorms



Snowing



Cloudy



Windy



Rainbow



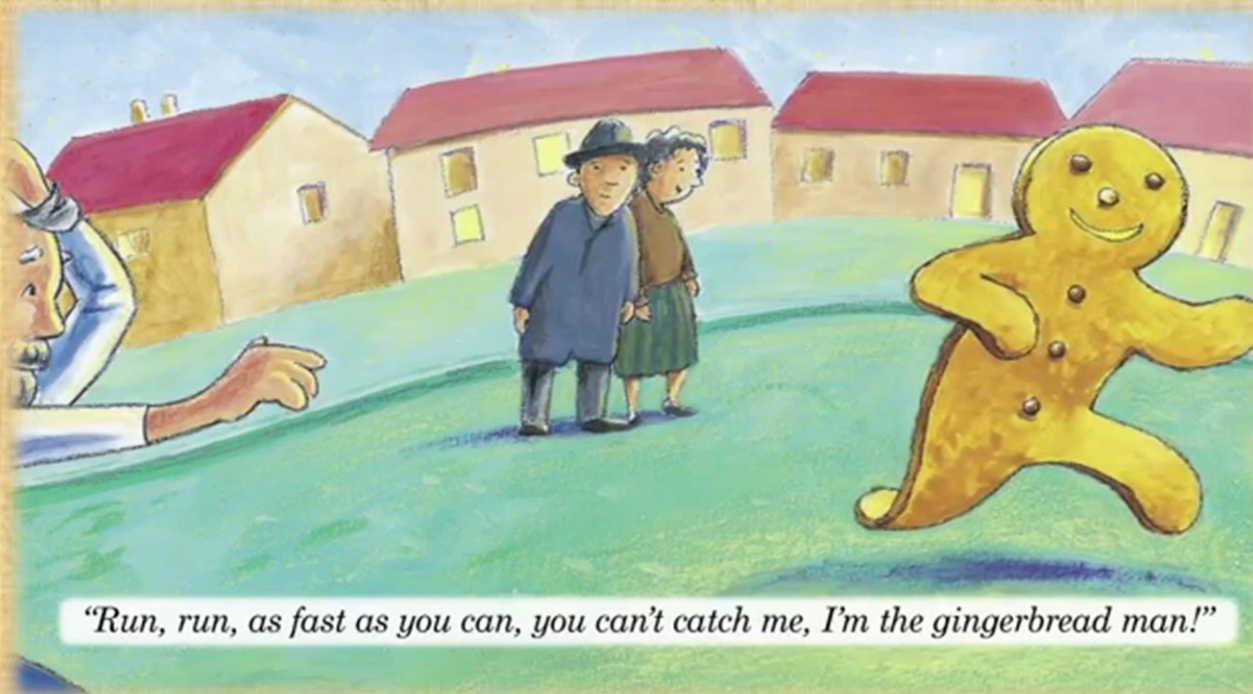
Tornados / Hurricanes



Clear

Literacy

Our story today is the traditional tale of **The Gingerbread Man**.



[https://www.worldbookday.com/videos/the-gingerbread-man-](https://www.worldbookday.com/videos/the-gingerbread-man-2/)

[2/](#) Listen to the story! Encourage your child to join in with the repeated parts of the story and talk about the story events.

Literacy

Our focus skill today is ordering events of the story.



Talk about who is in the story?

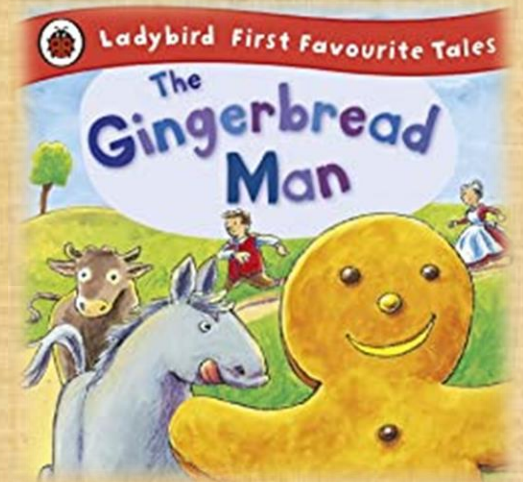
Who are the characters... The Baker, his wife, the Gingerbread Man, the boy, cow, horse, fox.

Ask your child to think about the order the Gingerbread Man meets the characters.

Draw and label the characters the Gingerbread Man meets in order.

Maths

Our focus skill today is **sharing**.



**Today's Number is
11**

Show them number 11. Can they tell you the number? What is 1 more than 11? What is 1 less than 11?

Have 2 teddies and 6 sweets/coins/raisins. How can I share the sweets out? Is this fair? Have 7 sweets and 2 teddies, can we share these out? How many more do we need to make it fair?

Activity -Sharing

See picture on next page.

You will need some real sweets or raisins or paper ones.

Maths

- Choose a number of sweets (no more than 20). You are going to share your sweets with a friend. Share them out to see how many you each have. Make sure you have the same. Were there any left over?
- Draw around your hands and share the sweets out.



Phonics

Our sound today is oa.

<https://www.phonicsplay.co.uk/> please login into phonics play.

User name: march20 password: home

Click on parents, interactive resources, phase 3, Flash cards speed trial and finally phases 2 and 3. The children then say the sound that comes up on the screen. This activity needs to be done everyday.

Write oa – ask your child to say the sound. The children will need their books to write some oa words in. You will need to say the word and the children will write it down. Ask them what sound they can hear first, what comes next and what they can hear at the end. They can write five words and then choose one to use in a sentence. Some oa words: boat, soak, oak, road, goat, loaf.

Harder: float, groan, coach, floating, roast.

<https://new.phonicsplay.co.uk/resources/phase/2/grab-a-giggling-graphemec>

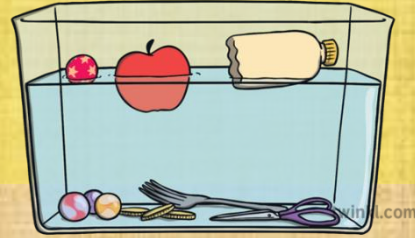
Choose the sounds that need to be practised.

Topic

Understanding of the World

Investigating

Floating and sinking



What you need:

Clear container of water - water tray, bucket or bowl. Selection of objects that float or sink, such as corks, lolly sticks, lids, foil dishes, cotton reels, plastic and metal teaspoons, marble, conker, coin, bottle tops, sponge. Include different fruits and vegetables to see whether they all behave in the same way.

- 'What objects can you think of that sink to the bottom of the water tray?' 'What objects stay afloat?'
- Together, look at the range of different objects.
- Encourage your child to handle the objects in turn and to predict whether they think the objects will float or sink. Ask questions such as: 'What is it made of?' 'Will it float or will it sink?' 'Can you think why?' 'Do you think bigger things always sink?'
- Help the children to test each of the objects in turn to see if they float or sink. Ask questions such as: 'Was your guess (prediction) right?' 'Do some objects always float?'
- You can record the results of the investigation either by drawing the objects on two charts labelled 'objects that sink' and 'objects that float', or simply by placing the objects in separate trays.