

Thursday 14th May

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:

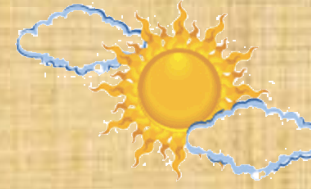
The weather today is...



Sunny



Partly Sunny



Partly Cloudy



Sun & Rain



Raining



Thunderstorms



Snowing



Cloudy



Windy



Rainbow



Tornados / Hurricanes



Clear

Literacy

Our focus skill today is **exploring mark making**.

Developing mark making strokes and movements ready for writing.



Go outside and use water and a paintbrush to decorate stones.



Use make our fingers, paintbrush or sticks to make marks in some sand.



Place some coloured card or paper on a a tray and pour salt over it. Use a brush to explore mark making.



Maths

Our focus today is **maths journey**.

Today's task is about children using their maths skills independently. Providing the opportunity for them to apply number knowledge without adult direction in their play.



Using some money and an assortment of real life objects to create a holiday shop.

Your child may want to put price tags on or write receipts or tickets, so offer some paper and pencil too for the opportunity.

A few of the same objects will be great for counting sets – hats, socks, shoes etc.

Encouraging mathematical thinking and reasoning:

Describing

How many things can you see?

How many things do you think are in the shop? estimate

Reasoning

How do you know there is enough?

How can you check you have everything you need?

Opening Out

Suppose you go on holiday for longer, do you need to take more things?

Recording

How do you know how many this (numeral) means?

Can you make a packing list for someone for a trip for a number of days, to show them how many things they will need?

See the next page...

Maths

Going on a **maths journey!**

You could write a (pictures and numbers) list that your child can pack for you to extend the play. Getting your child to shop for the items on the list and having the correct number of each item.

Counting and cardinality:

- remembering the word-number-sequence
- saying one number for each object
- understanding cardinality i.e. that the 'stopping number' gives the right amount when counting out a number from a larger group
- counting in a different order to check

Knowing number values:

- making reasonable estimates
- subitising or knowing how many there are without counting e.g. recognising a dice pattern

Matching numerals and amounts:

- using a number line independently to find a numeral illustrated with a number of things
- reading numerals with the purpose of seeing how many things there should be



Phonics

Our focus skills today are **listening skills – sound discrimination**.

Describe and find it

With some small world animals (a farm set, zoo set, cuddly toys) set up a farm, zoo or animal school. Describe one of the animals but do not say its name. Say, for example: This animal has horns, four legs and a tail. Ask your child to say which animal it is. Ask them to make the noise the animal might make. Take it in turns to play the role of the describer; describing the animal for each other to name.

This activity can be repeated with other sets of objects such as toy sets based on transport (e.g. aeroplane, car, train, bus, boat) and musical instruments.

Challenge

To challenge this game describe the animals using sound talk for the key information:

‘This animals has h-or-n-s’

‘It has four l-e-g-s’

‘It is b-i-g’.

Fine Motor Control

Finger Aerobics

To warm up those fingers follow this link to watch a video and join in to get them moving!

<https://www.youtube.com/watch?v=3VpARNgbb8c>



Using a colander and some pipe cleaners let your child tread the ends of the pipe cleaners through. This is great for strengthening their pincer grip as they persevere to thread the ends.

If you haven't got pipe cleaners, use a little sellotape to make points on the ends of a piece of string, this will act like a needle for your child to thread through the colander.



In your child's mark making book use a coloured pencil or highlighter to draw some wiggly, zig zagged or looping lines, ask your child to trace these lines.

Music

Our nursery rhyme this week is...

Humpty Dumpty

Humpty Dumpty

Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.
All the King's horses
and all the King's men...
Couldn't put Humpty together again.



Can you remember all of the words?

Today's Tasks:

MAT/CAL

Can you use positional language to say if Humpty Dumpty is behind, in front, next to, on top of the wall?

You could do this with a teddy and a chair practically.



Daily Activities

- Sharing a story
- Counting – how many plates do we need for dinner? How many buttons on your shirt? Counting up the stairs and back down.
- Name recognition and recognising print in the environment – post, labels, words on crisp packets, words on clothes.
- Nursery rhymes – we use these in class when we transition from one activity to another as it helps us to stay calm and focused.
- Talk about how you are feeling and recognising emotions by looking at each others faces and body language.
- Phonic sound talk – break the words into sounds e.g. ‘Can you clean your t-ee-th?’ ‘Put on your h-a-t.’

Helpful Websites

<https://www.ictgames.com/> - Maths, English and Phonics

<https://www.bbc.co.uk/programmes/p065z8z4> Nursery Rhymes and counting songs – we use these in class

<https://www.whitleyabbeyprimary.co.uk/gordonsfoundation.html> maths activities - we use these in class