

Wednesday 6th 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:

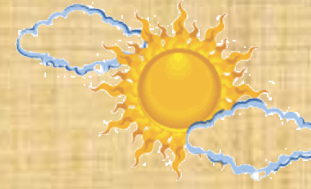
The weather today is...



Sunny



Partly Sunny



Partly Cloudy



Sun & Rain



Raining



Thunderstorms



Snowing



Cloudy



Windy



Rainbow



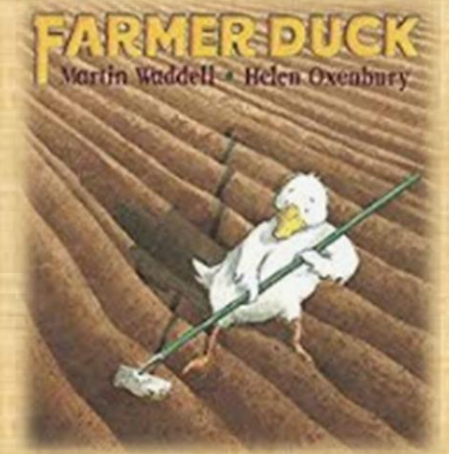
Tornados / Hurricanes



Clear

Literacy

Our story today is [Farmer Duck](#) by Martin Waddell.



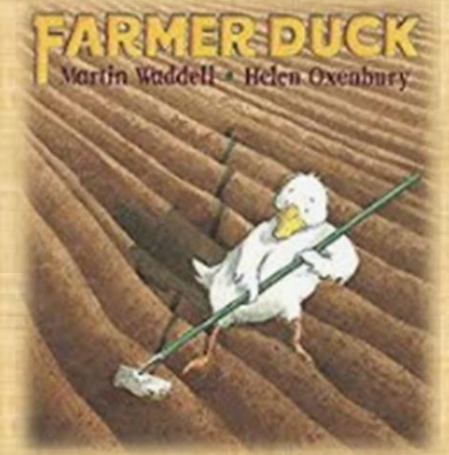
<https://www.youtube.com/watch?v=Gug6P8l1q6c>

If you want to start your learning off today by re-reading the story then please do.

Literacy

Our focus skill today is using talk to **hear initial sounds for words.**

Today's task is applying phonic skills to distinguish between sounds of animals and to try and identify the initial sounds that can be heard on words. Listening is the main skill.



What sound does your name start with?

In the story the animals all had different things to say.

Use your knowledge of sounds in the environment to make the sounds that the animals make.



What does the cow say?

What do the sheep say?

What do the chickens say?

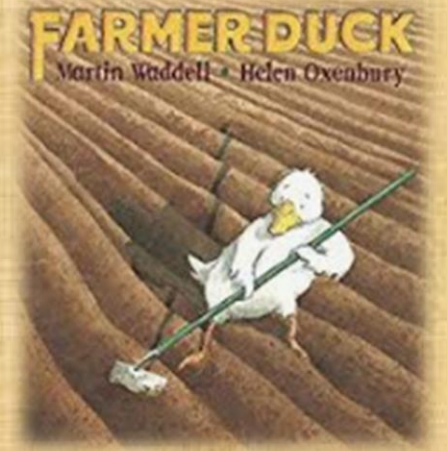
What does the duck say?

The sheep say "baa" - what sound can we hear at the start of "baa"?

Say the word slowly, accentuating the 'b' if children can't hear it.

Repeat for the other animals.

Maths



Today we are going on a **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 small world farm animals or pictures; invite your child to play; to make up a story about where the animals go. Then they might be rearranged or decide to go elsewhere.

Reasoning questions you might ask...

Why have you decided to put the cows here?

Why is the pig-pen smaller than the sheep-pen?

What size field do you think the horses should have?

Why do you think that?

(Estimate) How many pigs do you think will fit in the field you are building/have built?

See the next page...

Maths

Going on a **maths journey!**

You will need a range of materials for the children to make fences, compartments and environments e.g. recyclable boxes, material scraps, lolly sticks, sand etc.

Shape and space:

- positional language e.g. next to, opposite, between, behind, underneath, inside, outside...

Measures:

- developing language to compare and contrast e.g. bigger, taller, much bigger, a little smaller ...
- explaining that you can fit more sheep in a field because they are smaller.

Number:

- counting and cardinality – progressing from knowing some number words, to saying one number for each object, then knowing the number of the whole group
- comparing numbers and estimating



Phonics

Our focus skill today is **oral blending**.

Dress the baby (or yourself)

To play this game you will need doll or a teddy that has some clothes or you can even play it to get dressed yourself!

Have the clothes ready and use sound talk to ask your child: 'Can you put on the b-oo-t?' 'Can you put on the h-a-t?' Can you put on the t-o-p?' 'Can you put on the b-i-b?'

When we sound talk at school we use our hands to for each sound then swipe them across when we say the word. Children may need to hear the sounds a few times, keep practising and these oral blending skills will grow.

You may want to start by picking up each item and modelling the blending e.g. This is the h-a-t, h-a-t, h-a-t, hat.' The more exposure to opportunities to orally blend the quicker the children can develop the skill. This is really important in preparing the children for when we introduce letter recognition so they are ready and raring to read!



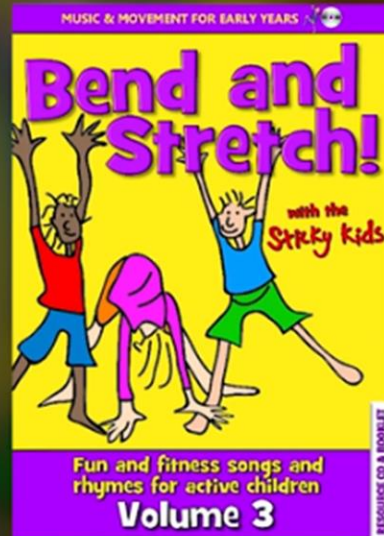
Creative and Gross Motor

Dance

<https://www.youtube.com/watch?v=84Ge0Esu1sw>

Old MacDonald

Bend and Stretch
with The Sticky Kids



Follow the link opposite to play a version of Old MacDonald had a Farm. This is an audio track, so find a space and stand up ready to move around like the animals it tells you to.

Enjoy interpreting the moves with your own expressive dance moves!

Music

Our nursery rhyme this week is...

Hey Diddle Diddle

Hey Diddle Diddle

Hey diddle diddle, the cat and the fiddle,
The cow jumped over the moon.
The little dog laughed to see such fun,
And the dish ran away with the spoon!



This is our nursery rhyme from last weeks music.

Today's Tasks:

LIT

Can you find the words that rhyme in this nursery rhyme?

Say the nursery rhyme and listen carefully to spot the words.

Can you think of any other words that rhyme with spoon and moon – real or nonsense?

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