


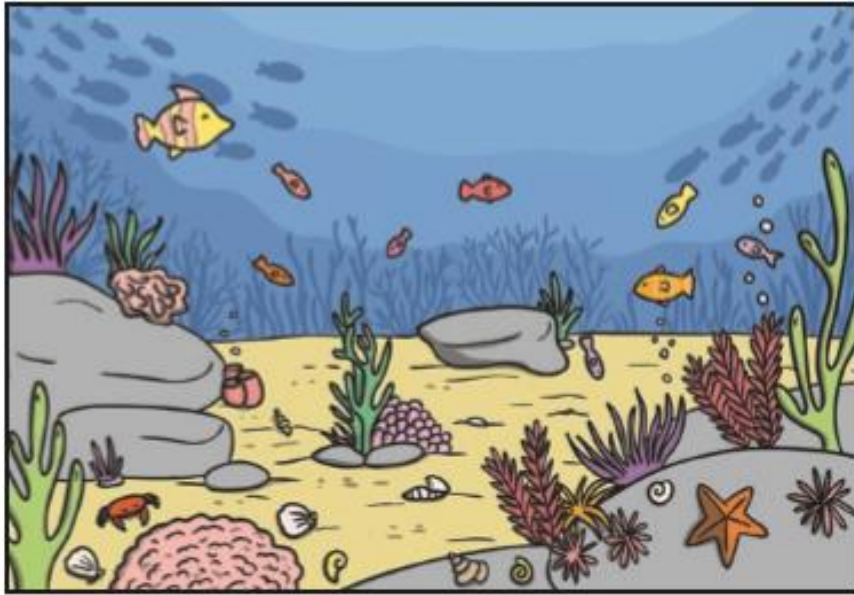
<b>Monday</b>	Joe Wicks morning workout 9.00am (30mins)	Time to play	<b>Phonics (15mins)</b>  Miss Grant's Group: Recap all taught sounds Can you use your flash cards to make these words? oak bright star green snail turn pure sport  Read and Write: I, no, to, the, go, into, he, she, we, me, be, you, are, her, was, all, they, my  Mrs Rogers Group: Recap all taught sounds Can you use your flash cards to make these words? quit quiz wish fish dish  Read and write: I, no, to, the, go, into	<b>Writing (10/20mins)</b>  Create a sentence use the pictures below one each day, your child needs to create their own sentence about the picture and write it down.	Time to play	<b>Maths (15mins)</b>  Recap time! Can you recite numbers to 20? Can you recognise numbers to 20? Can you order numbers to 20? Can you place the correct number of objects on each number? Can you take away all the odd numbers? Can you leave the even numbers, count in 2's to help you?	Counting Songs	Lunch time	Time to play	Spread the Happiness Shonette LIVE Play based Story Challenge 1pm (10/15mins)	<b>Topic (30/60mins)</b>  What do you know about bees? Can you use google images to look at pictures of bees. Can you see any in your garden? Where do they live?  Task: Science experiment Bees and pollination	Reading/story time
	Spread the Happiness Shonette LIVE Go to the Dough Disco! 9.30am (10/15mins)											

<h1>Tuesday</h1>	
Joe Wicks morning workout 9.00am (30mins)	
Spread the Happiness Shonette LIVE Go to the Dough Disco! 9.30am (10/15mins)	
Time to play	
<p style="text-align: center;"><b>Phonics (15mins)</b></p> <p style="text-align: center;">Miss Grant's Group: Recap all taught sounds Hide the flash cards around the room, ask your child to find them. Each time they find them they need to tell you the sound and a word that begins with or contains that sound (it can't be the same as the picture for example, oo they can't say look or book, but could say cook.)</p> <p style="text-align: center;">Read and Write: I, no, to, the, go, into, he, she, we, me, be, you, are, her, was, all, they, my</p> <p style="text-align: center;">Mrs Rogers Group: Recap all taught sounds Hide the flash cards around the room, ask your child to find them. Each time they find them they need to tell you the sound and a word that begins with that sound. (It can't be the same as the picture for example for a it can't be apple it could be ant.)</p> <p style="text-align: center;">Read and write: I, no, to, the, go, into</p>	<p style="text-align: center;"><b>Writing (10/20mins)</b></p> <p style="text-align: center;">Create a sentence use the pictures below one each day, your child needs to create their own sentence about the picture and write it down.</p>
Time to play	
<p style="text-align: center;"><b>Maths (15mins)</b></p> <p style="text-align: center;">Addition Recap addition. Can you use your number line to work out these number sentences? Can you write them down and form your numbers correctly?</p> <p style="text-align: center;">3+5= 7+4= 13+6= 9+7= 10+10= 14+4=</p>	
Counting Songs	
Lunch time	
Time to play	
Spread the Happiness Shonette LIVE Play based Story Challenge 1pm (10/15mins)	
	<p style="text-align: center;"><b>Topic (30/60mins)</b></p> <p style="text-align: center;">Read 'Superworm' or listen to the story on you tube or me on seesaw.</p> <p style="text-align: center;">Why was he so super? What powers did he have, or did he not need powers?</p> <p style="text-align: center;">Task: Draw a picture of a minibeast that you would like to make super, write about what makes them super.</p>
	Reading/story time

<h1>Wednesday</h1>	
Joe Wicks morning workout 9.00am (30mins)	
Spread the Happiness Shonette LIVE Go to the Dough Disco! 9.30am (10/15mins)	
Time to play	
<p style="text-align: center;"><b>Phonics (15mins)</b> Miss Grant's Group: Recap all taught sounds. Today play the same hunt as yesterday but with less cards select 10 and try to put some they aren't as confident with in with ones they are confident with. Every time they find one today and say a word, they then need to write the word down (don't forget to use your phonics and write words that are phonetically plausible)</p> <p style="text-align: center;">Read and Write: I, no, to, the, go, into, he, she, we, me, be, you, are, her, was, all, they, my</p> <p style="text-align: center;">Mrs Rogers Group: Recap all taught sounds. Today play the same hunt as yesterday but with less cards select 10 and try to put some they aren't as confident with in with ones they are confident with. Every time they find one today and say a word, they then need to write the word down (don't forget to use your phonics and write words that are phonetically plausible)</p> <p style="text-align: center;">Read and write: I, no, to, the, go, into</p>	<p style="text-align: center;"><b>Writing (10/20mins)</b> Create a sentence use the pictures below one each day, your child needs to create their own sentence about the picture and write it down.</p>
Time to play	
<p style="text-align: center;"><b>Maths (15mins)</b> Subtraction Recap subtraction. Can you use your number line to work out these number sentences? Can you write them down and form your numbers correctly?</p> <p style="text-align: center;">4-3= 5-2= 10-7= 15-5= 17-9= 14-10= 5-5= 20-8= 8-8= 12-0=</p>	
Counting Songs	
Lunch time	
Time to play	
Spread the Happiness Shonette LIVE Play based Story Challenge 1pm (10/15mins)	
	<p style="text-align: center;"><b>Topic (30/60mins)</b> Read 'ahh spider' or listen to this on Youtube or me on seesaw</p> <p style="text-align: center;">Task: WE learnt about the life cycle of a butterfly; do you know the life cycle of a spider? Can you use the internet to find out what the life cycle is an draw a picture and label it?</p>
	Reading/story time

<h1>Thursday</h1>	
Joe Wicks morning workout 9.00am (30mins)	
Spread the Happiness Shonette LIVE Go to the Dough Disco! 9.30am (10/15mins)	
Time to play	
<p style="text-align: center;"><b>Phonics (15mins)</b> Miss Grant's Group: Recap all taught sounds. Read these sentences (you'll need to write them down): A goat in a boat. I can jump up high. The snail is getting wet in the rain. The queen has a crown.</p> <p style="text-align: center;">Read and Write: I, no, to, the, go, into, he, she, we, me, be, you, are, her, was, all, they, my</p> <p style="text-align: center;">Mrs Rogers Group: Recap all taught sounds. Read these sentences (you'll need to write them down): Dog can run. The man is in the sun. The fish can swim.</p> <p style="text-align: center;">Read and write: I, no, to, the, go, into</p>	<p style="text-align: center;"><b>Writing (10/20mins)</b> Create a sentence use the pictures below one each day, your child needs to create their own sentence about the picture and write it down.</p>
Time to play	
<p style="text-align: center;"><b>Maths (15mins)</b> Addition and subtraction</p> <p style="text-align: center;">Muddle up addition and subtraction problems for your child and remind them to read number sentences carefully to see if they are being asked to add or subtract.</p>	
Counting Songs	
Lunch time	
Time to play	
Spread the Happiness Shonette LIVE Play based Story Challenge 1pm (10/15mins)	
	<p style="text-align: center;"><b>Topic (30/60mins)</b> What is Father's Day and why do we celebrate it? Discuss this with your child and think about what they enjoy doing with you (if dad is doing this) or what they enjoy doing with dad.</p> <p style="text-align: center;">Task: Design and make a Father's Day card (message writing tomorrow)</p>
Reading/story time	

<h1>Friday</h1>	Joe Wicks morning workout 9.00am (30mins)	Spread the Happiness Shonette LIVE Go to the Dough Disco! 9.30am (10/15mins)	Time to play	<p style="text-align: center;"><b>Writing (20/30mins)</b></p> <p>CT- Can I write about why I love my Dad? I can talk about my Dad and why I love him. I can say my ideas in full sentences. I can write my sentences. I can form my letters correctly.</p> <p>Why is your Dad important to you? How does he take care of you? What do you like to do with your Dad? Why do you love him?</p> <p>Don't forget: Use your sounds, capital letters, finger space, full stops and writing on the line.</p> <p><b>REMEMBER your child needs to write sentences that are phonetically plausible they do not need to spell the words correctly.</b> They do need to spell the tricky words correctly that they have been learning in phonics. Your child can use their sound mat to complete writing tasks they are very independent with them. Remember use their phonic knowledge, they can use their sound mat from their learning pack. Once they have finished ask them to read what they have written to you. If your child has formed any letters incorrectly show them how they should be formed and ask them to practice this. If any tricky words are incorrect show them how they should be spelt.</p>	<p style="text-align: center;"><b>Phonics (15mins)</b></p> <p>Miss Grant's Group: Recap all taught sounds</p> <p>Mrs Rogers Group: Recap all taught sounds</p>	Time to play	<p style="text-align: center;"><b>Maths (15mins)</b></p> <p>Counting by 2's Counting by 5's Counting by 10's</p> <p>Use YouTube for the 'scratch garden' counting by 2's, counting by 5's and counting by 10's songs.</p>	Counting Songs	Lunch time	Time to play	Spread the Happiness Shonette LIVE Play based Story Challenge 1pm (10/15mins)	<p style="text-align: center;"><b>Topic (15/30mins)</b></p> <p>What has your child found challenging this week? What do they need to continue learning? Discuss the learning from the week. Can your child answer any questions about being healthy? Can they talk about the story and what it teaches us?</p> <p style="text-align: center;"><b>Yoga Time!</b> Cosmic Kids' Yoga</p> 	Reading/story time
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# Bees and Pollination

## Science Experiment



### Method

1. Explain to the children that this is an experiment to show how a bee helps with the pollination of flowers.
2. As a bee moves from one flower to another it moves the pollen between them.
3. Make a flower by putting a picture on the front of the paper bag.
4. Put the cheesy puffs inside the bag.
5. Give each child a Bee Finger Puppet and let them fly to a flower and grab some cheesy puffs. Explain that they can eat the cheesy puffs, but not lick or wipe the crumbs off their fingers!
6. After they have had chance to eat a few puffs and get lots of crumbs on their fingers, let them fly to a friend's flower and land on it.
7. Ask them to see what has happened to the crumbs from their fingers.
8. Some of the 'pollen' has been left behind on their friend's flower - they have successfully pollinated a flower, which will then help it to make new seeds.

### You will need:

Small paper bags  
Cheesy puff crisps  
Bee Finger Puppet  
Flower Cut-Outs



## Science Experiment

### Bees and Pollination

How do bees help with pollination?

How do bees help with making new seeds?

What are the cheesy puffs representing?

What happens to the crumbs on your fingers?

Fly to a friend's flower and put your hands on it.

What happens to the 'pollen' from your fingers?

