

FSU Home learning T3 Week 2  
Wednesday 13<sup>th</sup> January 2021

Dear Parents,

We hope you are all keeping well and surviving home schooling! We are completely aware that we are all juggling our jobs and daily commitments as well as trying to fit in supporting our own children with their schooling. (It is the same for us too!) Be kind to yourselves and do the best you can. Please keep sending in what you can, when you can, so we can celebrate all the good things that are happening.

Remember to do some exercise today. Joe Wicks will be releasing a new 'PE with Joe' on his Body Coach YouTube Channel at 9am. Or find something else like a walk, cycle ride or run around the garden if you have one.

## Phonics

### Reception (F1s)

You will also need the speed sound flashcards you made on Monday. (All letters of the alphabet ( q being qu ) and special friends- sh, th, ch, ng, nk, ay, ee, igh, ow (as in blow the snow) oo (short sound, eyes in the oo's) and oo (long sound)

#### **Lesson:**

-Revise new sound- Ask your child to remind you what this week's new special friend is- oo. Remind them if needed that the oo special friend this week is the long sound oo. Can they remember the rhyme for this sound? ('poo at the zoo' ) In school we do 'My Turn Your turn' point to yourself and say the special friend point to your child and they say it. Repeat this a few times at different speeds and maybe using different voices to make it fun. Do the same with the rhyme too.

-Speed sounds- Place the new 'oo' flashcard amongst the other flashcards. Show each sound one at a time for your child to name. Note any they are finding tricky and repeat these.

-Alien words- ask your child to put their alien antennae on ( They will know what I mean!) . Say to your child that today we are going to read alien words that aren't real words but you can still use Fred Talk to read them. (We do this because the phonics screening test in Year One includes these to check children are actually decoding words and not guessing just by sense or the shape of the word.)

Write the alien words below on pieces of paper.

**Choove, drood, sploot, shoom, goove, moom**\*(watch this is read correctly!).

For each ask the children:

- 1) Are there any Special Friends? If so what?
- 2) Can they Fred Talk the sounds?
- 3) Can they read the whole word?

Support them as needed to do this successfully.

-Writing words- with the word cards hidden/ covered up. Ask your child to write the words *choove, sploot, shoom and moom* in their exercise books. Ensure children are starting and finishing writing each sound in the correct place.

## Nursery (F2s)

This week in Phonics the F2s will be looking at **alliteration**. Alliteration activities aim to get children tuning into the sounds words start with and identifying different words that start with the same sound.

### **Activity:**

Play the game "I went shopping and I bought..." Choose a letter and take in turns to add a different item that starts with the same letter each time to the list. Emphasising the initial sound as you say it. (This is also a good memory and speaking and listening game!)

For Example

" I went shopping and I bought a carrot."

"I went shopping and I bought a carrot and a cucumber."

"I went shopping and I bought a carrot, a cucumber and some crackers....."

## Literacy

Practise writing your name.

**Nursery (F3s)-** Trace your name. Parents- write your child's name in a yellow or orange pen or pencil for your child to trace. In school we would encourage the children to start and finish the tracing of each letter in the correct place by putting dots where they start writing each letter.

**Nursery (F2s)-** Write your first name. Challenge- Can you trace your surname too?

**Reception children-** write your first name and surname. Challenge- *Can you write your middle name too?*

**Follow up activity-** Hot seating Goldilocks. All children can have a go at this activity with adult (and extra adult or sibling if possible!) support.

Hot seating is a great activity to support your child's imagination and roleplaying skills. It involves finding a chair that becomes the 'hot seat'. Explain to your child that whoever sits in the 'hot seat' becomes someone else. Today a character from Goldilocks and the three bears. Parents will need to model this first and it is best if you have an older sibling or another parent who can model asking questions to the character too. For example, if adult 1 becomes Goldilocks. They sit in the chair while adult 2 poses questions to 'Goldilocks'. For example, *what did baby bears porridge taste like? How did you feel when the bears woke you up? Do you still see the bears? Have you ever been back to the bears cottage?* The adult in the chair has to answer as the character.

Once your child has seen this modelled they will hopefully feel confident to ask some questions or even take on a character from the story. Give it a go. It may be hard at first and some children find it easier than others but we will repeat this activity over the next few weeks and your child should build in confidence

## Maths

### Reception (F1s)

This week we will be comparing numbers to 5. The purpose of this is for the children to understand that when comparing numbers one quantity can be more than, the same as or fewer than another quantity. It would be good to encourage them to use these words as they take part in the activities.

**Starter:** Write the numbers 0-5 ( or extend to 10/20 if appropriate) on separate bits of paper. Using them like flash cards can the children read them and put them in order?

**Activity:** using the 0-5 cards and some small objects (e.g. Lego bricks, counters, toy animals, buttons,) ask the children to match the number of objects to the numeral cards.

Next using one of the number cards and matching objects

-ask the children how many objects there are.

-say and do

-“if I take one object away and how many are there now?”

- “If I add one back how many now?”

-“If I add one more how many now?”

Repeat with other numbers and adding/taking two or three more/less objects (as appropriate to your child’s understanding.)

### Nursery (F2,F3s)

#### **Positional language.**

While you are eating lunch or dinner ask your child if they can put their plate in front of them, move the knife next to the fork, put a spoon in the bowl, put a mat under the plate. Can they put some a carrot on top of the fork or some peas behind the potato? Use a variety of positional language and ask them if they can give you instructions too.

## Creative

Have some fun today choosing one of these activities:

- Make placemats for Daddy Bear, Mummy Bear & Baby Bear or each member of your family. Draw a picture of them or a pattern on some A4 paper. You can put them inside a plastic wallet, the kind you use for work folders, to make them more durable. Challenge- F1s, can you try to write their names on it too, using Fred Talk to help you?
- Make some porridge if didn’t do it last week.

- Draw a picture or make a collage of your favourite breakfast/meal.  
Challenge- try labelling the food as well.

Do not hesitate to get in contact if you have any questions

Kind regards

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