



## Pack 2

# Blended Remote Learning Pack

## Daily Activities Timetable

Reception Day 1: Daily Learning Overview – Thursday 14<sup>th</sup> January



Time	Subject	Objective	Task to complete	Resources Required
9:00 – 9:15	Tapestry Teacher-led phonics	To recognise and say the trigraph 'igh'	Log-in to Tapestry and watch the teacher-led phonics session. Children will be encouraged to join in with the session and be an active participant (albeit whilst following a pre-recorded session).	Device with internet access if possible – log into Tapestry and access <b>Phonics igh</b> session
9:15	Phonics activity 1	To write simple words containing the sound 'igh'	Ask your child to look carefully at the pictures. Can they name all of the items on the page? Tights, lightening, light, night, high Using their 'superhero fist' to sound out, encourage your child to write down the names of the items using their sound mat to help them.	Day 1 Picture sheet Sound mat Letter formation sheet
	Phonics activity 2	To blend sounds together reading words containing trigraph 'igh'	Read words containing newly learnt sound igh. Does your child recognise the sound igh in the word when sounding out? Repeat this reading activity several times throughout the day using both green word cards and the reading sheet.	Day 1 Reading sheet Day 1 Green word cards
<b>10:00 – 10:30 Break for a healthy snack and play</b>				
10:30	Maths activity 1	To learn the nursery rhyme '5 Little Men in a Flying Saucer' and count down from 5	Watch and learn the nursery rhyme '5 Little Men in a Flying Saucer' <a href="http://www.bbc.co.uk/teach/school-radio/nursery-rhymes-five-little-men-in-a-flying-saucer/z6qgscw">www.bbc.co.uk/teach/school-radio/nursery-rhymes-five-little-men-in-a-flying-saucer/z6qgscw</a>	Device with internet access if possible Day 1 Nursery rhyme sheet
	Maths activity 2	Accurately count to complete the number sentence	Help your child to count the correct number of aliens and the correct number of spaceships to complete each of the number sentences. Watch out for the last number sentence where there are zero spaceships to count! (Your child should always count the number of aliens first.)	Day 1 Aliens and spaceships addition Number formation sheet (from last week)
<b>11:30 – 12:30 Lunchtime and play</b>				
12:30	Reading	To develop observational and inference skills by looking carefully at pictures in a book to make predictions and tell a story.	Read a wordless picture book to your grown-up at home. Log into Oxford Reading Buddy and work through your child's next story and questions with them. Re-read the book or read another within Oxford Reading Buddy should your child be interested and engaged. <b>AND/OR</b> Look at a picture book you have at home with your parent. Notice what is happening in each picture and tell a story to match the pictures.	Digital Card – Oxford Reading Buddy Login and password  Device with internet access if possible  A home picture book / children's story
<p><b>After lunch and reading time, children move to chosen activities from the online learning platforms provided as well as choosing an activity from the 'Afternoon Curriculum Activities' sheet to further support choice and learning. Please choose a different activity every day, but do feel free to repeat activities if your child has particularly enjoyed them or is looking for more opportunities to extend their learning.</b></p>				

Reception Day 2: Daily Learning Overview – Friday 15<sup>th</sup> January



Time	Subject	Objective	Task to complete	Resources Required
9:00 – 9:15	Tapestry Teacher-led phonics	To recognise and say the trigraph ow	Log-in to Tapestry and watch the teacher-led phonics session. Children will be encouraged to join in with the session and be an active participant (albeit whilst following a pre-recorded session).	Device with internet access if possible – log into Tapestry and access <b>Phonics ow</b> session
9:15	Phonics activity 1	To write simple words containing the sound 'ow'	To support development of their fine motor skills, ask your child to cut out their new green words and sentence. They should then sound out each word and blend the sounds together to read each word. Help them to recognise 'ow' as one sound, not separate as 'o' and 'w' when they are next to each other.	Day 2 Green word cards and sentence
	Phonics activity 2	To read simple words containing the sound 'ow'	Look at the pictures, then sound out and read the words. Can you draw a line from a picture to the correct word and match them up?	Day 2 Picture match
<b>10:00 – 10:30 Break for a healthy snack and play</b>				
10:30	Teacher-led maths	To understand a whole number can be split into two component parts	Log-in to Tapestry and watch the teacher-led maths session. Children will be encouraged to join in with the session and be an active participant (albeit whilst following a pre-recorded session).	Device with internet access if possible – log into Tapestry and access <b>Maths part-whole</b> session
	Maths activity	To understand a whole number can be split into two component parts	This activity supports your child to make further connections between addition and subtraction. We would like your child to complete the worksheet to the best of their ability. The top circle depicts the WHOLE NUMBER we are splitting into two parts. The two lower circles must add up to the WHOLE NUMBER (in this case, 5) at the top. Your child could write the number OR draw some dots into the blank circles, ensuring each part has the correct number or number of dots within it. For a further challenge an additional, black sheet has been provided for your child to make up their own part-whole number problems.	Day 2 Part-whole sheet Day 2 Part-whole challenge sheet
<b>11:30 – 12:30 Lunchtime and play</b>				
12:30	Reading	To develop observational and inference skills by looking carefully at pictures in a book to make predictions and tell a story.	Read a wordless picture book to your grown-up at home. Log into Oxford Reading Buddy and work through your child's next story and questions with them. Re-read the book or read another within Oxford Reading Buddy should your child be interested and engaged. <b>AND/OR</b> Look at a picture book you have at home with your parent. Notice what is happening in each picture and tell a story to match the pictures.	Digital Card – Oxford Reading Buddy Login and password  Device with internet access if possible  A home picture book / children's story
<p><b>After lunch and reading time, children move to chosen activities from the online learning platforms provided as well as choosing an activity from the 'Afternoon Curriculum Activities' sheet to further support choice and learning. Please choose a different activity every day, but do feel free to repeat activities if your child has particularly enjoyed them or is looking for more opportunities to extend their learning.</b></p>				

Reception Day 3: Daily Learning Overview – Monday 18<sup>th</sup> January

Time	Subject	Objective	Task to complete	Resources Required
9:00 – 9:15	Phonics	Revise newly leant sounds ay, ee, ow, igh	Please see notes on Tapestry or notes on Day 3 Powerpoint slides for further instruction.	Day 3 Powerpoint slides <b>OR</b> Device with internet access if possible – log into Tapestry and access <b>Phonics ay ee ow igh</b>
9:15	Phonics activity 1	To correctly write ay, ee, igh and ow	Have your child cut out the squares containing pictures and phonemes. Spread these around a large space e.g. your lounge. Call out one of the phonemes ee, ay, igh or ow (ee as in bee, ay as in play, igh as in high, ow as in throw). Your child should then run to the correct picture card, return with it, write down the sound (or challenge: write a word containing the sound) and then wave their written sound in the air. Your child should use their sound mat to help them form their letters and use correct sounds in words they write. Repeat with different sounds.	Day 3 Race, write, reach Paper Pencil Scissors
	Phonics activity 2	To hear and recognise sounds ay, ee, igh and ow	Help your child to hear and identify newly learnt sounds in speech and text: ay, ee, igh, ow Please follow the instructions on the sheet. You could do the second activity later in the day if your child needs a break.	Day 3 I spy sheet
<b>10:00 – 10:30 Break for a healthy snack and play</b>				
10:30	Maths activity 1	To learn the nursery rhyme '5 Little Men in a Flying Saucer' and count down from 5	Help your child to cut out the spaceship and aliens. Use these as props to sing the nursery rhyme '5 Little Men in a Flying Saucer'.	Day 1 Nursery rhyme sheet Day 3 Five Little Men in a Flying Saucer
	Maths activity 2	To understand a whole number can be split into two component parts	Cut out the aliens and use the part-whole model to make 5 in different ways. How many different ways can you make the number 5? For more challenge, ask your child to write number sentences e.g. $2 + 3 = 5$	Day 3 Part-whole aliens
<b>11:30 – 12:30 Lunchtime and play</b>				
12:30	Teacher-led story time	To develop listening skills and an understanding of the story <b>My Pet Star</b>	Log-in to Tapestry and watch the teacher-led story time.	Device with internet access if possible – log into Tapestry and access <b>Story: My Pet Star</b> . OR Read the story at home if you have it.
<p><b>After lunch and reading time, children move to chosen activities from the online learning platforms provided as well as choosing an activity from the 'Afternoon Curriculum Activities' sheet to further support choice and learning. Please choose a different activity every day, but do feel free to repeat activities if your child has particularly enjoyed them or is looking for more opportunities to extend their learning.</b></p>				

## Reception Day 4: Daily Learning Overview – Tuesday 19<sup>th</sup> January

Time	Subject	Objective	Task to complete	Resources Required
9:00 – 9:15	Phonics Revision	To revise all phonemes learned so far	<a href="https://youtu.be/48uf9l6P2xQ">https://youtu.be/48uf9l6P2xQ</a> Please watch and sing the song of sounds song to practise all sounds. Your child can be active during this and show you the actions for each sound as they sing.	Device with internet access if possible <b>OR</b> ask your child to sing the song of sounds, starting with “Ants on an apple a... a... a...”
9:15	Phonics activity 1	To write all phonemes learned so far	After singing the song. Ask your child to look at their sound mat. We would like them to practise writing all of their sounds. Please help them to hold their pencil and to form letters correctly.	Sound mat Handwriting letter formation Paper Pencil
	Phonics activity 2	To read simple words with confidence	First, cut out the green words. Then, read them carefully. Are there any sounds your child is forgetting or finding more difficult? Practise throughout the day to build confidence and fluency.	Day 4 Green word cards Additional Green word cards from previous days
<b>10:00 – 10:30 Break for a healthy snack and play</b>				
10:30	Maths activity 1	To understand a whole number can be split into two component parts	Using the part-whole model, help your child to create number bonds to 5, 10, 15 or 20 depending on your child’s confidence and understanding. First, cut out the round number cards on the Day 4 Number cards sheet. Next, select one for the whole number at the top. Your child should then use objects from around the home e.g. dried pasta to put into the bottom two circles. Remember, the 2 parts must make the correct total and be equal to the number in the top circle.	Day 4 Create your own Day 4 Number cards
	Maths activity 2	To develop an understanding of number bonds to 10.	<a href="http://www.ictgames.com/mobilePage/partPartWhole/index.html">www.ictgames.com/mobilePage/partPartWhole/index.html</a> Use this link to access a part-whole activity online. Your child can choose the counters they would like to use as well as the number for the top circle. (Start with small numbers e.g. 5, 10 before working up to larger numbers.)	Device with internet access if possible
<b>11:30 – 12:30 Lunchtime and play</b>				
12:30	Teacher-led story time	To develop listening skills and an understanding of the story <b>Whatever Next</b>	Log-in to Tapestry and watch the teacher-led story time.	Device with internet access if possible – log into Tapestry and access <b>Story: Whatever Next</b> . <b>OR</b> Read the story at home if you have it. Teddy bear Colander/sieve
<p><b>After lunch and reading time, children move to chosen activities from the online learning platforms provided as well as choosing an activity from the ‘Afternoon Curriculum Activities’ sheet to further support choice and learning. Please choose a different activity every day, but do feel free to repeat activities if your child has particularly enjoyed them or is looking for more opportunities to extend their learning.</b></p>				

**Reception Day 5: Daily Learning Overview – Wednesday 20<sup>th</sup> January**

<b>Time</b>	<b>Subject</b>	<b>Objective</b>	<b>Task to complete</b>	<b>Resources Required</b>
9:00 – 9:15	Phonics	To read phonetically decodable words	Support your child to practise reading each of the green words and phrases.	All green words and phrases learned so far
9:15	Phonics activity 1	To segment phonetically decodable words	For this activity your child will need to use their superhero fist and phoneme fingers to segment words into sounds. Say a word to your child e.g. 'sit'. Your child should put their fist in the air, say the word 'sit' and then segment it (sound it out) s/i/t and tell you how many phonemes are in the word (3 sounds in the word sit). Repeat for each word counting the phonemes and then blending them together.	Day 5 Segmenting activity
	Reading	To develop confidence and fluency for reading	Read a picture book to your grown-up at home. Log into Oxford Reading Buddy and work through your child's next story and questions with them. Re-read the book or read another within Oxford Reading Buddy should your child be interested and engaged. <b>AND/OR</b> Look at a picture book you have at home with your parent. Attempt to sound out and read words in the story.	Digital Card – Oxford Reading Buddy Login and password  Device with internet access if possible  A home picture book / children's story
<b>10:00 – 10:30 Break for a healthy snack and play</b>				
10:30	Maths activity 1	To develop an understanding of number bonds to 5 and 10	Start by asking your child to carefully cut out the dominos provided, or to find a dominos game at home if you have them! (There are lots to cut out so do give your child a hand if they do not want to cut them all out themselves.) Play Game 1: Matching number bonds to 5 Play Game 2: Matching number bonds to 10	Day 5 Dominos and instructions  Or a dominos game if you have one at home
	Maths activity 2	To develop an understanding of number bonds to 10	Use the below link to access this maths activity. Select a 10 frame (a frame with 10 squares). Your child should then move the aliens into the frame to make 10 in different ways, supporting their understanding of number bonds to 10. <a href="http://www.coolmath4kids.com/manipulatives/ten-frame">www.coolmath4kids.com/manipulatives/ten-frame</a> Use the provided ten frame and cut out aliens if you do not have internet access.	Device with internet access if possible  Day 5 Ten frame Day 5 Aliens
<b>11:30 – 12:30 Lunchtime and play</b>				
12:30	Teacher-led story time	To develop listening skills and an understanding of the story <b>Look Up</b>	Log-in to Tapestry and watch the teacher-led story time.	Device with internet access if possible – log into Tapestry and access <b>Story: Look Up</b> . OR Read the story at home if you have it.
<p><b>After lunch and reading time, children move to chosen activities from the online learning platforms provided as well as choosing an activity from the 'Afternoon Curriculum Activities' sheet to further support choice and learning. Please choose a different activity every day, but do feel free to repeat activities if your child has particularly enjoyed them or is looking for more opportunities to extend their learning.</b></p>				

## Reception Day 6: Daily Learning Overview – Thursday 21<sup>st</sup> January

Time	Subject	Objective	Task to complete	Resources Required
9:00 – 9:15	Phonics	To decode simple words and phrases	Mix up all of the green words and phrases taught so far. Ask your child to carefully read them from left to right, sounding out each phoneme. Encourage them to put their finger under each sound as they read. If they are not sure of a phoneme, help them to refer to their sound mat.	Green words Green phrases Sound mat
9:15	Phonics activity 1	To use sounds learned to write phonetically plausible words	Help your child to use their sound mat to carefully sound out and write words to match the pictures on the writing sheet. Ensure they are following the correct letter formation and their letters are formed to face the correct way. Some words will be easier to segment, others will be more challenging. Encourage your child to use their 'superhero fist' and 'phoneme fingers' to sound out words.	Day 6 Practise writing sheet Pencil Sound mat Letter formation sheet
	Phonics activity 2	To decode simple words and select the relevant picture	<a href="http://www.phonicsbloom.com/uk/game/match-cards?phase=2">www.phonicsbloom.com/uk/game/match-cards?phase=2</a> Play a picture and word matching game. Can you get 10 out of 10 correct?	Device with internet access
<b>10:00 – 10:30 Break for a healthy snack and play</b>				
10:30	Tapestry Teacher-led maths	To learn the number bonds song	Log-in to Tapestry and watch the teacher-led maths session. Children will be encouraged to join in with the session and be an active participant (albeit whilst following a pre-recorded session). Please encourage them to use their cut out numicon pieces to represent the number bonds in the song. Repeat and learn the song together.	Device with internet access if possible – log into Tapestry and access <b>Numicon number Bonds Song</b> session  Day 6 Numicon (please cut out and <b>save to use tomorrow as well</b> )
	Maths activity	To develop an understanding of quantity and numerals	Use numbers and counters to challenge your child to complete the part-whole number sheet. Start by putting the number 5 in the top circle and work up to number 10. Remember you could put any number in the top circle, such as number 8 for your child to then work out two numbers that added together total 8. Can they match the correct quantity and numeral?	Day 6 Number cards Day 6 Part-whole sheet Counters (e.g. dried pasta)
<b>11:30 – 12:30 Lunchtime and play</b>				
12:30	Teacher-led story time	To develop listening skills and an understanding of the story <b>Owl Babies</b>	Log-in to Tapestry and watch the teacher-led story time.	Device with internet access if possible – log into Tapestry and access <b>Story: Owl Babies</b> . OR Read the story at home if you have it.
<p><b>After lunch and reading time, children move to chosen activities from the online learning platforms provided as well as choosing an activity from the 'Afternoon Curriculum Activities' sheet to further support choice and learning. Please choose a different activity every day, but do feel free to repeat activities if your child has particularly enjoyed them or is looking for more opportunities to extend their learning.</b></p>				



## Reception Day 7: Daily Learning Overview – Friday 22<sup>nd</sup> January

Time	Subject	Objective	Task to complete	Resources Required
9:00 – 9:15	Tapestry Teacher-led phonics	To review all sounds learned so far	Log-in to Tapestry and watch the teacher-led phonics session. Children will be encouraged to join in with the session and be an active participant (albeit whilst following a pre-recorded session).	Device with internet access if possible – log into Tapestry and access <b>Phonics Revision</b> session
9:15	Phonics activity	To segment and blend simple words	Cut out each word set, individually cutting out each phoneme (square). Match with the correct picture and then mix up the sounds within the word. Can your child correctly rearrange them to match the picture card? Can they read and write each word?	Day 7 Blending sets
9:45	Maths activity	To develop an understanding of number bonds to 10	Following on from our learning about number bonds to ten and yesterday's number bonds song using numicon, please support your child to work out the number needed in each sum to be equal to the number 10. They could choose to write the numeral or draw the correct numicon piece in each box.	Day 7 Numicon number bonds Day 6 Numicon
<b>10:00 – 10:30 Break for a healthy snack and play</b>				
10:30	Wellbeing activity		Help your child to understand their emotions by talking about their feelings using words like happy, sad, angry or worried so that children begin to feel comfortable and able to express their feelings. The children are familiar with the story of The Colour Monster and know that each feeling in the story is represented by a different colour. After discussing how your child is feeling invite them to colour in their own colour monster and include an expression on the monster's face. Red: Angry/cross Yellow: Happy Multicoloured: Mixed up Pink: Loved Blue: Sad Green: Calm Black: Fearful/scared	Day 7 Colour Monster Coloured pencils, crayons or paints
<b>11:30 – 12:30 Lunchtime and play</b>				
12:30	Reading	To use skills learnt in phonics to begin reading stories.	Read a picture book to your grown-up at home. Log into Oxford Reading Buddy and work through your child's next story and questions with them. Re-read the book or read another within Oxford Reading Buddy should your child be interested and engaged. <b>AND/OR</b> Look at a picture book you have at home with your parent. Notice what is happening in each picture and tell a story to match the pictures.	Digital Card – Oxford Reading Buddy Login and password  Device with internet access if possible  A home picture book / children's story
<p><b>After lunch and reading time on a Friday we invite you to enjoy some family wellbeing time. We have included an activity to support your child's emotional wellbeing in the morning, but please also think of some of your own activities to enjoy together. This could be going out for a walk or a bike ride (government guidelines permitting), baking a cake or listening and dancing to music together, playing a board game or enjoying drawing and colour in. Whatever you choose, we hope this time supports you and your child to engage with activities that you both enjoy.</b></p>				

## Afternoon Curriculum Activities

Here are some curriculum linked ideas of how you can help me grow and learn at home. Our overarching **BIG QUESTION** this term is 'Look up, look down, what is all around?' Our core text this half term is 'My Pet Star' by Corrinne Averiss.

Talk about the needs that you have as a person and as a member of a family. Do you all need to eat, drink, sleep and exercise? Look around your house and discuss what you see, why do you have those things, do you need them to survive? Is that all you need? There is something more – we all need love, cuddles, stimulation and a sense of belonging.

Talk about the animals some people keep as pets such as fish, dogs, cats or a hamster. Use a book, a computer/tablet, or ask an adult to help you learn about different pets. You could even send an email to a relative to ask for their help or opinion. (Find out what type of food they should and shouldn't eat, how much space they need, their likes and dislikes.) Can you make a 'How to look after your pet' leaflet for one of these pets?

Can you move like an animal?

If you move like a dog, should you use 2 limbs or 4? How do they use their noses? To move like a cat what difference could there be? (Cats clean their ears with their paws.)

With an adult, can you find a piece of music to move like an animal to?

Think about the type of pet you might like (or perhaps you are lucky enough to already have one).

If you were going to get a new pet, what type of pet would you like? Look at several animals to see which might fit in your house best. What might it need to live? Does it need a little or a lot of space? Would it need a garden or to be kept outside?

Ask your family or friends (either face to face or on the telephone) if they have had pets before and how they looked after them. Can you ask people which is their favourite pet? Can you make a table to show which pets are the favourites?

cat	dog	rabbit
3	2	4

Read or listen to the story My Pet Star again. Check understanding of words including: underneath, glow, bright, hugged, cosmic, vet, shone and sparkle.

Could you write a letter to the child in the story to tell them what you have learnt about looking after pets?

Using our Core Text, My Pet Star as inspiration, why not make your own pet star with collage materials you have at home. This is a great way to recycle used cereal packets!

Be sure to take a photograph of your pet star and post an update on Tapestry. We'd love to see it!