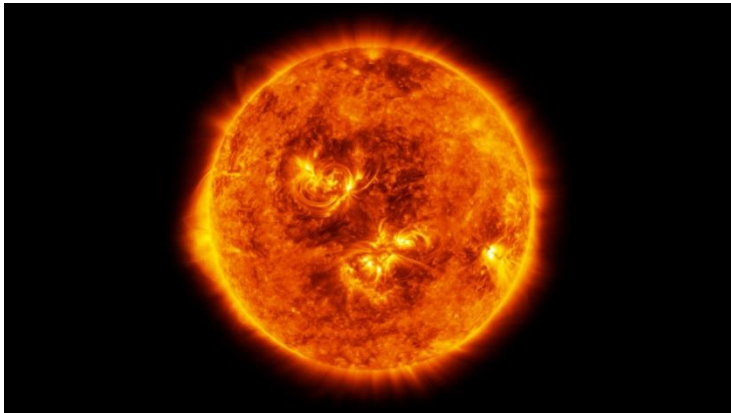


9 am

Good morning. Please have a go at writing the words that go with these pictures by yourself.
Think about the sounds you need to write.

The sound that your child needs to review today is **s**.

The words your child needs to write are sun & bus



It's time for a quiet few minutes.

Click on the blue link to do an online jigsaw.

Tinpo Jigsaw

9.30 am

Now it's time for our Phonics lesson. Say the letter sound rhyme out loud for the adult who is helping you.



9.30 am

Now it's time for our Phonics lesson. Say the letter sound rhyme out loud for the adult who is helping you.

Our special sound today is:

qu

Click on the blue link to listen to a song

[qu Song](#)

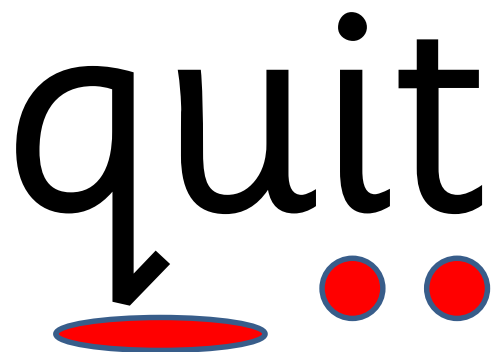
Click on the blue links to watch a short video

[qu sound](#)

[quick – a t i c k z qu](#)

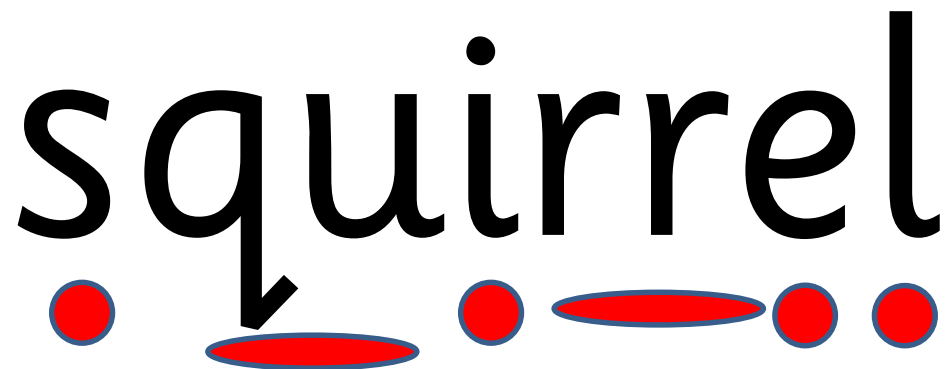
Read the words by sounding out the letters below and then blending them together.

quit



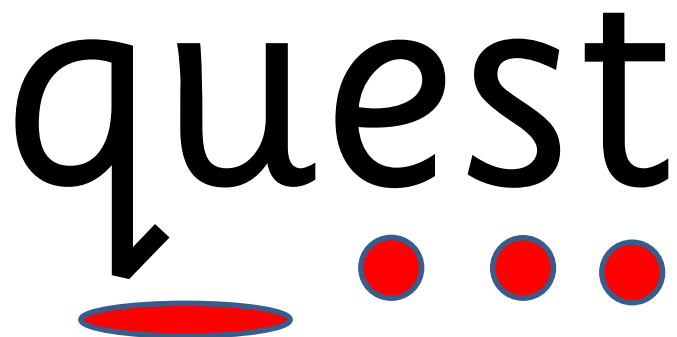
The word 'quit' is shown in a large, black, sans-serif font. Below the 'q' is a red oval with a blue outline and a black arrow pointing down to it. To the right of the 'q' are two red dots, each with a blue outline, representing the 'i' and 't' sounds.

squirrel



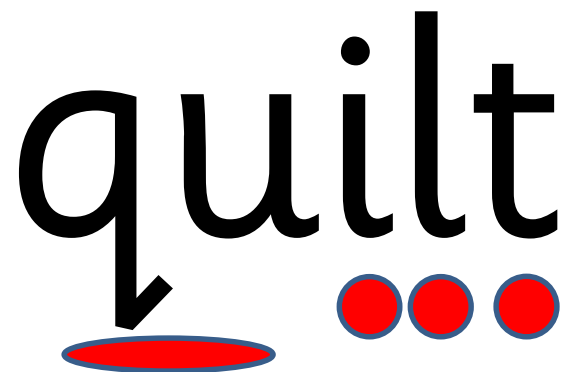
The word 'squirrel' is shown in a large, black, sans-serif font. Below the 's' is a red oval with a blue outline. Below the 'q' is a red oval with a blue outline and a black arrow pointing down to it. To the right of the 'q' are two red dots, each with a blue outline. To the right of these dots is a red oval with a blue outline. To the right of that oval are two more red dots, each with a blue outline.

quest



The word 'quest' is shown in a large, black, sans-serif font. Below the 'q' is a red oval with a blue outline and a black arrow pointing down to it. To the right of the 'q' are three red dots, each with a blue outline, representing the 'e', 's', and 't' sounds.

quilt



The word 'quilt' is shown in a large, black, sans-serif font. Below the 'q' is a red oval with a blue outline and a black arrow pointing down to it. To the right of the 'q' are three red dots, each with a blue outline, representing the 'i', 'l', and 't' sounds.

Now have a go at reading the sentence below by sounding out the words and blending them back together.

The first word is a 'tricky' word which means you have to just remember it as it can't be sounded out.

The man can quit

from the quiz.

The words your child needs to try and write are:

quick quack quiz queen

Now say the word each picture shows and try and write these in your book by breaking up the letter sounds that you can hear.



The sentence your child needs to write is: The duck can swim and quack.



10.00 am

Next click on the blue link to do some exercise.

[Just Dance Kids – Walking on Sunshine](#)



When you have finished please click on the blue link below to read a book.

[The Mat](#)

a cat on
a bed



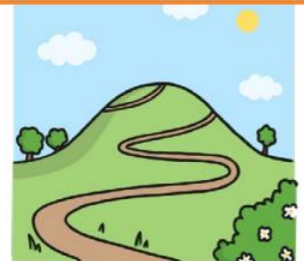
to the top
of the hill



get off
the bus



no lid on
the pan



11 am

I hope you had a lovely break, but now it's time for our Maths lesson.

Star Words

1 2 3 4 5 6 7 8

9 10 11 12 13 14 15

16 17 18 19 20











one fewer

one less

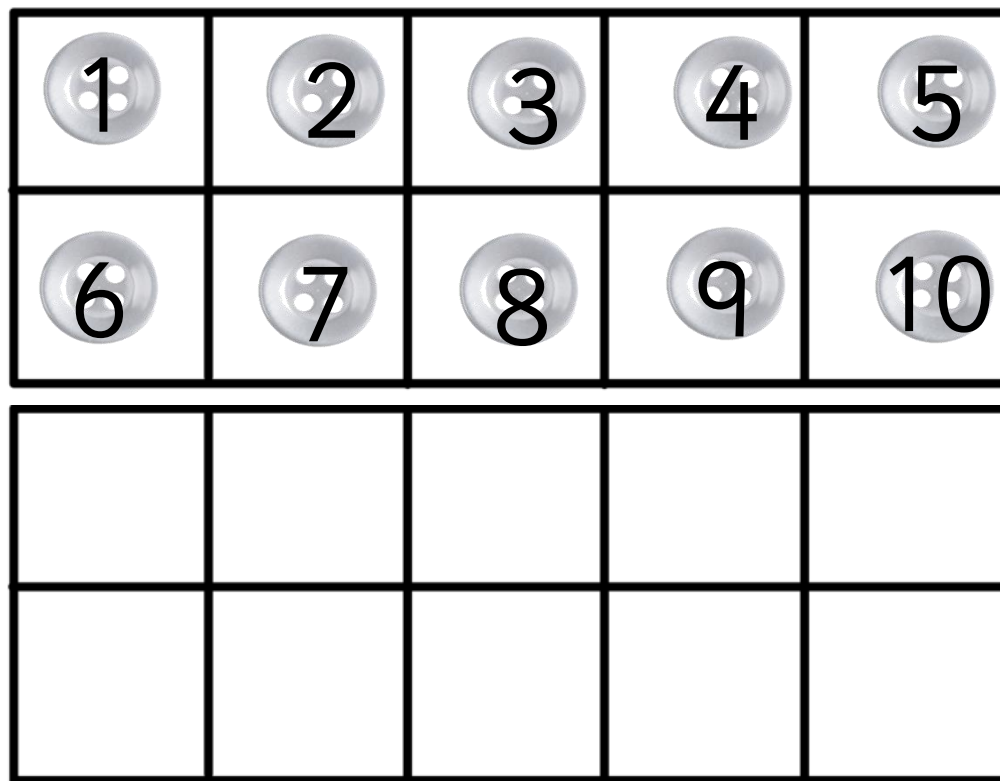
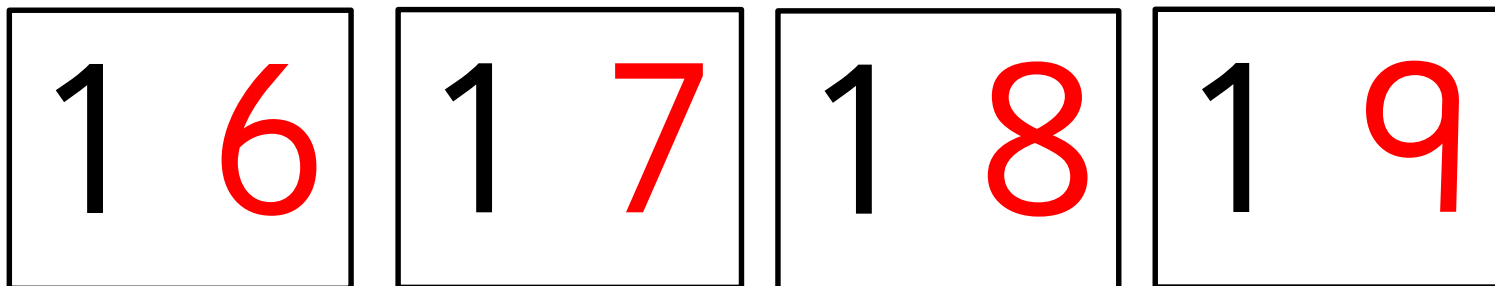
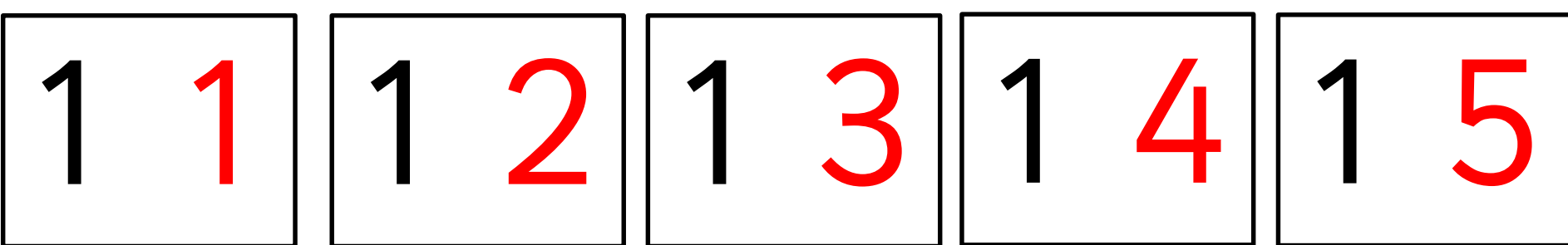
1 1	1 2	1 3	1 4	1 5
1 6	1 7	1 8	1 9	2 0

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

1 1	1 2	1 3	1 4	1 5
1 6	1 7	1 8	1 9	2 0

 1	 2	 3	 4	 5
 6	 7	 8	 9	 10





Well done! You have worked very hard this morning and now it's time for you to have some lunch and watch some TV or play a game on your tablet.

1.30 pm

I hope you had a lovely lunch!
Now it's time for our PSHE Lesson.

Today we're going to read the story

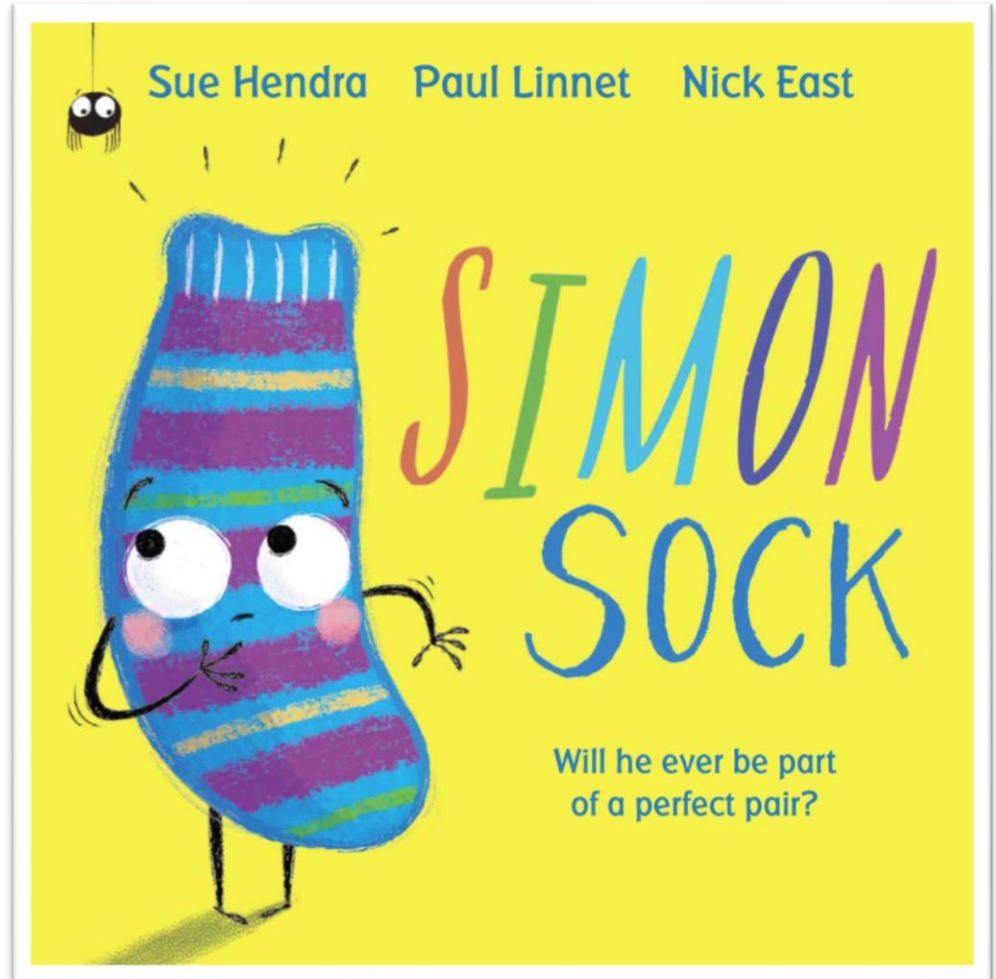
Mr Wolf's Pancakes

and talk about how it's important to help people whenever we can. Also talk about the fact that if we can't get help, we will succeed if we try to overcome problems by working hard and doing our best. Discuss with your child whether what the wolf did was good or bad and why?

Now it's time for our Literacy lesson. For the next few lessons we are going to be doing some work on the story below.

Simon Sock

by Sue Hendra, Paul Linnet and Nick East



If you have socks at home with a variety of designs (eg stripes, spots, pictures, colours, etc.) and textures (eg thick, thick, fluffy, etc), please put them in a box or basket, split up the pairs and then ask your child to match the pairs and think about what they look and feel like.



If not, please move onto the next slide to see some pictures of socks. It is however preferable by far if your child can have the opportunity of handling the socks so they can feel them and see what they are like first hand.

Match the pairs and think about what they look / feel like.



Now ask your child to choose a sock.

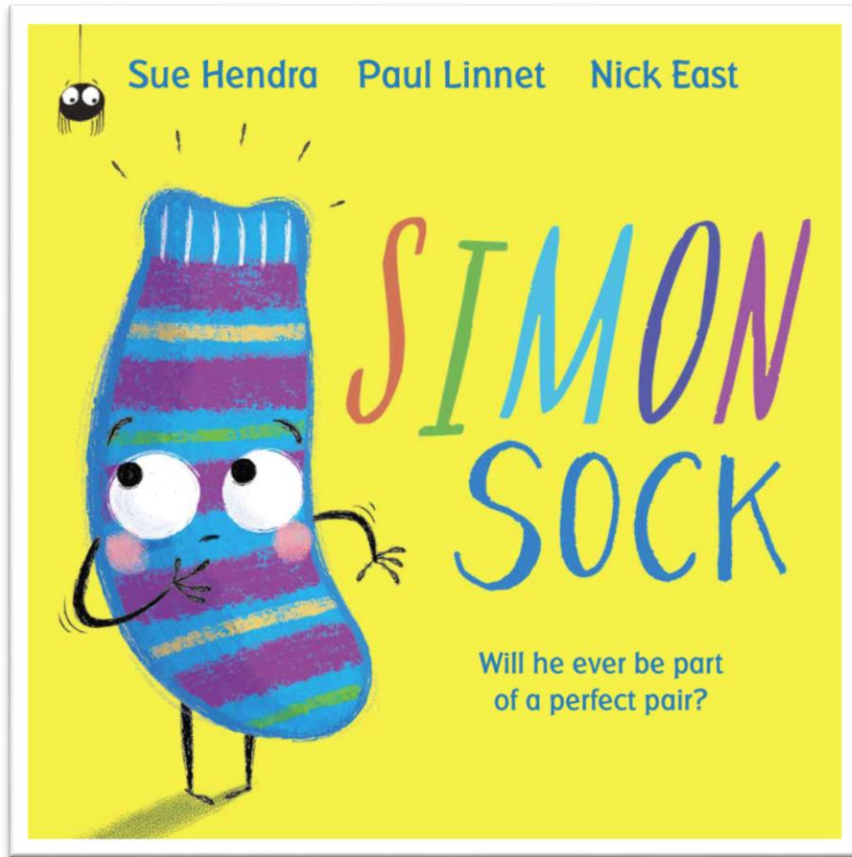
What does your sock look like?

Can you think of exciting words
to describe your sock?

Use your senses – sight, smell,
touch

Repeat with a different sock if you wish.

Ask your child to look at this book cover and ask them what they think the story might be about.



What can you see?

What do you think this book will be about?

Why do you think that?

Can you use the words 'I think... because...'?

This activity is meant to encourage the children to think for themselves and to choose the words that they feel express what they want to say. If your child is stuck for words, point out details in the picture and the title to help them think of words and ideas about the story.

Use the link below to go through the story with your child. In order to encourage the children to make predictions and express their ideas, **please ensure that you watch the story with the volume muted.**

Ask the child questions such as: **What is happening here?**
Why do you think the characters look so excited?

Make sure you stop when you get to 5 minutes of the story so the child doesn't see how the story ends.

Now ask your child to predict what might happen in the story next. If the child is finding this difficult, give them some ideas of what might happen and ask them to choose and talk about one of your options.

[Simon Sock](#)

Simon Sock

Now watch the YouTube video again using the link above with the **sound back on**.

When the story is finished, ask your child if the predictions you made together were true and talk about the ending of the story.

Ask the child to try and use full sentences to explain what happened at the end of the story.

Match the word to the sock pattern^{stripes}

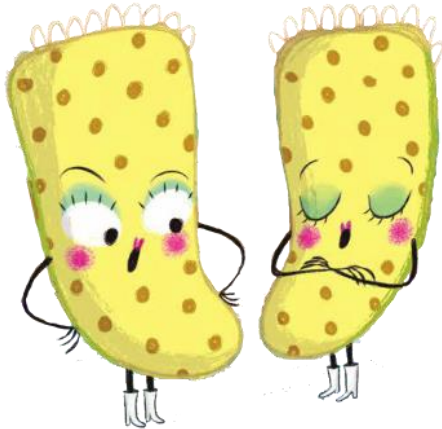
What can you see to help you?

spots



Simon Sock has _____.

stripes zig zags spots



These socks have _____.

spots stripes checks lines

Ask the child to draw a picture of the socks in their book as shown above and copy the sentences filling in the correct words in the gaps.

Here is a song you can listen and
try to sing along to.

Pancake Party

Well done! Now relax and do some yoga!

Frank the Frog - Cosmic Kids

After working so hard today, sit back and
listen to a story.

Blue Monster Wants It All