

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 **i**.

The words your child needs to write are sip & pig



It's time for a quiet few minutes.

Click on the blue link to do an online jigsaw.

[Winter 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:

ng

Click on the blue link to listen to a song

[ng Song](#)

Click on the blue links to watch a short video

[ng sound](#)

[Song - ng](#)

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

rang

The word 'rang' is shown in a large, black, sans-serif font. Below the letters, there are three red dots: one under the 'r', one under the 'a', and one under the 'ng' (represented by a red oval). These dots are used to guide the student in sounding out the word letter by letter.

bring

The word 'bring' is shown in a large, black, sans-serif font. Below the letters, there are four red dots: one under the 'b', one under the 'r', one under the 'i', and one under the 'ng' (represented by a red oval). These dots are used to guide the student in sounding out the word letter by letter.

swing

The word 'swing' is shown in a large, black, sans-serif font. Below the letters, there are four red dots: one under the 's', one under the 'w', one under the 'i', and one under the 'ng' (represented by a red oval). These dots are used to guide the student in sounding out the word letter by letter.

clang

The word 'clang' is shown in a large, black, sans-serif font. Below the letters, there are four red dots: one under the 'c', one under the 'l', one under the 'a', and one under the 'ng' (represented by a red oval). These dots are used to guide the student in sounding out the word letter by letter.

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 sang

a long song.

The words your child needs to try and write are:

ring sing bang thing

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.

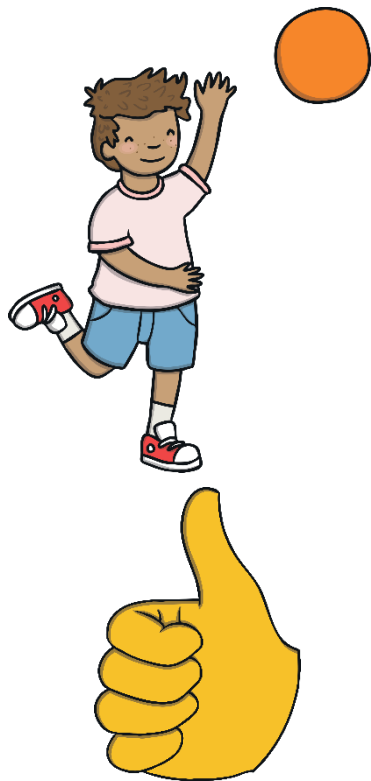


The sentence your child needs to write is: I can ring the bell.



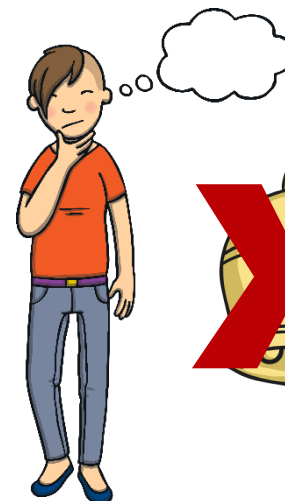
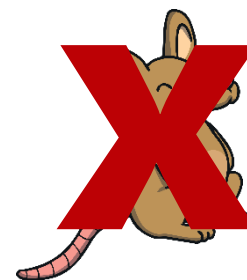
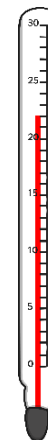
Click the pictures that begin with 'th' to move them into the middle.

13

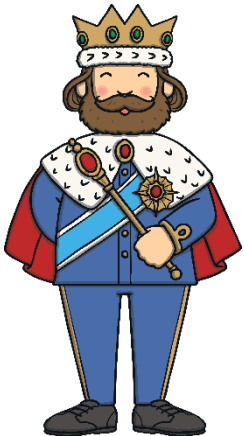
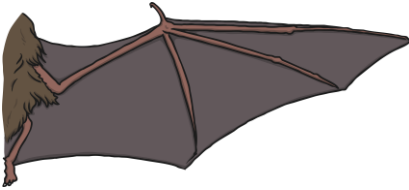
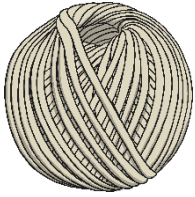


th

3



Click the pictures that contain 'ng' to move them into the middle.



ng



10.00 am

Next click on the blue link to do some exercise.

[Fly Like a Dragon](#)



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

[Sid the Kid](#)

Can a dog beg?



YES

NO

Can a rat get a ball?



YES

NO

Can a ball roll off a mat?



YES

NO

11 am

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

Star Words

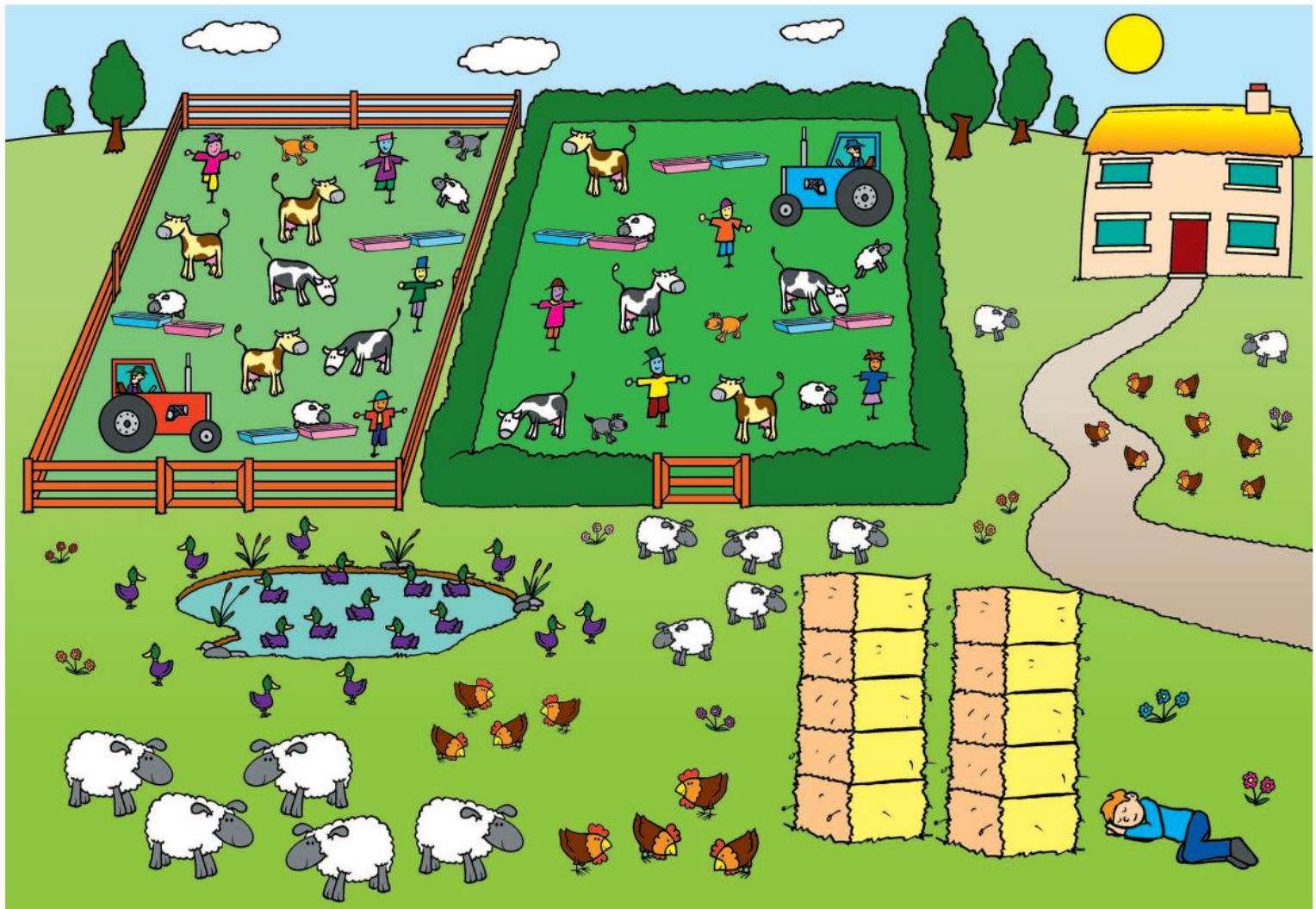
1 2 3 4 5 6 7 8

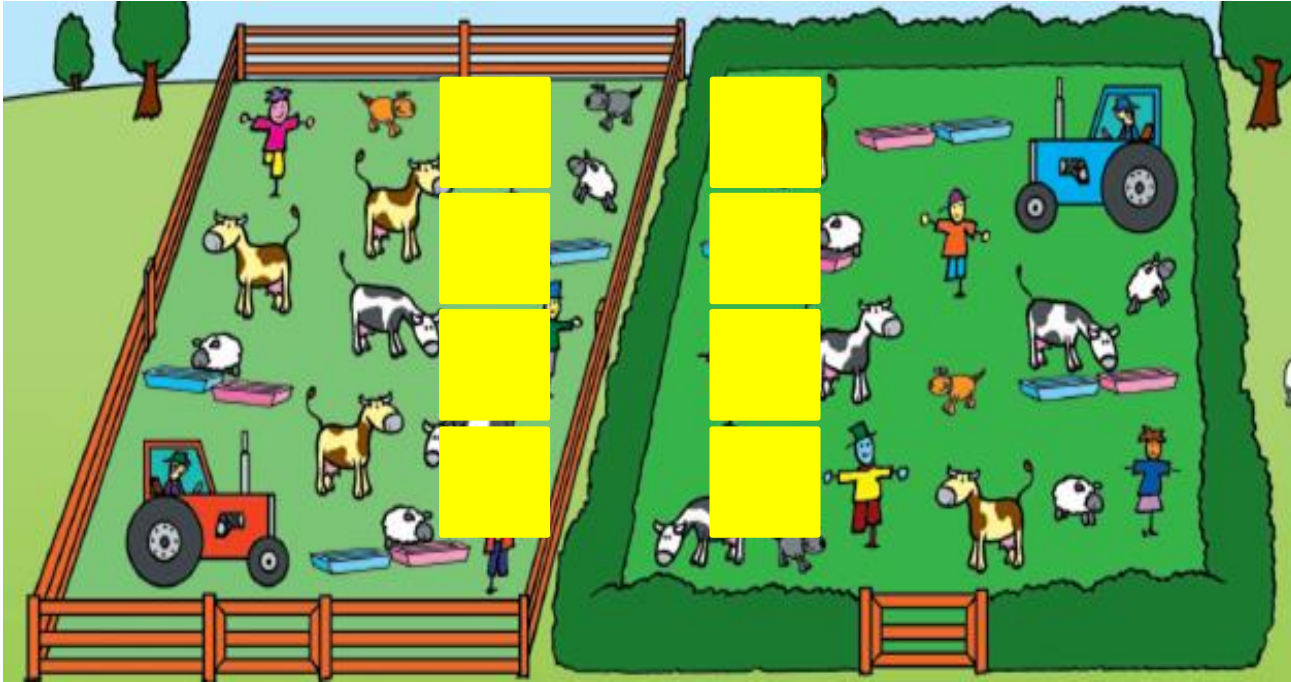
9 10 11 12 13 14 15

16 17 18 19 20

one fewer

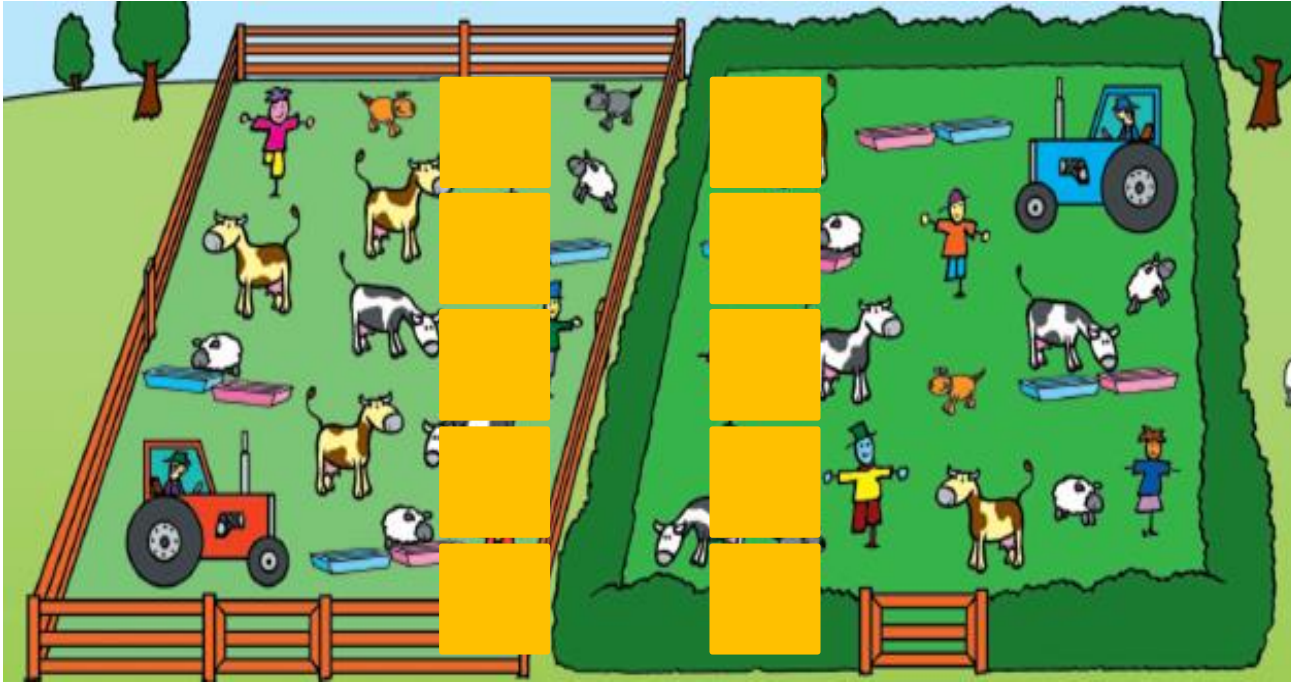
one less





Ask your child to say:

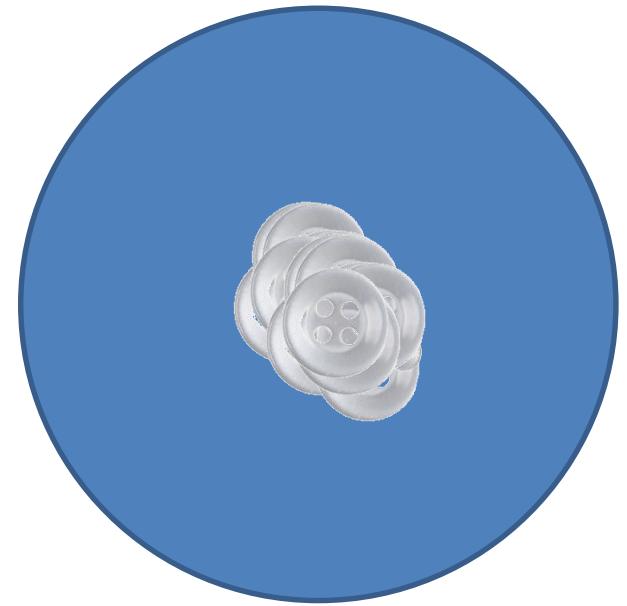
Half of 8 is equal to 4



Ask your child to say:

Half of 10 is equal to 5

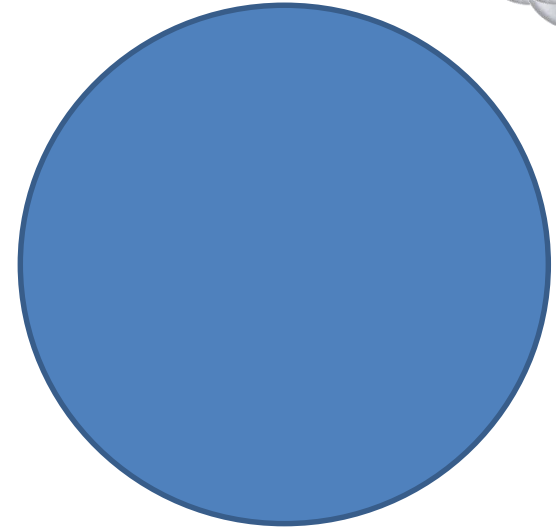
My 20 Frame Chart



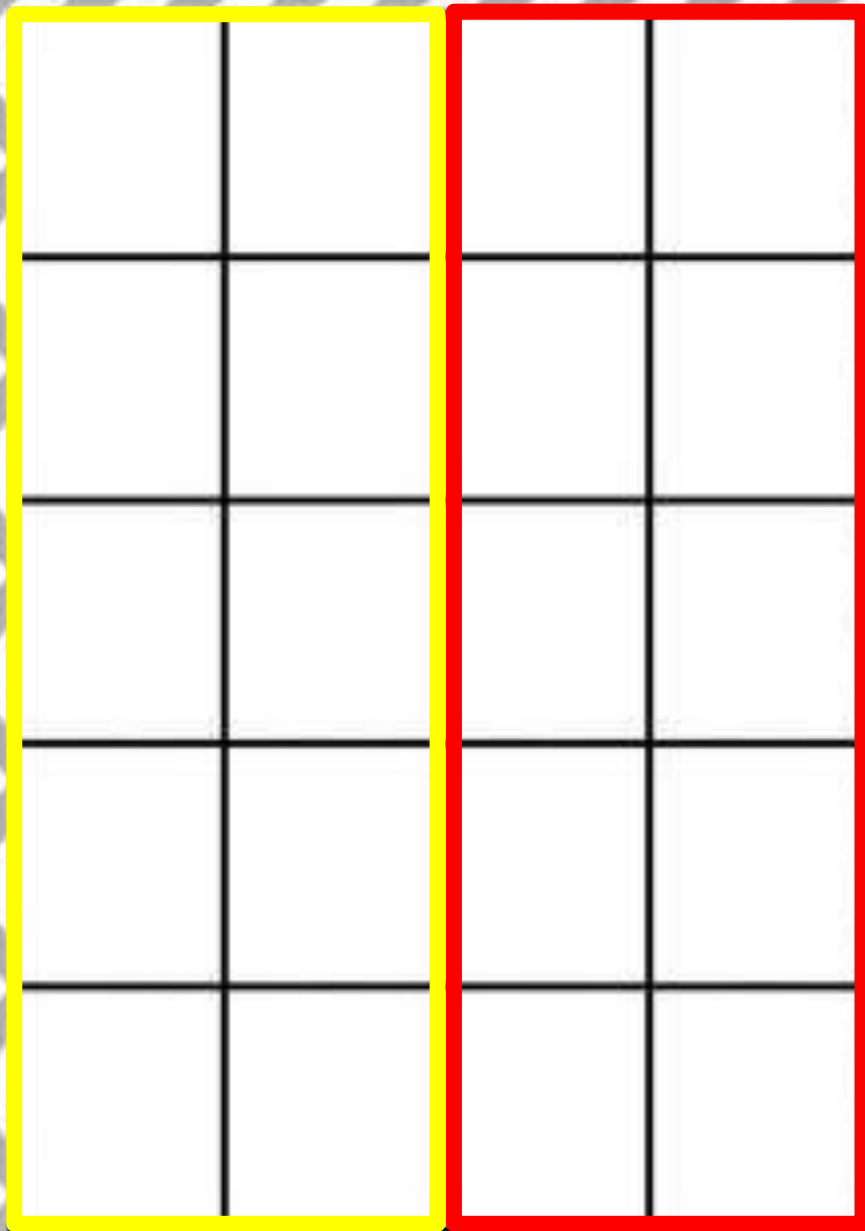
Half of 20
is equal to

My 20 Frame Chart

4

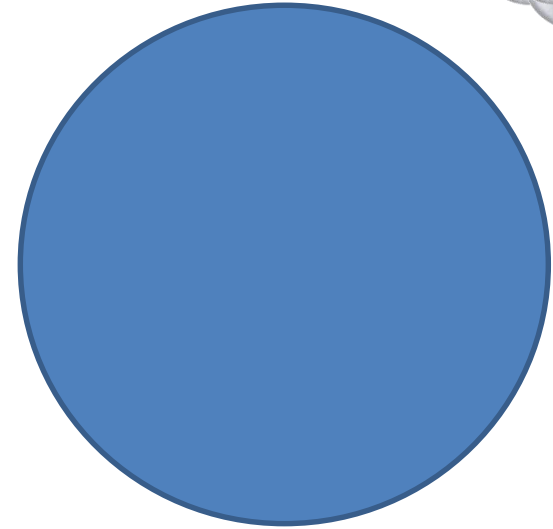


Half of 4
is equal to



My 20 Frame Chart

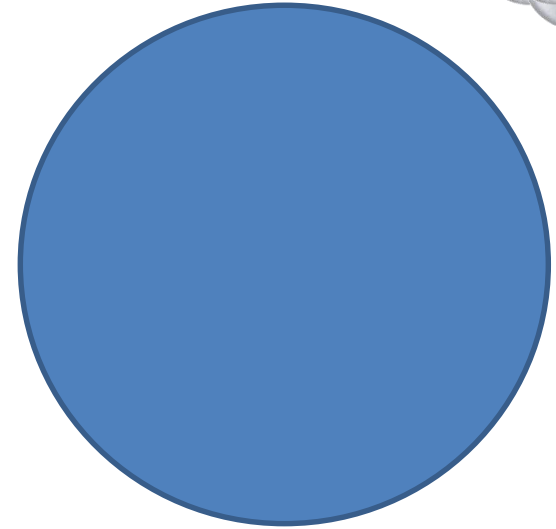
2



Half of 2
is equal to

My 20 Frame Chart

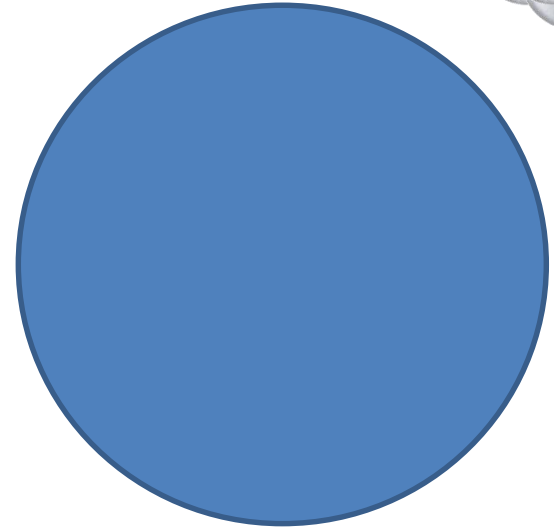
6



Half of 6
is equal to

My 20 Frame Chart

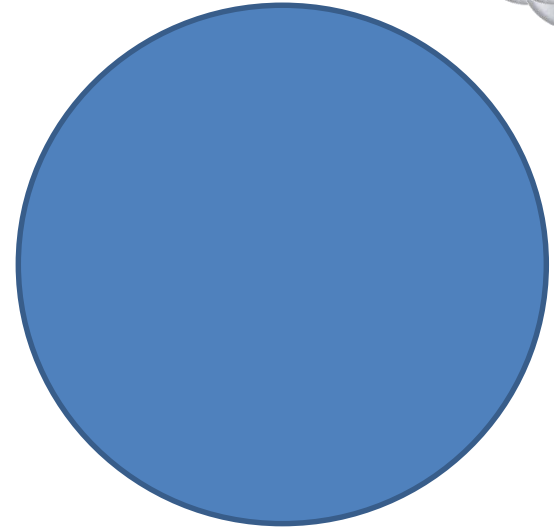
8



Half of 6
is equal to

My 20 Frame Chart

10



Half of 10
is equal to

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

Grumpy Frog

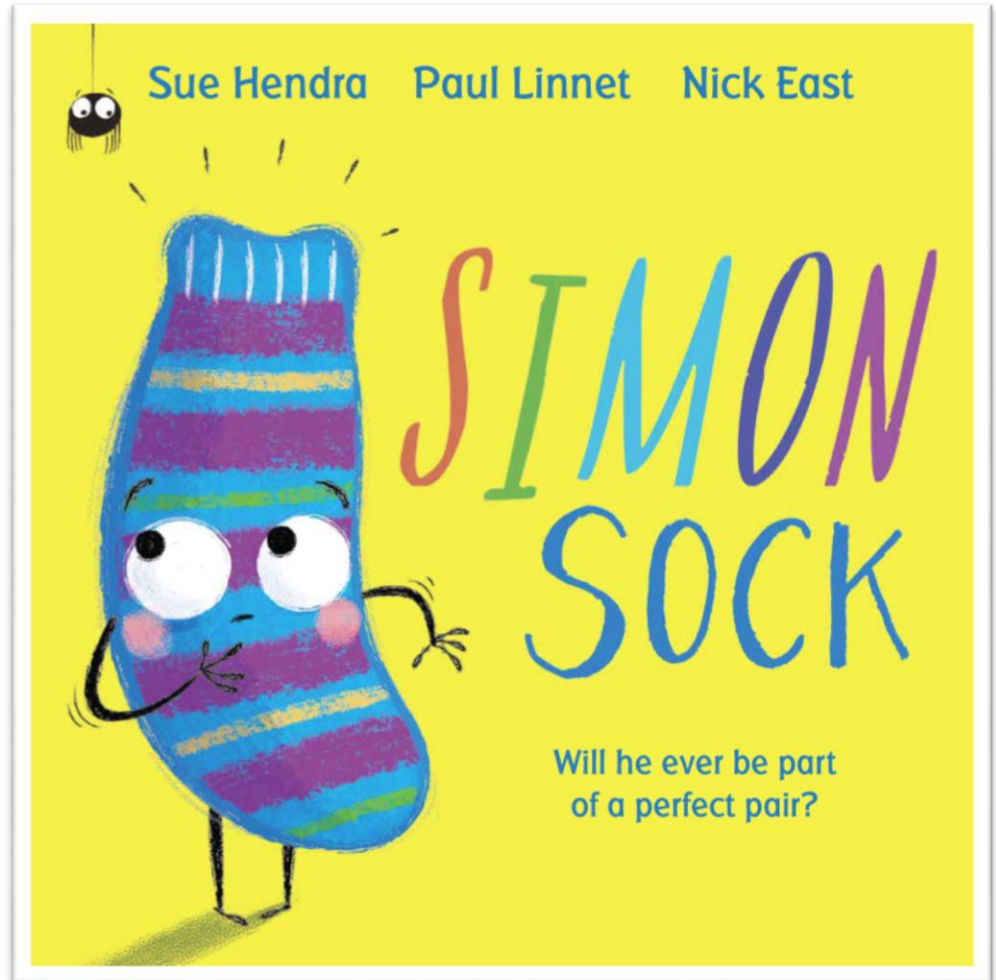
and talk about how it's important to join in
with and try things out even if we don't think
they are our favourite things to do.

Sometimes also we think we really like
something but it turns out to be wrong for us.

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



Use the link to show your child the story of [Simon Sock](#) again. Now have a discussion with your child about the picture on the screen. Use the following questions to help you.

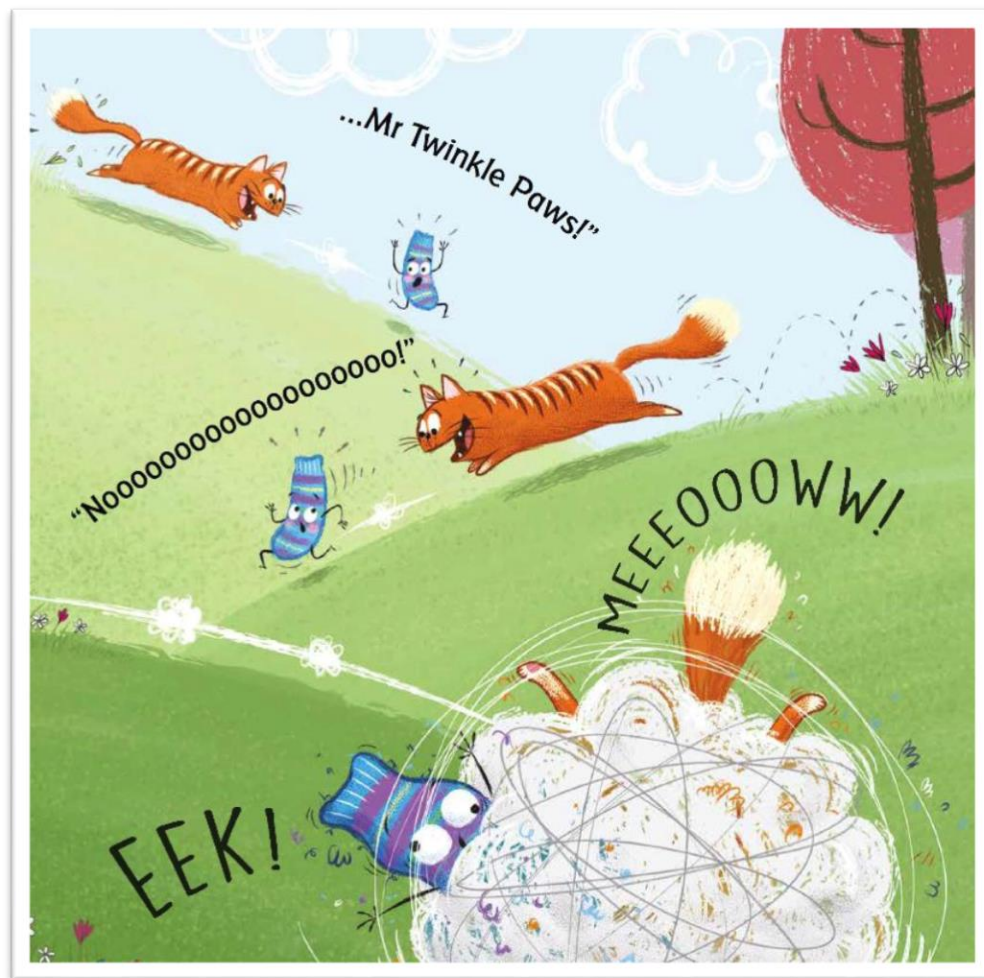
How is Simon feeling now?

Why do you think that?

Is Simon feeling the same or different?

What does he say to make you think that?

What might he say?





How does Simon feel at the beginning of the story, when he is in the sock drawer and doesn't get picked?

How does he feel when he realises he is not part of a pair?

Do his feelings change or stay the same throughout the story?

What does he say to make you think that?



What would I like do with my friends?

A list of my ideas

Why do they want to be picked?

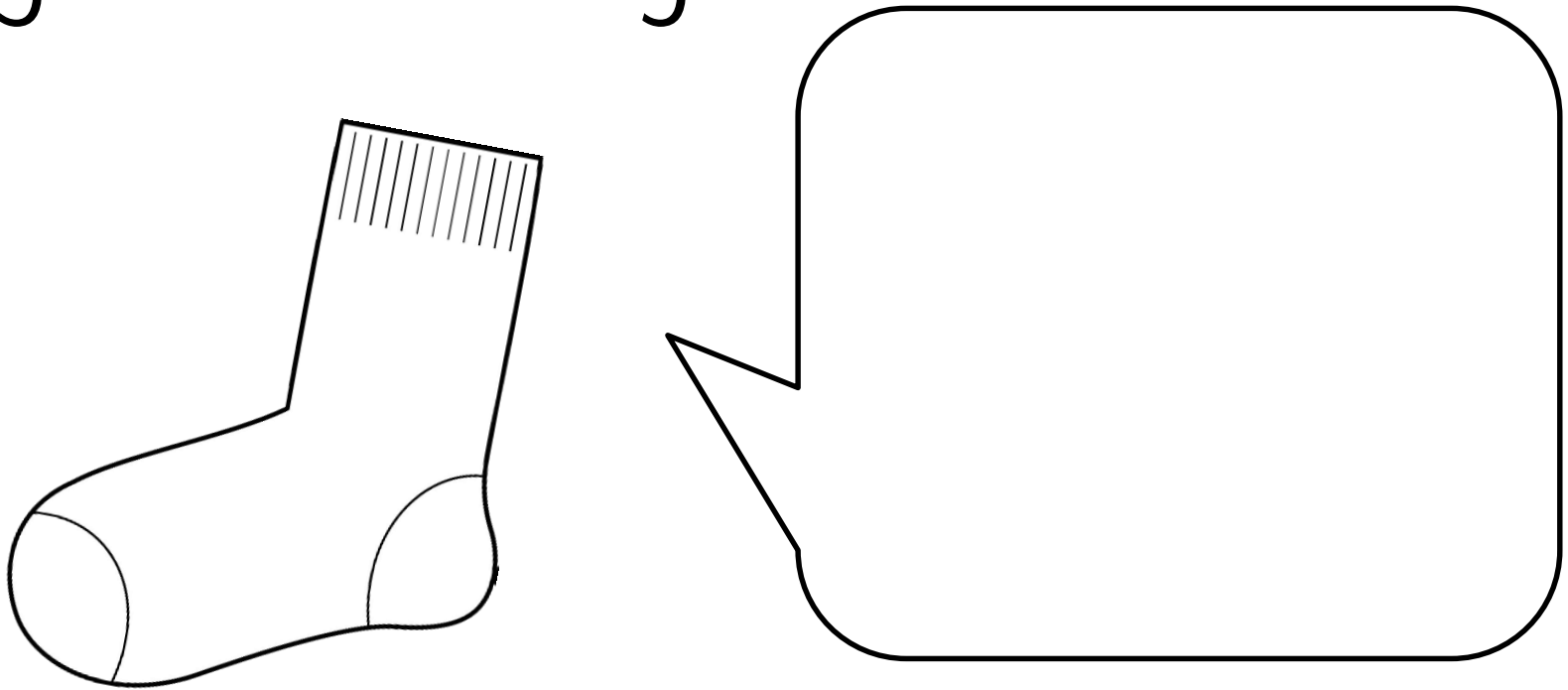
How might they be feeling?

What might they do with their friend/pair?

What would you like to do with your friend?

Ask your child to make a list of things they like to do with their friends in their exercise book. Don't worry if spellings are not correct, as long as your child is doing their best to sound words out.

Design a sock. What will your sock say?



Draw a sock in your child's exercise book (make sure it is big on the page so your child can choose a design for it more easily). They can just tell you what their sock would say verbally – remind them of the story Simon Sock to help them.

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

Going On a Dragon Hunt

Well done! Now relax and do some yoga!

**Cosmic Kids – Cracker the Dragon of
Wonder**

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

King Jack & the Dragon