**Weekly Maths Tasks (Aim to do 1 per day)**

- **Counting** - Put a handful of objects on the table (up to 20). Ask your child to carefully count them and write the amount.
- **Adding** - Give your child a number problem - e.g. 'I have 6 fish in my pond and I buy 3 more. How many do I have now?' Help your child to work out the answer and write the sum - 6+3=9.
- **2d Shape Hunt** - Ask your child to find as many 2d shapes in the house/garden as they can. Encourage your child to describe the shapes - side, corner, straight, curved etc.
- **Number Recognition** - Write numbers to 20 on cards - two of each, then play matching pairs or snap. Ask your child to tell you different ways of making that number.
- **One Less** - Do a rocket countdown from 20 to 0 as a warm up, then say a number (0-20) and your child has to write the number that is 1 less than the number you say.

*Remember to use the resources received at the Maths Workshop.*

**Weekly Reading Tasks (Aim to do 1 per day)**

*Share a story with your child – ask your child to retell the story - beginning, middle and end.*

*Recap the story that you read yesterday. Ask your child to draw a picture to illustrate something that happened in the story.*

*Share a book from Oxford Owl (see below)*

*Challenge of the day - write a Fred Red word on paper and put them around the house – when your child finds one they have to read it to you*

I, no, the, go, to, my, he, me, be, we, she, said, you, your, was.

Write some of these words and ask your child to read them by using their Fred Fingers, saying the sounds and then blending the sounds together - push, feet, snow, card, shop, sharp, sleep, seed, throw, blow, crow, swing, think, ring, sing.

**Weekly Phonics/Spelling Tasks (Aim to do 1 per day)**

*Daily phonics, practise the sounds your child has learnt. Call out a special friend (ow/ee/sh/igh etc). Can your child write it down?*

Say 3 ‘special friend’ words - chin, chat, bench etc. Can your child Fred Talk them and then write them?

*Read and write the Fred red words – I, no, the, go, to, my, he, me, be, we, she, said, you, your, was*

*Write some sentences - I can see a fish/ I can see a shell etc. Ask your child to read the sentence and draw a picture to match it.*

**Weekly Writing Tasks (Aim to do 1 per day)**

*Ask your child to have a go at writing down a list of things that they can see out of the window.*

*Listen to the story Rainbow Fish. (Read by the teachers on Twitter.) Think of three sentences describing events from the story and have a go at writing them.*

*Draw a picture of the rainbow fish and write labels for him- scales/tail/fin etc.*

*Practise forming the letters of the alphabet. Remember to use cursive writing.*

a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z

* Write down a diary entry from one of the days this week - write about the games you’ve played, the stories you have read etc.*
<table>
<thead>
<tr>
<th>Access Phonicsplay.co.uk – free subscription at the moment. Username- march20     Password - home</th>
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<tbody>
<tr>
<td><strong>Wider Learning project</strong> – to be done throughout the week</td>
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<tr>
<td>Remind your child of the ‘pond scene’ that you made last week using household items. Ask your child if they can remember what items they used and what these items represented. Encourage your child to describe what you made in sentences - eg ‘We used some spoons and we pretended that they were fish.’ Encourage your child to have a go at drawing the scene that you made last week and labelling it. Ask your child if they can think of any items you could add to the scene. Could they think of something to resemble an octopus/shark/ buried treasure? Etc Write a list of extra creatures/objects they can think of to add to the underwater real life collage. Think of a sentence together to inform someone about how you have adapted your scene this week and ask your child to write it down. <em>(We do not expect every word your child writes to be spelt correctly- encourage your child to hear and write the sounds phonetically.)</em> For example if your child wanted to write the sentence, ‘we put a stone in and pretended it was treasure’, and they actually wrote ‘we put a stown In and preetdid it was chreza’, then this would be a fantastic attempt at the sentence.</td>
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<tr>
<td><strong>Additional learning Resources You May Wish to Engage with</strong></td>
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<tr>
<td><strong>Twinkl</strong> – to access these resources click on the link and sign u using your own email address and creating your own password. Use the offer code UKTWINKLHELPS</td>
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<tr>
<td><strong>Oxfordowl.co.uk</strong> – Click on My Class Login – Username – RLT19   Password: Paget You can access RWI materials and a range of reading books to share and for your child to read independently.</td>
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<td><strong><a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a></strong> – range of Number and other activities</td>
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<tr>
<td><strong>Letters and sounds.com</strong>- Free Phonics Games</td>
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<td><strong>ICT games</strong>- A variety of maths and literacy games</td>
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