

Activity 1	Activity 2
<p>Day 1: Literacy and Topic focus</p> <p>Phonics – Jump the word Put 3 spots on the floor (you could use chalk outside). Gather objects with 2 or 3 sounds in a word. Choose an object and demonstrate jumping along the spots for each sound in the word. Say the word as you finish jumping. Next allow your child to choose an object and jump along the spots for each sound in the word. This can be repeated a few times. Repetition is key.</p>	<p>Painting pebbles Find a rock, pebble or shell. Paint a design on it.</p>   
<p>Day 2: Maths and Topic focus</p> <p>Maths You will need: big bricks, some cloths and toys for hiding. Help your child to build a large construction using bricks. As they build, model the use of positional language. This red brick should go on top of that blue one. These two orange bricks can go beside the two green ones. Let's make a line of brown bricks under the rest. Use the cloths to create 'hidden spaces'. Then position various toys around the construction. The teddy can go under the cloth. The cat can go on top of the tower. The rabbit can go beside the teddy under the cloth. Ask your child to guess which toy you are looking at in the construction by describing its position. I am looking at a toy which is above a yellow brick and below a cloth. It is beside a line of orange bricks. Let your child have a turn at doing the same thing for you to guess which toy they are thinking of?</p>	<p>Make a flower potion You will need bowls, spoons, jugs, water, petals, leaves, herbs, food colouring. Explore the textures and smells of the ingredients provided. Give your child the opportunity to use their imagination to create a potion/perfume.</p>  
<p>Day 3: Physical Development focus</p> <p>Gross Motor Activity - Tin Can Alley Make a tin can alley game with empty tins. Use a bean bag or ball to knock the cans down. How many fell over?</p> 	<p>Fine Motor Activity Keep practicing writing your name. Complete the 'summer' pencil control sheets. (see attachment)</p>

Day 4: Literacy and Topic focus

Phonics – Segmentation cheer

Teach the 'segmentation cheer' to your child. Each time you say the cheer, change the words in the third line. Have them segment the word sound by sound. Begin with words that have three phonemes, such as ten, rat, cat, dog, soap, and fish.

Segmentation Cheer

Listen to my cheer.
Then shout the sounds you hear.
Sun! Sun! Sun!
Let's take apart the word sun.
Give me the beginning sound. (Children respond with /s/.)
Give me the middle sound. (Children respond with /u/.)
Give me the ending sound. (Children respond with /n/.)
That's right! /s/ /u/ /n/—Sun! Sun! Sun!
They may find hearing the middle and end sound hard at first so lots of modelling and repetition will be needed.

Make ice lollies

Show the children the different fruit juices or squashes and encourage them to taste some of each. Remind them why it is important to drink lots of fluid, especially when it is hot and sunny. Ask them which their favourite flavour is.
Tell the children that we are going to make ice lollies (or ice cubes) using the juice or squash and putting them in the freezer to make them very, very cold and freeze into ice.
Ask the children to choose which flavour lolly/ice cube they would like to make.
Help them to pour the juice (diluted with a little water) or squash into the moulds or trays using the small jugs.
Once the moulds/trays are full, place the lolly sticks into the top (if needed) and then ask the children to help you to put them in the freezer.
The next day, take the lollies or ice cubes out of the freezer and ask the children to describe what has happened to the squash or juice. Explain that the juice/squash has now turned into solid ice you can't pour it now! When the liquid gets really, really cold it turns into ice. It will start melting back into squash or juice as it gets warm – so we need to eat them quickly!
Give out the lollies or add the ice cubes to some squash.
Encourage the children to describe how the lollies or ice cubes changed throughout the making and eating process.
How does it taste? How does it feel? What happens to the ice? What would happen if we put it back in the freezer?

Day 5: Maths and Topic focus

You will need a varied collection of bottles, containers and flasks for lemonade (coloured water), cups, funnels, jugs and tray.
Explain we want to take some bottles of lemonade (Pretend!) to the park for a picnic.
Which bottles will hold the most?
What do you notice about the bottles? How are they different?
What happens if you pour this one into this other one?
How can we find out which hold the most? How do you know which one holds more?
How many cups will they each fill up?
Can we put them in order from the smallest to the biggest / from which holds the most to the least?
Can we put labels on the bottles to help us remember how much is in them?

Design your own sunglasses

Use the template to create some wacky sunglasses.
Here are some examples:



Discuss how containers are different shapes or have a greater capacity than others, progressing from just 'bigger' to 'shorter', 'wider', 'taller', 'thinner' and 'holds more than'.

Count how many cups are filled.

Talk about how they know which containers hold more: 'This is smaller because when you pour from the bigger one it overflows'; 'This is smaller because when you pour it into the big one the water only comes up to half way'; or 'This is bigger because you get 6 cups and that one only fills four cups.'