

Morning	Afternoon
<p>Monday: Literacy and Maths focus</p>	
<p>Read a copy of Goldilocks and the Three Bears (or watch story on YouTube if you do not have access to a copy at home). Discuss why Goldilocks might have gone into the house and how the bears might have felt when they discovered her. Consider whether Goldilocks made the right choice by entering the Bears' cottage and discuss each of the decisions she took whilst in the house (eating the porridge, sitting on the chairs and testing the beds).</p> <p>Phonics Phonics flash using Flash Cards Speed Trials on Phonics Play. Allow your child to select the location, colour and design of their car. Select all sounds learned so far (all of Phase 2 and 3 and any known Phase 5 sounds). Play the Phase 4 Reading Robot game (Phonics Play). Select real/pseudo words Phase 4. Click on the tick once your child has successfully read the word. Write down and add sound buttons for support.</p> <p>Literacy As the Bears were so unhappy with Goldilocks, they want to make sure she doesn't do the same thing to anyone else. Design a 'Wanted' poster (example template is attached). Use the image attached to describe Goldilocks. Include lots of adjectives to paint a picture in the reader's mind.</p>	<p>Look at 'Top Marks – Counting on (in ones)' – calculate answer, within ten. Read the text to your child and tell them where each bit of information is being shown in the number sentence. Explain that they are going to 'lock' the number of pencils in the pencil case in our heads and then count on with the remaining pencils. E.g. 5 + 2 – lock 5 in your head and count on 6, 7. Practise number sentence writing by copying onto a piece of paper each time. If your child is struggling with this concept, continue to use practical resources or drawing dots underneath the both numbers.</p> <p>https://www.topmarks.co.uk/Flash.aspx?f=CountingOnInOnes</p>
<p>Tuesday: Literacy and Maths focus</p>	
<p>Together with your child, create a large story map of Goldilocks and the Three Bears. Discuss the important parts of the story first and agree on scenes (i.e. bears going out, Goldilocks finding the house, eating the porridge, sitting on chairs, sleeping in the beds, the bears finding Goldilocks). Draw pictures to represent each point in the story and add captions.</p> <p>Phonics Using Phonics Play, select Resources Phase 4 and play the Make a Match game. Support your child in selecting two tiles to turn over. Match the picture and word cards - children to copy any words onto a piece of paper to add sound buttons for reading.</p> <p>Literacy Talk about what Goldilocks could do to apologise to the Three Bears and support your child to write a letter from Goldilocks (example of a letter template attached).</p>	<p>Review counting on method from yesterday. Use questions on Top Marks questions (crossing ten). Remind children to 'lock' the number of items in their heads. Count the number of remaining items on their fingers. Touch head and then use fingers to count on. Practise writing number sentences each time. Continue to use practical resources/dots for support.</p>

Wednesday: Understanding the World (Science) and Art focus	
Make porridge with your child. Support your child with measuring and weighing ingredients. Experiment with how to make it too lumpy, too soft and just right. Create a set of instructions for each.	Design and create a new bed for Goldilocks. Use various household items to design a big, medium and small bed for Goldilocks to try. Examples can be seen in the 'STEM Beds Activity' attachments. Consider what materials should be used for each bed (the bigger bed will need to be stronger to hold more weight) and how to attach the materials together.
Thursday: Literacy and Maths focus	
<p>Phonics Play Phonics Frog on Phonics Bloom. Children to read both words on the logs and then write the real word on a piece of paper. Support your child with clicking to allow the frog to safely cross on the real word only.</p> <p>Literacy Create a 'hot seating' area where you can ask story characters questions. Take it in turns with your child to become one of the characters from Goldilocks and the Three Bears. Ask each other questions about how their character was feeling at certain points in the story.</p>	<p>Use a number line to count back from a given number. Write an example of a subtraction number sentence on a piece of paper, such as $8 - 3 =$</p> <p>Ask your child to identify 8 on the number line and confirm how many they are taking away. Jump back three numbers and ask what numbers they have landed on. Consolidate by using physical objects to reinforce the calculation (have a group of 8 and take 3 away) to confirm that they get the same answer.</p> <p>Repeat using more examples, encouraging your child to accurately count back on the number line each time and completing a number sentence each time.</p>
Friday: Literacy and Maths Focus	
<p>Phonics Focus on tricky words – reading and writing. Use Tricky Word Trucks on Phonics Play to read all previously learned tricky words (Phase 2 and 3, possibly Phase 4 and 5 too). Use Phase 2 and 3 words to practise spelling. Call out a word and ask your child to write them on a piece of paper.</p> <p>Literacy Create an extended version of the story ending. Continue the story from the Three Bears perspective after Goldilocks left their cottage. What would they say? How would they feel? Would they be angry? Confused? Scared? Excited? What will they do next?</p>	<p>Complete Beat That Week 2 - Step 6 sheet (attached). Time your child and challenge them to repeat and try to beat their time.</p> <p>Use Helicopter Rescue – Count On and Back 1 to 20 https://www.topmarks.co.uk/learning-to-count/helicopter-rescue Listen to the instructions and support your child to use a number line to count on or back from the given number.</p> <p>Complete 'We're Going on a Bear Hunt – Cosmic Yoga'.</p>