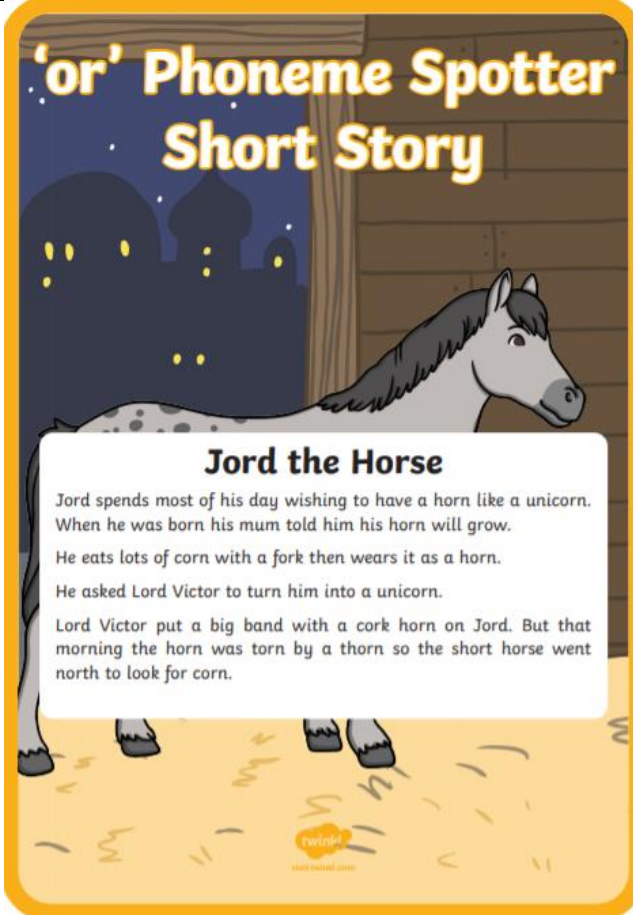


Day 1

Lesson
1
Phonics,



'or' Phoneme Spotter
Short Story

Jord the Horse

Jord spends most of his day wishing to have a horn like a unicorn. When he was born his mum told him his horn will grow.

He eats lots of corn with a fork then wears it as a horn.

He asked Lord Victor to turn him into a unicorn.

Lord Victor put a big band with a cork horn on Jord. But that morning the horn was torn by a thorn so the short horse went north to look for corn.

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Lesson
2 Maths

Number Shape Addition within 10

Use the number shapes to work out the answers to each addition question.

$$\begin{array}{|c|} \hline \begin{array}{ccc} \text{□} & + & \text{□} & = \\ \hline \end{array} \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \begin{array}{ccc} \text{L} & + & \text{□} & = \\ \hline \end{array} \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \begin{array}{ccc} \text{□} & + & \text{L} & = \\ \hline \end{array} \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \begin{array}{ccc} \text{L} & + & \text{□} & = \\ \hline \end{array} \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \begin{array}{ccc} \text{□} & + & \text{□} & = \\ \hline \end{array} \\ \hline \end{array}$$

Number Shape Addition within 10

$$\begin{array}{|c|} \hline \begin{array}{ccc} \text{L} & + & \text{L} & = \\ \hline \end{array} \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \begin{array}{ccc} \text{L} & + & \text{□} & = \\ \hline \end{array} \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \begin{array}{ccc} \text{□} & + & \text{□} & = \\ \hline \end{array} \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \begin{array}{ccc} \text{L} & + & \text{□} & = \\ \hline \end{array} \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \begin{array}{ccc} \text{□} & + & \text{L} & = \\ \hline \end{array} \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \begin{array}{ccc} \text{L} & + & \text{□} & = \\ \hline \end{array} \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \begin{array}{ccc} \begin{array}{|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \end{array} & + & \begin{array}{|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \end{array} & = & \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \begin{array}{ccc} \begin{array}{|c|} \hline \bullet \\ \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \end{array} & + & \begin{array}{|c|} \hline \bullet \\ \hline \end{array} & = & \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \begin{array}{ccc} \begin{array}{|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \end{array} & + & \begin{array}{|c|} \hline \bullet & \bullet \\ \hline \end{array} & = & \\ \hline \end{array}$$

Lesson
3
Writing



Story starter!

Suddenly, the wind gusted, and Sammy was lifted higher and higher until his owner Beth could hang on no more... "Owwooooooo!" yelled Sammy, as the world below him drifted further and further away. Up...Up...Up...He went, until Beth was just a tiny dot; an ant far beneath him!

Can you continue this story about the dog that floated away? Can you describe what the dog sees as he is floating away? Where does he finally land? Does he manage to get back home?

Question time!

If dogs ruled the world, how would the world be different? How would the relationship between humans and dogs change?

If there were blind dogs, would there be humans to guide them around?

If dogs could talk, what would they say?

Perfect picture!

Can you draw what happens to Sammy the dog?

Where does Sammy eventually land?

Lesson

4
PE



Kitchen Curling
PE Home Learning



Time to Learn:

- Clear a space on a smooth surface i.e. a table or hallway floor and place a target at one end of the space.
- Using a pair of rolled up socks, slide them across the floor, trying to get them as close to the target as possible.
- Play against an opponent. Each player has three pairs of socks. The pair of socks closest to the target scores a point.
- The player with the most points after three rounds is the winner.



Top Tips

Focus on the target

- Concentrate on the target and use an underarm technique to slide the socks along the surface.



Day 2

Lesson 1
Phonics,

or

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

sword cork forgot torn fjord adorn
north storm sport corn absorb worn
fortnight porch form scorn adorable
torch port tornado lord born



Lesson 2
Writing



Story starter!

With a frantic flutter of her wings, she hovered for a fraction of a second before landing gently. Beneath her she could feel the softness of the feather, and as she walked tentatively across it the long, white strands parted.

Her shell was as red as a post-box, and she had a small, circular black dot on either side. She considered herself to be the most beautiful creature in the entire garden!

Can you continue the story/description of the ladybird? You could write in the third person, as I have done, or attempt to tell a story from the perspective of the ladybird in the first person.

Question time!

What do you think a ladybird's life is like?

Where has the feather in the picture come from?

How do you think ladybirds communicate with each other?

Where do you think ladybirds live?

Why do you think they are called 'ladybirds'? Are they birds?

How does a ladybird learn to fly?

Perfect picture!

Can you draw a picture of a ladybird flying?

Lesson 3
Maths

Number Shape Subtraction to 10

Use the number shapes to work out the answers to each subtraction question.

$$\begin{array}{|c|} \hline \begin{array}{ccc} \text{Two blue circles in a row} & - & \text{One orange square} & = & \end{array} \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \begin{array}{ccc} \text{Three yellow circles in a 2-1 shape} & - & \text{Two blue circles in a row} & = & \end{array} \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \begin{array}{ccc} \text{Four green circles in a 2x2 square} & - & \text{Three yellow circles in a 2-1 shape} & = & \end{array} \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \begin{array}{ccc} \text{Five red circles in a 2-3 shape} & - & \text{One orange square} & = & \end{array} \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \begin{array}{ccc} \text{Six teal circles in a 2x3 rectangle} & - & \text{Two blue circles in a row} & = & \end{array} \\ \hline \end{array}$$

Number Shape Subtraction to 10

$$\begin{array}{|c|} \hline \begin{array}{ccc} \text{Four green circles in a 2x2 square} & - & \text{One orange square} & = & \end{array} \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \begin{array}{ccc} \text{Five red circles in a 2-3 shape} & - & \text{Four green circles in a 2x2 square} & = & \end{array} \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \begin{array}{ccc} \text{Five red circles in a 2-3 shape} & - & \text{Five red circles in a 2-3 shape} & = & \end{array} \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \begin{array}{ccc} \text{Three yellow circles in a 2-1 shape} & - & \text{Two blue circles in a row} & = & \end{array} \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \begin{array}{ccc} \text{Six teal circles in a 2x3 rectangle} & - & \text{Three yellow circles in a 2-1 shape} & = & \end{array} \\ \hline \end{array}$$


$$\begin{array}{|c|} \hline \begin{array}{ccc} \text{Five red circles in a 2-3 shape} & - & \text{Two blue circles in a row} & = & \end{array} \\ \hline \end{array}$$

	-		=
	-		=
	-		=
	-		=

Lesson 4
Outdoor
learning

Pen and Ink
Linking literacy and technology

Primary English



Equipment

- Feathers- found, or bought from craft suppliers. (For found feathers microwave for 5 seconds before using them to kill any bugs)
- Sticks
- Jar
- Acorns
- Bark
- Reeds/hollow stems

Activity
Making a pen and ink that can be used to write a story.

Ink making
Add 10 acorns and small bits of bark to a jam jar just cover with water and leave for a few days.

Quill making
Find thick bird feathers. Beaches where ducks have been are a good source. Cut a slant in the tip of the feather then make a small hole above this. As an alternative, many water reeds are hollow and can also be used.

Taking it further

- Find blackcurrants and cook in water over an open fire, reduce the liquid to make purple ink.
- Crush ½ cup of berries through a sieve into a bowl. Add 1tsp of salt and 1tsp of vinegar. The vinegar will bind the pigment and the salt will preserve the ink. This is a traditional ink used in the 1600s.

Background information:
Exploring different ways of making marks can be a fun and interesting challenge. Recreating your own quill pen from a feather and writing in a traditional way is far removed from our ball point pens. To extend this experience further make your own inks by using a variety of natural materials and see what colours you can create.

For more resources visit www.ltl.org.uk/free-resources

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Day 3

Lesson 1
Phonics,

	wait	Gail	hail	pain	aim
	sail	main	tail	rain	wait
	Gail	pain	tail	wait	sail
	hail	main	Gail	aim	pain
	rain	tail	sail	hail	main
	aim	hail	wait	Gail	rain

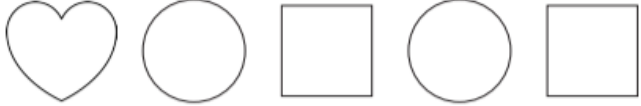
Lesson 2
Maths

Color in the Correct Shape

1. Color the circle shapes green.



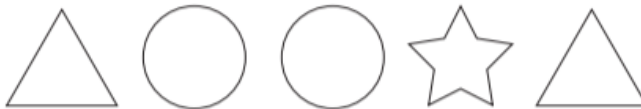
2. Color the square shapes orange.



3. Color the triangle shapes red.



4. Color the star shapes blue.



5. Color the heart shapes pink.



Lesson 3
Writing

Doris the Loris Writing Activity

Write a sentence about each 'Doris the Loris' picture.
Use the boxes at the top to help you.

Doris
the loris



Harta
the hornbill



book



sound it out



finger spaces



full stop





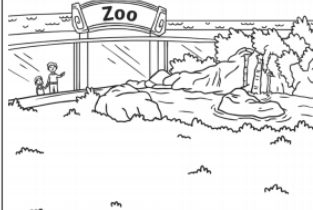
Phase 3 Early Reading Comprehension Activity 6

Read the sentence. Add the information to the picture.

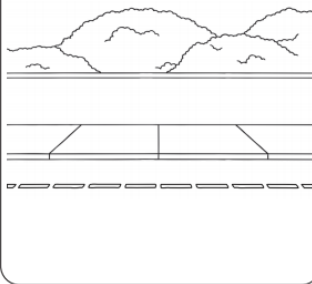
He got wet in the rain.



Ted can see the big cats at the zoo.



The car was on the road.



The cat sat on the rooftop.



Phase 3 Early Reading Comprehension Activity 7

Read the sentence. Add the information to the picture.

The toad sat on a log.



I can look at my book at night.



Look at my red raincoat.



I had to wait in the rain for the coach.



Day 4

Lesson 1 Phonics,

	coat	load	goat	loaf	road
	soap	oak	toad	foal	boat
	load	loaf	soap	toad	boat
	foal	oak	road	goat	coat
	load	oak	loaf	foal	toad
	toad	coat	goat	loaf	road

Phase 3 Roll and Read - oa

Lesson 2 Writing

Doris the Loris Writing Activity

Write a sentence about each 'Doris the Loris' picture.
Use the boxes at the top to help you.

Putu the pangolin		Doris the loris		 sound it out
leaf		feather		 finger spaces
		books		 full stop

















Lesson 3
Maths

Identify 2D and 3D shapes

Using the word bank, write the correct name of each 2D and 3D shape below.

			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



















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sphere	cone	cuboid	square
cube	triangle	rectangle	circle

Identify 2D and 3D shapes

Using the word bank, write the correct name of each 2D and 3D shape below.

			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Word Bank

sphere	kite	square-based pyramid	triangular prism
decagon	triangle	rectangle	rhombus
cone	cylinder	cube	cuboid
tetrahedron	circle	rectangular prism	cube

Identify 2D and 3D shapes

Write the correct name of each 2D and 3D shape below.

 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____

Challenge

Which of these statements are correct?

- A square is a rectangle. A cube has 4 faces.
 A rectangle is a square. A rhombus is not a parallelogram.

Explain your reasoning.

I know this because _____

Lesson 4 Outdoor Learning

Loose Parts Challenge:

Build a bridge to hold your weight as you cross a puddle

All

Play
based
learning

A
B
C



What could you use?

A range of small and large materials e.g. recycling, scrap construction, materials, natural items, and other bits 'n' bobs!

Instructions basic level

Activity

A fun activity after it has been raining and there are puddles around.

Collect your materials. You can make this challenge harder by limiting the number of parts you choose.

Build a bridge over the puddle. It MUST be strong enough for you to walk across.

You don't need to do this over a puddle, so if it hasn't rained don't worry. Just build a bridge over something else or create a bridge to get from A to B.

If you only have small loose parts, try making a small bridge to hold the weight of a teddy or a bag of sugar!

General Learning Outcomes and Possible Extensions

This is a great hands-on activity to support outcomes in STEM from the design process to the testing to the review.

How can you make your bridge stronger and hold more weight? Could an adult now walk across it?

Go out and look at local bridges. What do they cross? Are they for transport or people?

Research different types of bridges from around the world e.g. Forth Bridge or Tower bridge.



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For more resources visit www.ltl.org.uk/free-resources

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Day 5

Lesson 1
Phonics,

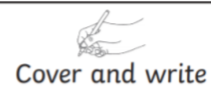
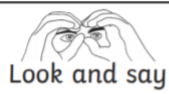


he

she

we

me



be

was

you

they

Ladybird Doubles



Double 1 is _____



Double 2 is _____



Double 3 is _____

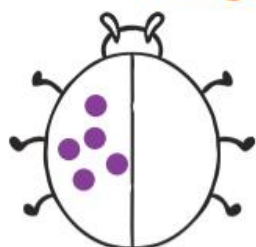


Double 4 is _____

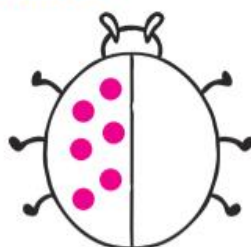


Double 5 is _____

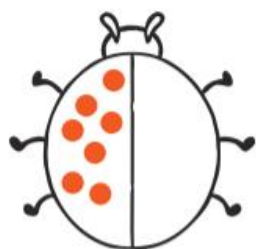
Ladybird Doubles



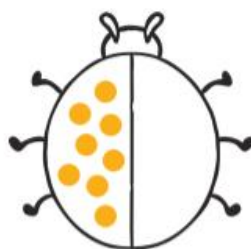
Double 5 is _____



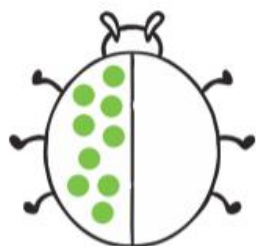
Double 6 is _____



Double 7 is _____



Double 8 is _____



Double 9 is _____



Double 10 is _____

Lesson 3
Writing

Doris the Loris Writing Activity

Write a sentence about the 'Doris the Loris' picture.
Use the boxes at the top to help you.

Doris
the loris



Putu
the pangolin



Harta
the hornbill



Gita
the gibbon



sound it out



finger spaces



full stop



Lesson 4
PE



Move to the Beat PE Home Learning

Time to Learn:

- Play some music and on the spot can you start by clapping in time to the music?
- Keep clapping but can you now move your feet in time to the music by marching on the spot?
- Now can you start to walk around the space by clapping and walking in time to the music?
- Challenge yourself to add new movements like heel flicks, side steps, knees up, spins, turns. Can you do these in time to the music?



Can you keep trying to clap in time to the beat, even if you find it difficult?

Use slower pieces of music.
As you get more confident try faster pieces of music.

Use faster pieces of music.
You will have to really focus so you can still move to the beat.

Create your own sequence of movements and share them with another family member.

Top Tips

Listen for a beat

- When trying to listen for a beat, make sure you give the piece of music all of your attention. Use headphones or move to a quiet environment with no noise interruptions.

Let's Reflect

What different movement ideas did you come up with?
Could you concentrate and move in time to the beat?

