



Dear Parent(s),

Please find enclosed the resources required to continue your child's learning at home for the week commencing 9th November. As we cannot provide and change reading books I have looked for online reading alternatives. There is a free month trial of a reading progression app at www.readingeggs.com which would be beneficial as daily reading/phonics practise for your child. Please continue to share a story with you child daily too.

This week we're focussing on Remembrance Day and the Diwali Festival. I have tried to include as much detail as I can to help you, however, if you have any questions please feel free to get in touch by email at:

clare.siswick@swarland.northumberland.sch.uk or alison.stanley@swarland.northumberland.sch.uk

Day 1

Phonics

Your child should revisit the sound 'j' - clearly pronouncing it with minimal 'u' sound after the letter sound. Once you child is happy with this you can show your child how to correctly form the letter - 'Down his body, curl and a dot for his head'. We draw over the jumping jack picture to start and then they continue to practise using the formation sheet provided. I have also included a copy of the rhyme for each letter so you can support your child to form their letters correctly whenever they write. Once they have mastered the 'j' formation you can introduce a range of words that begin with the sound 'j' - ask your child if they can think of any others - they could draw pictures and try to write them. Jam, joy, jet, jar, jog, jot, jug, Jaffa Cake, jade, jewel, jeep, jacket etc. Your child could now have a go at reading some words with a 'j' in and writing them using Fred Talk. Here is a link of a demonstration phonics lesson if you would like to watch it - <https://www.youtube.com/watch?v=ONv35VuS0yO>. You could then practise the reading of sentences including the words they know - you could build them up using the green words and red words in their phonics pack eg. I am on a jet. If you need a word that isn't in there - you could always make one. Finally, go over the red words your child already knows (from their phonics pack) before introducing 'was' from the red word card sheet - these words need to be memorised by sight as they are not spelt phonetically. Children can practise reading and writing these words.

Literacy

Read the remembrance poems and discuss the qualities those soldiers possess such as they needed to be brave, physically fit or strong. They needed to have courage or be courageous and resilient. They needed to be disciplined and listen to their commanding officer's orders and the rules. They need to always try their best etc. It may be that you need to talk to your child about these words - what they mean and what they would look like (what a soldier may do to show they have that quality). On each leaf of the poppy provided your child should choose a word to describe a soldier and write it. When writing with your child, help them to form letters correctly by rehearsing the formation rhyme as they write (if they do not know it). Your child should only spell using phonics so it doesn't necessarily need to be correctly spelt if they are trying to be brave - if they don't know how to make a sound you can help them learn it or leave it with what they think if you are not sure - we will teach it later anyway. If two letters make one sound they are called special friends Eg sh, th, ch, nk or ng.

Maths

This week we are learning lots about 9. Today we are checking we can confidently count 9 objects from a larger group. These objects could be anything such as Lego bricks, sweets, fruit, buttons, pencils, dinosaurs etc. When your child is collecting them from the group encourage them to use a number name for each one they collect. Once they've collected what they think is 9 get them to line it up to check - making sure they point their finger with each number name - this helps them to count things that cannot be moved and later translates into counting objects on a page. If they find it tricky, get them to slow down and take their time.

Under normal circumstances we would take pictures of what they'd done as evidence but what really counts here is their feedback from you in the moment. Encourage this process with a few different objects or they could try kicking a ball 9 times or hopping 9 times.

Day 2

Phonics

Follow the same routine as day 1 but today the letter sound is 'v'. Introduce red word - 'no'.

Literacy

Use the words generated yesterday to write a sentence about a soldier. The sentence should start.... The soldier (you can give the spelling of this word) was _____. The focus is for your child to spell and write 'The' and 'was' correctly as well as using a capital letter, full stop and finger spaces between words - they will need to be reminded to use these things. The word they choose to describe the soldier can be spelt phonetically. Some children may want to write more than one quality so they can extend the sentence using and to join on another describing word.

Maths

Show your child how to draw 9 pictures - talk to them about drawing them in straight lines to make it easier or one picture per box. Once you have drawn them model checking their work by counting them back before showing you to aid their independent correction skills. I have then provided a sheet for them to draw their own pictures - they should be encouraged to put one picture in each box and work in lines. Ask them what they notice about each answer (one spare box). Does it matter where the spare box is? (the answer is no - it always shows 9). The final one to practise is completing a set - ask the children to self check and then ask them how many they drew? Point out that 3 and 6 more is 9. Ask - if you had 3 sweets how many more would you need to get to give a total of 9?

Day 3

Phonics

Follow the same routine as day 1 but today the letter sound is 'y'. Introduce red word 'go'.

Literacy

Watch the video about Diwali (<https://www.youtube.com/watch?v=uRpNNF4fB4g>). Ask them about how their tealights are similar to Christian Christmas? (Both festivals of light) Ask them how they are different? (Tealights and candles - Diwali. Tree lights and advent candle - Christmas). Go back to the start of the story of Rama & Sita - look at what happens at the beginning. Get your child to draw a picture to illustrate the beginning of the story E.g. Ravana stealing Sita. Ask them to tell you what happens at the start of the story. You can write what they tell you. Try to talk about what you are doing when you are writing - capital letters, finger spaces between words, full stops at the end of a sentence. Model Fred talking some of the words or ask your child to spell simple words to you. If a word is multisyllabic try showing them how to break it down into chunks for writing Eg. Kid-nap, gli-tter-ing, Han-u-man etc. Encourage your child to use exciting words where they can Eg. They say she has pretty jewellery - you ask "What other words could we use for pretty that would be more exciting?"

Maths

How many different ways can you make 6? We use coloured counters here but you could use coins or lego bricks. The children have the task of making a total of 6 in different ways using 2 groups. It is important that they think through the problem for example I could be sharing sweets... How many for Mum and how many for Child. Mum could have 1 and child have 5. Can they think of any other combinations? You could record their ideas for them and point out when they already have had that option. Once they've found all the combinations ask - If I gave you one more sweet would there be more ways to make it, the same number or less? Then ask them to prove it regardless of their guess. Once they've found all the solutions, ask them whether they were right or not and how they now know?

Solutions to 6 = 1 and 5, 2 and 4, 3 and 3, 4 and 2 & 5 and 1.

Solutions to 7 = 1 and 6, 2 and 5, 3 and 4, 4 and 3, 5 and 2 & 6 and 1



Day 4

Phonics

Follow the same routine as day 1 but today the letter sound is 'w'. Practise all red words.

Literacy

Re-read the middle of the Rama & Sita story. Follow the same procedure as the previous day - allow them to draw an illustration and you scribe their re-tell of the middle section of the story. Encourage them to use exciting language and if they miss a bit ask them if they can remember what happened just before - if not you could add it.

Maths

How many ways can you make 9 pictorially?

Willy Wonka is making a chocolate bar with 9 squares in a row. Each square has a Smartie on the top. He only uses 2 colours of Smartie. What combination of Smarties could he have? Get the children to use 2 Smartie colours. You could demonstrate with two coloured coins if your child needs it. It would be a great opportunity to model systematic working - changing only one sweet at a time to work quickly and efficiently.

Solutions of 9 - 1 and 8, 8 and 1, 2 and 7, 7 and 2, 3 and 6, 6 and 3, 4 and 5 & 5 and 4

When your child is done add this:

Willy Wonka decided it was too expensive to make a chocolate bar with 9 chunks, he decided to only have 8 chunks on his bar. Would he have more or less combinations for Smartie? Why? They can prove it pictorially or with two coloured objects like coins.

Day 5

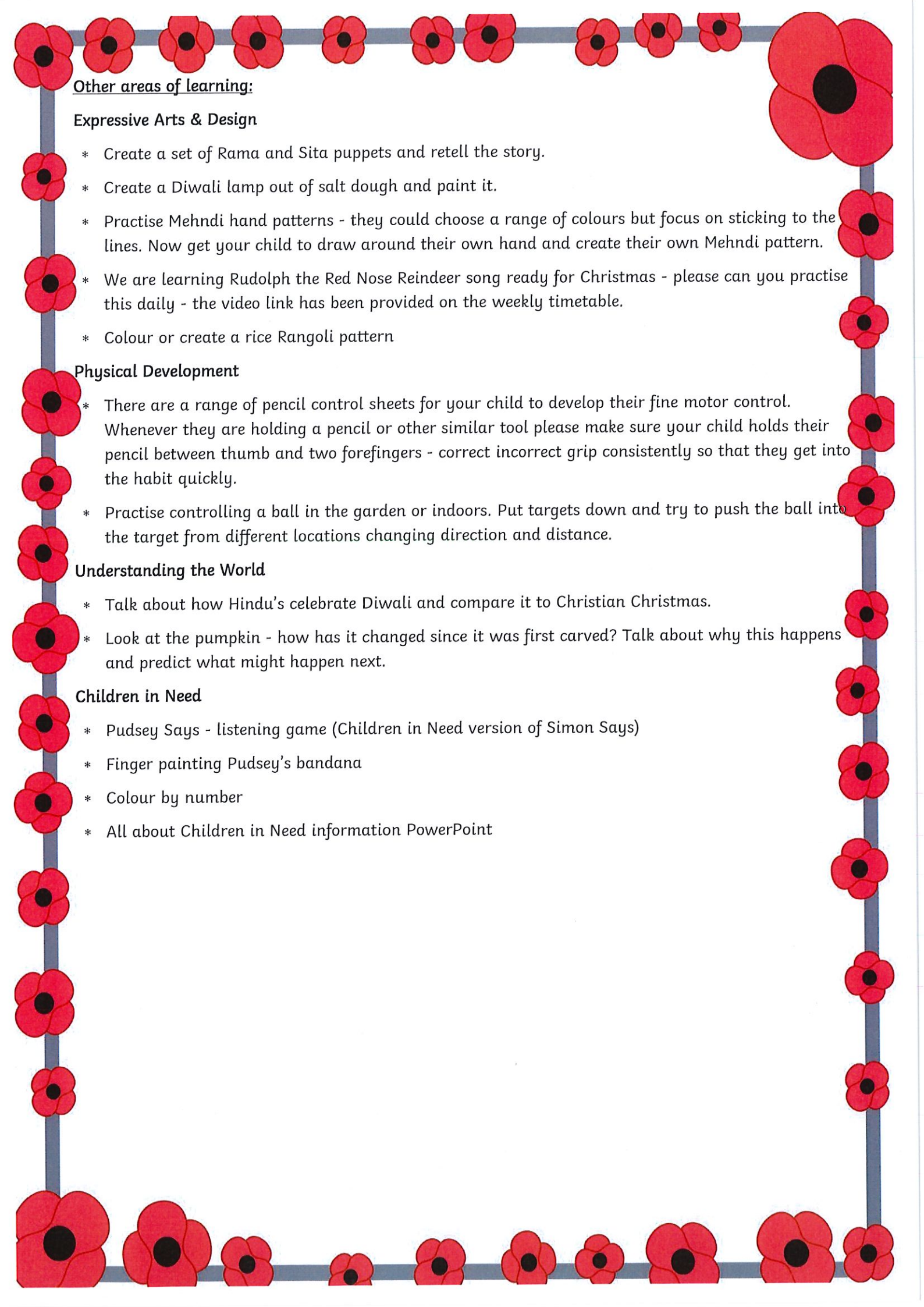
Phonics Set 1.5 consolidation - practise all their new speedy sounds - are they saying them correctly and at speed? Can they write them correctly without you telling them the rhyme. Practise a range of CVC words - reading and writing using Fred Talk. Practise reading and writing all red words. I have included some phoneme frames for your child to practise Fred Talk and write. Each box is one sound - your child is familiar with these structures.

Literacy

Re-read the end of the Rama & Sita story. Follow the same procedure as the previous day - allow them to draw an illustration and you scribe their re-tell of the end. Feel free to let your child brave write this themselves if they want to.

Maths

Match the numerals to their corresponding pictorial representations. Put the numerals in order from smallest to largest number from left to right to make a number line. Look at it together and make it clear that the smallest number always goes on the left and then you add one to get the number to the right. Your child can then have a go at completing the missing number tracks. You may need to support them with numeral formation. If they find it tricky, you could use the number line you made to support them with locating the missing number.



Other areas of learning:

Expressive Arts & Design

- * Create a set of Rama and Sita puppets and retell the story.
- * Create a Diwali lamp out of salt dough and paint it.
- * Practise Mehndi hand patterns - they could choose a range of colours but focus on sticking to the lines. Now get your child to draw around their own hand and create their own Mehndi pattern.
- * We are learning Rudolph the Red Nose Reindeer song ready for Christmas - please can you practise this daily - the video link has been provided on the weekly timetable.
- * Colour or create a rice Rangoli pattern

Physical Development

- * There are a range of pencil control sheets for your child to develop their fine motor control. Whenever they are holding a pencil or other similar tool please make sure your child holds their pencil between thumb and two forefingers - correct incorrect grip consistently so that they get into the habit quickly.
- * Practise controlling a ball in the garden or indoors. Put targets down and try to push the ball into the target from different locations changing direction and distance.

Understanding the World

- * Talk about how Hindu's celebrate Diwali and compare it to Christian Christmas.
- * Look at the pumpkin - how has it changed since it was first carved? Talk about why this happens and predict what might happen next.






















Children in Need

- * Pudsey Says - listening game (Children in Need version of Simon Says)
- * Finger painting Pudsey's bandana
- * Colour by number
- * All about Children in Need information PowerPoint

Pack B Reception Autumn 2 – Isolation timetable (Week beginning 9th Nov)

| | Session 1 | Session 2 | Session 3 | Session 4 |
|------------------|----------------|---|--|--|
| M o n | <u>Phonics</u> | <u>Literacy</u> Poppy poems Poppy petals | <u>Numeracy</u> Representing number with objects. | Change over time – Pumpkin decay P.E Mehndi Hand Patterns |
| T u e | <u>Phonics</u> | <u>Literacy</u> Soldier sentences. | <u>Numeracy</u> Representing number pictorially | Music – practice singing 'Rudolph the red nose reindeer' https://www.youtube.com/watch?v=fJQgOzkcHig Autumn Pencil patterns |
| W e d | <u>Phonics</u> | <u>Literacy</u> Rama and Sita Video https://www.youtube.com/watch?v=uRpNNF4fB4g Beginning of story. (plus 2 mins Remembrance) https://www.youtube.com/watch?v=pv_ub7Be7oA | <u>Numeracy</u> Composition of number | All about Diwali Powerpoint Rangoli rice patterns |
| T h u r | <u>Phonics</u> | <u>Literacy</u> Rama and Sita Middle of story | <u>Numeracy</u> Composition of number | Rama and Sita puppets – retell Story - Dipals Diwali ebook |
| Fr i | <u>Phonics</u> | <u>Literacy</u> Story end. Sequence story | <u>Numeracy</u> Match number to numeral | Diwali lamps Children in Need – fun and games |

Rhymes for letter formation - taken from Read Write Inc.

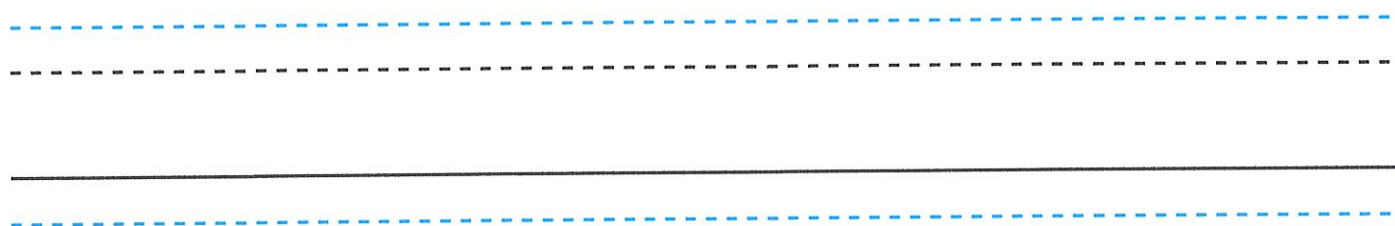
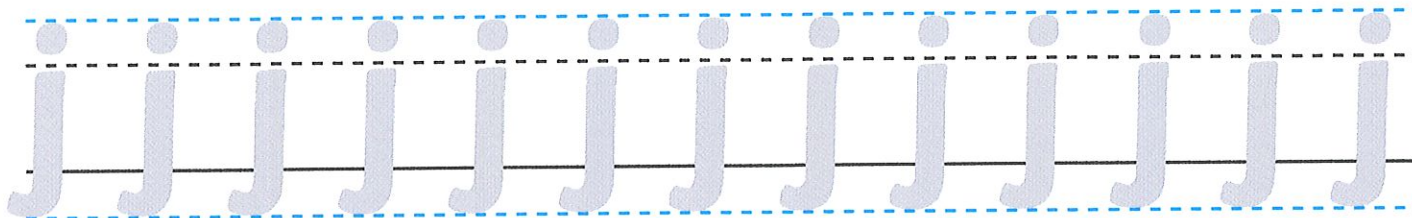
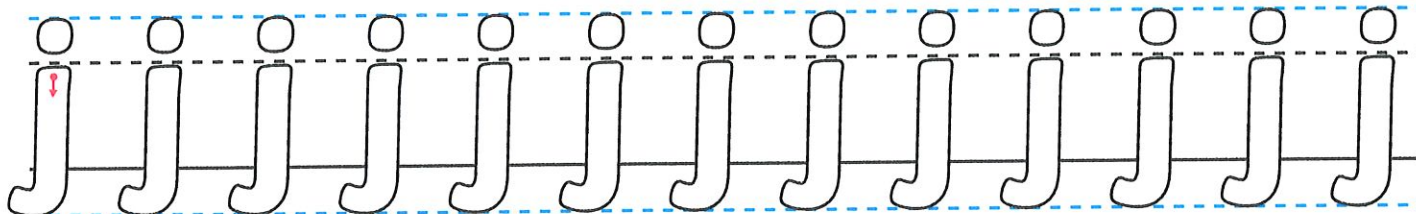
| | | | | | |
|---|--|--|--|---|--|
| <p>a</p>  <p>Around the apple and down the leaf.</p> | <p>b</p>  <p>Down the legs to the heel and around the toe.</p> | <p>c</p>  <p>Curly around the caterpillar.</p> | <p>d</p>  <p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p> | <p>e</p>  <p>Lift off the top and scoop out the egg.</p> | <p>f</p>  <p>Down the stem and draw the leaves.</p> |
| <p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p> | <p>h</p>  <p>Down the head, to his hocks and over his back.</p> | <p>i</p>  <p>Down the body and dot for the head.</p> | <p>j</p>  <p>Down his body, curl, dot for his head.</p> | <p>k</p>  <p>Down the kangaroo's body tail and leg.</p> | <p>l</p>  <p>Down the long leg.</p> |
| <p>m</p>  <p>Down Mizzie, mountain, mountain.</p> | <p>n</p>  <p>Down Nobby and over his neck.</p> | <p>o</p>  <p>All around the orange.</p> | <p>p</p>  <p>Down the pirates plait and around his face.</p> | <p>qu</p>  <p>Round her head, up past her earring, down her hair, and flick.</p> | <p>r</p>  <p>Down the robots back and curl over his arm.</p> |
| <p>s</p>  <p>Sither down the snake.</p> | <p>t</p>  <p>Down the tower, across the tower.</p> | <p>u</p>  <p>Down and under, up to the top and draw the puddle.</p> | <p>v</p>  <p>Down a wing, up a wing.</p> | <p>w</p>  <p>Down, up, down, up.</p> | <p>x</p>  <p>Down the arm and leg, repeat the other side.</p> |
| <p>y</p>  <p>Down a horn, up a horn and under head.</p> | <p>z</p>  <p>Zig-zag-zig.</p> | | | | |

Letter formation worksheet

My name is _____

Trace over the j and then try writing your own.

j



All of the following words have the sound j in them.

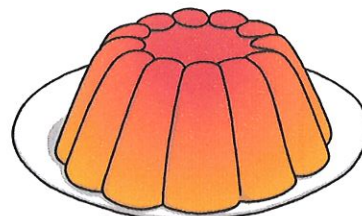
Can you write the sound j to complete the words?



__am



__og



__elly

jog

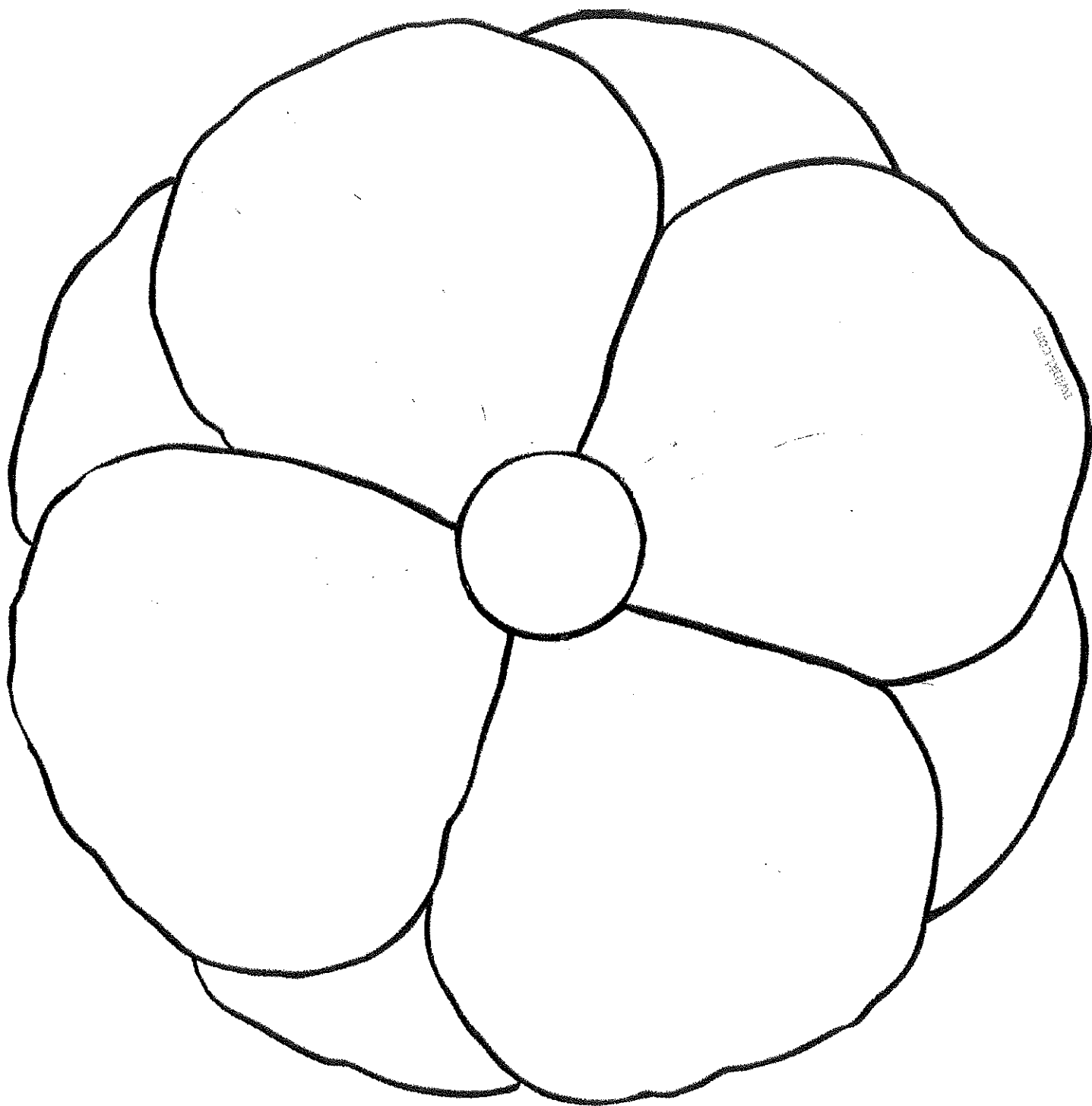
job

jam

jug

jet

jot



SOLDIER'S CREED

I am an American Soldier.

I am a Warrior and a member of a team.

I serve the people of the United States

and live the Army Values.

I will always place the mission first.

I will never accept defeat.

I will never quit.

I will never leave a fallen comrade.

I am disciplined, physically and mentally

tough, trained and proficient in my warrior

tasks and drills. I always maintain my arms,

my equipment and myself.

I am an expert and I am a professional.

I stand ready to deploy, engage, and destroy

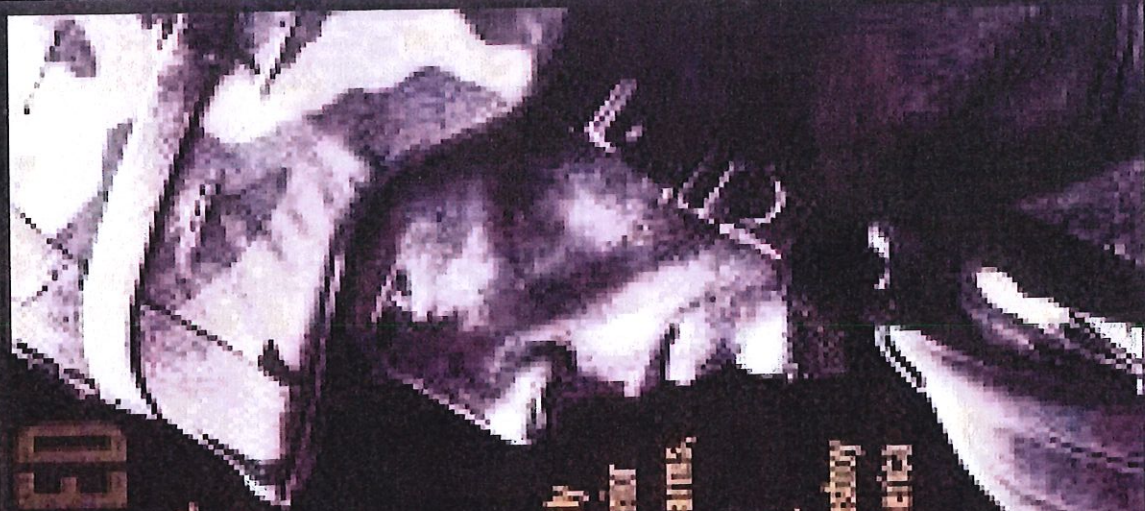
the enemies of the United States of America

in close combat.

I am a guardian of freedom and the

American way of life.

I am an American Soldier.



A Soldier Is...

By Kelly Roper

A soldier is many things:

Steady, solid, and strong

Optimistic, outstanding, and organized

Loyal, logical, and level-headed

Diligent, decisive, and disciplined

Intelligent, idealistic and, when necessary, immovable

Earnest, effective, and efficient

Rational, resourceful, and resolute

Yes, a soldier is many things, but above all these admirable qualities, a soldier is a hero.



Little Poppy

**Little poppy
Given to me,**

**Help us keep England
Safe and free.**

**I'll wear a little poppy
red as can be,**

**to remember those
who fought for me.**

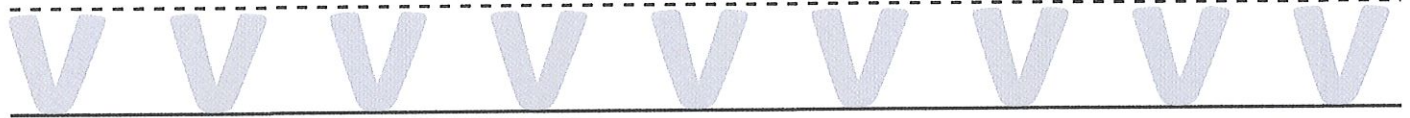
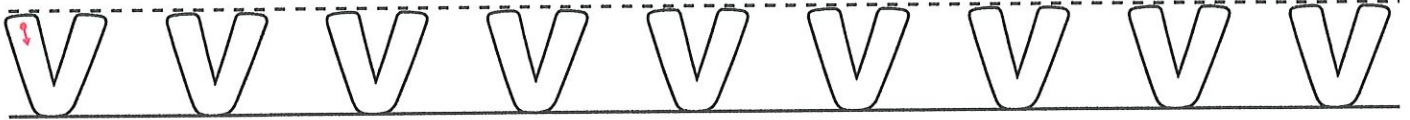


Letter formation worksheet

V

My name is _____

Trace over the **v** and then try writing your own.



All of the following words have the sound **v** in them.

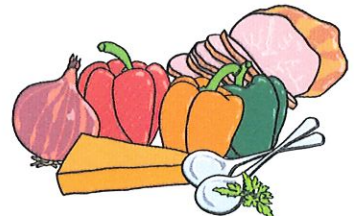
Can you write the sound **v** to complete the words?



__olcano



__ase



__egetables

vet



vex



vat



vim



van



vac



10th November

To represent 9 pictorially.

9 apples




| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

9 poppies

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

🐱 Can you complete my group of 9 cats?

9 cats

| | | | | |
|---|---|---|--|--|
|  |  | | | |
| | |  | | |

Letter formation worksheet

My name is _____

Trace over the **y** and then try writing your own.

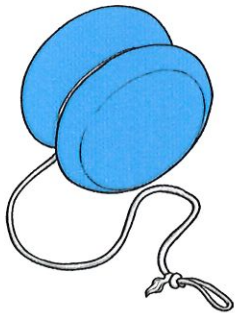
y

y y y y y y y y

y y y y y y y y

All of the following words have the sound **y** in them.

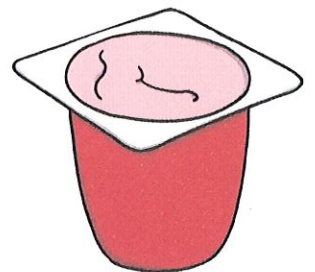
Can you write the sound **y** to complete the words?



__oyo



__acht



__oghurt

yet

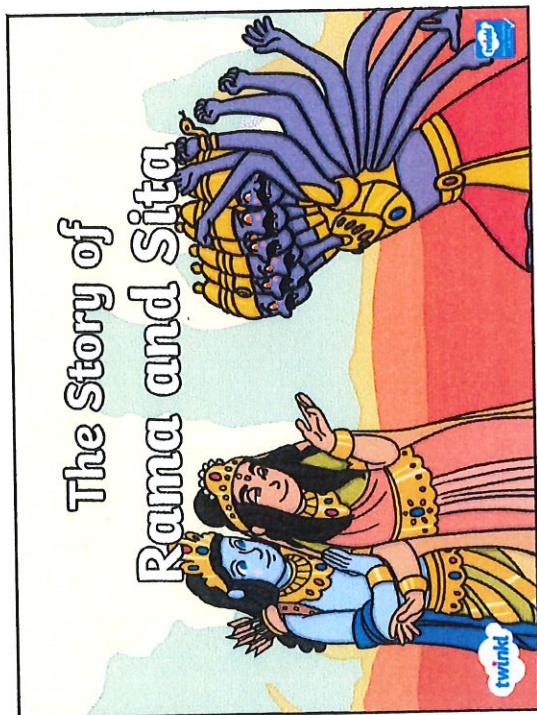
yak

yen

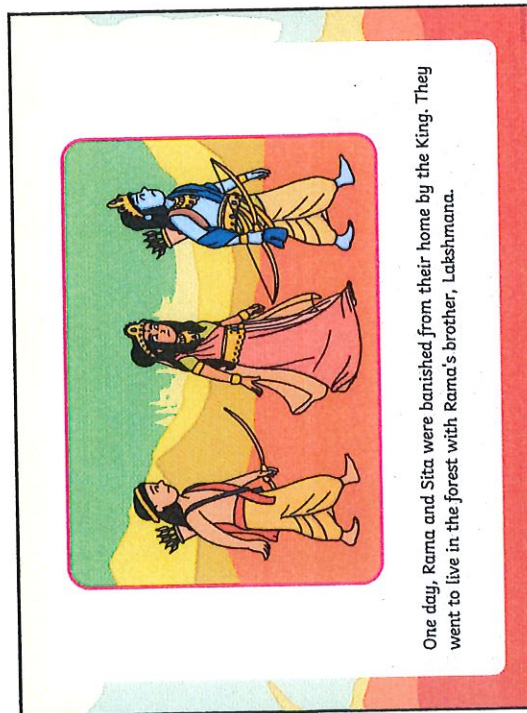
yell

yap

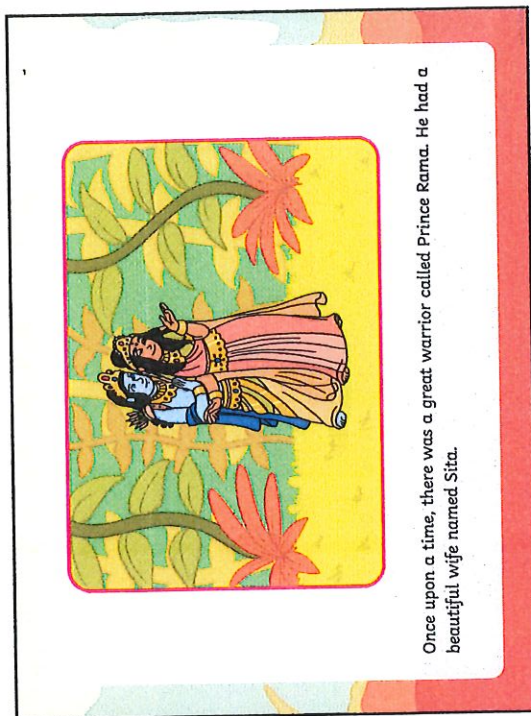
yum



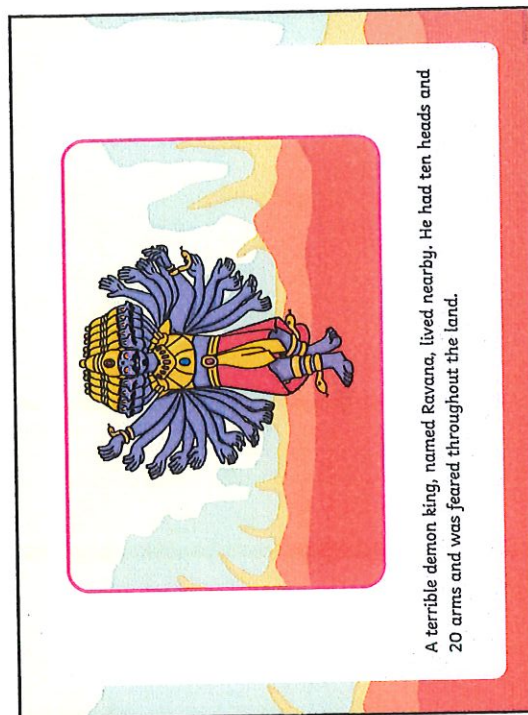
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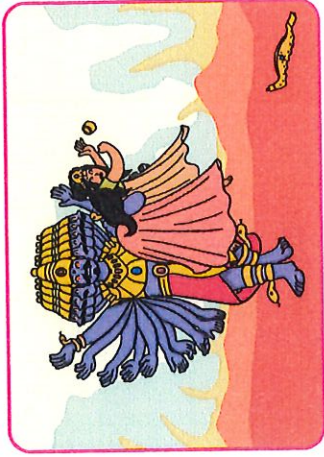
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2

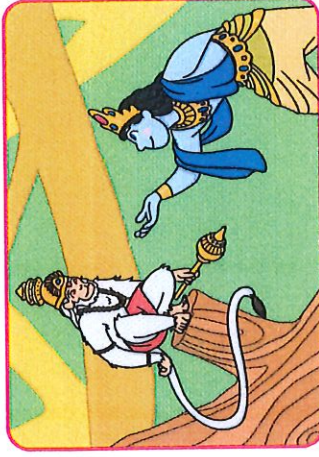


4



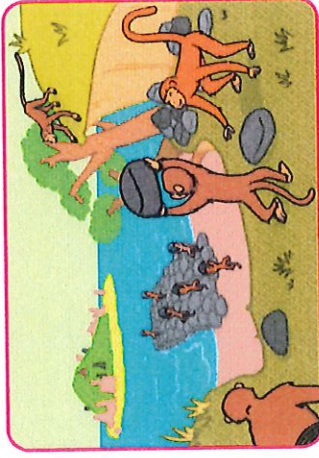
One day, Ravana kidnapped Sita and took her away in his flying chariot. Clever Sita left a trail of her jewellery for Rama to follow.

5




Rama and Lakshmana followed the trail of glittering jewellery until they met Hanuman, the Monkey King, who became their friend and agreed to help find Sita. Messages were sent to all the monkeys in the world to help find Sita.

6



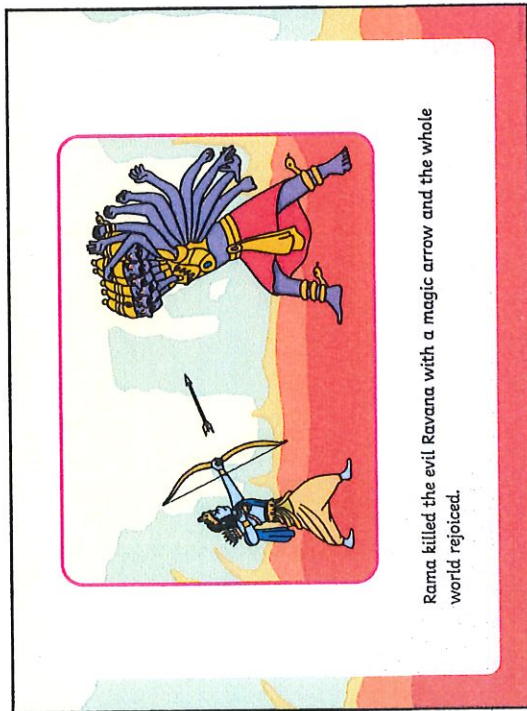
After a very long search, Hanuman found Sita imprisoned on an island. The army of monkeys couldn't reach the island so they began to build a bridge. Soon, all the animals of the world, large and small, came to help.

7

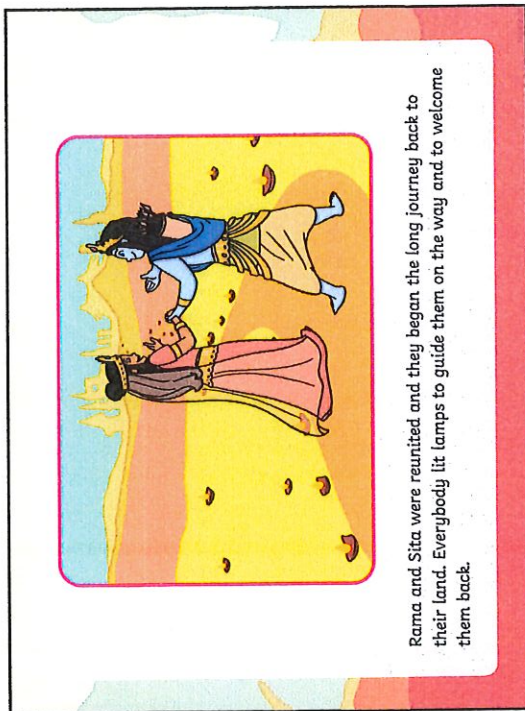


When the bridge was built, the monkeys and Rama rushed across it and fought a mighty battle.

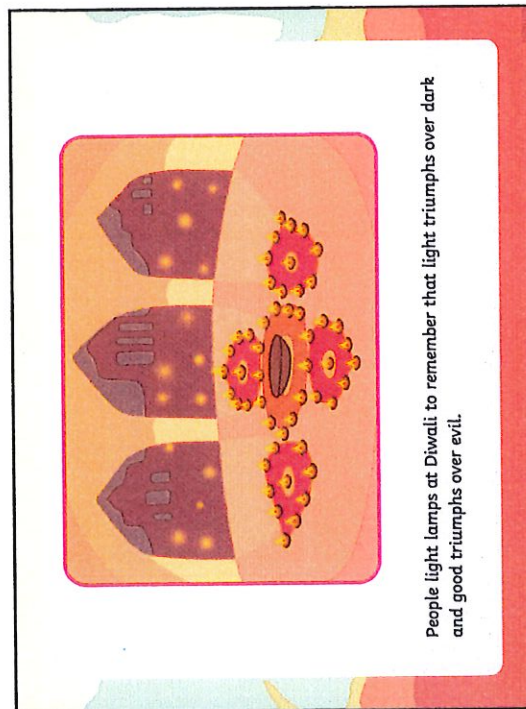
8



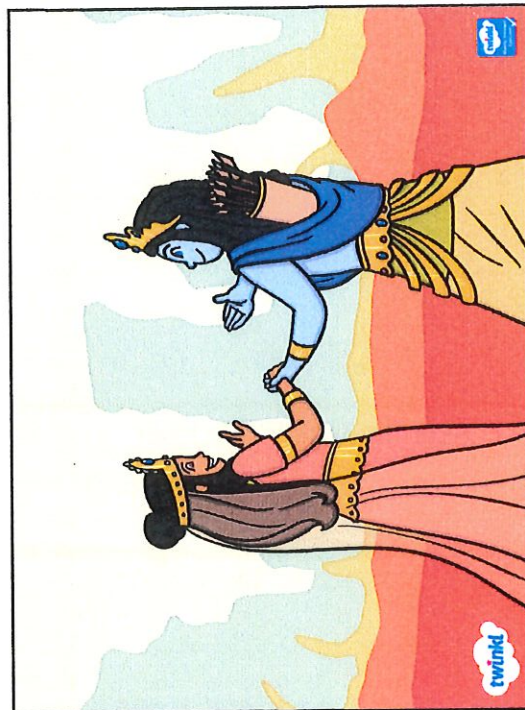
9



10

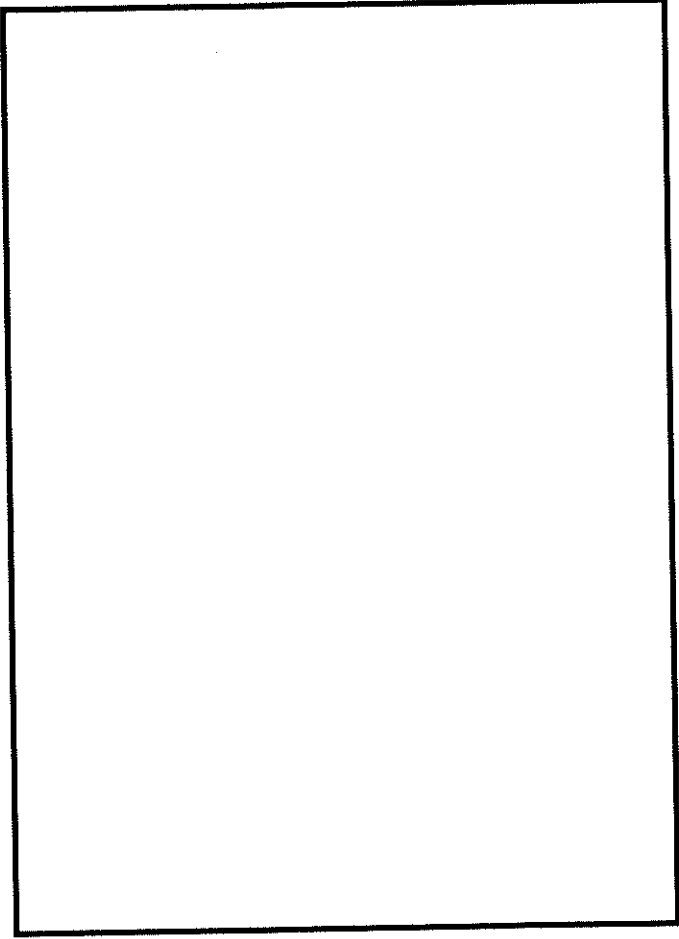


11



12

The story of Rama and Sita



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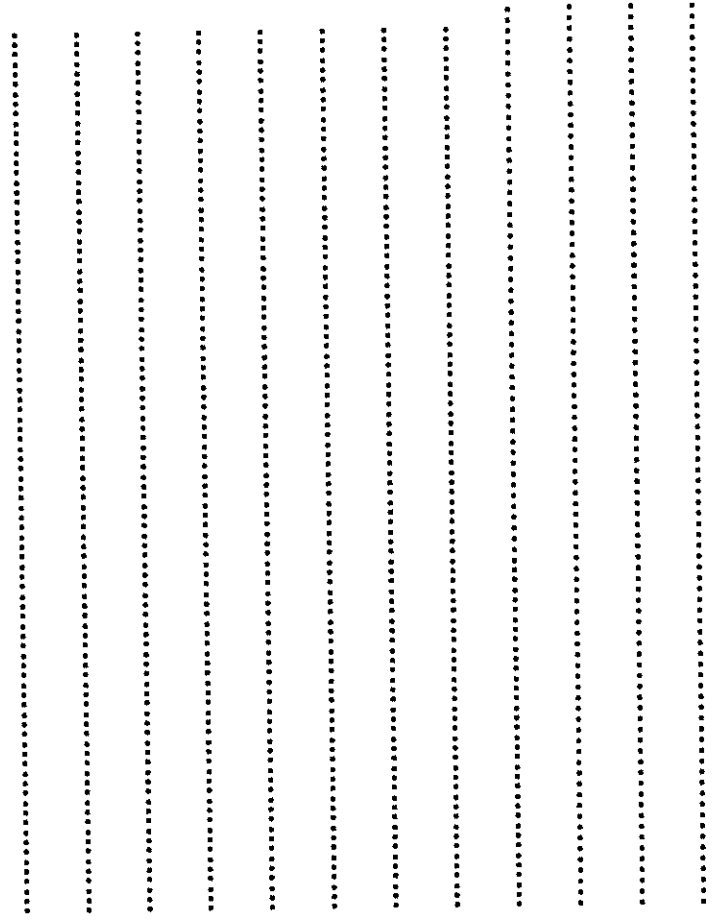
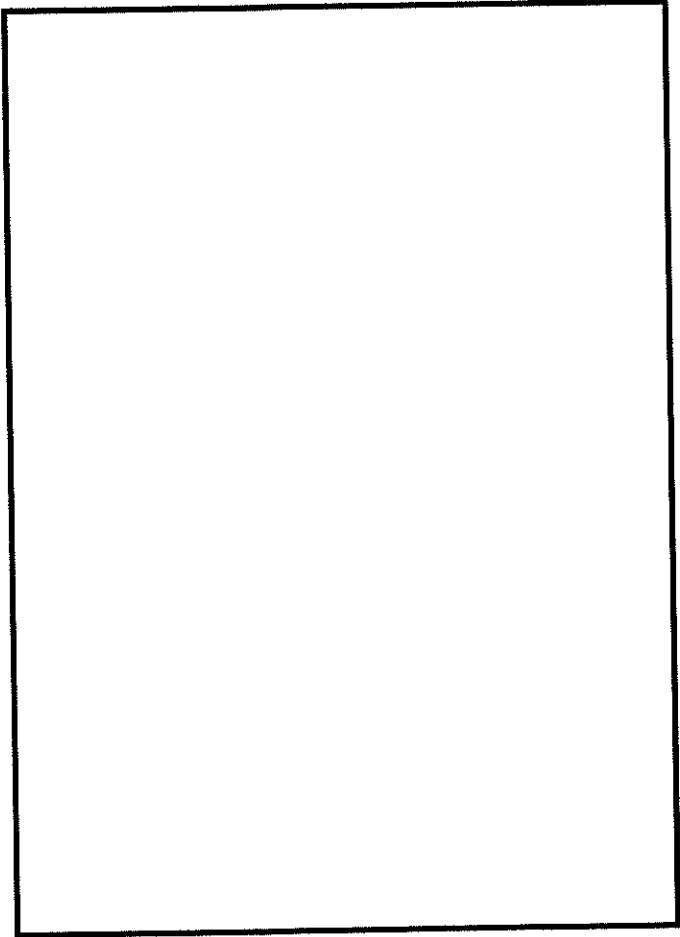
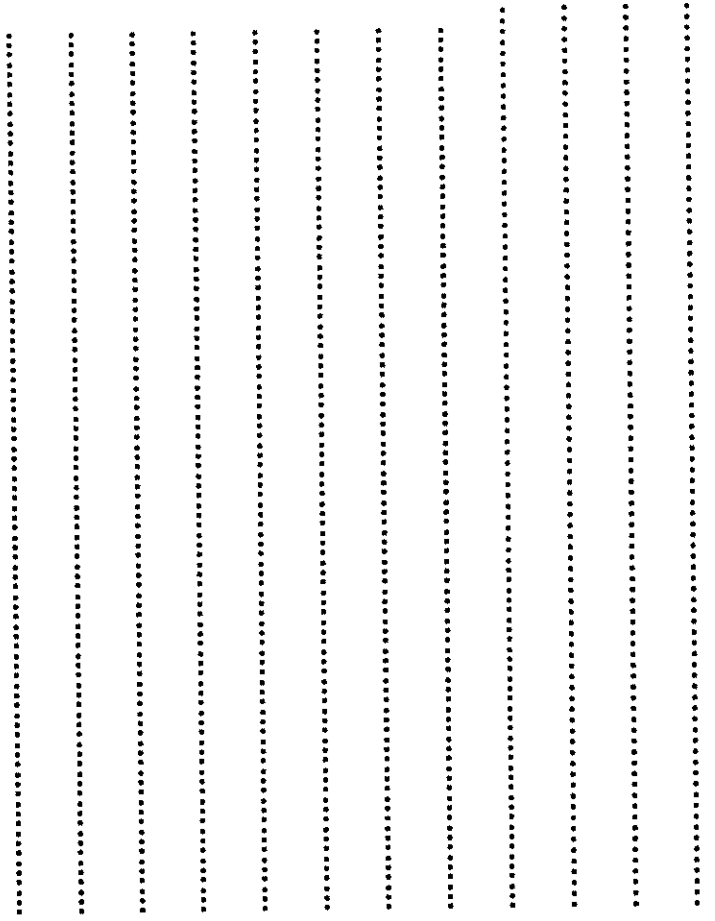
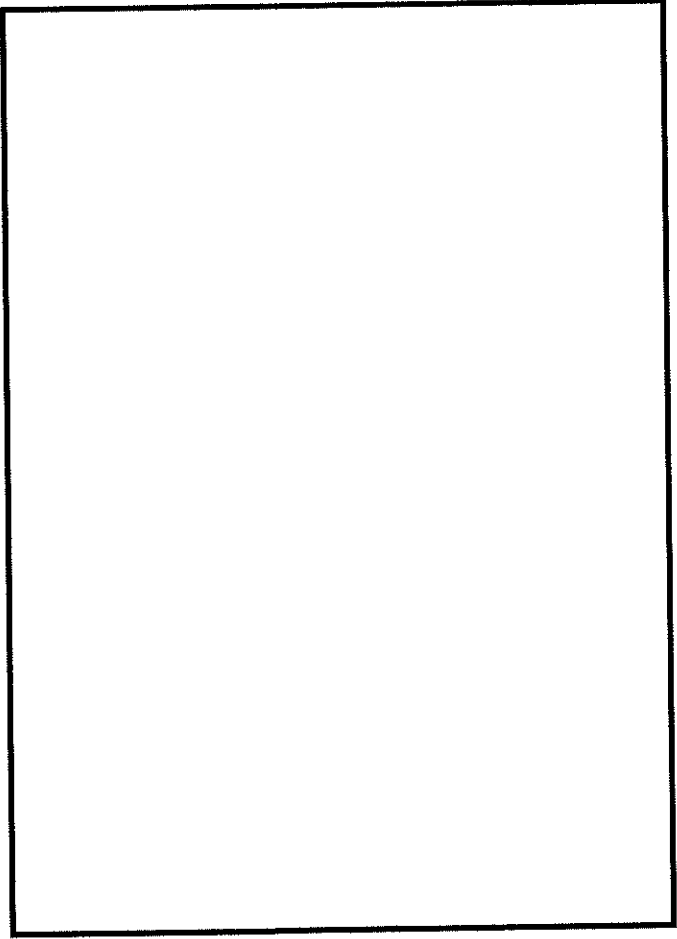
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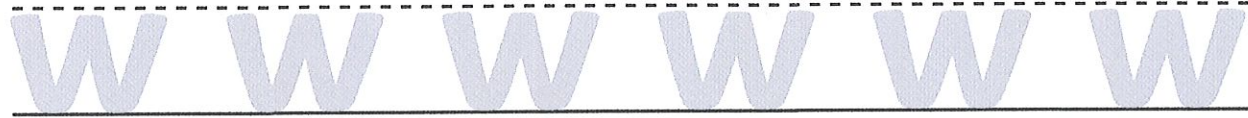
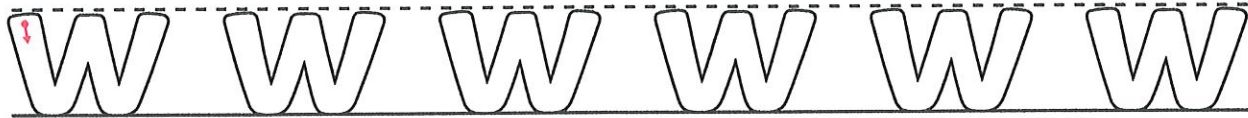


Letter formation worksheet

My name is _____

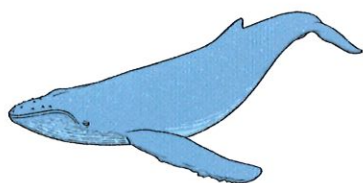
Trace over the **w** and then try writing your own.

W



All of the following words have the sound **w** in them.

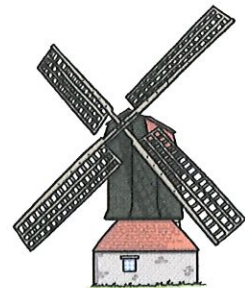
Can you write the sound **w** to complete the words?



__hale



__atch



__indmill

wet



wig



win



wish



wag



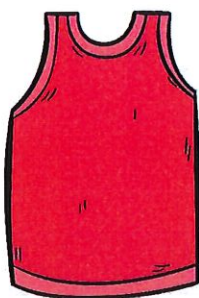
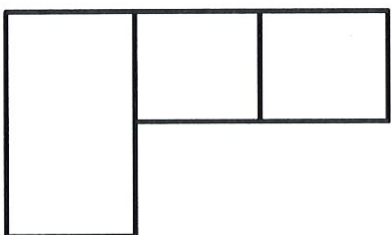
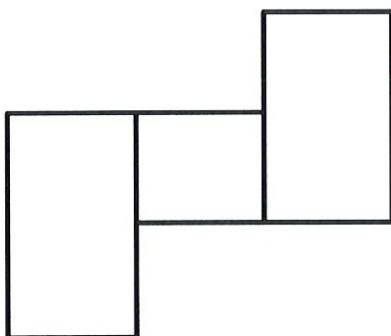
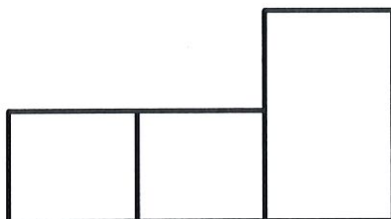
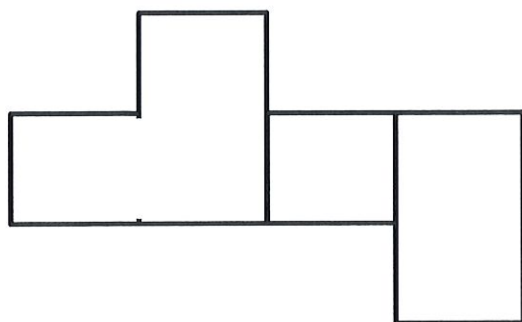
will



A 3D rendering of a red, rectangular object with a grid of circular holes, resembling a perforated metal sheet or a decorative panel. The object is shown from a perspective view, highlighting its depth and the uniform spacing of the holes. The holes are arranged in a precise grid pattern across the entire surface of the object.

13th November

To hear and say sounds in simple words.



was

we

no

he

go

she

3

6

2

5

1

4

9

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8

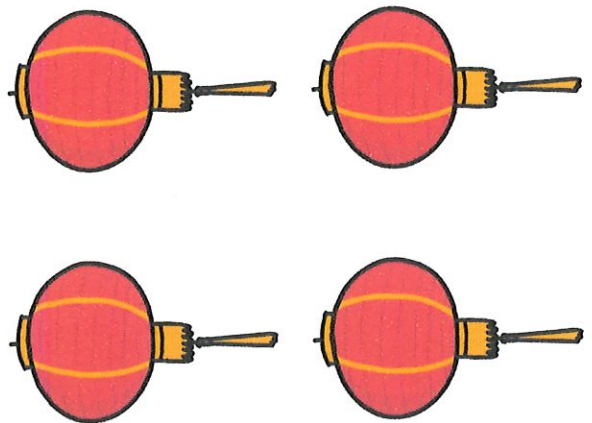
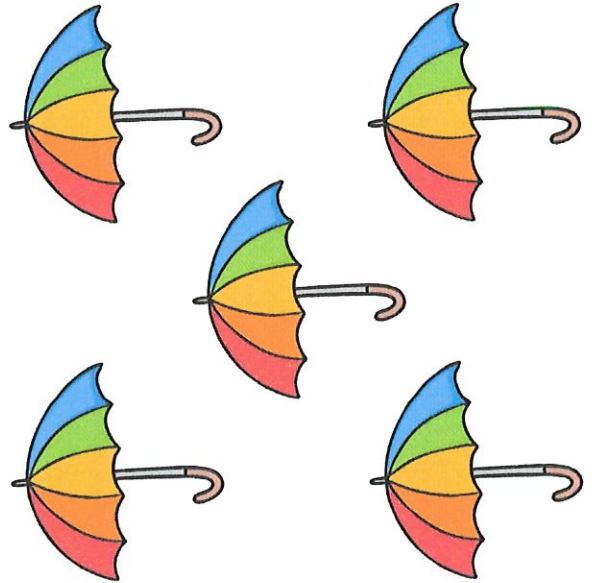
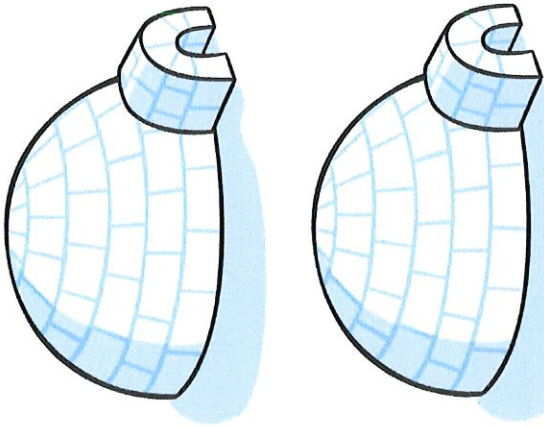
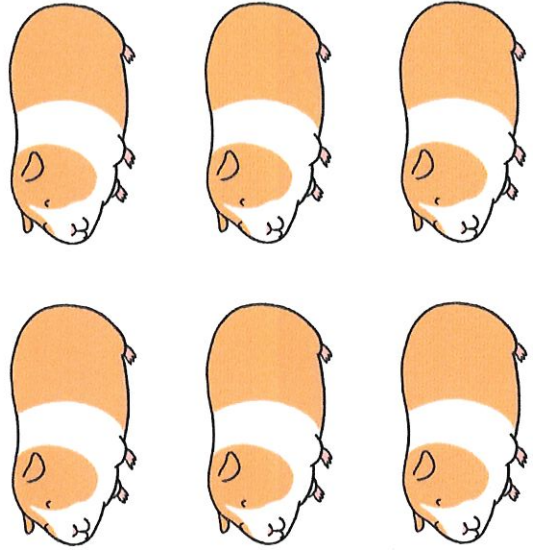
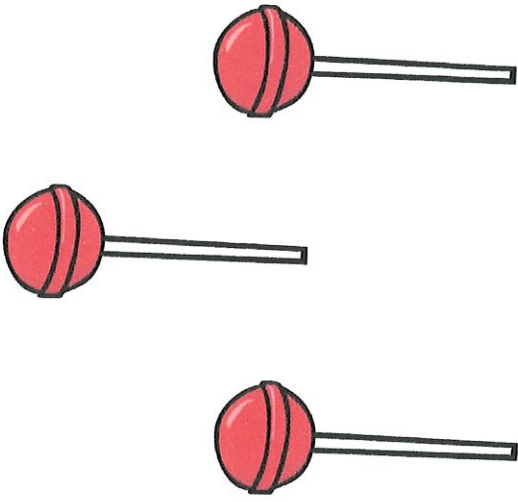
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7

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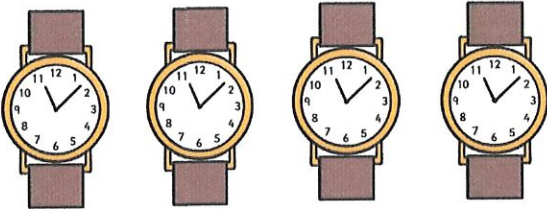
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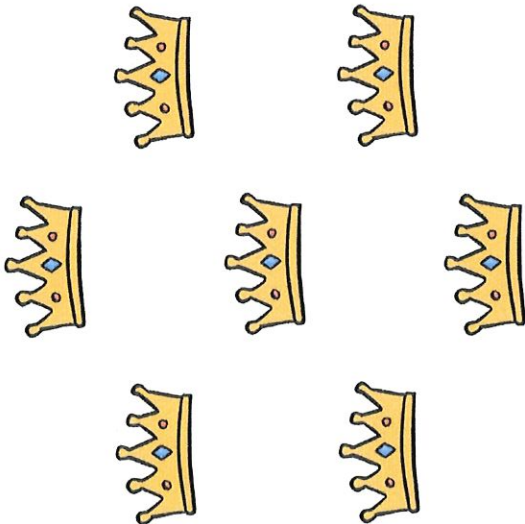
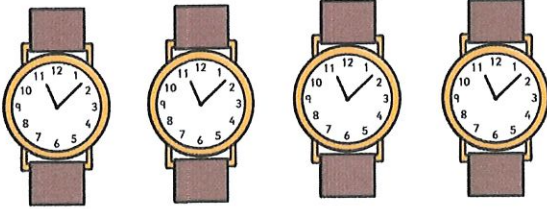




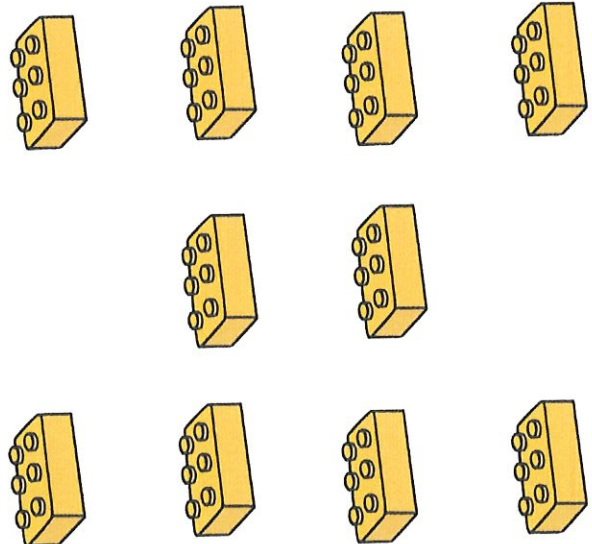
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Peter Pan: Missing Number Activity Sheet 1-10

