


Prep I Summer Timetable Week 2

| Monday | Tuesday | Wednesday | Thursday | Friday |
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| <p>15 minutes</p> <p>Phonics</p> <p>WALT: Revise the phase 3 phonics sounds: ie, ee/or.</p> <p>Sing along to the phonics songs!</p> <p>Now go on a phonics hunt around your house and look for any words with the ie, ee /or sounds.</p> <p>Use the worksheet below to make a list of all the items you find with these sounds.</p> <p>Phonics hunt worksheet</p> <p>Why not practice all of your phonic sounds by singing along with the Jolly Phonics album!</p> | <p>30 minutes</p> <p>Reading with an adult</p> <p>Read two or three books to your child.</p> <p>After each book, chat about your favourite parts of the book.</p> <p>Invite Your Child to “Read” Look at a book with your child. Practice looking for tricky words.</p> <p>Make sure you look at the comprehension tips on our school website.</p> <p>Comprehension rules</p> | <p>30 minutes</p> <p>Phonics</p> <p>WALT: Revise the trigraph ‘ear’.</p> <p>Begin by watching Mr Thorne’s video on ‘ear’.</p> <p>Remember that ‘ear’ is a trigraph. This refers to three letters that make one sound.</p> <p>Use the pictures to write out the correct ‘ear’ word. Remember that ‘ear’ is only one sound button. F-EAR</p> <p>Phonics worksheet</p> <p>Now think of your own words and draw a picture for each one. Why not use a dictionary to help you!</p> <p>Extension: Are there any ‘ear’ words around you? Collect any ‘ear’ objects that you find.</p> | <p>30 minutes</p> <p>Independent reading</p> <p>Encourage your child to read independently for 30 minutes.</p> <p>Ensure that they have got a comfortable space and have chosen a book of an appropriate level for independent reading.</p> | <p>30 minutes</p> <p>Phonics:</p> <p>WALT: Review the phase 3 tricky words.</p> <p>Our phase 3 tricky words are: he, she, me, be, we, they, all, are, you, was, my and her.</p> <p>Remember, you need to know these words off by heart.</p> <p>Play the tricky words game with your child. You will need to print off the A4 worksheet below and you will also need a dice and two counters.</p> <p>Phonics tricky words game</p> |
| <p>15 minutes Water break</p> | <p>15 minutes Water break</p> | <p>15 minutes Water break</p> | <p>15 minutes Water break</p> | <p>15 minutes Water break</p> |

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| <p>45 minutes</p> <p>Maths Number</p> <p>WALT: Revise doubling numbers.</p> <p>Ask your child to start with two objects, now add another two objects to them.</p> <p>You have now doubled 2.</p> <p>Key question to ask your child: How many do you now have in total?</p> <p>Ask your child to complete one or both of the below doubling number worksheets.</p> <p>You could provide your child with something concrete to count with. This could include stones, buttons or mini beasts.</p> <p>Doubling worksheet level 1</p> <p>Doubling worksheet level 2</p> <p>Now dance along with the dancing doubles.</p> | <p>45 minutes</p> <p>Comprehension</p> <p>WALT: Ask and answer questions about the topic of pets.</p> <p>Talk to your child about what animals they like.</p> <p>Key questions to ask your child: What is your favourite animal and why?</p> <p>Are all animals suitable to have as pets? Why or why not?</p> <p>If you could have any pet what pet would you have and why?</p> <p>Now ask your child to complete the short written comprehension task.</p> <p>Remind them to first read the passage carefully and then to use the comprehension sheet below to answer the questions.</p> <p>Comprehension sheet</p> | <p>45 minutes</p> <p>Maths Project</p> <p>WALT: Revise simple 3D shapes and their properties.</p> <p>Ask your child to explore your house...what 3D shapes can they see around them?</p> <p>Key questions to ask your child: What is the difference between a 2D and a 3D shape?</p> <p>Watch this 3D shape video:</p> <p>Now ask your child to complete the activity sheet below. 3D name matching sheet</p> <p>Now let us explore the properties of 3D shapes:</p> <p>Ask your child to challenge themselves and to count the properties of 3D objects in your home. You can ask your child to record their results on the sheet below. 3D properties sheet</p> | <p>45 minutes</p> <p>Literacy</p> <p>WALT: Revise what compound words are.</p> <p>Begin by watching the video about compound words:</p> <p>Ask your child to complete the compound word worksheet below. Worksheet</p> <p>Now move around the house and see if you can find any other compound words around you.</p> <p>Draw pictures of the compound words that you find around you. For example: tea-pot...teapot</p> | <p>45 minutes</p> <p>History</p> <p>WALT: Review the Ancient Greek Olympics. Revise what we have previously learnt about the Ancient Greek Olympics:</p> <p>Pottery was a big part of Ancient Greek culture. Greek vases were made from clay and were often used for decoration.</p> <p>Ask your child to use the Greek vase template below to design their own Ancient Greek pot, inspired by the Ancient Greek Olympics.</p> <p>Key questions to ask your child:</p> <ul style="list-style-type: none"> - What sports took place in the Ancient Olympics? - Who took part in the Olympics? <p>Ancient Greek vase template sheet</p> |
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| 30 minutes Snack | 30 minutes Snack | 30 minutes Snack | 30 minutes Snack | 30 minutes Snack |
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| <p>45 minutes</p> <p>Literacy</p> <p>WALT: Write about our weekend in the past tense.</p> <p>First, draw a picture of your weekend.</p> <p>Next, complete a written recount about your weekend.</p> <p>Use the 5 w's to help you.</p> <ol style="list-style-type: none"> 1) What did you do? 2) When did you do it? 3) Who were you with? 4) Where were you? 5) Why did you enjoy it? Or why did you not enjoy it? <p>Don't forget your capital letters and full stops!</p> <p>Recount writing worksheet</p> | <p>45 minutes</p> <p>Fine motor skills</p> <p>WALT: Develop our scissor skills.</p> <p>Developing fine motor skills is a very important activity to support your child's writing progression.</p> <p>Provide your child with a pair of child scissors and ask them to complete the 'scissors' activity sheet, helping Jack to get home safely.</p> <p>Scissor sheet</p> <p>Extension: Now ask your child to retell the story of Jack and the Beanstalk, sequence the main events and using the pictures to help them.</p> | <p>45 minutes</p> <p>Science</p> <p>WALT: Use the Scientific skill of prediction.</p> <p>Begin by watching the video.</p> <p>Remember, the main things that plants need to grow are: sunlight, temperature and water.</p> <p>Ask your child to complete the prediction sheet, using their previous knowledge of plants to help them.</p> <p>Prediction sheet</p> | <p>45 minutes</p> <p>Maths Whizz</p> <p>Ask your child to complete a 45 minute Maths Whizz session.</p> | <p>45 minutes</p> <p>Times Table practice</p> <p>WALT: Revise counting in 10's.</p> <p>Watch this counting in 10's video:</p> <p>Level 1: Ask your child to select objects from the house and to group them in twos. Use 'counting in 10' to help them count the items quickly.</p> <p>Level 2: Complete the counting in 10 sequences by filling in the missing numbers.</p> <p>Counting in 10's worksheet</p> <p>Level 3: Practice recall of the 10 times table by playing this game.</p> |
| 1 hour Lunch | 1 hour Lunch | 1 hour Lunch | 1 hour Lunch | 1 hour Lunch |

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| <p>Co-curricular activity</p> <p>3D artist!</p> <p>For this activity, you will need:</p> <ul style="list-style-type: none"> • Rice • Lentils • Beans • Glue • Paper <p>Use lentils, beans and rice grains to create a beautifully textured piece of artwork. You could use a pair of tweezers to accurately place each grain or you could spread a handful of pieces onto a glued strip.</p>  | <p>Co-curricular activity</p> <p>Design and build a beanstalk.</p> <p>Explore recycled objects in your home and create your own enormous, green beanstalk, just like the one Jack climbed.</p> <p>Explore how you can assemble your beanstalk and how you can join different components together.</p> | <p>Co-curricular activity</p> <p>Maze crazy!</p> <p>Design a maze on paper.</p> <p>Now build your maze using sticks and twigs. See if you can develop your maze to make it more complicated.</p> <p>You could also add obstacles and road closures to your model.</p> <p>Why not move a marble through your maze!</p> | <p>Co-curricular activity</p> <p>Choreographer for the day!</p> <p>A choreographer is a person that makes up dance routines to music.</p> <p>Your challenge today is to select your favourite music and to create a dance routine to that piece.</p> <p>Why not ask a parent to film your dance routine so that you can watch it yourself!</p> | <p>Co-curricular activity</p> <p>Smile!</p> <p>Make a list of all the things that make you smile.</p> <p>Ask your family what makes them smile. Do you have any similar ideas?</p> <p>Think about what you can do to make someone else smile, perhaps someone in your family, a neighbour or a friend.</p> <p>Try to carry out one of these actions over the weekend.</p> <p>Reflect on how it made the person and you feel once you carried out your 'smile' activity.</p> |
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