



Weekly learning pack

FS2

English

Everyday

Practise sounds
Practise tricky words
(on the next 3 slides)
Practise letter formation
Name writing

Phonics

Practise
these
sounds
everyday

My Phase 2 Sound Mat

s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
h 	b 	f 	ff 	l 	ll 	ss 	

Phonics

Practise
these
sounds
everyday

My Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure  Pure	er 	 visit twinkl.com				

Phonics

Practise
these
words
everyday

Phase 2, 3 and 4 Tricky Words

Phase 2

I
no
the
to
go
into

Phase 3

he
she
we
me
be
you
are
her
was
all
they
my

Phase 4

said
have
like
so
do
some
come
little
one
were
there
what
when
out

 visit [twinkl.com](https://www.twinkl.com)

When
children
know phase
2 and 3
words,
move onto 4

Task 1 – Letter of the day



Encourage children to form letters correctly. Please see guidance below

1. Ask your child to pick a letter of their choice
2. Ask your child to practise writing that letter. You can write it first then let children copy.
3. Next find something that begins with the letter or has the letter sound in it.
4. Ask your child to make the letter using different ways such as
 - Making a giant letter using shoes in your house
 - Draw the letter in mud or sand using a stick
 - Make the letter using stones
 - Paint the letter with paints
 - Make the letter with sticks
 - Use playdough to make letters

This can be repeated as many times as you like using different letters



Task 2 – Sound matching!

1. On 2 pieces of paper get your child to write down the letter of the alphabet like shown in the picture, you may need to guide them when doing this. (I would suggest not using the letters Q, X, and Z as they will struggle with these letters).
2. Once that is done get your child to go around your house or garden and pick 20 different things for the activity. At this point you can help them choose so they pick a good variety of things with different letter sounds.
3. Once you have picked all 20 objects, place them in a bag, bucket tray what ever you have to hand! A bag would be a good idea so they cant see and pick what they want!
4. To make it more exciting you could time them to see how fast they can complete this activity and repeat again using different objects to see if they can beat their previous time!



SOUND MATCHING SENSORY BIN



Encourage your child identify each object before placing them on the correct letter.



Task 3 – Yes or no?

Encourage children breakdown each word and blend. Support if they struggle with the more difficult sounds.

1. Ask you child to look at these sentences and see if they can read what the sentence says.
2. Get them to slowly sound each word and read the sentence from the beginning each time until they can correctly read all of the words.
3. You can ask them if they recognise the mark/symbols at the end of the sentence. Ask them what do they think it means (explain if they are unsure).
4. Now that they can read the sentence, ask them if the think if this is right? And if they don't think it is right ask them why and what they think the right answer may be.

Has a pot of jam got a lid?

© www.letters-and-sounds.com

Can a taxi hop?

© www.letters-and-sounds.com

Can a van go up a hill?

© www.letters-and-sounds.com

Has a cat got a web?

© www.letters-and-sounds.com

Task 4 – Writing a shopping list!

1. Explain to your child that they have to write a shopping list. They have to think of a food the begin with each letter of the alphabet.
2. Get a piece of paper and divide it in two columns with 12 rows and put a letter in the corner of each box. (I would suggest not using the letters Q, X, and Z as they will struggle to find food using these letters).
3. For each letter get them to say out loud what for the have thought of, then get them to write the food down next to that letter.
4. Its important to remember that your child may writes this phonetically (how they word sounds to them) try not to focus too much on there spelling but more on their letter formation.
5. Go through each word with them to check the letters and their formation of each. Support them if they struggle to think of types of foods and also correct they formation of their letter using examples and showing them.



Once the list has finished ask them to suggest something they could make/bake with some of the foods on the list and get them to draw a picture of this dish.



Maths

Everyday

count to 20

Count backwards from 20-0

Practise one more and one less; for example say 'what is one more than 6, what is one less than 10 etc.'

Task 1 - Number formation!

1. Ask children to practice number formation
2. You can write these first and children copy.
3. If you child is confident with 1-20 encourage them to keep going to as high as they can!

Can you make numbers using different resources such as painting numbers

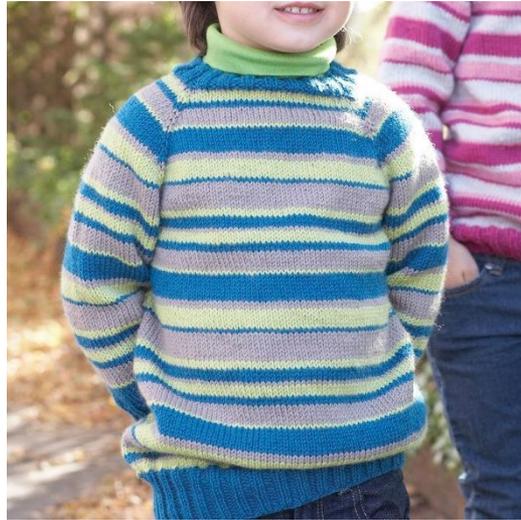
0 1 2 3 4 5 6 7 8 9

10 11 12 13 14 15

16 17 18 19 20

Task 2 – Spotting patterns!

1. Look for repeating patterns on curtains, wallpaper, or clothing. Ask your child: 'Can you see a pattern? Tell me about it. What will come next?'
2. Next start patterns with blocks, beads, playing cards or toys and encourage your child to build on the pattern to make it longer.
3. Look for patterns in time together (e.g. seasons, months or daily routines) and talk about what you notice: 'We always go to the supermarket on a Monday. We go swimming on a Tuesday.' (before lockdown too).
4. Listen for patterns in songs and clap and dance the rhythm.



Challenge your child to make their own pattern from scratch either on paper or using objects they have



Task 3 – Practice position words!

1. Practise position words with your child by having a treasure hunt.
2. Hide between 8-10 objects around the house or garden placing them out of obvious sight. You can vary the size of these objects too to challenge your child.
3. Next give your child clue to find each object but use language like 'over the bench', 'under the tree', 'next to the bush', 'inside the draw'.
4. Finally for a bit of extra fun get your child to draw a map to show the route you took and where they found each object.



Challenge your child to set a treasure hunt for you. Get them to hid 5 objects and encourage them to use the words they have been learning.



Task 4 – Shape Tickle!

1. Draw shapes on your child's back using your finger and ask if they can guess what shape it is by feel.
2. Ask your child questions like 'How many sides has it got? How many sides do you think are the same length?'
3. Once they think they know the shape, encourage them to draw the shape on a piece of paper and correctly name it.



You could swap roles in this game and encourage your child to draw a shape on your back for you to guess.

Shapes Chart



Circle



Triangle



Square



Star



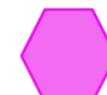
Moon



Rectangle



Pentagon



Hexagon



Octagon



Diamond
(Rhombus)



Cross



Trapezoid



Arrow



Oval



Heart



Parallelogram

Other areas of learning

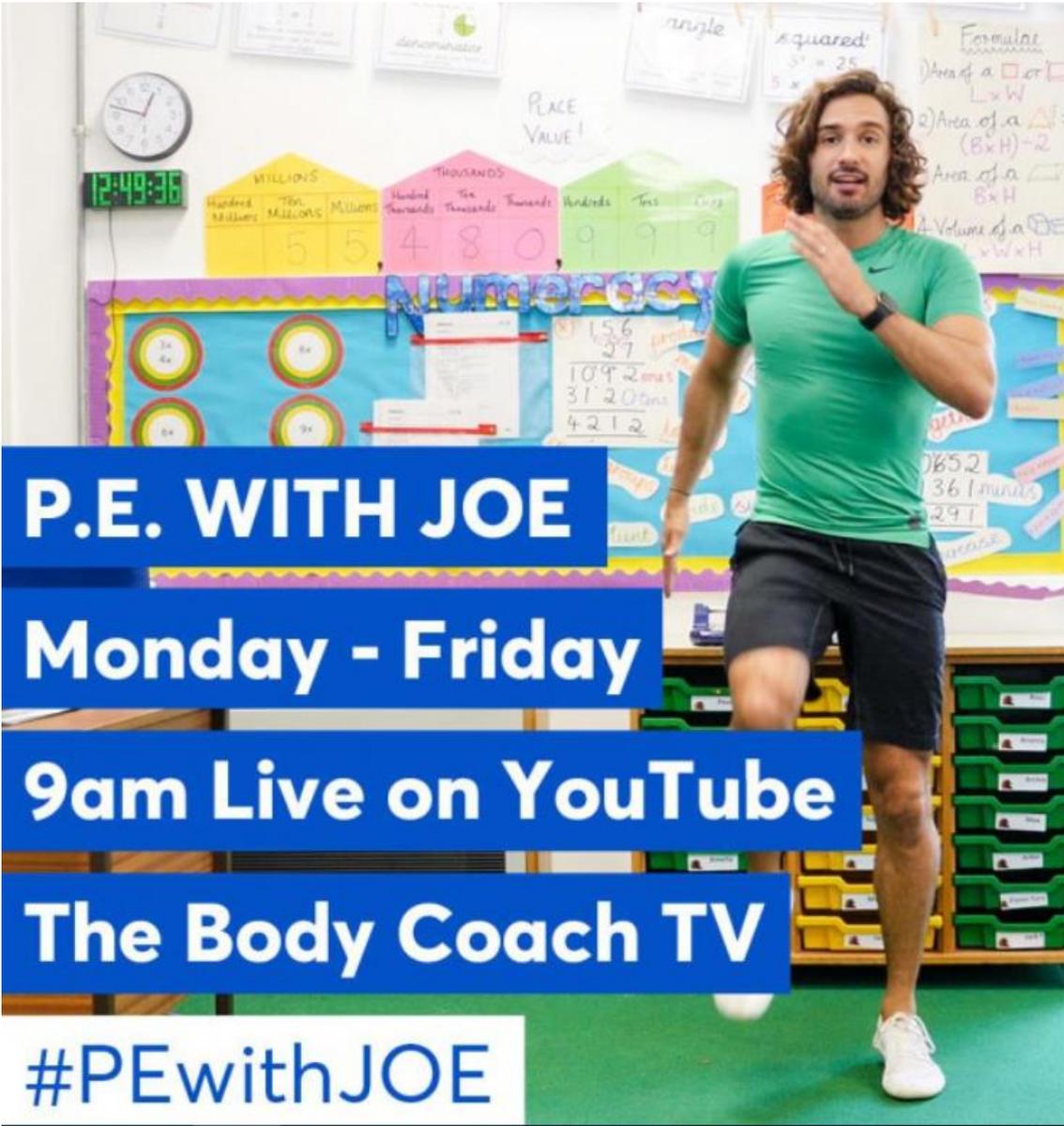
Everyday

Let your child play with their toys throughout the day. At school we do half an hour of phonics, half an hour of literacy, half an hour of maths and story time (at different times of the day). The children are allowed to play and use their imagination the rest of the day.

Task 1 – PE!

1. **Every morning** get the whole family in front of the TV, computer or tablet and join the nation, this is a great opportunity for some family time

<https://www.thebodycoach.com/blog/pe-with-joe-1254.html>

A man with long curly hair, wearing a green t-shirt and black shorts, is standing in a classroom. He is gesturing with his right hand. The background is a classroom wall with various educational posters, including a clock showing 12:49:36, a place value chart, and math formulas. Overlaid on the image are several blue and white text boxes.

P.E. WITH JOE

Monday - Friday

9am Live on YouTube

The Body Coach TV

#PEwithJOE

Task 2 – Memory game!

1. Put a few items, maybe 5, on a tray (for example, a crayon, an apple, a building brick, a toy car). Try and make sure they are very different in colour size and shape.
2. Get your child to look very closely at the objects and explain your need to remember what you can see in the tray.
3. Get them to describe colours and sizes to you as this will help them remember the objects more.
4. After around 30 seconds, cover the tray with a tea towel or cloth, and get your child to close their eyes.
5. Remove one item from the tray and place it out of sight. Once removed, ask your child to open their eyes and remove the covering.
6. Let them look at the objects and if they are struggling give them clue as to what might be missing i.e. what colour it was.

To challenge your child you could use more objects each time to make it a little bit more difficult.



Task 3 – What's that musical sound?

1. Using a phone/tablet/computer access the video and get your child to watch and listen to the video:
2. <https://www.youtube.com/watch?v=vjCgIQraek>
3. Once they have watched the video ask them if they recognise any of the instruments in the video? Or and they seen someone play any of these before? (either at school or in a video/on tv).
4. Next encourage your child to pick a few of their favourite songs and listen to them together. See if they can hear any of the instruments that they have just learnt and see how many they can count!



You could as an extra fun task encourage your child to make their own instrument! Something like a maraca can be made using a plastic bottle and either dried rice or pasta!

Task 4 – The puppet show!

1. Using things destined for the recycling bin, such as cardboard boxes and plastic bottles, encourage your child to make some puppets for a puppet show.
2. Explain to your child that they are going to make some puppets or a puppet show and that they have to tell a story about the puppets too!
3. Let your child create 2-3 different puppet characters and ask them questions about their puppets whilst they are making them. For example, what are they called, what do they look like etc.
4. You could make a puppet theatre with cardboard boxes if one that is big enough if not a towel placed over a couple of chairs would do!
5. Encourage your child to make up or retell a story to you and ask them questions about what is happening in the story or even give them hints if they are struggling to remember.



You could video the puppet show so they can watch it back and if they want send it to grandparent or family they haven't seen for a while!

