



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

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

Task 1 – Identifying tricky words

1. Create two spaces: one for tricky words and one for words that can be blended.
2. Using the lists opposite, write each word onto separate pieces of paper.
3. Tell your child they need to select a word, read it to you and then place it into the correct space.

surf
· _ ·

coin
· _ ·

hair
· _

owl
_ ·

shark
_ _ ·

ear
_

feet
· _ ·

soap
· _ ·

card
· _ ·

ring
· _

he

she

we

me

be

you

are

was

my

they

Task 2 – Matching Pairs!

1. Go through phase 2 and 3 sounds with your child, note down any sounds they are unsure of
2. Write these sounds on paper and then duplicate them so you have two sets of the sounds.
3. Lay the sounds out faced up allowing your child to see briefly where the sounds are placed. Then after 5-10 seconds turn all the pieces of paper over so the sounds are hidden.
4. Once hidden allow your child to turn over one piece of paper and get them sounds out the what they see.
5. Once they have correctly identified the sound allow them to pick another piece of paper and see if the sounds are the same.
6. If your child says the sound correctly and finds its matching pair remove it and keep going until all of the pieces are collected.
7. This is a game that can be played with more players so involving yourself in the game or siblings can make the games more competitive.

You can play this game with tricky words instead of sounds as well to vary the activity for your child.

To make things more difficult introduce some sounds that your child is confident with so they have more matching pairs to find!



Task 3 – Yes or no?

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

1. Ask your 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 they think it is right? And if they don't think it is right ask them why and what they think the right answer may be.

Can a vet fix a jet?

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Will a pen fit in a box?

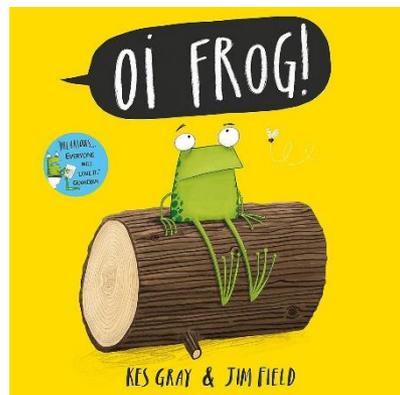
© www.letters-and-sounds.com

Can men jog to get fit?

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Task 4 – Rhyme Time!

- Listen to and join in with rhyming stories, like Julia Donaldson's *The Gruffalo* (or any Julia Donaldson book) or *Oi Frog* by Kes Gray. You can listen to the online versions of these books on YouTube if you don't have a copy of the books.
- Encourage to say out loud what and when the next rhyming word is about to come up (they are usually very good at this anyway during story time).
- You can also make silly rhyming jokes with your child and encourage them to make up their own. For example: What do you call a smelly elephant? A smellyphant! What do you call an elephant watching TV? A tellyphant!



You could make a joke book with a note of all the jokes they have made up to show their friends and family next time they see them!



Maths

Everyday

count to 20

Count backwards from 20-0

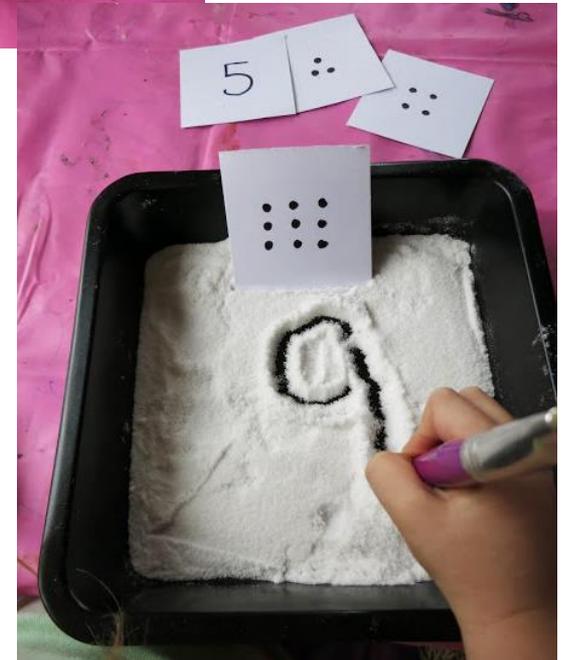
Practise one more and one less; for example say 'what is one more than 6, what is one less than 10 etc.'

Task 1 - Number formation!

1. For this activity all you will need is some table salt or flour, a tray or dish, paper squares and a pen.
2. Firstly on one side of each paper square, write a number and on the other side draw the corresponding amount of dots (depending on your child's confidence you could do number 1-10 or 1-20)
3. Encourage your child to count the amount of dots on the card. They then write the number they think it is in the salt/flour using their finger or even a pencil or paintbrush. Get your child to flip the card to see if you got it right. If not, shake your salt tray a little and then copy the number correctly.
4. Keep going until all the cards have been used and your child has correctly answered them.

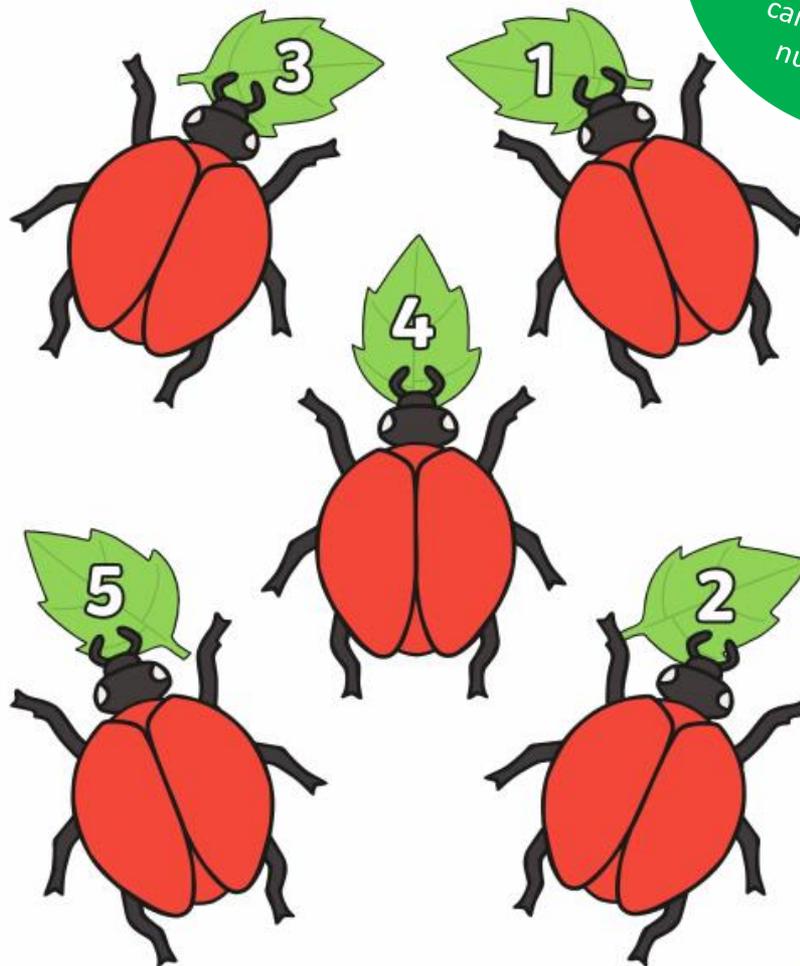


Can you draw a picture in the tray?
Why not draw a picture and get your adult to guess what it could be!



Task 2 – How many spots on the ladybird?

1. Draw some ladybirds on a piece of paper or this document is available on Twinkl.
2. Write numbers next to each ladybird (1-10 first and if they are confident in this you could go up to 15).
3. Ask your child to identify the number and give the ladybird the correct amount of spots.
4. Next using the '10 ladybird' encourage your child to write some number bonds to 10. for example 0 and 10, 1 and 9, 2 and 8 etc.



Challenge your child to draw their own ladybird how many legs and how many spots does he have see if you can write the numbers!

Task 3 – Subtraction beanbag throw

Challenge: Use
larger numbers
up to 20

1. You will need 10 beanbags (if you do not have beanbags use socks instead).
2. You will need a hoop or container. You could make a circle out of paper or draw a circle on the floor in chalk.
3. Explain to your child that all the objects outside the circle/container will be taken away.
4. Model this to your child and now write the number sentence that relates $10 - 5 = 5$ etc.
5. When your child gets the hang of it ask them to write the number sentences.



Task 4 – Tenpin Bowling!

1. What you will need for this is 10 Plastic Bottles (if not you can use toilet roll tubes), Paint, Brush, Balls. (if you don't have paint, just write the numbers on with a permanent marker or use large stickers)
2. Once they are dry you can set them up like pins at a bowling alley. Your child can set them up the next couple of times if they feel confident in arranging them. Give your child a ball and get them to take a shot to knock the pins down.
3. After each shot encourage your child to count how many were still UP and how many were knocked DOWN. You can also get your child to look and write down what numbers on the pins are still stood up for each throw.
4. Repeat the activity a couple of times and challenge your child to see if they can get a strike! (knock all the pins down in one shot).



If you want to challenge your child, you could get your child to pick 2 pins they have knocked down and see if they can add the number together



Other areas of learning

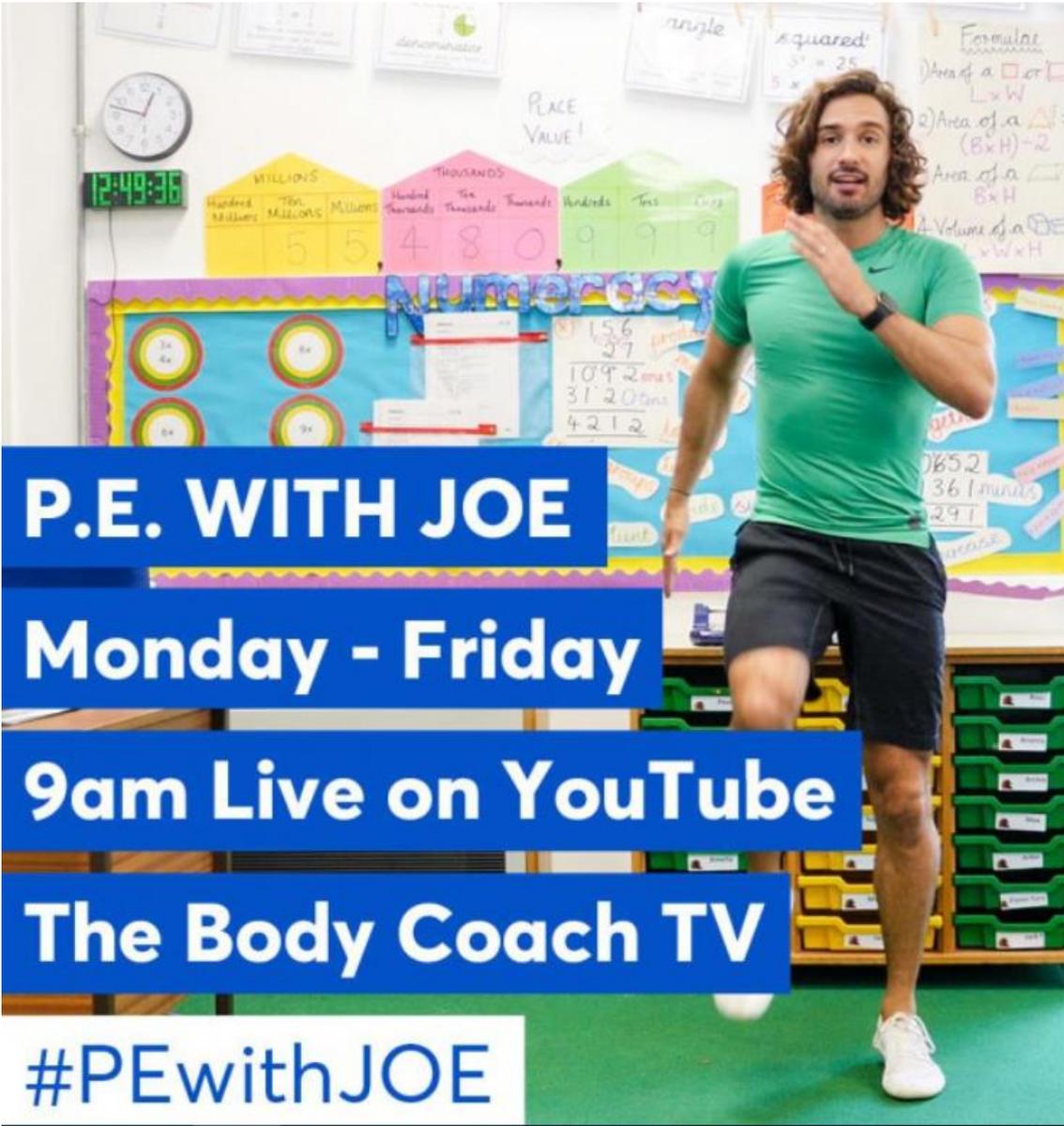
Everyday

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

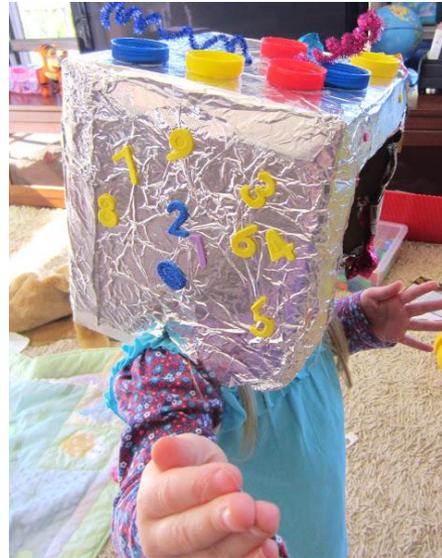
9am Live on YouTube

The Body Coach TV

#PEwithJOE

Task 2 – I AM A ROBOT!

1. For this activity you will need a Cardboard Box, Foil, Glue, Sticky tape, Embellishments (you could use milk bottle lids, coloured foil, stickers, recycled goods etc).
2. Before starting to build the robot, get your child to sit and watch the story 'Harry and the Robots' using the link below.
3. <https://www.youtube.com/watch?v=1JHySjgNtQU>
4. you can help your child to cut a window on one side of the box to make it helmet shaped. But then let your child be create and encourage them to make a robot head of their own design!
5. Once the have finished their robot head, et them to explain what their robot is called and what can they do? Do they have a special power? Ask them how does the robot talk? (you could demonstrate a robot voice to your child and get them to copy).



If you have enough resources, you could encourage your child to make a full robot suit as well as a robot head!



Task 3 – Cornflour Slime!

1. Encourage your child to pour some cornflour into a large bowl. You will need at least double the amount of cornflour to water. (So, if you have 2 cups of cornflour, you'll add approx. 1 cup of water, you could get your child to measure this out for you).
2. Add some food colouring to your water. What not to do: Do NOT add a lot of food colouring. Your hands will end up stained, like ours. You should use no more than 4-5 drops
3. Get them to Slowly add the water to your cornflour ensuring not to add more than half the amount of water to cornflour ratio.
4. Encourage your child to stir the ingredients together part way through. This is a fun part of the experimenting. It allows the children to see what is happening at this point and make decisions as to whether more water is required or not.
5. You will know when your slime has all come together. It should be easy to stir slowly and flow like a liquid but try giving it a fast stir and see what happens!
6. Try adding some little plastic creatures like dinosaurs or insects to your slime to further the play. You could add plastic numbers or letters to further enhance the learning from this activity.

Materials:
Cornflour
Water
Large bowl and spoon
food colouring (optional)



Challenge your child to roll a ball. Can they bounce it? Can they keep it from "melting"?

Task 4 – Shadow drawings!

1. Place toys on piece of paper in the garden in the sun creating a shadow on the paper.
2. Ask the children to draw around the shadow
3. Ask children to describe what they have drawn.
4. Once they have drawn around the shadow of an object, encourage your child to colour in the shape how they would like!
5. So if they have drawn around an animal, suggest to your child about using different colours, adding things to the animal to make a new animal!

**Please share your drawings
with us on Tapestry!**

