



BUSY BEARS WEEKLY TIMETABLE

All timings are only suggestions. We understand that everyone will have different commitments etc and may also have to be working from home.



Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
9am	Join in with Joe Wicks daily active session on You tube channel ...or choose some activities from Go Noodle	Join in with Joe Wicks daily active session on You tube channel ...or choose some activities from Go Noodle	Join in with Joe Wicks daily active session on You tube channel ...or choose some activities from Go Noodle	Join in with Joe Wicks daily active session on You tube channel ...or choose some activities from Go Noodle	Join in with Joe Wicks daily active session on You tube channel ...or choose some activities from Go Noodle
9:30am Phonics	Dance along with sesame street phonics song: https://www.youtube.com/watch?v=SWvBAQf7v8g Practice reading high frequency words off, can, had, back and tricky words I, no, go, to, the Show the children the letter 'w'. Watch Geraldine the Giraffe to hear the sound https://www.bing.com/videos/search?q=geraldine+giraffe+w&view Focus on the initial sound, ask the children to find you something or draw a picture with the initial sound 'w'	Recap the sound 'w' https://www.youtube.com/watch?v=MbUIYnDZZ-M Write the letter 'w' in the air using your magic finger. Children to use their finger to write the letter 'w' in the air, on the carpet, on your back. Can you draw other letters on your child's back. Can they guess what it is? Practise handwriting - down, up, down, up! Write these words: wig, web, well Can you think of a sentence with one of these words in it. Can you write it?	Dance along with sesame street phonics song: https://www.youtube.com/watch?v=SWvBAQf7v8g Practice reading high frequency words off, can, had, back and tricky words me, we, he, she, was, my Show the children letter 'x' Watch Geraldine the Giraffe to hear the sound - where does it usually come in a word? https://www.bing.com/videos/search?q=geraldine+giraffe+x&view Log in to Phonics Play: https://www.phonicsplay.co.uk/ To practise reading Play Ob and Bob with phase 3 sounds- sorting real and nonsense words. Focus on the letters 'w' and 'x'	Dance along with sesame street phonics song: https://www.youtube.com/watch?v=SWvBAQf7v8g Practice reading high frequency words off, can, had, back tricky words me, we, he, she, was, my https://www.youtube.com/watch?v=Q8qkEXh7Dc ' Practise handwriting - 'x' (like a kiss) Focus on the final sound in the words and ask the children to find you something in the house/garden or draw a picture with the final sound 'x' Can they write: fix box Max (Max is a name so it has a capital. Max is in the Project X stories the children read at home) Can they read (can you write this please) the question. Can a fox sit on a web? (children read and say yes or no)	Today we are going to practise the sounds we have learned this week and remember the sounds we learned last week. Grown ups can you make cards (you could use an old cereal box cut up) with the sounds j, v, w, x on and show them to your child. If they get stuck keep them in the pile until they are confident. (keep the cards for next week) Log in to Phonics Play: https://www.phonicsplay.co.uk/emberonly/BuriedTreasure2.html Can your child write: The fox has a wig in a box. Or A wig in a box Can they read (can you write this please) the question. Can a vet fix a wig? (children read and say yes or no) Discuss what a vet is.
9:50am-10:45am Independent learning	Allow your child time and opportunity to choose what activities they would like to do. This could involve using the outdoor environment, This doesn't have to be structured and it doesn't matter if it is not focussed on phonics/maths/writing. If possible join in with your child's play but allow your child to direct it. When joining in with their choice of play you extend their learning, introduce new vocab and ideas. This week our story is Chicken Licken. Perhaps you have a farm set you could play with and make up your own stories. Making playdough animals is fun too with lots of descriptive words you can use as you make your creations. This time could also include sitting and having a healthy snack with your child.				
10:45am Maths	A counting to 20 song https://www.youtube.com/watch?v=azIGOkLIgs	A counting to 20 song https://www.youtube.com/watch?v=MVzXKfr6e8	Using your stairs at home. Give the children a number (5). Ask them to step on each step as they go up the	Counting to 100 https://www.youtube.com/watch?v=bGetqbqDVaA	Use the 100 square splat game.



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Counting to 20 (and beyond) more/less	<p>Show children a tin/money box, and count in six pennies. <i>How much is in the tin?</i> Drop in one more penny. <i>And now? Show me 6 fingers, now show me 1 more.</i> So, 6 and 1 makes 7. Ask a child to tip out the coins, then place them in a line, or number shape pattern, to check. Repeat with different numbers of pennies in the tin, up to 11, adding one more and matching to fingers where possible. For numbers >10, refer to a number line which the children can make. Ask different children to check the amount each time. After the first few examples, write the matching addition, e.g. 4 + 1 = 5, and read it together: 4 add 1 equals 5, 4 and 1 makes 5. Ask:</p> <p>So, what is 1 more than 4?</p> <p>To extend use 20 coins.</p>	<p>Introduce subtraction/ take way. Show 4 soft toys, then hide them under a blanket. Explain that one teddy is going to bed. <i>How many will be under the blanket then?</i> Children find and show answer on their fingers, by putting up 4 fingers to begin, then 1 less. Repeat with more toys/ teddies. Record the answers 4 -1 = 3. Read it together: 4 take away 1 equals 3. Ask: So, what is 1 less than 4? Repeat with up to 10 toys under the blanket, always taking away 1. After a while, ask children to write the matching subtraction number sentence.</p>	<p>stairs to number 5. (You could place numbers on each step). Then say 5 take away 1. Children to go back one step. Then emphasis the language 5 take away 1 equals 4. If you have no stairs or you don't feel confident using the stairs, you can place numbers up to 10 in a line then ask the children to stand on the number you have said. Then repeat 5 take away 1 equals 4. Children to step on the correct number. Put a photo on seesaw.</p>	<p>Show the children a number (write it on a piece of paper. Ask children to show the correct number of fingers, then to take (initially 1) some away, ask how many are left. Give the children a piece of paper and pen. Give the children a number and a simple shape to draw, eg 6 circles. Tell them to take away eg 2 by crossing them out. Ask how many are left. Reinforce vocabulary "So 6 take away 2 makes 4". Repeat with other numbers</p>	<p>Ask the children different questions such as "2 less than 10 is..." 5 take way 2 is.... then ask them to splat the correct number</p> <p>https://www.primarygames.co.uk/pg2/splat/splatsq100.html</p> <p>There are also number activities which you can look at on CBBC.</p>
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11:05am-12pm Independent learning	Independent learning and play As mentioned above.				
12pm-1pm Lunch	Before lunch we often sing a lunch time song: https://www.youtube.com/watch?v=WXzU3tI9Bc On Go Noodle children enjoy the lunch song Children could be involved in helping you prepare their lunch Also allow time for independent learning and play				
1pm-1:30pm English	<p>Read the story Chicken Licken from Oxford Owls. Stop at p11. https://www.oxfordowl.co.uk/api/digital_books/1228.html Talk to your child about what is happening in the story. Can they</p>	<p>Go over what happened in the story of Chicken Licken by looking at the story map on page 16. Support your child to read the story for themselves - we will try</p>	<p>Challenge your child to retell the story using their story map. https://www.oxfordowl.co.uk/api/digital_books/1228.html Support your child to read the</p>	<p>Thursday and Friday https://www.oxfordowl.co.uk/api/digital_books/1228.html Support your child to read the story for themselves - are we getting super fluent? Now, how about having a go at acting out the story and record it</p>	








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<p>Traditional stories Chicken Licken</p>	<p>predict what might happen at the end. What do you think might happen? Can they write a sentence about what they think will happen. Here is a sentence starter: At the end..... Draw a picture to match the sentence. Can you put your sentence on seesaw for me and Mrs Blythe to have a look at.  Read the story again but this time go right to the end. Does their prediction match what happened (it doesn't matter if it doesn't!).</p>	<p>and do this every day and by the end of the week they will be super fluent! https://www.oxfordowl.co.uk/api/digital_books/1228.html Ask children to draw their own story map: draw a picture for each part of the story they can remember. They can add words and speech bubbles for the different parts as you work together.</p>	<p>story for themselves - we will try and do this every day and by the end of the week they will be super fluent! Play the games on Oxford Owl: Play activity 1 Play activity 2</p>	<p>for seesaw (everyone who wants to could get involved!) If you don't want to act it out, why not just record yourself telling us the story and pop it on see saw.  Writing We would love to see some sentences that you could write about the story of Chicken Licken. A challenge would be if you could write the whole story!! ...can you take a photo of your writing and put it on seesaw for us </p>
<p>1:30pm-2:45pm</p>	<p>Independent learning and play As mentioned above.</p>			
<p>2:45pm-3:00pm Story/ reading</p>	<p>Spend some time reading a book to your child, hearing your child read their reading books (remember you can pick up new books at school - just give us a ring to say you're coming down to get them). You could keep practising 'Jack and the Big Green Plant'. It could also be a time you both enjoy listening to a story together: https://www.bbc.co.uk/cbeebies/stories</p>			