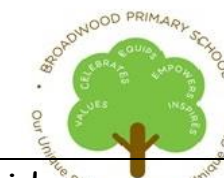




## BUSY BEARS WEEKLY TIMETABLE

**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
<b>9am</b>	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
<b>9:30am</b> <b>Phonics</b> (Free access for all games on Phonics Play) - User name march 20 Password home	Dance along with phonics song: <a href="https://www.youtube.com/watch?v=VgDmGu7Pur8">https://www.youtube.com/watch?v=VgDmGu7Pur8</a> Practice reading high frequency words <b>off, can, had, back</b> and tricky words <b>I, no, go, to, the</b> Show the children the letter 'j'. Watch Geraldine the Giraffe to hear the sound <a href="https://www.youtube.com/watch?v=oHe1GoxTyEI">https://www.youtube.com/watch?v=oHe1GoxTyEI</a> Focus on the initial sound ask the children to find you something or draw a picture with the initial sound 'j'	Phonics Play Phase 2 Flashcard speed trial <a href="https://www.phonicsplay.co.uk/member-only/Flashcards.html">https://www.phonicsplay.co.uk/member-only/Flashcards.html</a> Recap the sound 'j'  <a href="https://www.youtube.com/watch?v=6KXX6fCKWes">https://www.youtube.com/watch?v=6KXX6fCKWes</a> Write the letter 'j' in the air using your magic finger. Children to use their finger to write the letter 'j' in the air, on the carpet, on someone's back. Using finger, trace a letter or sound that your child found tricky in the morning, can your child guess what you've traced on their back?  Practise handwriting - down the jester's body, curl and a dot on his head. Write the words down and then write one or two sentences with the words in them - jam, jet, jump	Phonics Play Phase 2 Flashcard speed trial <a href="https://www.phonicsplay.co.uk/member-only/Flashcards.html">https://www.phonicsplay.co.uk/member-only/Flashcards.html</a> Practice reading high frequency words <b>off, can, had, back</b> and tricky words <b>me, we, he, she, was, my</b> Blending: squeezing sounds together to read words. Write a word and ask your child to sound out each sound, then squeeze together to try and read. Words- jog, Jack, jetlag, jumper. Log in to Phonics Play: <a href="https://www.phonicsplay.co.uk/">https://www.phonicsplay.co.uk/</a> <b>Play Ob and Bob</b> with phase 3 sounds- sorting real and nonsense words. Focus on the letter 'j' Can your child write (say it out loud and encourage your child to split the sounds up in the words): Jack and Jill went up the hill...or Jack and Jill.	Dance along with phonics song: <a href="https://www.youtube.com/watch?v=VgDmGu7Pur8">https://www.youtube.com/watch?v=VgDmGu7Pur8</a> Practice reading high frequency words <b>off, can, had, back</b> tricky words <b>me, we, he, she, was, my</b> Show the children the letter 'v'. Watch Geraldine the Giraffe to hear the sound <a href="https://www.youtube.com/watch?v=Q8qklEXh7Dc">https://www.youtube.com/watch?v=Q8qklEXh7Dc</a> Focus on the initial sound ask the children to find you something or draw a picture with the initial sound 'v' ' Practise handwriting - 'v'	Phonics Play Phase 2 Flashcard speed trial (Can you beat your time?) <a href="https://www.phonicsplay.co.uk/member-only/Flashcards.html">https://www.phonicsplay.co.uk/member-only/Flashcards.html</a> Blending: squeezing sounds together to read words. Write a word and ask your child to sound out each sound, then squeeze together to try and read. Words- van, vet, vest.  Log in to Phonics Play: <a href="https://www.phonicsplay.co.uk/Phase4Menu.htm">https://www.phonicsplay.co.uk/Phase4Menu.htm</a> <b>Play pick a picture</b> Can your child write (say it out loud and encourage your child to split the sounds up in the words): The vet is in a fast van. Or Vet in a van.
<b>9:50am-10:45am</b> 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. <b>If possible join in with your child's play but allow your child to direct it.</b> When joining in with their choice of play you extend their learning, introduce new vocabulary and ideas eg: if playing with a kitchen role play area and your child is pretending to make some food you can extend learning by offering new foods for them to try and cook, if they offer you the 'pretend' food they've made you could extend it by saying 'it's got a bit cold, what could we do about that'? You could suggest writing a Menu so everyone knows what food they are cooking. This time could also include sitting and having a healthy snack with your child.				
<b>10:45am</b> <b>Maths</b>  <b>Counting</b>	A counting to 20 song <a href="https://www.youtube.com/watch?v=azIG0kLIgs">https://www.youtube.com/watch?v=azIG0kLIgs</a> Give the children 20 items such as 20 pebbles, discs, bottle tops, Lego	A counting to 20 song <a href="https://www.youtube.com/watch?v=MVzXKfr6e8">https://www.youtube.com/watch?v=MVzXKfr6e8</a> Introduce 1 less: give child a number and they count out that many items,	Using children own toys count out objects and then add 1 more, or have 1 less. Eg. Toy cars- spend time driving them into a car park, how many will there be	Counting to 100 <a href="https://www.youtube.com/watch?v=bGetqbqDVaA">https://www.youtube.com/watch?v=bGetqbqDVaA</a> Encourage the children to make their own number line to 20	Use the 100 square splat game. Ask the children different questions such as "2 more than 10is..." then ask them to splat



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to 20 (and beyond)  more/less	blocks, encourage them to touch each counter as they count them. Give the children a number (such as 12) ask the children to count out 12 items. Then ask them to give you 1 more. "How many do you have now? Repeat then try asking how many they have when they add 2 more. Repeat with different numbers' <i>There are 15, I added 2 more, so now there will be 17'. There are also number activities which you can look at on CBBC.</i>	encourage them to touch each counter as they do. Now take 1 away, how many are there now? Repeat, but this time encourage your child to say how many there with 1 less before counting again. <i>'There are 15, I took 1 away, so now there will be 14'. There are also number activities which you can look at on CBBC.</i>	if we add 1 more? What if 1 car drives away? Teddy bears or doll at a picnic- same activity as above <i>There are also number activities which you can look at on CBBC.</i>	<div><div>Number Line</div><div>Number Line</div><div>Number Line</div></div> Then using a counter ask the children to show you the number which is one more or one less <i>There are also number activities which you can look at on CBBC.</i>	the correct number  <a href="https://www.primarygames.co.uk/pg2/splat/splatsq100.html">https://www.primarygames.co.uk/pg2/splat/splatsq100.html</a> <i>There are also number activities which you can look at on CBBC.</i>
11:05am-12pm Independent learning	Independent learning and play As mentioned above.				
12pm-1pm  Lunch	Before lunch try singing a lunch time song: <a href="https://www.youtube.com/watch?v=WxzU3tI9Bc">https://www.youtube.com/watch?v=WxzU3tI9Bc</a> 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 Traditional stories Jack and the Beanstalk	Read the story Jack and the Beanstalk. This could be from a book we sent home or a book you have at home, or a version of the story on you tube. Talk about who the characters are. Ask children to draw a story map of the story: draw a picture for each part of the story they can remember.	Recap Jack and the Beanstalk. Give children the story sequencing pictures sent home and put into the right order. Use the pictures that you drew yesterday to ask the children to retell the story.	Recap the story. Challenge the children to retell the story using their story map.  Using paper children could make their own masks of all the characters so they can act out the story. You could ask them to pretend to be a character and ask them questions about what the character is doing/feeling at different points in the story.	Model writing a sentence about the story, modelling to children how they can segment unknown words. Eg. Jack went up the green plant. Begin by asking your child to think of a sentence, which you will write for them. Then encourage children to have a go at writing their own, even if this is very similar to the first one: Your sentence: The big green plant was green. Their sentence: The plant was big. Their sentence: The plant was big and green. Jack ran up the plant.	
1:30pm-2:45pm	Independent learning and play As mentioned above.				



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2:45pm- 3:00pm Story/ reading	<p>Spend some time reading a book to your child or hearing your child read a book - this could be their home reading books or the homemade 'Jack and the big green plant'. Some of this time will focus on practising the skill of reading with your child- blending words and sight recognition of words but also just enjoying you read a story.</p> <p>Have a storytime like we do at the end of the day. <a href="https://www.bbc.co.uk/cbeebies/stories">https://www.bbc.co.uk/cbeebies/stories</a></p>
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