

## Learning Programme 22<sup>nd</sup> February to 26<sup>th</sup> February

Lessons highlighted will also be available as a live stream from the teacher.

|              |   | <b>MONDAY 22<sup>nd</sup> February</b>   |   |  |
|--------------|---|--|---|--|
| <b>Time</b>  | <b>Topic</b>  | <b>Details (where / provided / materials you will need / web links</b>   | <b>Complete, hand-in, photograph or upload</b>  | <b>Success (circle or highlight all that apply)</b>  |
| 9:15 – 9:45  | Makaton -<br>Signs for days of the week<br>And feelings<br>. Engage and copy signs<br>. Recall signs<br>. Improve signs<br>. Self-evaluate your signing | Their hands<br>Follow and copy signs<br>Recall signs for the days of the week<br>Improve signs<br>Worksheet - Sign Days of the Week<br>And Sign Feelings Colour or tick if you think your signing was good or better than before.  | Photo of the completed worksheet with a comment from parent to say how much help was given.<br>Can you state if your child can recall and sign any of the days of the week independent please | Not attempted<br>Refused<br>Partially attempted<br>Completed<br>Loved it!<br>Didn't enjoy it<br>Too hard<br>Too easy<br>I (parent) didn't understand |
| 9:45 - 10:30 | Numeracy<br>. Counting within 20<br>. Add two amounts and count altogether  | Complete Winter number matching worksheet.<br>Complete Numicon addition worksheet<br><br>Apply Use the winter maths challenge cards – go out for a walk and complete 7 of the challenges as you can.<br>Focus 1: To solve a mathematical problem<br>To apply counting skills in everyday situation | Photo of completed worksheet with a comment from parent to say how much help was given<br><br>Photos of the challenges completed/attempted/engagement in                                      | Not attempted<br>Refused<br>Partially attempted<br>Completed<br>Loved it!<br>Didn't enjoy it<br>Too hard<br>Too easy<br>I (parent) didn't understand |

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|               |  | <p>Focus 2: To be able to count on from zero or from one</p> <p>Practice number formation – worksheet provided</p> <p>You can support by hand under hand to begin. Can you remove the support and encourage your child to complete forming all numbers independently?</p>  |   |   |
| 11:00 - 11:30 | <p>Literacy</p> <ul style="list-style-type: none"> <li>. Apply phonics skills – sound, blend, read and copywrite</li> <li>. Create a sentence using colourful semantics to comment on a picture</li> </ul> | <p>Practice pencil control – complete winter pencil control worksheet</p> <p>Complete pages 1 and 2 from sounds book unit – guidance how to complete and support your child can be found on the pages</p> <p>Apply your skills – complete p.1 and p.2 from writing booklet</p> <p>Use February sentences booklet: Pictures of 'woman eating chocolates. Talk about the picture. Use the coloured symbols to build up a sentence. Start with an orange and yellow symbol – who is doing what?</p> | <p>Photo of the completed worksheet with a comment from parent to say how much help was given</p> | <p>Not attempted</p> <p>Refused</p> <p>Partially attempted</p> <p>Completed</p> <p>Loved it!</p> <p>Didn't enjoy it</p> <p>Too hard</p> <p>Too easy</p> <p>I (parent) didn't understand</p> |
| 11:30 - 12:00 | <p>Physical –</p> <ul style="list-style-type: none"> <li>Follow instructions</li> <li>Use your body to make the shapes</li> <li>Stretch and relax</li> </ul>   | <p>Follow the instructions to make and hold some of the yoga animals poses- from the Yoga booklet. This week explore them.</p> <p>For some extra practice go on to the</p>   | <p>Photos of poses</p>  | <p>Not attempted</p> <p>Refused</p> <p>Partially attempted</p> <p>Completed</p> <p>Loved it!</p> <p>Didn't enjoy it</p> <p>Too hard</p> <p>Too easy</p> <p>I (parent) didn't understand</p> |

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|             |  | cosmic yoga site and pick a story or exercise to do.<br><a href="#">Watch - Cosmic Kids</a>   |  |  |
| 1:00 - 2:00 | Project work- We have been learning to follow instruction. Complete Frozen yogurt activity<br>. <a href="#">Follow instructions</a><br>. <a href="#">Apply your skills of mixing</a><br>. <a href="#">Apply your skills of requesting</a><br>. <a href="#">Observe and comment on change</a><br>. <a href="#">Communicate like/dislike</a> | Follow the instructions provided<br><br><a href="#">Apply</a> – why don't you look at the instructions before the activity and make a list of ingredients needed. Even better if your child can use coins to purchase the ingredients in the shop   | Photos and videos of completing the task<br><br>Photos of shopping for ingredients         | Not attempted<br>Refused<br>Partially attempted<br>Completed<br>Loved it!<br>Didn't enjoy it<br>Too hard<br>Too easy<br>I (parent) didn't understand |
| 2:00 – 2:30 | Literacy<br>. <a href="#">Sound the letters</a><br>. <a href="#">Improve letter formation</a><br>. <a href="#">Copywrite words</a>   | Complete initial sounds winter peg worksheet- your child can use pegs, circle the identified sound. Extension – sound and write the word under the picture<br>Complete winter fairy-tale pencil control sheet<br><br>Complete letter 'f' booklet. Once completed reward your child with the certificate - f<br><br>Extension: <a href="#">Apply</a> your skill – use any sensory materials you have at home | Photo of the completed worksheet with a comment from parent to say how much help was given | Not attempted<br>Refused<br>Partially attempted<br>Completed<br>Loved it!<br>Didn't enjoy it<br>Too hard<br>Too easy<br>I (parent) didn't understand |

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|             |                       | and practice the letter formations, e.g. in flour, using brush, finger, etc. Parents write a letter – can your child sound the letter/match to a given letter? Can you copywrite some of the words? |       |  |
| 2:30 – 3:00 | Story time / Literacy | Story<br><br>Blanket, cushion.<br><br>Encourage listening skills – <a href="#">answer</a> to questions related to the story.  | None. | Not attempted<br>Refused<br>Partially attempted<br>Completed<br>Loved it!<br>Didn't enjoy it<br>Too hard<br>Too easy<br>I (parent) didn't understand |

**TUESDAY 23<sup>rd</sup> February**

| <b>Time</b>  | <b>Topic</b>  | <b>Details (where / provided / materials you will need / web links)</b>   | <b>Complete, hand-in, photograph or upload</b>   | <b>Success (circle or highlight all that apply)</b>  |
|--------------|---|---|--|--|
| 9:15 – 9:45  | Makaton -<br>Signs for days of the week<br>Emotions<br>. Engage and copy signs<br>. Recall signs<br>. Improve signs<br>. Self-evaluate your signing | Their hands<br>Follow and copy signs<br>Worksheet - Sign Days of the Week<br>And Sign Feelings Colour or tick if you think your signing was good or better than before. | Photo of the completed worksheet with a comment from parent to say how much help was given | Not attempted<br>Refused<br>Partially attempted<br>Completed<br>Loved it!<br>Didn't enjoy it<br>Too hard<br>Too easy<br>I (parent) didn't understand |
| 9:45 - 10:30 | Numeracy<br>. To be able to recite number names in order for counting   | Complete 21 of Daily Numeracy booklet<br><a href="#">Apply</a> - Focus 3: To count back from a given number to zero   | Photo of the completed worksheet with a comment from parent to say how much help was given | Not attempted<br>Refused<br>Partially attempted<br>Completed<br>Loved it!<br>Didn't enjoy it<br>Too hard   |

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|                          |  | <p>Focus 4: To be able to count on to 20 from a given number</p> <p>Example</p> <p>Display a number track. Parent and children say a song or chant that involves reciting number names within twenty in order. When the number names are said, the parent points to them on the number track. Include actions for numbers that your child has found problematic. E.g. stand up for thirteen, clap for eighteen.</p> <p>Suggested rhyme that includes numbers within 20: One, two buckle my shoe.</p> <p>Practice number formation – 5 (number formation booklet).</p> <p>Explore writing number 0-5 in different materials.</p> <p>Art links – cut number five and decorate (colour in; print using different household items and paint; using stickers etc.)</p> |   | <p>Too easy<br/>I (parent) didn't understand</p>  |
| <p>11:00 -<br/>11:30</p> | <p>Literacy</p> <ul style="list-style-type: none"> <li>. Apply phonics skills – sound, blend, read and copywrite</li> <li>. Create a sentence using colourful semantics to comment on a picture</li> </ul> | <p>Complete pages 3 &amp; 4 of Spelling Book 6</p> <p>Use January sentences booklet: Pictures of 'owl flying'.</p> <p>Talk about the picture. Use the coloured symbols to build up a sentence. Add a blue symbol to say where.</p>  | <p>Photo of the completed worksheet with a comment from parent to say how much help was given</p> | <p>Not attempted<br/>Refused<br/>Partially attempted<br/>Completed<br/>Loved it!<br/>Didn't enjoy it<br/>Too hard<br/>Too easy<br/>I (parent) didn't understand</p> |

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| 11:30 - 12:00 | Physical<br>Follow instructions<br>Use your body to make the shapes<br>Stretch and relax | Follow the instructions to make and hold some of the yoga poses keep practicing from the booklet.<br><br>For some extra practice go on to the cosmic yoga site and pick a story or exercise to do.<br><a href="#">Watch - Cosmic Kids</a>   | Photos of poses.   | Not attempted<br>Refused<br>Partially attempted<br>Completed<br>Loved it!<br>Didn't enjoy it<br>Too hard<br>Too easy<br>I (parent) didn't understand |
| 1:00 - 2:00   | Project work<br>Engage in sensory activity and make a boat                               | Listen to the song again. Can you make a boat with adult help?  | Photos of messy play and the bottle of fish.   | Not attempted<br>Refused<br>Partially attempted<br>Completed<br>Loved it!<br>Didn't enjoy it<br>Too hard<br>Too easy<br>I (parent) didn't understand |
| 2:00 – 2:30   | Literacy<br>. Sound the letters<br>. Improve letter formation                            | Complete pages 32 & 33 of I can Make Purposeful Marks and Draw Letter Shapes<br>Complete letter 'b' booklet. Once completed reward your child with the certificate - b<br><br>Extension: <a href="#">Apply</a> your skill – use any sensory materials you have at home and practice the letter formations, e.g. in flour, using brush, finger, etc. Parents write a letter – can your child sound the letter/match to a letter? | Photo of the completed worksheet with a comment from parent to say how much help was given | Not attempted<br>Refused<br>Partially attempted<br>Completed<br>Loved it!<br>Didn't enjoy it<br>Too hard<br>Too easy<br>I (parent) didn't understand |
| 2:30 – 3:00   | Story time / Literacy  | Live Stream story with your teacher.<br><br>Blanket, cushion.   | None.  | Not attempted<br>Refused<br>Partially attempted<br>Completed<br>Loved it!  |

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|  |  | Encourage listening skills – answer to the teacher's questions related to the story. |  | Didn't enjoy it<br>Too hard<br>Too easy<br>I (parent) didn't understand |
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**WEDNESDAY 24<sup>th</sup> February**

| Time          | Topic  | Details (where / provided / materials you will need / web links)   | Complete, hand-in, photograph or upload  | Success (circle or highlight all that apply)   |
|---------------|--|--|--|--|
| 9:15 – 9:45   | Makaton -<br>Signs for days of the week<br>Emotions  | Their hands<br>Follow and copy signs<br>Worksheet - Sign Days of the Week<br>And Sign Feelings Colour or tick if you think your signing was good or better than before.  | Photo of the completed worksheet with a comment from parent to say how much help was given | Not attempted<br>Refused<br>Partially attempted<br>Completed<br>Loved it!<br>Didn't enjoy it<br>Too hard<br>Too easy<br>I (parent) didn't understand |
| 9:45 - 10:30  | Numeracy<br>. Identify patterns<br>. Complete given pattern  | Complete 22 & 23 of Daily Numeracy booklet<br><br>Apply your skill – use toys or objects and make own patterns<br><br>Practice number formation – number 6 (number formation booklet)  | Photo of the completed worksheet with a comment from parent to say how much help was given | Not attempted<br>Refused<br>Partially attempted<br>Completed<br>Loved it!<br>Didn't enjoy it<br>Too hard<br>Too easy<br>I (parent) didn't understand |
| 11:00 - 11:30 | Literacy<br>. Apply phonics skills – sound, blend, read and copywrite<br>. Create a sentence using colourful semantics to comment on a picture | Complete pages 5 & 6 of Spelling Book 6<br>Use the communicate using marks, symbols or words booklet. Look at the picture of kids playing in the pool. Talk about what is happening in the picture. Can they identify who- can | Pictures of the work created.  | Not attempted<br>Refused<br>Partially attempted<br>Completed<br>Loved it!<br>Didn't enjoy it<br>Too hard<br>Too easy<br>I (parent) didn't understand |

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|               |   | <p>give a choice of 2 if non-verbal. What are they doing? Where are they?<br/>Ext to try and write the sentence.</p>  |  |   |
| 11:30 - 12:00 | <p>Physical<br/> <a href="#">Follow instructions</a><br/> <a href="#">Use your body to make the shapes</a><br/> <a href="#">Stretch and relax</a></p> | <p>Complete move challenge for the day and complete your Move diary – resources provided in pack<br/> Follow the instructions to make and hold some of the yoga poses.</p> <p>For some extra practice go on to the cosmic yoga site and pick a story or exercise to do.<br/> <a href="#">Watch - Cosmic Kids</a></p>                            | <p>Photos of poses<br/> Photos of exercises<br/> Photo of diary sheet – please annotate the support given and provide a feedback on engagement level</p> | <p>Not attempted<br/> Refused<br/> Partially attempted<br/> Completed<br/> Loved it!<br/> Didn't enjoy it<br/> Too hard<br/> Too easy<br/> I (parent) didn't understand</p> |
| 1:00 - 2:00   | <p>Project work<br/> <a href="#">Make a boat following instructions</a></p>   | <p>Listen to the song and join in.<br/> <a href="#">Apply</a> - Why not follow the instruction on how to make a boat and experiment in your bath if it will sink or float?<br/> Listen to the song linked on you tube.<br/> Relax<br/> <a href="#">Underwater Ambience, Deep Relaxing Music, Sleeping Music, Meditation Music - YouTube</a></p> | <p>Photo of artwork created.</p>   | <p>Not attempted<br/> Refused<br/> Partially attempted<br/> Completed<br/> Loved it!<br/> Didn't enjoy it<br/> Too hard<br/> Too easy<br/> I (parent) didn't understand</p> |
| 2:00 – 2:30   | <p>Literacy<br/> . <a href="#">Sound the letters</a><br/> . <a href="#">Improve letter formation</a></p>  | <p>Complete pages 34 &amp; 35 of I can Make Purposeful Marks and Draw Letter Shapes<br/> Complete letter 'c' booklet. Once completed reward your child with the certificate -c<br/> Extension: <a href="#">Apply</a> your skill – use any sensory materials you have at home</p>  | <p>Photo of the completed worksheet with a comment from parent to say how much help was given</p>  | <p>Not attempted<br/> Refused<br/> Partially attempted<br/> Completed<br/> Loved it!<br/> Didn't enjoy it<br/> Too hard<br/> Too easy<br/> I (parent) didn't understand</p> |



|             |                       |  |       |  |
|-------------|-----------------------|--|-------|--|
|             |                       | and practice the letter formations, e.g. in flour, using brush, finger, etc. Parents write a letter – can your child sound the letter/match to a letter? |       |  |
| 2:30 – 3:00 | Story time / Literacy | Live Stream story with your teacher.<br><br>Blanket, cushion.<br>Encourage listening skills – answer to the teacher's questions related to the story.    | None. | Not attempted<br>Refused<br>Partially attempted<br>Completed<br>Loved it!<br>Didn't enjoy it<br>Too hard<br>Too easy<br>I (parent) didn't understand |

Upload progress to Earwig: <https://thebridgeschool.org.uk/files/2021-01/how-to-add-a-parent-record-to-earwig.mp4?83a61a8c1a>

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| <b>Other activities that may be of interest:</b>  |
| Interactive TacPac session<br><a href="#">Bristol Bears - Football tacpac - Google Slides</a>   |
| <b>Quick Blasts for 4 to 7 years – award winning website packed with excellent video activities</b><br><a href="#">The imovement   imoves</a>   |
| Phonics interactive games<br><a href="#">Phonics Games for the Classroom and Home - Phonics Bloom</a>   |
| <b>Cosmic Yoga</b> <a href="#">Cosmic Kids Yoga - YouTube</a><br>Enjoy some relaxing yoga.<br><a href="#">Virtual Visits - St Paul's Cathedral</a>  |
| <b>Singing Hands</b> pick a favourite song and see if you can join in with it.<br><a href="#">Phonics Games for the Classroom and Home - Phonics Bloom</a> Lots of games that help to reinforce phonics |
| <a href="#">Phase 3 phonics - KS1 English - BBC Bitesize</a> and <a href="#">Phase 2 phonics - KS1 English - BBC Bitesize</a> practice of the letter sounds   |
| <a href="#">Money - KS1 Maths - BBC Bitesize</a> – 2 games that you could play to reinforce money   |
| <a href="#">Adding and subtracting - KS1 Maths - BBC Bitesize</a> – practice adding, take away and number bonds   |
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|   |

## **Key subjects on the Curriculum this 1/2 term for wider exploration:**

**Maths** – making groups of numbers/items. Add one and take one away.

Use 5p and 10p and match to pennies

Properties of shape

Recognise and use patterns

Measure tall and short

Months of the year

Use cm in measuring length

Talking on phones

Posting a letter

**Science** - Light and shadows – light and dark, day and night, shadows, sun and moon

Use measuring jugs with increasing accuracy

**My World** - France

**Art** - Printing

Rubbish

Hobbies and interests

Seasons and weather