


**Week Beginning: Monday 1<sup>st</sup> March Reception Home Learning PHONICS / HANDWRITING**  
**reception@shelford.cambs.sch.uk**

Day	Activity	Submission										
<div>Mon</div> <div>Approx. 30-45 mins, (including reading &amp; handwriting time)</div> <div>N.B. You can do this as one session, or spread it throughout the day</div>	<div>Phonics Practice: 15-20 minutes</div> <div>Warm up: Revisit and Revise</div> <div><ul style="list-style-type: none"><li>Sing Phonics Songs and revise known phonemes and tricky words from previous weeks using the revision ideas in the 'Phonics Menu' To revise known sounds / sounds you know your child finds tricky, why not play 'Full Circle' - Say a word for them to spell e.g. 'ship'. Say a new word and challenge them to find the single phoneme that they need to change (it could be a digraph) to make the new word. Continue until you get back to the 1<sup>st</sup> word at which point you shout 'full circle'!!</li></ul></div> <div>Daily Phonics Focus: Tricky Words - Revise Phase 3 - he, she, we, me, be, was, you, they, all, are, my, her</div> <div>Teach / Know: Revise Phase 3 tricky words using flash cards / playing 'pairs' - encourage your child to 'say' a word when you tap it / 'find' a word when you say it / mix new and old flashcards and encourage your child to 'splat' the new words when they find them.</div> <div><ul style="list-style-type: none"><li>Practise / Apply: To revise all Phase 3 words Select 2 or 3 activities from the 'Tricky Words Activity Booklet' (you may like to complete a couple of pages a day for revision) OR Choose a game from the <u>Teaching Tricky Words</u> document.</li></ul></div> <div>Handwriting: 5-10 minutes</div> <div>Focus on developing skills as suits your child's needs. Each day please feel free to choose from: Pencil patterns (in google drive) / Letter Formation (you can use the tricky word sheets or select the handwriting family that your child needs most practise with) / <u>Letterjoin</u> website activities (online) / Name writing (focusing on the use of a capital letter at the beginning only - if confident you can add in your surname!) / Fine Motor Control Activities (see continuous resources)</div> <div>Daily reading practice: 10-15 minutes</div> <div>All parents (whether your child is at home or at school) are requested to try to find a time each day to read a book. Login to <u>Rising Stars</u> to access your online library and click 'finished' when you've completed a book.</div>	<div><div><div>sh, ch, th, ng, p, n, r, c, a, i</div><div>ship,</div><div>chip,</div><div>chin,</div><div>thin,</div><div>than,</div><div>can,</div><div>cash,</div><div>rash,</div><div>rang,</div><div>ring,</div><div>rip,</div><div>ship</div></div><div>Phase 3 Tricky Words Activity Booklet</div><div><div>Name: _____</div><div></div></div></div> <div>N/A</div>										
<div>Tues</div> <div>Approx. 30-45 mins, (including reading &amp; handwriting time)</div> <div>N.B. You can do this as one session, or spread it throughout the day</div>	<div>Phonics Practice: 15-20 minutes</div> <div>Warm up: Revisit and Revise</div> <div><ul style="list-style-type: none"><li>Sing Phonics Songs and revise known phonemes and tricky words using the revision ideas in the 'Phonics Menu' OR Use <u>Phonics Play</u> to revise skills learnt</li></ul></div> <div>Daily Phonics Focus: 'ear'</div> <div><ul style="list-style-type: none"><li>Teach / Know: Introduce the digraph, maybe sing one of these 'ear' songs - <a href="#">Mr Shear's Gears</a> / <a href="#">Fun with Phonics 'ear'</a> find the letters (on your board / in books) / play I spy OR introduce the digraph using the <u>Phase 3 Phonics with Felix</u> video (select 'ear')</li></ul></div> <div>N.B. If you wish to access them, longer 'live lessons' can be found here: <u>Phase 3 Phonics with Maddison and Felix</u> or super quick 'refresher videos' can be found here: <u>BBC Bitesize Phase 3</u></div> <div><ul style="list-style-type: none"><li>Practise / Apply: Reading Words / Captions - Select words from below to read using your magnetic letters. Play 'Countdown' - How many words can you read in a minute? Can you beat your top score? Can you think of a sentence with each of the words in? OR you may like to use some of the <u>Topmark Games</u> to apply skills learnt online.</li></ul></div> <div>EXT: Play Yes / No game. Encourage your child to read the sentences and then answer. E.g. Did the shark feel fear? Can a toad hear? Is the church near the park or the farmyard?</div> <div>Handwriting: 5-10 minutes - See Monday</div> <div>Daily reading practice: 10-15 minutes - Login to <u>Rising Stars</u> to access your online library</div>	<table><tr><td>ear</td><td>dear</td><td>fear</td><td>gear</td><td>near</td></tr><tr><td>tear</td><td>year</td><td>rear</td><td>beard</td><td>hear</td></tr></table>	ear	dear	fear	gear	near	tear	year	rear	beard	hear
ear	dear	fear	gear	near								
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<p><b>Wed</b> Approx. 30-45 mins, (including reading &amp; handwriting time)</p> <p>N.B. You can do this as one session, or spread it throughout the day</p>	<p><b>Phonics Practice:</b> 15-20 minutes</p> <p><b>Warm up: Revisit and Revise</b></p> <ul style="list-style-type: none"><li>Sing Phonics Songs and revise known phonemes and tricky words using the revision ideas in the '<a href="#">Phonics Menu</a>' OR Use <a href="#">Phonics Play</a> to revise skills learnt</li></ul> <p><b>Daily Phonics Focus: 'air'</b></p> <ul style="list-style-type: none"><li><b>Teach / Know:</b> Introduce the digraph / sing <a href="#">Fun with Phonics 'air'</a> or <a href="#">Hairy Fairy Dairy</a> / find the letters (on your board / in books) / play I spy OR use the videos online to help (see Tuesday)</li><li><b>Practise / Apply: Writing Captions / Words</b> - Use your phonics board / pencil and paper to 'write' words from the list below. You may like to select <i>one</i> of the pages in the attached 'Find and Write air words' to help. OR you may like to use some of the <a href="#">Topmark Games</a> to apply skills learnt online. EXT: Can you write a caption to match a picture?</li></ul> <table><tr><td>air</td><td>chair</td><td>fair</td><td>hair</td><td>lair</td></tr><tr><td>pair</td><td>cairn</td><td>unfair</td><td>airport</td><td>stair</td></tr></table> <p><b>Handwriting:</b> 5-10 minutes - See Monday</p> <p><b>Daily reading practice:</b> 10-15 minutes - Login to <a href="#">Rising Stars</a> to access your online library</p>	air	chair	fair	hair	lair	pair	cairn	unfair	airport	stair	<p><b>WED:</b> Please submit a photo / comment on your child's <b>READING &amp; PHONICS</b> progress this week by 3pm (if possible)</p>
air	chair	fair	hair	lair								
pair	cairn	unfair	airport	stair								
<p><b>Thurs</b> Approx. 30-45 mins, (including reading &amp; handwriting time)</p> <p>N.B. You can do this as one session, or spread it throughout the day</p>	<p><b>Phonics Practice:</b> 15-20 minutes</p> <p><b>Warm up: Revisit and Revise</b></p> <ul style="list-style-type: none"><li>Sing Phonics Songs and revise known phonemes and tricky words using the revision ideas in the '<a href="#">Phonics Menu</a>' OR Use <a href="#">Phonics Play</a> to revise skills learnt</li></ul> <p><b>Daily Phonics Focus: 'ure'</b></p> <ul style="list-style-type: none"><li><b>Teach / Know:</b> Introduce the digraph / sing <a href="#">Pirate McClure song</a> or <a href="#">Phonics Ure Song</a> / find the letters (on your board / in books) / play I spy OR use the videos online to help (see Tuesday)</li><li><b>Practise / Apply: Reading Captions / Words</b> - Read and discuss the meaning of the words below (some are quite tricky!). Then have a go completing the 'ure' booklet attached. OR you may like to use some of the <a href="#">Topmark Games</a> to apply skills learnt online.</li></ul> <table><tr><td>sure</td><td>lure</td><td>assure</td><td>insure</td><td>pure</td></tr><tr><td>cure</td><td>secure</td><td>manure</td><td>mature</td><td></td></tr></table> <p><b>Handwriting:</b> 5-10 minutes - See Monday</p> <p><b>Daily reading practice:</b> 10-15 minutes - Login to <a href="#">Rising Stars</a> to access your online library</p>	sure	lure	assure	insure	pure	cure	secure	manure	mature		<p>N/A</p>
sure	lure	assure	insure	pure								
cure	secure	manure	mature									
<p><b>Fri</b> Approx. 30-45 mins, (including reading &amp; handwriting time)</p> <p>N.B. You can do this as one session, or spread it throughout the day</p>	<p><b>Phonics Practice:</b> 15-20 minutes</p> <p><b>Warm up: Revisit and Revise</b></p> <ul style="list-style-type: none"><li>Sing Phonics Songs and revise known phonemes and tricky words using the revision ideas in the '<a href="#">Phonics Menu</a>' OR Use <a href="#">Phonics Play</a> to revise skills learnt</li></ul> <p><b>Daily Phonics Focus: Revise 'ear, air, ure'</b></p> <ul style="list-style-type: none"><li><b>Teach / Know:</b> Focus on the trigraphs that your child finds most tricky. Revise the sound / spot the sound in words OR use the videos online to help (see Tuesday)</li><li><b>Practise / Apply:</b> To help practise all 3 trigraphs from this week, play the 'Read and Race' game attached (or you can make your own version). Repeat to help develop fluency.</li></ul> <p><b>Handwriting:</b> 5-10 minutes - See Mon</p> <p><b>Daily reading practice:</b> 10-15 minutes - Login to <a href="#">Rising Stars</a> to access your online library</p>	<p>N/A</p>										



**Week Beginning: Monday 1st March Reception Home Learning MATHS**  
[reception@shelford.cambs.sch.uk](mailto:reception@shelford.cambs.sch.uk)

This week our focus is on: **Comparing Numbers to 10, Bonds to 10**

Daily videos to introduce activities can be found at: <https://whiterosemaths.com/homelearning/early-years/building-9-10-week-2/>

Suggested Stories (links given in plan if you don't have hard copies): 'Ten Out of Bed' by Penny Dale, 'Cockatoos' and 'Mr Magnolia' by Quentin Blake, 'Engines, Engines!' by Lisa Bruce.

Other Useful Resources: Dice, numeral cards, dominoes, sticks, tape or chalk to make a large ten frame.



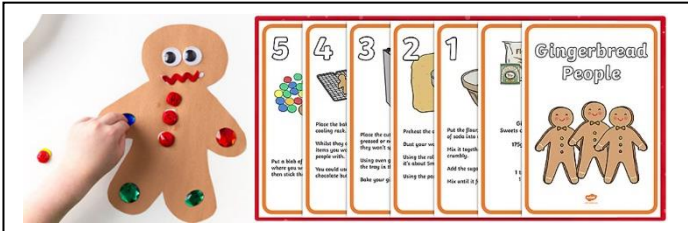
Day	Activity	Submission
<b>Mon</b>  (Approx. 20-30 mins)  	<p><b>Warm up:</b> Sing some songs from the <a href="#">Maths Songs Menu</a> (or you can sing some of your own!).                      You may like to share 'Ten Out of Bed' by Penny Dale, read by Mrs Unwin in our 'Story Time' folder on Purple Mash.</p> <p><b>Main Activity:</b> Use the link above to go to: 'Building 9 and 10 - Week 2 - Session 1 - Counting Back from 10 - 10 in a Bed.'                      Watch the video, then click on 'Get the Activity' link.</p> <ul style="list-style-type: none"> <li>Your challenge today is to sing a rhyme that counts backwards, such as 'Ten in the Bed', 'Ten Green Bottles'. Use 10 toys / bottles to act out the rhyme as you sing.                      Then order the numerals from 10 counting backwards to 1!</li> </ul> <p><b>Extension / Additional ideas:</b></p> <ul style="list-style-type: none"> <li>Watch Numberblocks 'Ten Green Bottles': <a href="https://www.bbc.co.uk/iplayer/episode/b08r41qb/numberblocks-series-2-ten-green-bottles">https://www.bbc.co.uk/iplayer/episode/b08r41qb/numberblocks-series-2-ten-green-bottles</a></li> <li>Complete the 'Blast Off (Counting Back)' worksheet.</li> <li>OR choose an activity from our Maths Menu.</li> </ul>	<p><b>MON:</b>                      Please submit a photo / comment on your child's <b>MATHS</b> activity today by 3pm (if possible)</p>
<b>Tues</b>  (Approx. 20-30 mins)  	<p><b>Warm up:</b> Sing some songs from the <a href="#">Maths Songs Menu</a> (or you can sing some of your own!).                      You may also like to share 'Cockatoos' by Quentin Blake: <a href="https://www.youtube.com/watch?v=i6UGlCkZTKk">https://www.youtube.com/watch?v=i6UGlCkZTKk</a>. As you share the story, compare the quantities in different parts of the story, e.g. Are more birds hiding in the bathroom or in the attic?</p> <p><b>Main Activity:</b> Use the link above to go to: 'Building 9 and 10 - Week 2 - Session 2: Comparing Numbers Within 10.'                      Watch the video, then click on 'Get the Activity' link.</p> <ul style="list-style-type: none"> <li>Your challenge today is to compare numbers of objects. How many do you have? Ask a parent/sibling to grab a handful too. If they have more than you do, how many could they have? If they have fewer than you do, how many could they have? Use the number track to talk about which numbers are smaller and which are greater.</li> </ul> <p><b>Extension / Additional ideas:</b></p> <ul style="list-style-type: none"> <li>Try some home learning challenges from 'Using the Language of More and Fewer' (save some to continue tomorrow!)</li> <li>Play 'The Gingerbread Man Game' on Topmarks. Select 'Ordering': <a href="https://www.topmarks.co.uk/learning-to-count/gingerbread-man-game">https://www.topmarks.co.uk/learning-to-count/gingerbread-man-game</a></li> <li>OR choose an activity from our Maths Menu</li> </ul>	<p>N/A</p>

<p><b>Wed</b></p> <p>(Approx. 20-30 mins)</p> 	<p><b>Warm up:</b> Sing some songs from the <a href="#">Maths Songs Menu</a> (or you can sing some of your own!). You may like to also share 'Mr Magnolia' by Quentin Blake: <a href="https://www.youtube.com/watch?v=7mzUzIQBww">https://www.youtube.com/watch?v=7mzUzIQBww</a>. As you share, pause the video to compare the quantities, e.g. 4 parakeets and 5 owls.</p> <p><b>Main Activity:</b> Use the link above to go to: 'Building 9 and 10 - Week 2 - Session 3: Comparing Numbers Within 10.' Watch the video, then click on 'Get the Activity' link.</p> <ul style="list-style-type: none"> <li>Your challenge today is to continue to compare numbers using 'fewer' and 'more'. Can you sort a set of dominoes? Roll the dice. What number have you landed on? This will go in the middle of a sheet of paper with three columns. For example, if you land on 4, the number 4 will go in the middle group.</li> </ul> <p><b>Extension / Additional ideas:</b></p> <ul style="list-style-type: none"> <li>Try some more home learning challenges from 'Using the Language of More and Fewer'.</li> <li>OR choose an activity from our Maths Menu.</li> </ul>	<p>N/A</p>
<p><b>Thurs</b></p> <p>(Approx. 20-30 mins)</p> 	<p><b>Warm up:</b> Sing some songs from the <a href="#">Maths Songs Menu</a> (or you can sing some of your own!). You may also like to share the story 'Engines, Engines!' by Lisa Bruce: <a href="https://www.youtube.com/watch?v=GFcEHfTD4qE">https://www.youtube.com/watch?v=GFcEHfTD4qE</a>. See how many carriages are on each page. How many more would make 10? Do you notice a pattern?</p> <p><b>Main Activity:</b> Use the link above to go to: 'Building 9 and 10 - Week 2 - Session 4: Making 10.' Watch the video, then click on 'Get the Activity' link.</p> <ul style="list-style-type: none"> <li>Your challenge today is to play a number bonds to 10 game. Turn over one card. What number is shown on the ten frame? How many more counters would you need to make 10? Go and find that numeral as quickly as you can! Repeat until you've matched all the cards!</li> </ul> <p><b>Extension / Additional ideas:</b></p> <ul style="list-style-type: none"> <li>Make pairs to 10 of two types of objects, e.g. 4 oranges and 6 bananas, 5 red cubes and 5 blue cubes.</li> <li>Watch Numberblocks 'Blast Off': <a href="https://www.bbc.co.uk/iplayer/episode/b08q3zx7/numberblocks-series-2-blast-off">https://www.bbc.co.uk/iplayer/episode/b08q3zx7/numberblocks-series-2-blast-off</a></li> <li>OR choose an activity from our Maths Menu.</li> </ul>	<p>N/A</p>
<p><b>Fri</b></p> <p>(Approx. 20-30 mins)</p> 	<p><b>Warm up:</b> Sing some songs from the <a href="#">Maths Songs Menu</a> (or you can sing some of your own!). You may also like to share these catchy songs to practise pairs to 10:</p> <ul style="list-style-type: none"> <li>'I Know My Number Bonds' <a href="https://www.youtube.com/watch?v=ID9tjBUiXs0">https://www.youtube.com/watch?v=ID9tjBUiXs0</a></li> <li>'Number Pairs Song' <a href="https://www.youtube.com/watch?v=jZi-6_-Uhwc">https://www.youtube.com/watch?v=jZi-6_-Uhwc</a></li> <li>'Number Bond Rock' <a href="https://www.youtube.com/watch?v=-74-_3WSrD0">https://www.youtube.com/watch?v=-74-_3WSrD0</a></li> </ul> <p><b>Main Activity:</b> Use the link above to go to: 'Building 9 and 10 - Week 2 - Session 5: Making 10.' Watch the video, then click on 'Get the Activity' link.</p> <ul style="list-style-type: none"> <li>Your challenge today is to go on a number bonds to 10 hunt! Ask a helper to hide 10 objects. Make a giant ten frame on the floor. You could use sticks, masking tape or even chalk outside. Go on a hunt to find the objects. As you find the objects, put them in your ten frame. How many have you found so far?</li> </ul> <p><b>Extension / Additional ideas:</b></p> <ul style="list-style-type: none"> <li>Complete the 'Number Bonds to 10 Stories' sheet by writing the matching equations. Can you make up some stories of your own?</li> <li>OR choose an activity from our Maths Menu.</li> </ul>	<p>N/A</p>



**Week Beginning: Monday 1st March Reception Home Learning CAROUSEL**  
**reception@shelford.cambs.sch.uk**

**Core Activities based around:** The Ladybird version or the traditional tale The Gingerbread Man or another version by Miriam Latimer and Mara Alperin / The Runaway Chapatti by Susan and Adam Price A video of these stories can be found in our 'story-time' folder in Purple Mash <https://www.purplemash.com/sch/great-cb22>

Day	Activity	Submission
<b>Mon</b>  (Up to 30 mins)	<b>Art: Gingerbread People Suncatchers</b> Share the story of 'The Gingerbread Man'. Your challenge today is to make your own Gingerbread Man / Lady / Boy / Girl to hang in your window. You can use a biscuit cutter to help draw a shape / use the template attached or draw and cut out your own shape. It is easier to fold the shape in half to cut out the 'middle'. Don't forget to leave a thick surround to help make your suncatcher stand out. You can use cellophane (if you have some), tissue paper (any colour) or colour strips of greaseproof paper with felt tip pens to create a similar effect. If you use long strips of paper to reach across your template, you won't have to use cellophane underneath (this is optional). <a href="https://the-gingerbread-house.co.uk/2014/12/14/gingerbread-men-sun-catcher-tutorial">https://the-gingerbread-house.co.uk/2014/12/14/gingerbread-men-sun-catcher-tutorial</a>	 N/A
<b>Tues</b>  (Up to 30 mins)	<b>Writing Practice:</b> Revise the story of the Gingerbread Man (you may like to share another version). Along the way there are a lot of people searching for the runaway Gingerbread Man. Your challenge today is to create a 'Missing!' poster to help find him. Use the template attached (or create your own) to draw a picture of the Gingerbread Man and write sentences below to describe him. E.g. He is brown / He can run. Don't forget to use the super sentence tips to help. EXT: Can you add some 'wow' words into your writing to help describe him? e.g. He has <i>shiny, red</i> buttons.	<b>TUES:</b> Please submit a photo / comment on your child's <b>CAROUSEL</b> activity today by 3pm (if possible)
<b>Wed</b>  (Up to 30 mins)	<b>Game or Puzzle:</b> Choose a favourite game or puzzle you have at home. OR You may like to choose one of the 'Gingerbread Man' themed games in our google drive. Choose from 'The Gingerbread Man Dice Game' or 'The Gingerbread Man Board Game'	 N/A
<b>Thurs</b>  (Up to 30 mins)	<b>Fine Motor Skills: Making and Decorating Gingerbread Men</b> Can you draw, cut out and then decorate your own paper gingerbread man using a selection of collage materials from home? <a href="https://funlearningforkids.com/decorate-gingerbread-man-art-activity/">https://funlearningforkids.com/decorate-gingerbread-man-art-activity/</a> Alternatively, you could follow a recipe to bake some gingerbread men biscuits and decorate with various edible items! There is a step by step 'Gingerbread People Recipe' in today's resources folder. Have fun!	 N/A
<b>Fri</b>  (Up to 30 mins)	<b>Technology:</b> Today your challenge is to retell the story of the Gingerbread Man. Then select the 2DO on <a href="#">Purple Mash</a> and decorate your gingerbread man on the plate template provided. You might like to use the text feature to type a phrase from the story, e.g. <i>Run, run as fast as you can! You can't catch me, I'm the Gingerbread man!</i> EXT: If you're looking for more ideas, why not explore some other food paint projects on Purple Mash ( <a href="https://www.purplemash.com/#tab/paint_projects_food">https://www.purplemash.com/#tab/paint_projects_food</a> ) OR practise some maths on Topmarks ( <a href="https://www.topmarks.co.uk/learning-to-count/gingerbread-man-game">https://www.topmarks.co.uk/learning-to-count/gingerbread-man-game</a> )	N/A

# Week Beginning: Monday 1st March Reception Home Learning RAINBOW CHALLENGES

[reception@shelford.cambs.sch.uk](mailto:reception@shelford.cambs.sch.uk)

Rainbow Challenges remain optional. You may decide to choose alternative activities from our Family Learning Menus and / or follow your own interests.

## RED CHALLENGE: TOPIC FOCUS - 'The Gingerbread Man'

Read and enjoy the story of 'The Gingerbread Man' (in our storytime folder) and discuss what you see / what happens. You may also like to read the story of 'The Runaway Chapatti'. Then choose from one of the following activities:

- **Role Play / Small World Play:** Select a story you enjoy most and (like last week), use small world characters / your toys / yourself (and props) to retell the story of 'The Gingerbread Man' or 'The Runaway Chapatti'. Can you act it out / retell it to someone else in your family?
- **Make your own story:** Like last week, have a go drawing a 'story map' to help remember and retell what happened. Draw the starting point and finishing point of the story you have chosen with a road in-between and draw in (and label) what happened along the way OR Why not have a go making a 'story book' or 'recipe book' of your own using pictures and words / sentences. You can use and reorder the pictures in our google drive to help if you like.
- **Creative Activities:** There are lots of characters in both stories this week. Choose your favourite animal and draw / paint or make a collage picture of it. Maybe you could create a 3D model or make a character with moving arms and legs using split pins OR a Chapatti or Gingerbread Man paper chain (holding hands).
- **The World:** Read and explore 'The Runaway Chapatti' and compare it with 'The Gingerbread Man'. Can you see what is similar / different? What do you notice? The story is set in 'India'. What can you find out about India? Can you find it on a globe? What is the weather like there? How is it similar / different to England / Kenya / The Polar Regions that we have recently explored? What is life like there? You may like to use the following link to help: [Junior Jetsetters: India](#) Share what you've discovered.



## TUESDAY (open-ended)

### GREEN CHALLENGE - Out and About

This week's focus story is 'the Gingerbread Man'. Your challenge today is to decide whether you want to 'help' or 'hinder' him!! First make your own gingerbread man using paper, playdough or even mud!! Then, you can choose to build a 'trap' to capture him, so only you will be able to gobble him up, OR you can build a 'den' for him to hide in (so nobody captures him and eats him). You decide!!



## WEDNESDAY (open-ended)

### YELLOW CHALLENGE - RE: Why do Christians put a cross in an Easter Garden?

Today we would like you to introduce and talk about the story of 'Palm Sunday' with your child. To engage your child with the event, you can tell the story yourself / read it from your own bible. / share the 'Tom and Tessa' story attached or view the story online - Palm Sunday Story:

<https://www.youtube.com/watch?v=ITmbTuutBgg> / <https://request.org.uk/restart/2017/03/14/holy-week-and-easter/>

As per last term we would encourage your child to use their own toys / puppets to help 'act out' the story in place of Tom / Tessa (our class puppets) as you go along. You may like to gather some resources to tell the story or use the picture prompts given (see end of story attached).

Before / during / after telling the story and acting it out you may like to:

- Dress up to help retell the story - will you be the donkey? Jesus? Someone in the crowd?
- Make your own musical instrument to sing along to the [Jumping Up and Down, Shout Hosanna!](#) Song
- Make your own palm cross / palm leaves using the ideas attached.



## THURSDAY (open-ended)

### ORANGE CHALLENGE - WORLD BOOK DAY!

To celebrate this year's World Book Day, the children are invited to choose one or more of the World Book Day competitions as outlined in the separate 'World Book Day' email. The children attending school on Thursday 4<sup>th</sup> will be doing challenge 3 (dress a potato as a book character) but can of course enter the other competitions and complete those challenges at home. You may also enjoy joining in on this 'Share a Story' Live Event at 10:30am:

<https://www.worldbookday.com/event/words-pictures-bring-reading-to-life/>



**THURS: Don't forget:**  
Please submit a photograph of your **COMPETITION ENTRY** to PADLET by 6pm on Sunday (as per details in the world book day letter attached to our weekly email)

## FRIDAY (open-ended)

### BLUE CHALLENGE - PSED Citizenship: Me and My World - In the Neighbourhood

- Discuss the different places where people might live, e.g. in a village / out in the countryside / in a busy town or city. Look up some pictures online. Can your child identify similarities and differences between the pictures and their own living environment?
- Encourage your child to think about other features that are near to where they live and are important aspects of their neighbourhood, including buildings and natural areas. These may include: places to play and have fun, places to shop, places to worship, places to eat, places to get help, places to learn, places to work.
- What types of people live and work in their local neighbourhood? Think about people whose role it is to help other people or provide a service, e.g. shopkeeper, doctor, car mechanic, crossing patrol person, fire person, paramedic, pharmacist, religious representatives, librarian, postman/woman, bus driver, farmer.
- Share and choose one or two activities from the 'People Who Help Us' home learning challenges, or perhaps think of one of your own!



**FRI:** Please submit a photo / summary of any **RAINBOW CHALLENGES** completed this week. Let us know how many your child has completed and we'll add house points to their chart.