

## Sunshine Home Learning Weekly Planning.

### Daily

#### object/visual timetable.

**Fine motor-** threading, inset puzzles, Lego etc

**name writing and recognition** - practice name writing , sequencing letters of their name, finding letters for their name, overwriting sounds, finding their name from a group of words.

### Monday

#### Maths: To indicate 'the same' object/picture as one shown

Play session- tea party. During a play session using a tea set that is of one colour and design. The adult should pick up a cup and the child is encouraged to imitate this by also picking up a cup. The adult then picks up a spoon and the pupil imitates by picking up a spoon etc. The adult labels these items as 'the same'.

#### English: Box clever – choose a new theme- Superhero's

Naming words (nouns) - as the children are playing with certain toys, familiarise them with the names by commenting. Try to avoid asking 'what's this, what's that'. Simply modelling the language will provide more learning opportunities than questioning. E.g. 'This superhero can fly, whoosh' or 'this is superwomen'

### Tuesday

#### Maths: To demonstrate an understanding of cause and effect through interacting with objects in the environment.

Stacking bricks- The child participates in stacking bricks to build a tall tower. They do so until a point when the tower will become unstable and fall down. They anticipate that by adding one more brick it may cause the tower to fall down. Use words such as what will happen? Or encourage your child to shout crash as they fall.

**English: Box clever:** Action words (verbs) – as above, model a range of associated verbs as the children play e.g. 'the batman is **jumping**', 'the spiderman is **dancing**', 'superman is **flying**' etc

### Wednesday

#### Maths: To complete a sequence of actions/activities that creates a pattern.

Action song. During action songs the child should be asked to perform the actions in order to follow the sequence in the rhyme. e.g. 'head, shoulders, knees and toes.' 'Roly, poly.' etc.

**English: Box clever-** Describing words (adjectives) - select a few concepts you would like to work on. Model phrases as the children are playing e.g. 'look the batman has a **big** car', 'this doctor strange is wearing a **long, red** cape' etc

### Thursday

#### Maths: To select an object/picture from a small set and find another to match it.

Toy cars- The adult places a set of different coloured toy cars in the play area. Your child should pick a car to play with and then asked to find another one the same colour, remember to reinforce the words same or different. Allow them to race the car then repeat with another colour.

**English: Box clever:** Short sentences – add on words to the children's language e.g. they say hero you say 'yes it is a superhero" or 'this superhero's name is captain America" or 'yes the superhero has a cape and special powers. Pow pow".

### Friday

#### Maths: To group or sort sets of objects for a single attribute. e. colour, size, shape or function.

Dressing up clothes -Following a dressing up session the child is asked to place items of clothing into labelled boxes e.g. all hats in one box, all shoes in a second box, all garments in a third box. The child should be able to place all the hats/shoes/garments in the correct labelled storage boxes.

**English: Box clever:** Short story – tell simple, short stories to the children as they play involving superheroes, remember choose a suitable text there is more out there than marvel and DC comics such as Super Gran, Super mum or supertato for example. Match some superhero cartoons or movies together and talk about who and what you see. Role play some scenes from your chosen books or moves, dress up as heros and send me some pictures.

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### Weekly wider curriculum activities

**Attention** - see bucket planning for parents and bucket time ideas.

**stage 1 bucket**

3 motivational toys.

(Think of a key word/s to help create a theme e.g. word is **push/pull**- 3 toy ideas- pop up toys, pull along toys, traditional humming spinners.

Speaking and listening- see speech language and communication ideas for parents.

**Attention and Listening – attention control, response, and gesture.**

Ask the pupil to listen to an instrument played behind a screen and to play the matching instrument

**Auditory Processing – listening and processing sound.**

Sort rhyming pictures – ensure that the pupil is told the word. It is not a test of memory but to see if they can hear the difference/similarity.

**Life skills**- see cooking and life skills overview.

• **To make a superhero fruit tray**



Use some of your favourite fruits or veggies, cut them up and create a superhero emblem of your choice. Then enjoy the delicious healthy snack as a family.

**Phonics**- see letters and sounds plan for parents.

**Main purpose**

■ To talk about words that rhyme and to produce rhyming words Rhyming puppets

Make up silly rhyming names for a pair of puppets (e.g. Fizzy Wizzy Lizzy and Hob Tob Bob).

Introduce the puppets to a small group and invite them to join in story telling, leaving gaps for the children to fill in rhyming words, for example:

Are you poorly Lizzy? Oh dear.

Fizzy Wizzy Lizzy is feeling sick and...dizzy.

Bob is very excited. Today he is going to be a builder. Hob Tob Bob has got a new...job.

**Science**- see kitchen science

**Create a superhero science experiment of your choice.**

<https://www.whatdowedoallday.com/superhero-science-activities/>

Here you will find lots of different ideas and experiments to test the powers of your favourite superheroes.

Enjoy and please send any pictures of you chosen experiments.

**Social skills and interaction**- see reinforcement games for parents.

**Superhero Party games**

Musical chairs or silly dancing then FREEZE! when the music stops all dressed up as their favourite hero (don't forget to dress up to).

**Box Clever explained-**

This information is to help you support your child at home with language it is designed to help develop their vocabulary, story telling and social skills.

**Aim-**

**Box Clever aims to provide play experiences at the same time as language stimulation. It involves:**

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- Play that is fun
- Daily repetition
- Adults talking at the right level for the child's understanding
- Opportunities for play with peers

### **How?**

The basic idea of Box Clever is having a box full of topic related toys and a small group of children with an adult. During the session encourage your child to play with the toys and comment on what they are doing. Use the daily guide below to decide what type of things you will be commenting on or modelling.

Themes

**To set up Box Clever, decide for that week which topic you will be working on, for example:**  
Mini beasts, under the sea, zoo animals, hospital, fire station, all about me, holidays, transport, family, home etc.

### **Boxes-**

Set up your box with a range of toys centred around that topic for example you could include related toys and action figures, story books, pictures, photos etc (think outside of the box!)

Plans

### **Teaching by Talking-**

- Remember you don't always need to ask questions! Modelling, expanding and commenting on language provides children with lots of models to learn new words.
- Give your child time to talk – leave pauses to see what language they are using before modelling.
- Follow the child's lead – try not to tell them what to play with. This way their attention may last longer!
- Encourage turn taking and playing together.

Websites to help your learning (if you do not remember your log in, please contact your year lead on....)

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

[https://login.mymaths.co.uk/myportal/library/11?login\\_modal=true](https://login.mymaths.co.uk/myportal/library/11?login_modal=true)

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# Cutting Skills Worksheet

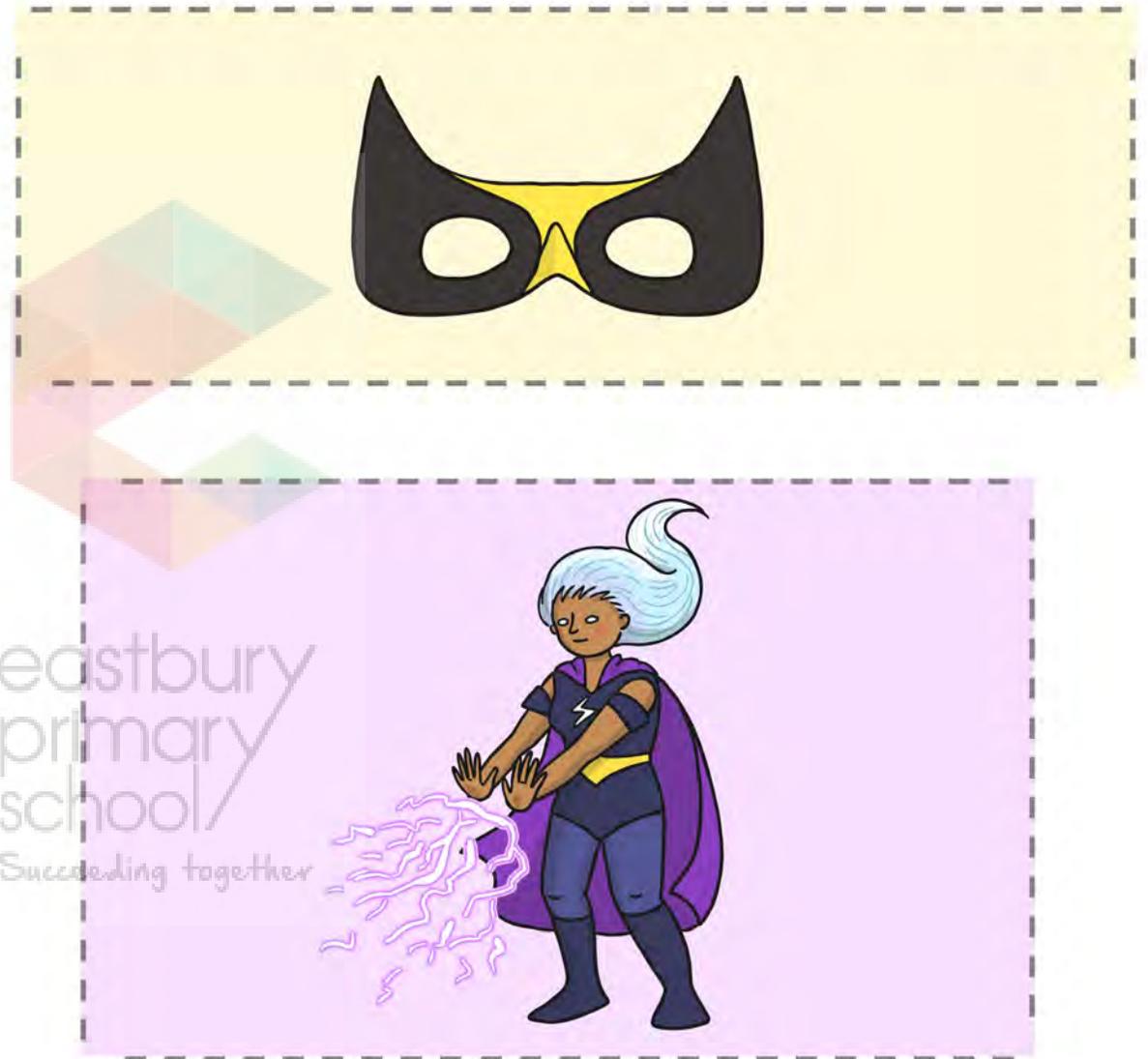
Cut around the shapes, but be careful!



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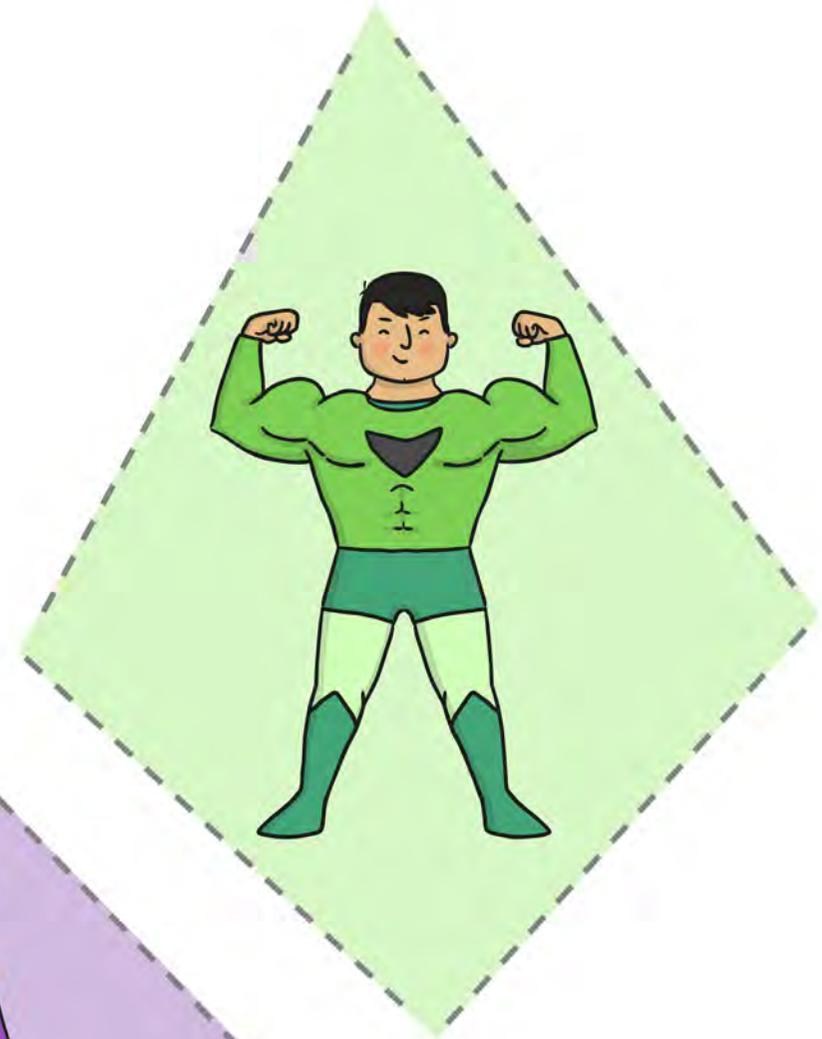
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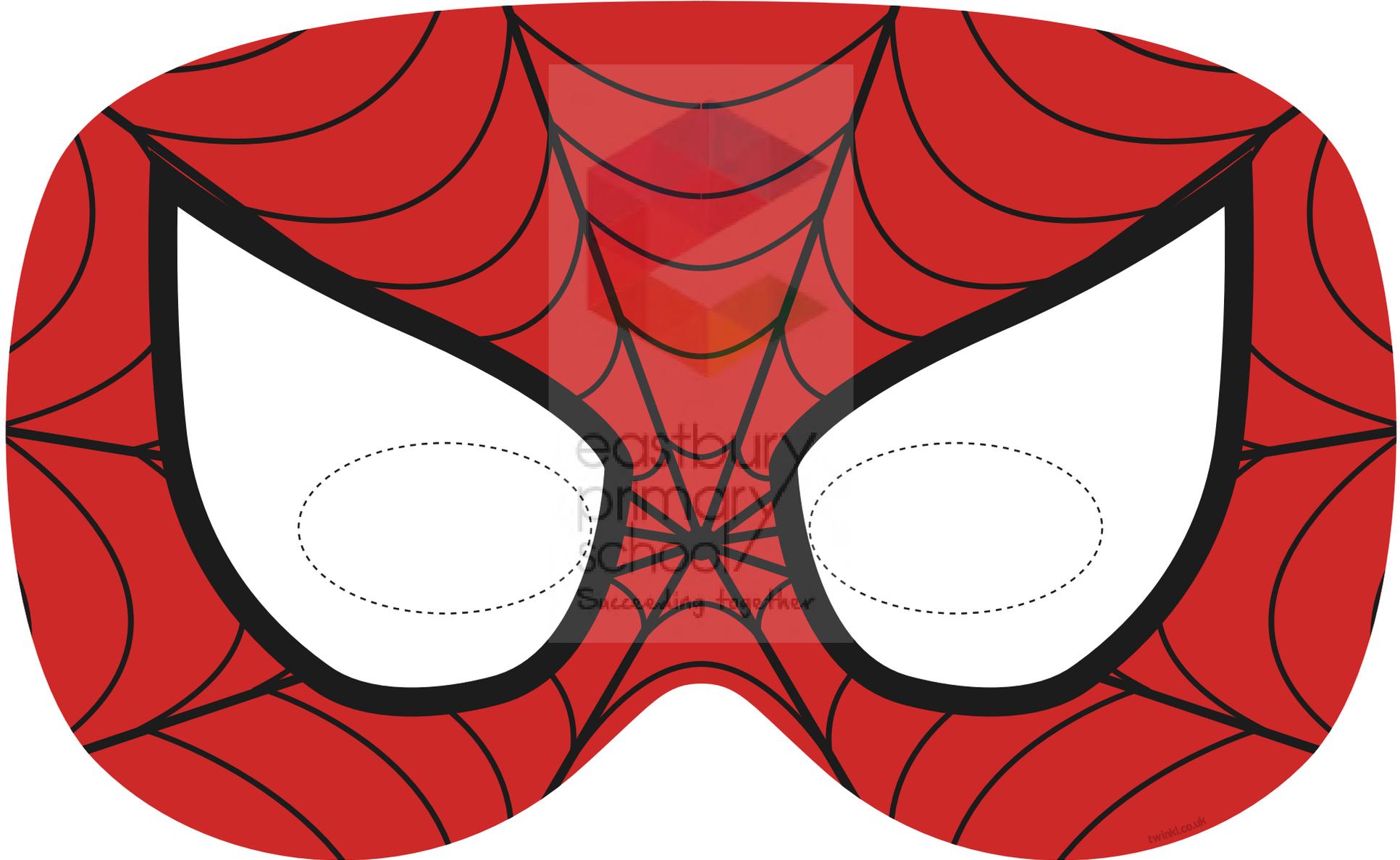
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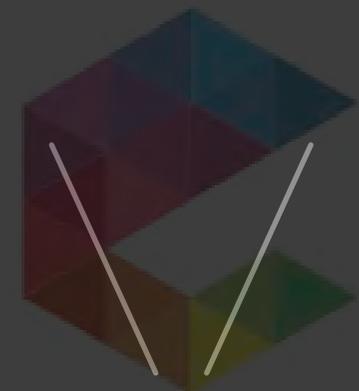
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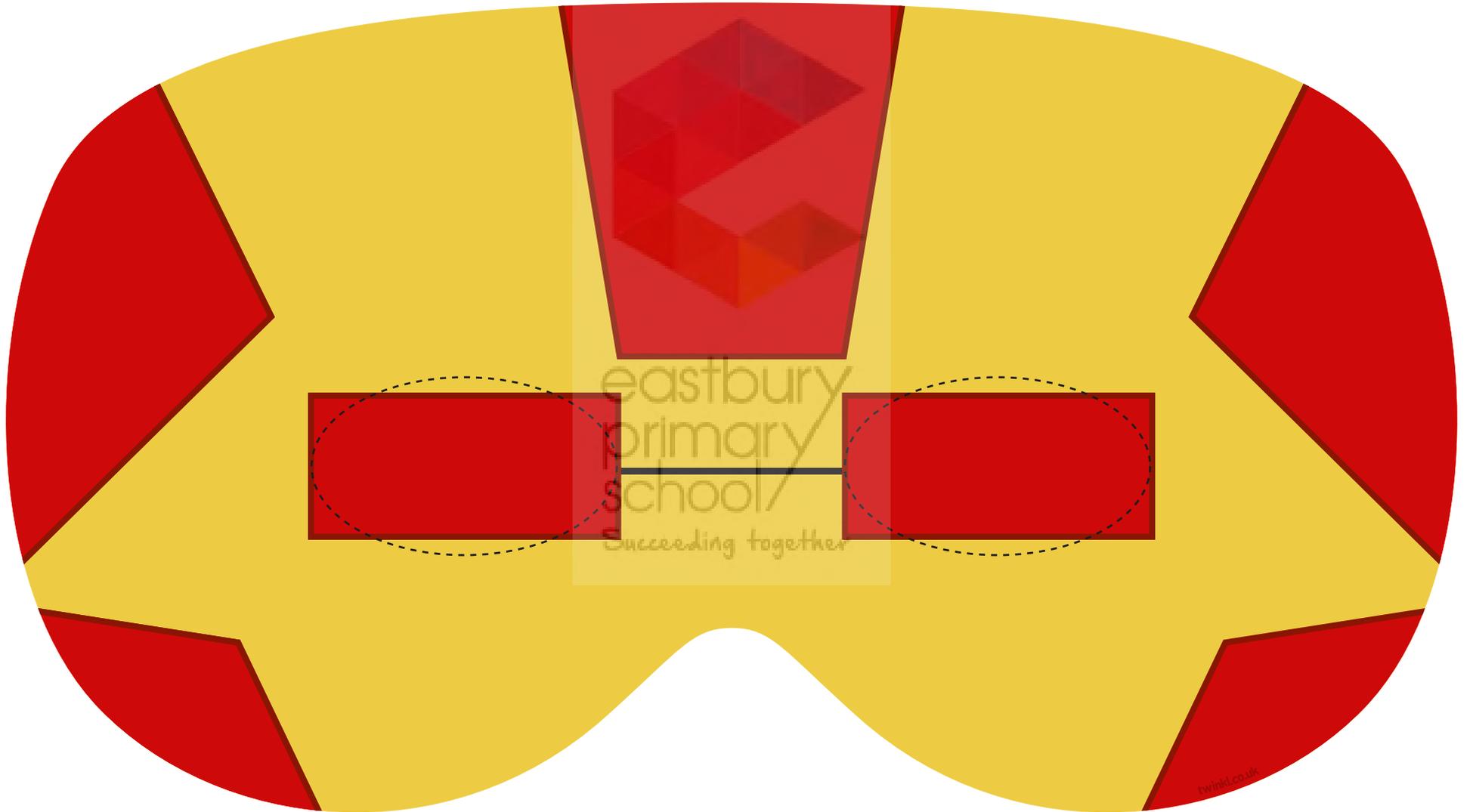
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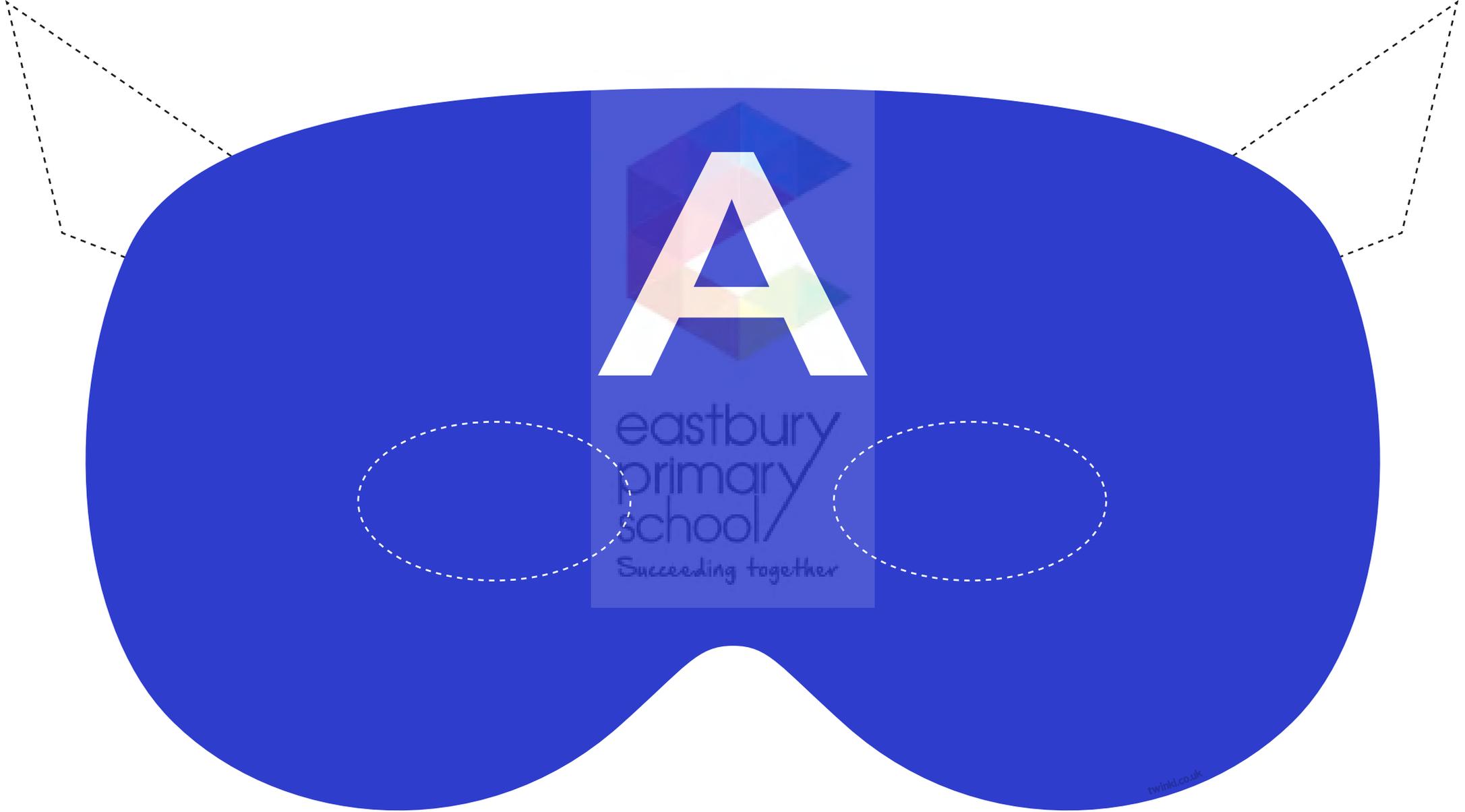




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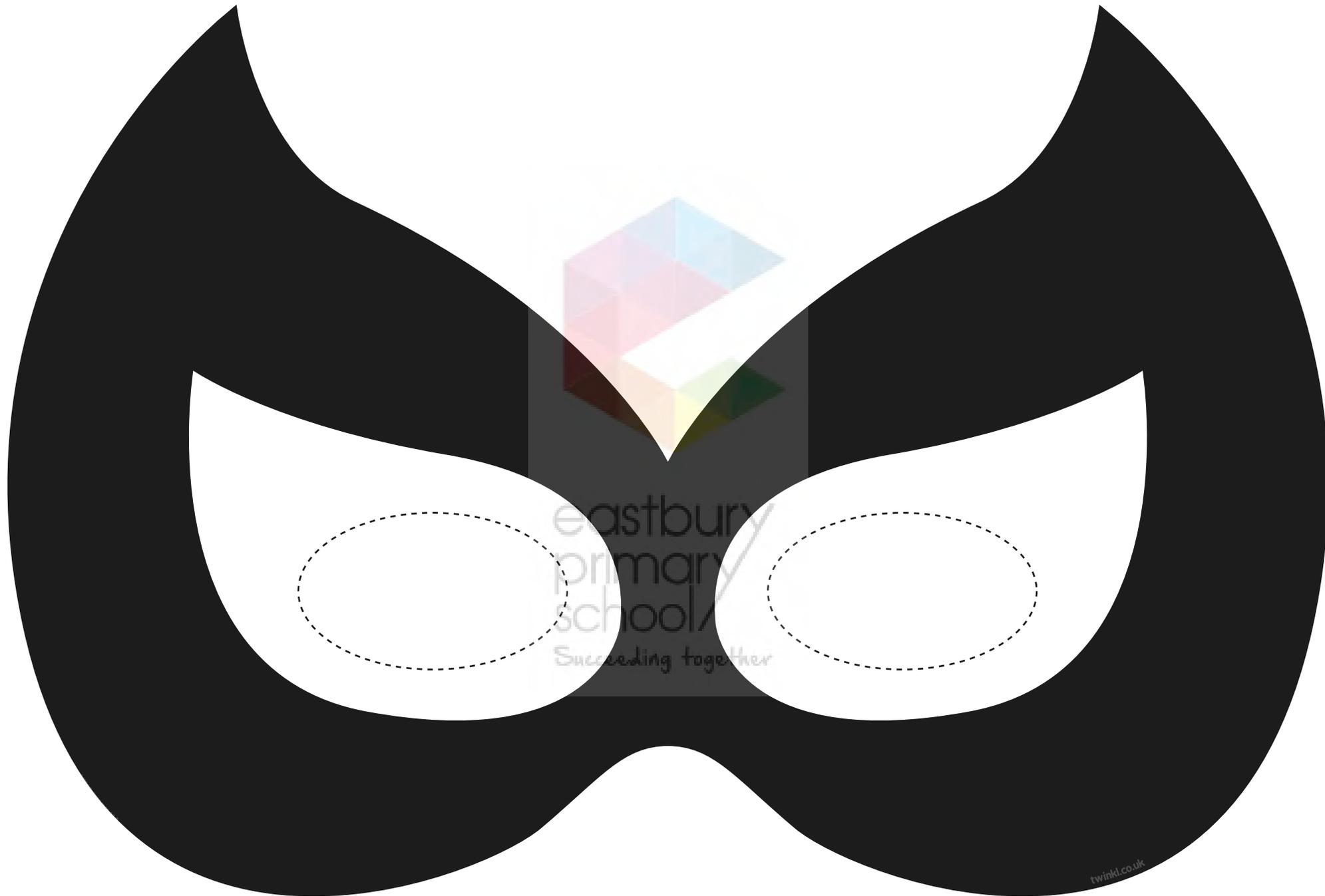
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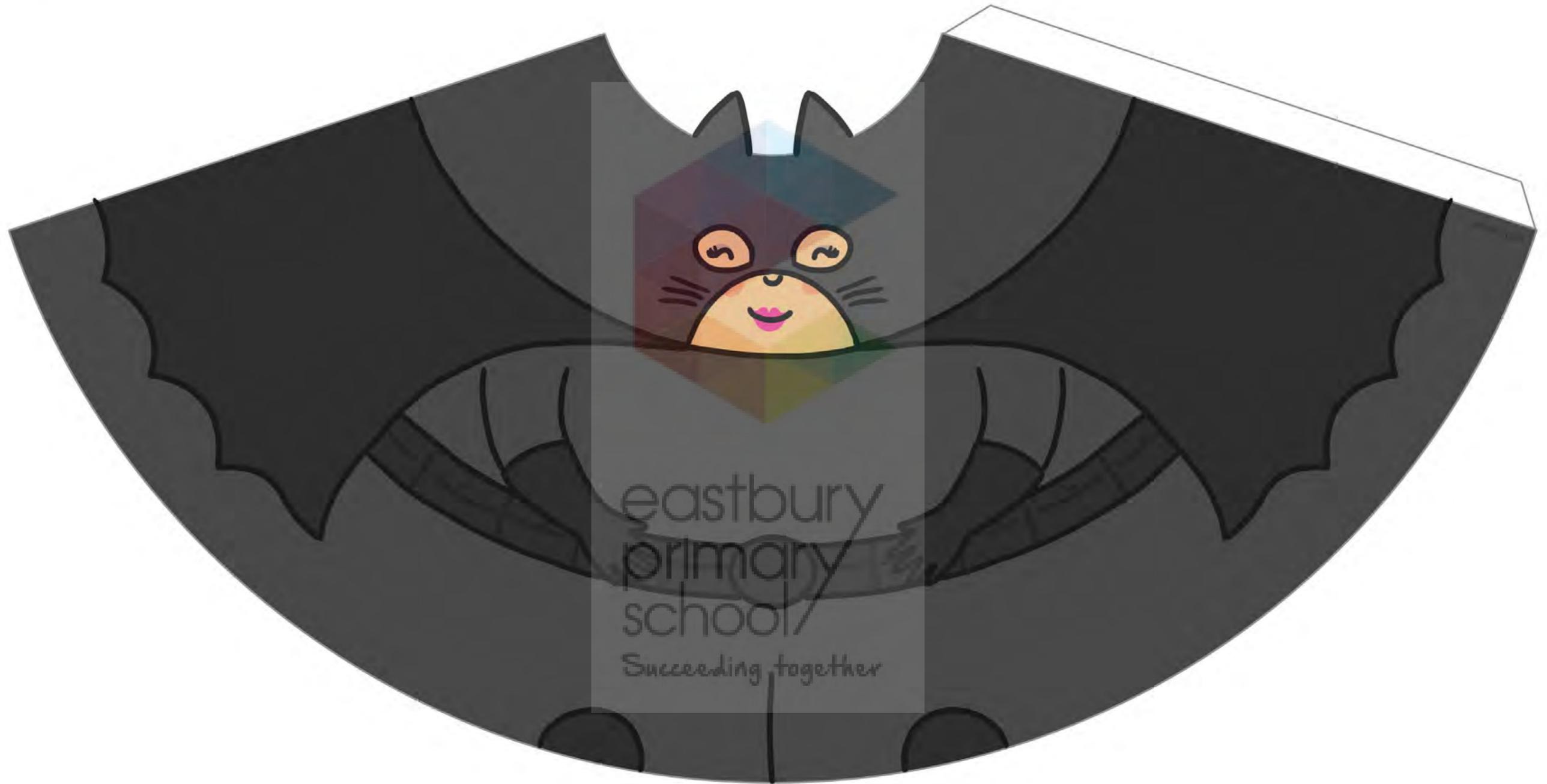


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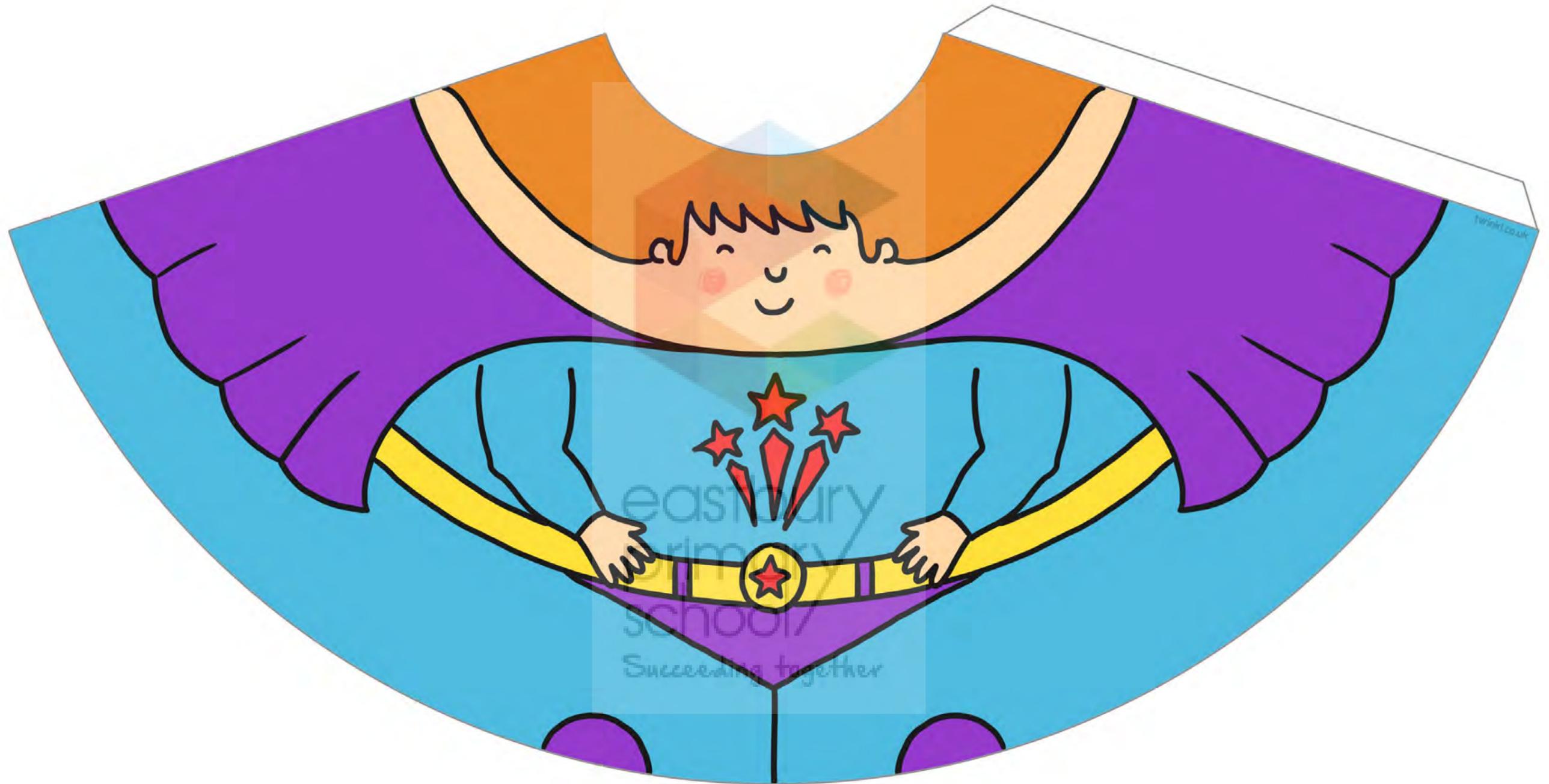
# Superhero Cone Characters



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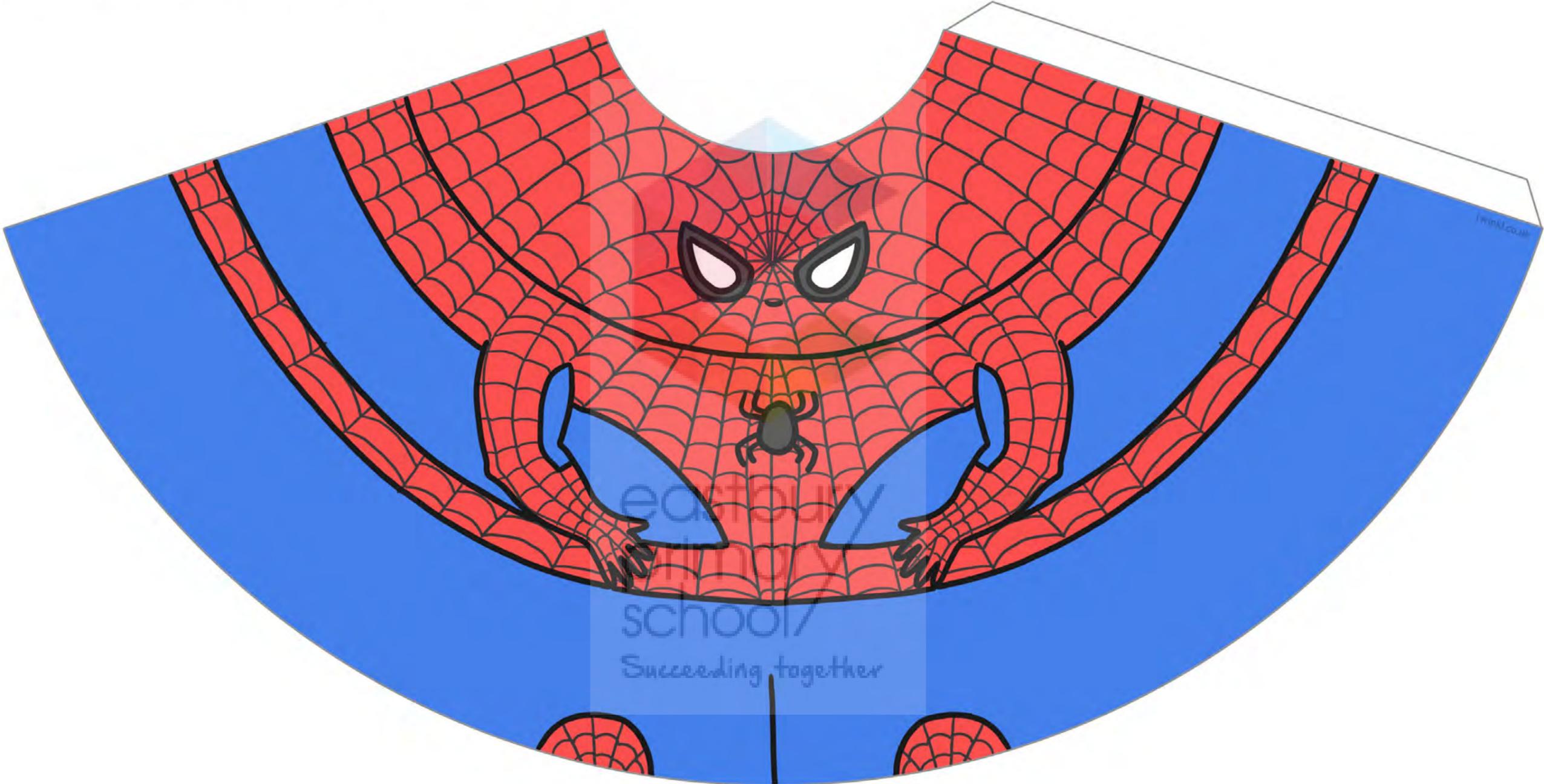
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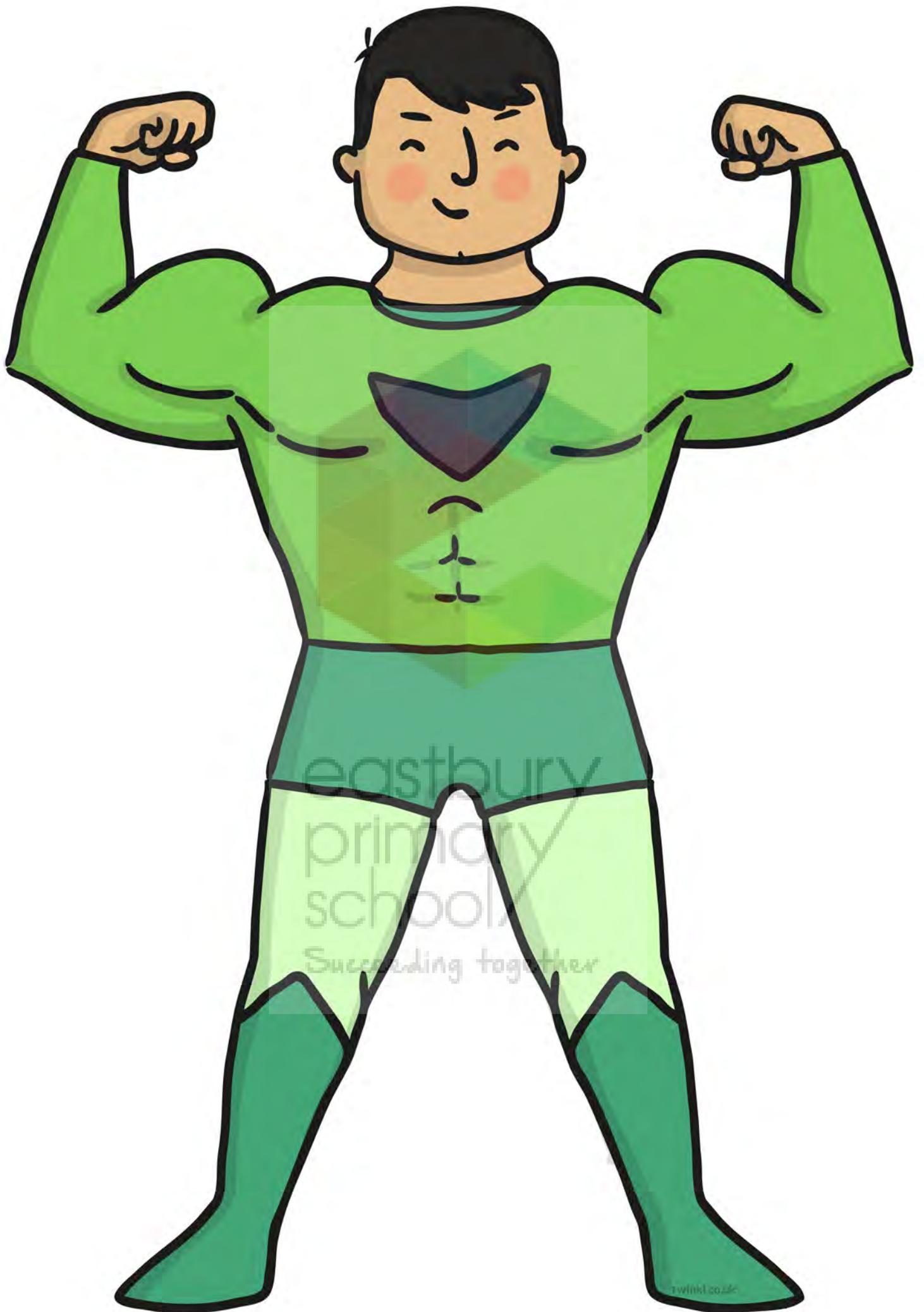
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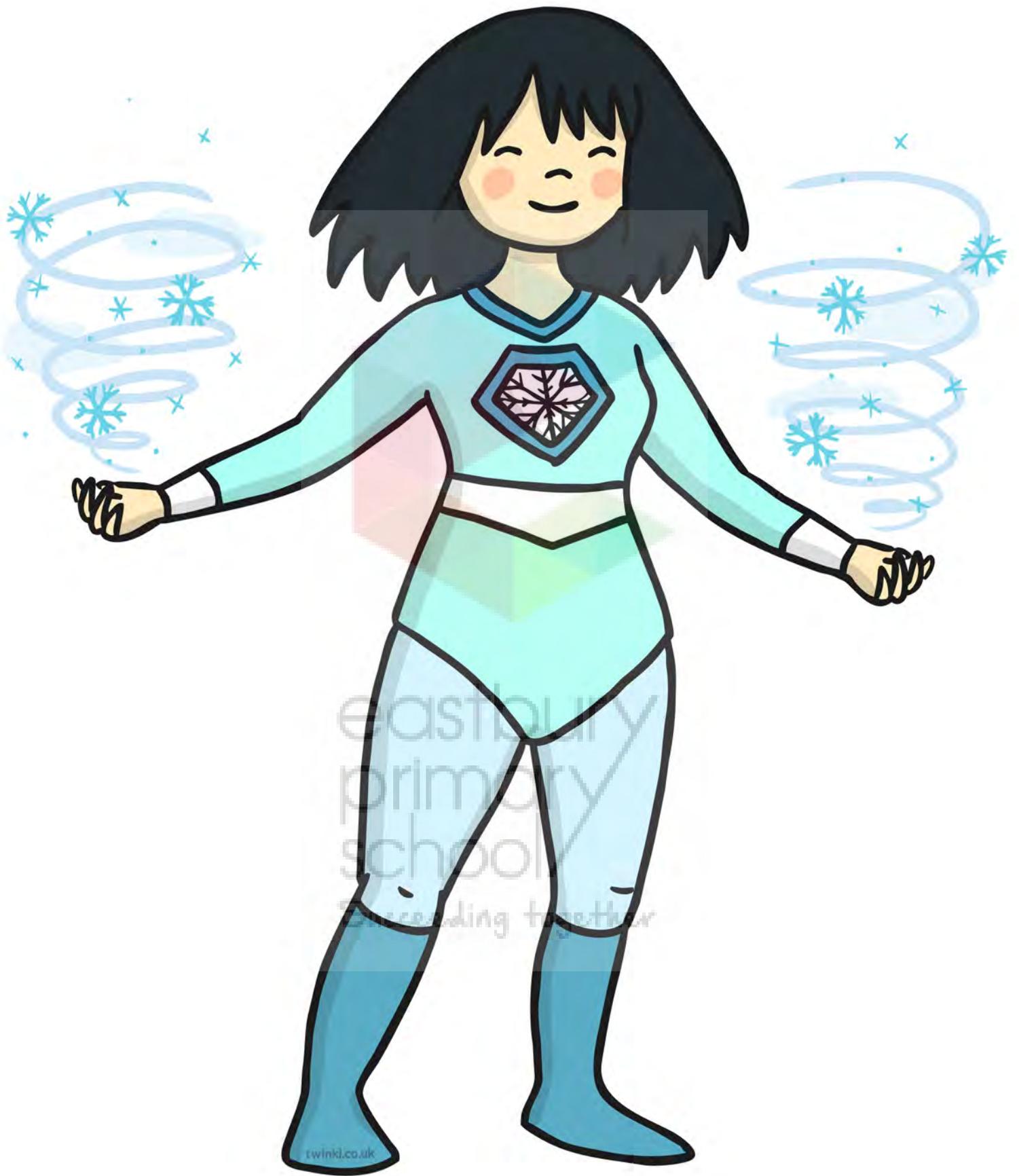






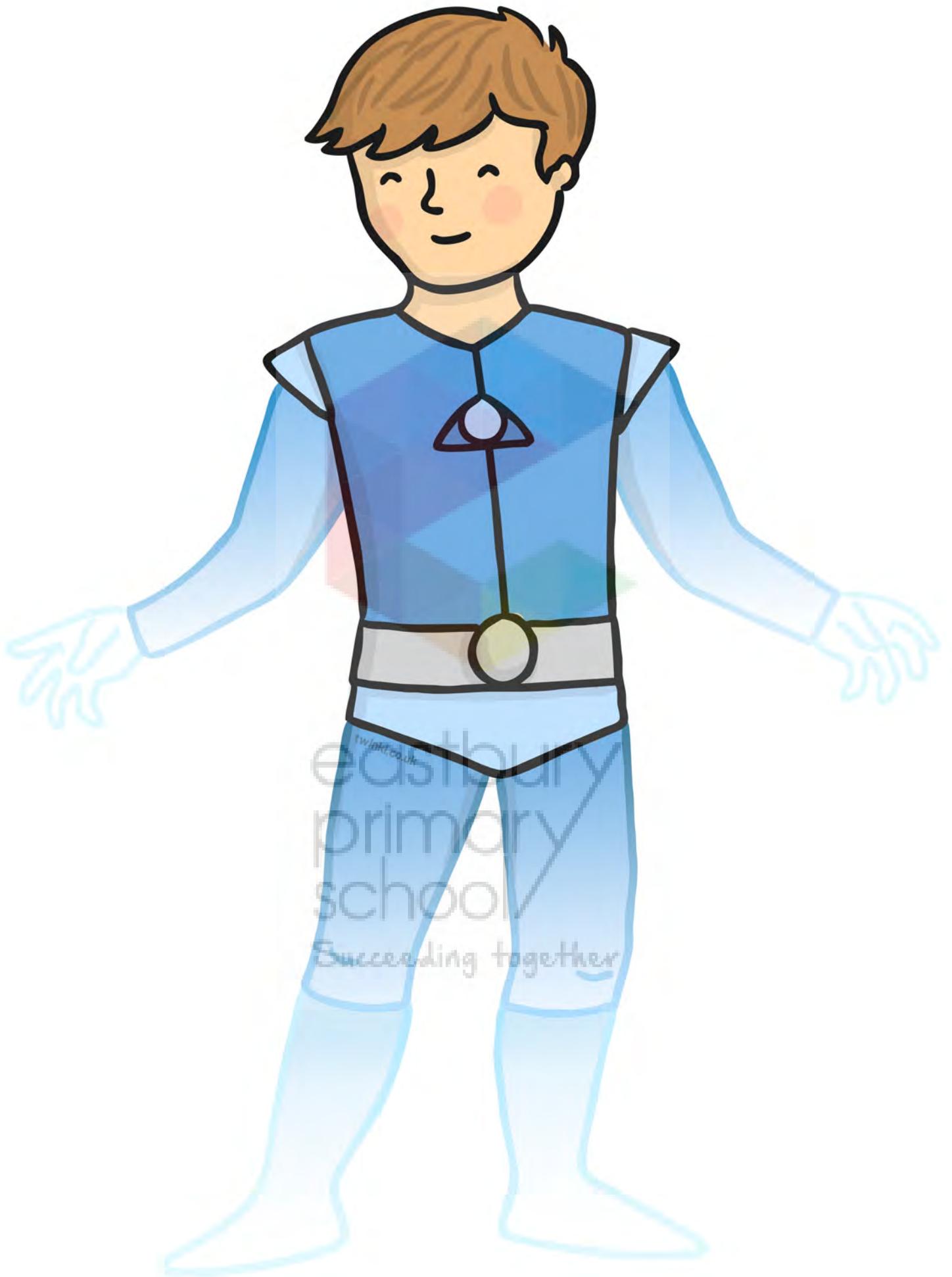


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# Practising Cutting Skills



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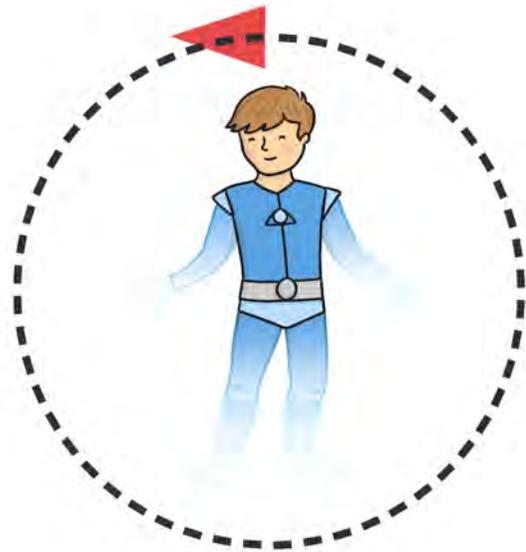
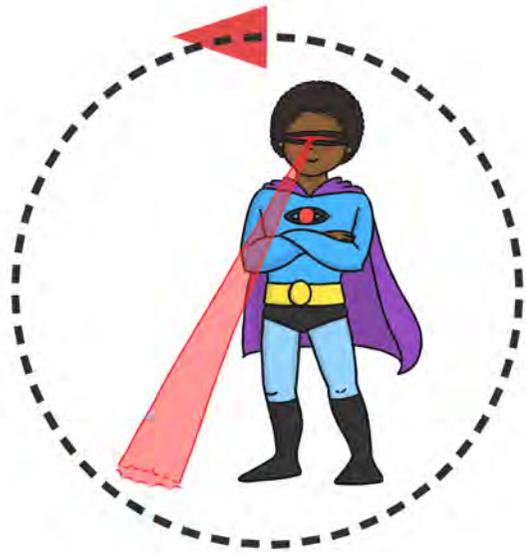
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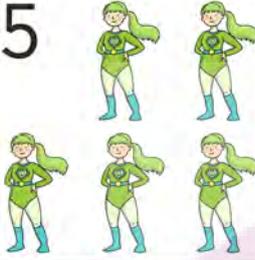
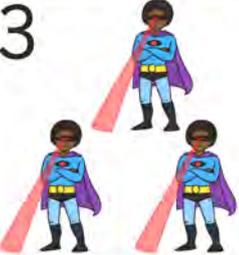
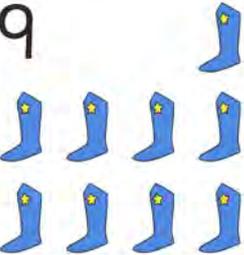


# Practising Cutting Skills



# Cut and Stick Number Ordering

Cut out the images and stick them down in the correct order on the boxes at the bottom.

10 	5 	2 	6 	8 
3 	1 	7 	4 	9 

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