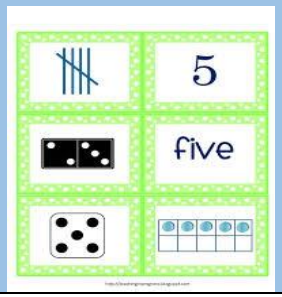
Apley Wood Online Learning Timetable – EYFS/KS1 – Year R

Week Beginning: Wk 1 Spring 2 22/2/21	**Phonics/English** **RWI link below for all lessons** https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ?mc_cid=71ef745098&mc_eid=c9705b8c67	**Handwriting**	**Maths** **Comparing numbers to 10**	**PM** **Theme: Let's Get Growing** **Jasper's Beanstalk**
Mon	**Miss Smith's Phonics group** Set 1 RWI speed sound lesson – ng Set 1 word time Reading **Mrs Yale and Mrs Pitt's Phonics group** Set 1 RWI speed sound lesson - ng Set 1 word time Reading **Miss Holbrook's phonics group** Set 1 RWI speed sound lesson - ng Set 1 word time Reading **Ms Wilson's phonics group** Set 2 RWI – oo – look at a book Set 2 spelling **Watch or read Jasper's Beanstalk** https://www.youtube.com/watch?v=0T7Yp4K675A	Practise writing letter: *m* Make sure you follow the checklist and remember your cursive whoosh in.	Introduce your child to the language of fewest/most through playing this 'mucky monster' game. https://www.ictgames.com/mobilePage/muckyMonsters/ Give your child a selection of small objects e.g. 10 blue lego blocks and 10 red lego blocks. Put the blocks into a bag. Without looking grab a handful of the blocks. Sort them into blue and red. Which group has the most? Which group has the fewest? Do we have equal amounts? Use your ten frame to count the blocks. How do you know you have 5 blocks? Convince me that is 5. Reinforce language of comparison through activities at home throughout the day. Compare More Fewer Equal	**Mind Map – Plants** Talk to your child about what they think a plant is and write down all their ideas. We call this 'mind mapping.' Remember to let your child express their ideas in their own unique way. Loris Malaguzzi (Reggio approach) refers to it as 'the hundred languages of children.' Children have 'a hundred ways of thinking of playing of speaking.' Ask open ended questions to encourage your child to tell you what they think about plants. Don't jump in and correct with 'right' and 'wrong' answers allow children's natural curiosity to lead the way. Support by asking open ended questions… Write down any questions they may have so that in our learning we can discover the answers for ourselves.

				I wonder why we have plants? What do you think about plants? What would happen if there were no plants in the world? I wonder how plants grow? In what ways do plants help us?
Tues	**Miss Smith's P, phonics group** Set 1 RWI speed sound lesson - nk Set 1 word time Reading **Mrs Yale and Mrs Pitt's Phonics group** Set 1 RWI speed sound lesson - nk Set 1 word time Reading **Miss Holbrook's phonics group** Set 1 RWI speed sound lesson - nk Set 1 word time Reading **Ms Wilson's phonics group** Set 2 RWI - ar Set 2 spelling Watch after doing plant drawings and mind map https://www.bbc.co.uk/bitesize/topics/zpxnvrd/articles/z3wpsbk	Practise writing letter: ɲ Make sure you follow the checklist and remember your cursive whoosh in.	Look at different representations of number up to 10 and use the language of comparison to describe them. E.g. I can see 5 dots on this dice and 2 dots on this dice. 5 is more than 2. I have 5 and 5 fingers that is equal.  	**Plant investigation** Find a plant preferably one that is dying and encourage your child to dissect it and pull it apart. Give your child a black felt tip pen and some paper. Tell them this is a 'thinking pen' it helps us to draw what we are thinking. Draw the different parts of the plant and encourage your child to write what they they think the parts are for and what they are called. Remember to allow them to express in their own way. Or you can scribe what they say but allow them to do the drawing independently at their developmental level. Watch the link after doing the drawings and discuss any questions you have with a

				grown up or record on your mind map.
Wed	**Miss Smith's Phonics group** Set 1 RWI speed sound lesson - m (set 1 restarts) Set 1 word time Reading **Mrs Yale and Mrs Pitt's Phonics group** Set 1 RWI speed sound lesson - m (set 1 restarts) Set 1 word time Reading **Miss Holbrook's phonics group** Set 1 RWI speed sound lesson - m (set 1 restarts) Set 1 word time Reading **Ms Wilson's phonics group** Set 2 RWI – or Set 2 spelling **Year.** **Watch Oak Academy lesson on Growing Plants** https://classroom.thenational.academy/lessons/to-understand-what-plants-need-to-grow-6gw3ad?activity=video&step=1	Practise writing letter: r Make sure you follow the checklist and remember your cursive whoosh in.	**Well Being Wednesday** Choose to do something that makes you feel happy.	**Forest School** **Well Being Wednesday** If you are able to go on a walk have a look for all the different plants that you can spot. Can you name any of the plants that you see? Perhaps you can spot the first signs of Spring. In my local park we have little crocuses just popping up everywhere. How does it make you feel to see new plants growing? Take photos, draw or paint what you see.  

Thurs	**Miss Smith's Phonics group** Set 1 RWI speed sound lesson - a Set 1 word time Reading **Mrs Yale and Mrs Pitt's Phonics group** Set 1 RWI speed sound lesson - a Set 1 word time Reading **Miss Holbrook's phonics group** Set 1 RWI speed sound lesson -a Set 1 word time Reading **Ms Wilson's phonics group** Set 2 RWI - air Set 2 spelling	Practise writing letter: ɯ Make sure you follow the checklist and remember your cursive whoosh in.	Play games that reinforce understanding of more/fewer Dominoes – pick a domino, who has the most/fewest? Skittles – make some skittles out of recycled materials. Keep a tally of how many you know over each time. Who had the most? Extend by writing numerals on the skittles and adding your scores. 	**Sing '**flowers, stems and roots' to the tune of 'head, shoulders, knees and toes' petals/fruits/seeds/bulb (eyes, ears, mouth and nose) Talk about everything you have learnt about plants so far this week. Discuss how non-fiction books give us true information. Write a simple information page about your chosen plant/flower. Remember to include… Drawing/diagram Labels Heading Use your phonic knowledge to sound out words.
Friday	**ART DAY** **<u>Transient art with loose parts</u>** Go on a walk or search your home for some interesting objects and then create your own artwork or pattern. Here are some examples for you to look at.  			

	Daffodil art On your daily walk take a picture of some daffodils and create your own observational drawing. You can choose the media with which you want to work. You might choose to use paints, watercolours, chalks or crayons. If you have got paints at home experiment with some colour mixing.  

Websites Links

https://www.oxfordowl.co.uk/

https://www.youtube.com/c/RuthMiskinTrainingEdu/videos (RWI)

https://classroom.thenational.academy/subjects-by-key-stage