



## Week Three - Home Learning Blue Class

Please make sure that your child is completing work daily. Any completed work can be emailed to the teacher and they will be given feedback. Work can be sent over via pictures or email attachments.

### Literacy:

Soft toy sounds: Throw a soft toy up in the air. Make a high pitched sound as the toy goes up and change to a low tone as it comes back down. Can you do this with your adult? *aaaahhhhh*, *ooooooooo*, *eeeeeee*, *nnnnnnnnn*

### Reading Task:

Have a look at one of your lilac books on bug club. Can you tell the story to your adult?



### Maths:

Can you find all of your red toys at home? How many have you got? Can you say the number? Can you show the number on your fingers? Can you record the number?



*The colour can be changed.*

### Communication and Language:

Can you fill in the missing words in the nursery rhyme: Humpty Dumpty? Say it with an adult at home.



### Physical Task:

How many star jumps can you do in 30 seconds? Can you beat your record?



### Topic:

Mrs Small and Miss Hockey are looking after our snails while the school is closed. Can you talk to your adult about what they need to do? Can you draw a picture to show it?



Please ask an adult before using the internet for any research.



## Week Three - Home Learning Blue Class

Please make sure that your child is completing work daily. Any completed work can be emailed to the teacher and they will be given feedback. Work can be sent over via pictures or email attachments.

### Humpty Dumpty



Humpty Dumpty sat on a wall,  
Humpty Dumpty had a great fall.  
All the king's horses and all the king's men  
Couldn't put Humpty together again.

*Please ask an adult before using the internet for any research.*



## Week Three - Home Learning Blue Class

Please make sure that your child is completing work daily. Any completed work can be emailed to the teacher and they will be given feedback. Work can be sent over via pictures or email attachments.

### Learning Intentions

- To notice the differences between vocal sounds (auditory discrimination)
- To make a variety of vocal sounds
- To begin to use letter sounds in their play



### How to:

1. Ask the children to stand up and position yourself in front of the children and not too close
2. Demonstrate throwing the beanbag in the air whilst making a high pitched sound as the bean bag travels up changing to a low tone as the bean bag comes down
3. Ask the children to join in and repeat the sounds that you make e.g. aaaahhhhhh, ooooooo, eeeeeee, nnnnnnn
4. Their voice needs to make the sound go up and down in pitch as the beanbag rises and falls
5. The higher the beanbag rises, the higher in pitch the children make their voices. As it comes down, the pitch does the same
6. The challenge is to keep making the same sound no matter how high in pitch it goes

### Resources

- A beanbag, a soft toy or an item that links to the children's current interests

### Adaptations

- The children could suggest sounds for their voices, this may allow opportunities to discuss which work best
- Show the written grapheme when making the sound for children who are able to match a grapheme to the letter sounds

*Please ask an adult before using the internet for any research.*