

Planning 27th, 28th and 29th January 2021

### Maths

Using the numbers 1 to 10 (and to 20 if you wish) ask them what the numbers are when presented out of order with no assistance. Many young children are fine when the numbers are all in order but when they are out of order and randomly presented on their own (ie) 6, with nothing else - they are not sure. For those who are secure to 10 - use the numbers to 20 (or even 30). Writing them on scrap paper will be fine.

In another session:

Using these numbers 1 - 10 or 1 - 20 can the children tell you what is one more or one less than any of the numbers (you may need 0 and 11 when working with 1- 10 and 21 if working to 20.

Use a number line but if this is too easy - take the number line away. Too hard - only use numbers to 5.

fer ny smoo na — — — — —

fer ny sloo na — — — — — (will place small audio to assist)

In another session:

Set up a play shop with pretend coins or real ones (or scraps of paper with 1p 2p 5p 10p written on them). Price things in the shop and have fun (I would stay with amounts to 10p and 20p)

Quick task - follow up on capacity and water. Can they investigate items in the kitchen and bathroom that are really good at pouring liquids (jugs, kettles, drippers, snap lids on shampoos etc...) No recording required.

### PE

Following on from our balloon or ball game - set a centre line up that can be made of jumpers, string or anything; and this time- score points if your partner can't catch it. But deliberately throwing out of zone is not allowed (set up a zone!) Playing with screwed up bits of paper is fine too. Let the child win most of the time.

### Understanding the world and our environment

What similarities and differences can they find between any of the minibeasts they have looked at and themselves. Fold a piece of paper and record the findings with drawings and labels. If you write the labels for them on scraps of paper (in any language) and they stick them in the right place and draw a line (maybe with a ruler) to the labeled item - this would reduce the stress of the task while fulfilling the criteria.

Following on from our spider hunt - this idea is taken from, The Dangerous Curriculum, with ages 4-7 !!

Catch a spider (be careful) and put him in a see-through pot. Look for any patterns on him and watch how he moves. Let the spider out while outside onto a log or table top where you can encourage the spider to crawl on your hand (if you're brave enough).

NB - Every year I have done this they are so brave until we let the spider go and then they nearly always run away and scream. It's such a fun lesson and no spiders have been harmed in the process of any school spider lessons!

### Literacy

I have put a file of the Mr Men in Manx online for you and an audio for word recognition and recall if they can manage it. Some children will manage and recall a lot of words and others will need help. Feel free to cut this task short and praise all attempts at recalling the names of the Mr Men. You could give a prompt of the initial letter sound.

### In another session:

Can they create 2 new Mr Men and follow the 'copy-writing' pattern below (choose two sentence types). The Mr Men are telling us what they are.

You could guide them into creating Mnr Mooar (Mr Big) - say mines-chur more, Mnr Yindyssagh (Mr Wonderful) say - mines-chur- yin-dur-sack, Mnr Koie (Mr Crazy) mines-chur-k-eye or Mnr Peintal (Mr Paint) - I will add an audio file for these.

These 4 don't cause any mutations in the follow up writing and will make for good fun.

### Examples of writing:

You write for them to copy underneath and then they draw (design) two Mr Men of choice.

Ta mee koie! (only write in Manx but here is a translation for you) I am mad!

Mish mooar. I'm big.

Shoh Mnr Yindyssagh. This is Mr Wonderful.

Shen Mnr Peintal. That's Mr Paint.

### Handwriting and letter work

Can we take a look at the letter Tt first identify the capital and the lower case.

Check if the lower case letter is a small, tall or letter with a tail that goes below the line, by looking in story books first.

Write for them a row of letter t's and ask them to copy it (we do a t with a curly-bottom!)

After this in another session:

Check on a computer or devise (even a phones texting system) types of letter t in use

t † ‡ § t t t t

Is it any wonder the children get confused. Sometimes letter 't' is also treated like a half-small letter in some computer fonts (or not as tall as a tall letter - ie - thie) but when we are writing it's always a tall letter.

Practice this by putting Tt next to letter Aa (we practiced before) and making the word 'ta'

Write 'ta' in a line across a page around 4 or 5 times and ask them to copy it getting the 't' tall every time and keeping the 'a' small - or at least trying to.

ta ta ta ta ta

A further handwriting and control task. Draw wavyy/wiggly and zig-zag lines in a light colour for them to carefully follow in a darker colour. Your child will either find this easy or hard but it is very good for their hand-eye co-ordination.

### Craft afternoon - Friday

Junk model Mr Man of choice. Use glue collage to decorate or paint or whatever you want.

Please bring these to school when they are finished because I would like to put them on display.

Gura mie mooar eu  
Thank you very much

See you all at school on Monday if everything goes to plan and our Island is indeed - safe again.

Bnr Blindell - Ruth