

**Week 2**  
**Week Beginning:** 06.04.20

**Theme:** Easter

### Maths (15-30 minutes, daily)

Watch a Numberblocks clip each day. You can assess these clips through either the [BBC](#) or [CBeebies](#).

\* Practise adding by 'counting on' from a given amount. First, have a go at doing this using objects. Once you have mastered this, have a go at 'counting on' out loud. For example, if you say the number 12 aloud, can your child count on from this number until they reach 15, or perhaps even 20?

Starting from 0, practise counting up to 20 and beyond 20. This could be done through playing hide and seek, singing number songs, chanting and board games. Remember to ensure that your child is pronouncing all of the number names correctly, particularly the teen numbers.

Practise writing the digits 0 – 9. Please support your child in forming these correctly by modelling the digits as needed. If you can do this, can you write the numbers 10 – 20 independently?

Sing **songs and rhymes** to practise counting, reciting numbers in order, and finding one more/less than a given amount. Can you learn these songs by heart?

### Task A – Easter Card Challenge

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Can you create an Easter card for someone who is special to you? I wonder who you will choose to create a card for and why?

You could support your child by encouraging them to write a message inside their card. You could also support them by allowing them to select and use a range of media and materials. Perhaps you could even post your card when it is finished.



### Task B – What Is Special to Me?

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Can you share some examples of things that are special to you and explain why you have chosen them? For example, you could choose to share photographs of things that make you feel happy, such as your family, friends and significant memories.

Alternatively, you could create a picture or collage illustrating the things that are special to you. This would be another fantastic way to 'show off' the things that are important to you, especially if you don't have access to photographs.

You could support your child by encouraging them to express and explain their ideas in detail. They could also sound out and write labels to accompany their picture or collage.

### Task C – Playful Learning

Play is the key to learning, both at school and at home. Through their playful learning, your child will continue to develop key skills such as inquiry, expression, experimentation and teamwork. Take this opportunity to play alongside your child and see where their imagination can take you!

You could support your child by allow them to lead the play, and by responding to their ideas and instructions. You could use 'I wonder how/what/when/where/why?' questions to help deepen your child's thinking.

**Please feel free to use Tapestry to share as many examples of your child's playful learning as you wish.**

### Task D – Easter Egg Shape Hunt

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Using paper or card, cut out a range of ovals to represent Easter eggs – a grown up could help you with this. On the back of these eggs, ask your grown up to draw a range of shapes and hide them around your house or garden.

Time to hunt for the eggs! Can you find the eggs and then identify each of the shapes drawn on them? Can you describe the properties of each shape you find and discuss how they are similar or different to one another?

Alternatively, you could write a range of words, such as tricky and high frequency words, on the eggs and repeat this activity in different ways.