

# Wednesday 1<sup>st</sup> July 2020

## Topic: Under the Sea: Looking After Our World

### Literacy

**Phonics:** Please watch the phonics videos (link below- suggested set 1&2 at least). Please review tricky words using the tricky word PowerPoint (simply get children to say each word as they flash onto the screen). Now Choose 6 tricky words from phases 2-4 that your child is struggling with. Can they read them and write them down? Have a look on the phonics youtube page for more videos.

**Reading: [discussion]** Have a look at the story PDF 'The Messy Magpie'. Discuss the following questions with your child (no need for written answers):

- What does the word 'gleam' mean in the story? Can you think of another word that means the same thing?
- How do you think the magpie felt when he found the can?
- Should the family have left their picnic rubbish behind? Why? Why not?
- How do you think the magpie felt when he saw what was happening to the environment?
- How did his feelings change throughout the story?

**Writing:** Can you write your own poem about looking after the environment? It could be about recycling, taking rubbish home with you, not using plastic or putting it in the sea. Have a go and see what you can come up with! It doesn't have to rhyme! Can you draw some illustrations around the edge of your poem?

**Challenge:** can you use the bank of words to make your poem rhyme?

### Maths: REVIEW- Shape, space & measure: 3D shapes

This week, children will be reviewing 3D shape names and some of their properties, as these can be a difficult concept to grasp.

Warm up: Use the shapes from yesterday or any other household items you have in the 3D shapes learned (e.g. sphere, cylinder, cube, cuboid, cone, pyramid). Can you as an adult hold each one and name it (either correctly or incorrectly!) and ask your child if that is right or wrong? Can they identify the mistakes you made and correct them?

Next, use your 3D shapes or items from your home to make creations! You could build robots, houses, cities... the possibilities are endless! The point of this activity is to get children using 3D shape names as they play. They do not need to write anything down or draw anything, just use the language. Ask them questions about which shape they are choosing, and why. E.g. if it's a person, 'why would you use a sphere as a head?' If your child is secure with 3D shape names, ask them questions about the number of faces that shape has and if this helps them with their building e.g. you may not put a sphere on the top as it doesn't have a flat face to balance on. There is no need for any written work here but do take photos of your child's creations!

**Challenge:** can children use the language edges? (Where two faces join together- in 2D shapes we call these sides.)

### Topic: Communication & Language

The last communication and language activity involved children looking at pictures, and identifying the 'odd picture out' of a group of four. This time, children will be doing the opposite- can they group the pictures together and explain how they have grouped them? The idea of grouping and labelling can be difficult for some children and easier for others. If your child finds this difficult, focus on each picture at a time. Cut them out (or draw them) so your child can physically move them around. Don't worry about labelling each group until later. You could start by simply questioning them by saying 'where would you find this object?' and go from there. There are some ambiguous ones to get them talking! If your child finds this easy, can they explain how they know those pictures go together in a group, and why they have given that group a certain label? Can you ask an adult move them around to form a different group (e.g. from 'kitchen items' to items organised by colour) and ask your child to explain the new group?

Don't forget to upload your work to Tapestry or email it to [reception@stpeterscm.co.uk](mailto:reception@stpeterscm.co.uk).