

# Wednesday 24<sup>th</sup> June 2020

## Topic: Under the Sea

### 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 PDF version of 'The Sea Book' (listed under learning documents). I will add more sections of the book throughout the week. Today's learning is focussed on 'Coral Reefs' (page 26) and 'Underwater Forests' (page 28). Read the information through to or with your child. Answer the following questions (no need for written answers):

- Where can Coral Reefs be found? What is the water like?
- Name 3 types of fish that live in a coral reef.
- What happens at night time in a coral reef?
- How is an 'underwater forest' different to a coral reef?
- What do sea otters eat?
- Can you remember the word that describes these two places? (Habitats)

**Writing:** Watch the clip from 'Finding Nemo'. Can you EITHER: write a description about what you can see in the coral reef OR can you write a short story about Nemo's adventures, using the video as a stimulus? You can make this up completely, just using the coral reef as a setting. (see link on website)

**Challenge:** Can you use similes in your writing e.g. as bright as a dazzling sun.

### Maths: REVIEW- Shape, space & measure: Patterns (shapes and number)

This week, children will be reviewing a range of different concept. Please bear in mind that many of these concepts will be reviewed in year 1, but are key elements of mathematics that children will need to secure, and will use throughout their school life.

Warm up: Count out 10 counters (up to 20 if your child is confident). How many different ways can you group the counters? Can you group them in twos? Fours? Fives? Sixes? Why does it work for some numbers, and not others? Can children use the language 'more' 'fewer' and 'equals' to describe the groups?

Next, watch the number blocks video 'Odds and Evens' again. Can children recall what odd and even numbers are? If children are struggling with this concept- go back to counting out counters and putting them in pairs, identify if each counter has a partner (even number) or if there's one left over (odd number). Then get them to say a sentence out loud e.g. '7 is an odd number because there's one left over'. It is important for children to verbalise mathematical language to help them learn. If children are confident, move onto the picture on the website. Can they colour in the even ladybirds in one colour, and the odd ladybirds in another?

**Challenge:** can children spot the doubles on the ladybirds?

### Topic: Personal, Social & Emotional Development

This term, we are thinking about changes and moving forward. Read the E-book 'Jake's First Day' about a boy called Jake, and his first day at school which turns out to be quite different from what he expected. Look at the photo on the website- can children answer the questions from the story?

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