

Tuesday 23rd 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? There are additional tricky word videos on the phonics youtube channel- please have a look if you're interested.

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 'What does the bottom of the sea look like?' (page 5) and 'Dark and Deep' (page 32). Read the information through to or with your child. Answer the following questions (no need for written answers):

- How many different layers are there to the sea?
- In which layer do most of the animals live?
- Why is 'The Abyss' a mystery?
- What happens when a sea volcano erupts? What does it cause?
- Which animal from 'dark and deep' do you think is the scariest? Why?

Writing: Can you choose one or more of the strange sea creatures from 'Dark and Deep' to describe? Use the pictures on the website to help you. Think about what is strange about the creature, how it would feel if you touched it. Would you want to keep it as a pet? **Challenge:** How many different describing words can you use in your writing? Think carefully about the type of describing words!

Maths: REVIEW- Shape, space and measure: Patterns (shape 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: Ask children to count out 20 counters accurately in one straight line (if your child is less confident, count out 10). Can they put them into 2 lines, so the counters are in pairs? Are you able to do it? Now take away one counter- does each counter still have a pair? Why/why not? Take away another counter- what do you notice is happening? Next, watch the number blocks video 'Odds and Evens'. Introduce the idea that some numbers are even (they are in a pair) and some numbers are 'odd' (they have another one left over). You could liken this to when children walk together as a class, they all have a partner. If there is an 'odd one', we call that the teacher! Have a look at the picture on the website. Can child either use numicon if you have it, or cut out the numicon pieces and group them into 'odds' and 'evens'? Can they make a pattern with the odd and even numbers by putting them into 2 lines? Can they explain what the pattern is? (e.g. the evens have a straight top, or the odds ones all have an extra bit). **Challenge:** can they recognise that each time the number increases by 2, for both odds and evens?

Topic: Expressive art & design- exploring materials

It's salt dough time again! You will need: one cup of flour, half a cup of salt, and half a cup of water. Can you create a sea creature from salt dough? You could create something that likes in the sunlit layer, like a turtle, fish or dolphin, or if you would like more of a challenge... what about something that likes in the Abyss, such as the creatures from dark and deep? Once you have created your animal, bake it in the oven on the lowest temperature for 3 hours (or until solid). Paint your creature and give it a name! You could create a series of small creatures with a hole in the top and thread them on a string.

Don't forget to upload your work to Tapestry or email it to reception@stpeterscm.co.uk.