

Wednesday 17th 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] Re-watch the story video 'The Pirate Cruncher.' Discuss the following questions with your child (no need for any written answers):

- What time is it at the beginning of the story? How do you know?
- How do the pirates feel when they hear about the treasure? How do you know?
- How do the pirates feel about the monster? Does Captain Purplebeard feel the same? How do you know?
- Can you spot some rhyming words in the story?

Writing: Have a look at the story and the different pirates. Can you draw yourself as a pirate? What would you look like? What would your costume be like? Can you write a description of yourself as a pirate underneath? Can you come up with your own pirate name?

Challenge: Can you use similes in your writing e.g. as scary as a growling tiger

Maths: Number- operations to 20 (REVIEW) Doubling, Halving & Sharing

This week, children will be focussing on numbers up to 20, reviewing some key operations: adding, subtracting, doubling, halving and sharing. Children will also be learning how to skip count in 2s, 5s and 10s, and investigating number patterns, touching on place value of tens and ones.

Warm up: doubling and halving on fingers. Show children a number on your fingers (up to 5 to increase fluency.) Ask them to show you the same amount on their fingers. Can they recognise that this is a double? (The same number twice). Can they say the doubling number sentence? E.g. double 5 is 10. Can they find half of the number and say the number sentence?

Next, watch the number blocks video 'Double Trouble'. Recap what the terms double, half and share mean. If children cannot remember, demonstrate each skill to them. Ask children to count out 20 counters (if they are a confident mathematician, they could count out up to 30 for a challenge). Ask them to practise doubling quantities up to 10 (or 15 if 30 are being used). Can they also find half of a number, and share their counters into equal groups of your choosing? As you have all been teaching your children this skills, assess how confident they are and adjust numbers/quantities accordingly. If they are struggling, stick to numbers up to 10. There's no need for any written work here!

Challenge: can children recognise why some quantities cannot be shared equally?

Topic: Communication & Language

Children practise communication and language skills every day, through conversational speech, as well as social interactions and discussions (like the questions provided in the literacy work). It is a vital skill which all children must succeed in, in order to excel in other areas of learning. As this is a skill practised in everyday life, it is not usually awarded much time in the 'topic' section of home learning. However, today I would like to give it a focus. Have a look at the pictures on the website. They are in small groups of 4. In each group, three out of four pictures are linked by something, where one is not. Can children firstly identify which picture is the odd one out, and then can they explain why? This is the crucial skill here: in order to expand their vocabulary and widen their thinking, it is a necessary skill for children to be able to explain how they know. Can you challenge them with a counter argument e.g. if there is another item which could be the odd one out, can you ask them why it isn't that one?

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