

# Wednesday 3<sup>rd</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]** Re-watch the story video 'Tiddler' (or re-read the book if you have it). Discuss the following questions with your child (no need for any written answers):

- What did actually happened to Tiddler on his way to school?
- How did Tiddler get back to sea?
- What are the 'strange lights glimmering' in the ocean? How do you think Tiddler is feeling here?
- How did Tiddler get home again?

**Writing:** Have a look at the text map picture. Can you work out what part of the story it is? You may wish to re-watch the video again or re-read the story! Can children accurately say the sentences out loud? Can children try to write these sentences from the text map? Hint for adults: It should say "Sorry I'm late, I was swimming around a shipwreck. I swam into a treasure chest but someone closed the lid." Don't tell your children though! Let them try and work it out from the pictures. It doesn't matter if it isn't exact- the skill here is for children to translate their thoughts into words accurately. Remember- children should not be spelling things perfectly- they should be independently using phoneme fingers to spelling words, using sounds they know e.g. 'time' might be spelled 'tighm', or 'play' may be spelled 'plai' as children are yet to learn 'i-e' or 'ay'. **Challenge: can you proof read your sentences and check for capital letters, full stops and spellings?**

### **Maths: Shape, space & measure: 2D & 3D shapes (REVIEW)**

Children have been reviewing their knowledge of 2D shapes so far this week. Today, children will solve problems using their 2D shape knowledge.

Warm up: play true or false. Read each statement to your child and ask them if the answer is true or false (if they cannot recall these, you may wish to show them a picture of each shape and read the statement:

A triangle has 3 sides and 2 corners

A rectangle has four sides all the same length

An oval has the same number of corners as a circle

A square has one less corner than a pentagon

Next, have a look at the tangram square. The idea here is that all the shapes should fit inside the square shape. If you can, print the document and cut out the shapes (you may wish to do this for your child as they will need to be exact!) If you can't cut it out, you can create your own by drawing the shapes onto paper and cutting them out. Can children move the shapes around to fit all the shapes inside the box? Can they talk about each shape property and how they fit together? (There's a small version with the correct pattern in the corner- don't show your child!) **Challenge: can they recognise a new shape which is similar to a rectangle?**

### **Topic: Personal, Social and Emotional Development**

This half term, we will focus on how the children have changed, and what they have to look forward to as they get older (eventually ending in transitional work for year 1). If you have them, look at photos together of when your child was a baby, a toddler, at nursery and the beginning of school. Ask your child to point out how they have changed. Think about both physical changes (e.g. getting taller) and mental changes (being able to talk instead of crying for things). Think about emotional changes too e.g. how they can settle arguments without hurting others. Ask them what they think they will be like next - can they picture how they might change in the future? Children could draw a picture of themselves and write down how they have changed around the edge.

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