

# Friday 22<sup>nd</sup> May 2020

## Topic: Beware: Bears!

### 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?

**Reading:** Re-watch the story video 'Beware of the Bears'. Can children create the next part of the story once the wolf realises that he has been ransacked? What could happen next? Following the story format, he could go and ransack another fairy tale character's house e.g. Rapunzel, little red riding hood, the three little pigs etc.

**Writing:** Can you write the above as a short story?

### Maths: weight, capacity, length and height.

Children have explored weight, capacity and length and will now review height. Children again, do not need to know standard units of measurements e.g. feet, inches, metres etc. Instead, they need to be able to compare different heights, using the language: tall, taller, tallest, short, shorter, and shortest (note: we do not use the term 'small' as this is not a mathematical term.) Children have learned the definition 'height is standing up' so they don't get confused with length 'laying down'.

Warm up: Can children estimate who is the tallest in their household? They should be able to do this easily- ask them 'how do you know?' Then ask them to collect 3 objects from around the house that can stand upright (e.g. deodorant spray can, mugs, hardback books etc. They must be able to stand upright to measure height). Can children independently find something to measure with? E.g. cubes if you have them, small books, teddy bears, a ruler (not for cm, just as 'a ruler'). Can they measure the objects and say how many \_\_\_\_ tall they are? Can they order them from shortest to tallest? Next, problem solving: Place objects at different heights around the room. How many teddy bears (or soft toys, etc) would it take to reach each one? Can children estimate first and then measure? Have a look at the picture on the website- can children use finger painted dots (or drawing dots) to measure the buildings and decide which is the tallest? Which is the shortest?

**Challenge:** Can children order the buildings from shortest to tallest? Can they do this based on the number of finger prints, rather than how they look? (It is a skill to link the two!)

### Topic: Expressive art & design- Music & Health and Self-Care

Please explore the link provided by Mr Nicholls:

<https://www.singup.org/singupathome/songs-for-learning/4-7>

**Health & Self-Care:** Can children use their picnic design from earlier this week to make their own picnic lunch? Can they safely (with adult supervision!) use cutlery or knives to prepare fruit or a sandwich? You could take your picnic outside and enjoy the weather!

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