

Thursday 21st 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: [discussion] Re-watch the story video 'Beware of the Bears'. Discuss the following questions (no need for any written answers).

- Why was baby bear 'panting' at the beginning of the story?
- What do you think Goldilocks was thinking when she saw the mess?
- Why did Goldilocks go back to the house?
- What do you think the wolf did next?

Writing: Sentence detectives!

Can you edit and improve the sentences in the picture? Remember: check for capital letters, full stops and finger spaces. Can you think of more exciting words to describe the characters? Can you spot any spelling mistakes and fix them? Can you re-write the sentences underneath?

Challenge: Can children independently recognise a missing full stop between two sentences?

Maths: weight, capacity, length and height.

Children have explored weight and capacity so far this week. We will now focus on length. Children do not need to know any formal measurement e.g. metres or cm, but you can explain that this is how we measure them. Instead, children need to use everyday objects to measure. The language children need to know is: long, longer, longest, short, shorter, and shortest (they have learned the phrase 'length is laying down').

Warm up: Place 3 different length objects in a row on the floor. Ask children 'which is the longest, and which is the shortest?' They should be able to do this independently. Ask them to quickly put them in order. If children can do this- move onto the next step. If they can't, then continue to repeat this activity with different objects until they can. If they are struggling, use counters (cereal, pasta, raisins etc.) in different length lines- this may be easier for them to see. Next, solve the problem: place 2 objects a distance apart. Explain that you need to build a bridge between them to get across. How many ___ do you think it will need to be? (insert measuring scale here! e.g. people long, plates long, books long, whatever you choose to measure with!) Estimate how long it should be first, then get them to build it. Were they right? Problem 2: guess how many ___ long objects are around the house .e.g. TV, sofa, radiator etc. Ask children to measure them. Can they choose the longest of 3 items? **Challenge:** Can children complete the 'challenge cards'? See picture.

Topic: RE -How can we care for our neighbours?

Think about where you live- who lives close by to you? Do you know your neighbours? When do you see or speak to them? Think about how we can care for each other. In the bible, Jesus taught the story of 'The Good Samaritan' (the message is about helping others and loving everyone). How can we be show that we care for our neighbours? Why should we care for others? It's not just neighbour in the literal sense- this extends to people all around us. Especially at this time in isolation- think about how others may need help e.g. food shopping, or how they could be lonely. What could you do to show your neighbours that you care about them? Can you make them a picture or a card?

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