

Wednesday 20th 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 with your child (no need for any written answers).

- How are the bears feeling at the beginning of the story? Why?
- How do the bears' feelings change when they go to Goldilocks house? How do they change again when they realise they weren't in Goldilocks house?
- Why was Goldilocks laughing?
- How does the wolf feel when he returns to his house?

Writing: So far this week, children have planned their own teddy bears' picnic, and also written a list of ingredients and/or sentences stating what ingredients they will need. Can they now write an invitation to someone to come along to the picnic? Can they do this completely independently? The invitation could read something along the lines of: Dear mum (insert name of choice here!) Please come to my picnic. It is on (insert date). We will eat yummy jam sandwiches with tasty yoghurt and delicious grapes. I hope you can make it. Lots of love, (insert name). Remember: children should be independently spelling words and it doesn't matter if they aren't spelled correctly for adults- as long as they are phonetically plausible. E.g. children may spell delicious as 'd-e-l-i-sh-oo-s' - this perfect if they've sounded it out by themselves!

Challenge: can you write the time of your picnic and the place?

Maths: Weight, capacity, length and height.

Children have explored and reviewed weight so far this week. Children will now focus on the concept of capacity. They do not need to know any formal measurements (e.g. litres). They just need the language: full, half-full and empty. Warm up: Ask children to find something that is full, half-full and empty. Allow children to explore where they live and bring back objects independently to see what they can remember. Now, explain what each term means. Ask them if they can remember what the word 'capacity' means- if they can't, remind children that it means 'how much a container can hold'. Remember- it doesn't just need to be liquid, although this is the easiest way to explore it! Give the child a container of any size or shape. Ask them to fill the container or half-fill the container, or empty the container. Can they do this accurately and independently? It could be filled with anything, not just water! Present them with 3 containers of equal sizes (e.g. 3 glasses) one full, half-full and empty. Ask them to order these. Now, add 2 more glasses. Ask them to put some water in them- can they compare them and add them to the line of glasses? No need for any written work here, just exploring!

Challenge: Can children estimate how many glasses of water it would take to fill: a bath? A bucket? A bowl? Which would need the most water? Which would need the least?

Topic: Personal, Social and Emotional Development

Think about how we resolve problems. What does 'resolve' mean? Where might we have problems with other people? E.g. at school with friends, at home with siblings, in the park with strangers etc. Look at the picture and discuss each scenario with your child. How can we best resolve each situation? Which ones can we solve by ourselves and which ones do we need an adult to help us with?

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