

Tuesday 12th May 2020

Topic: Beware: Bears!

Literacy

Phonics: Please watch the phonics videos (link below- suggested set 1&2 at least). Please review Phase 2&3 tricky words (see website- parent information- tricky word mat). Can children read them written down? Remember: tricky words cannot be sounded out - they need to be learned as a whole word (see youtube video on St Peters channel - reading in reception- for guidance). Choose 6 tricky words that children are struggling with from phases 2-4 and review- can children read and write them?

Reading: [discussion] Watch the video of the story book 'Beware of the Bears'. Discuss the following questions (no need to write anything down).

- What did the bears do once they saw their ruined house?
- What did baby bear ride to find Goldilocks' house?
- What happened to the sofa? Why?
- What did Goldilocks do when she came home?
- What happened at the end of the story?

Writing: Yesterday, children watched the video 'teddy bears' picnic' and designed their own healthy picnic. Today, children will write a shopping list of the ingredients they will need for their picnic (this was set as an extension task for the drawing yesterday. If children have already done this, can they turn their list into full sentences e.g For my picnic, I will need a...) Tomorrow, children will write an invitation to someone to join them on their picnic!

Challenge: Can you use describing words to make your food sound even better? Can you add a conjunction (a joining word such as and, because, for). E.g. I will need delicious jam and soft, tasty bread for my sandwich.

Maths: Children have learned all about length, height, weight and capacity (particularly the first two) and will now be reviewing these concepts. Weight: Children do NOT need to know g/kg or any standard units, they just need to be able to use the language: light, lighter, lightest, heavy, heavier and heaviest. We teach this at school using balance scales to compare (most people don't have these at home so it may need some explaining/imagination!)

Warm up: Choose three objects different from those chosen yesterday. Can children first estimate which will be the lightest and the heaviest? Pick them up and see if they were right! Can they explain how they know? Next, discuss any language that children struggled with yesterday. Can they explain the terms to you? Can they find an example in their home? Then look at the pictures of the website. Can children estimate which objects will be light, and which ones will be heavy? Can they order them? (Note: sometimes when children see pictures, they become confused with 'light and heavy' with 'light and dark'. Just double check here they haven't confused the two!) For extra, look at the powerpoint and discuss which are the lighter or heavier objects.

Challenge: can children use mathematical language to explain why they believe one is heavier than the other?

Topic: Understanding the World - Question from Sophie: what do bears look like on the inside? A very interesting question! Can children list some organs that humans have? E.g. heart, lungs, brain. (children have touched on this but not massively so may need some prompting.) They may also want to talk about bones as this is easier! Can children understand that lots of animals have the same organs to survive (heart, lungs, brain) but different skeletons. Look at the pictures of the website- can children be detectives and work out which skeleton pictures belong to which animal? Can they spot the bear in them?

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