

Monday 18th 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. Tricky words: choose 6 tricky words from phases 2-4 that children are struggling with. Review these with your child and ask them to write them.

Reading: [discussion] Have a look at the picture of the new book. Ask children the following questions (no need for a written answer, just a discussion):

- What could the book be about and how do you know?
- What title could you give the book?
- What will happen in this story?
- Do you think it will be similar to a story that we already know?
- Can you point to the: title, author's name, the spine, the blurb, and the illustrations

Read the blurb- does it give you any more clues?

Writing: Use the front cover as inspiration. Can you write a description of each character? How many different exciting adjectives (describing words) can you use?

Challenge: can you edit and improve your sentences in a different colour? E.g. if you've used the word 'big', can you think of a more exciting word to use?

Maths: Shape, space & measure: length, height, weight and capacity

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: ask children to find 2 different things from around the house- one object which is light, and one which is heavy (do not give them any other information- this is to see what they can remember and already know!) Ask them how they know one is light and one is heavy. Next, discuss what the words mean. If they weren't sure at the beginning, now is the time to explain! Collect a range of objects from around the house- ask children to close their eyes as you put one in each hand. Can they guess which one feels heavier? You could also make a simple balance scale using coat hangers, string and 'baskets' (cups, paper plates, flower pots etc.) Can children experiment with putting objects in and see what happens to one side? Can they explain that the heavier objects gets pulled down to the ground? You could also explore bathroom scales for weighing people or measuring scales for weighing food (no need for written work today- just exploring!)

Challenge: Can children put the objects they have collected in order from what they think is the lightest to the heaviest?

Topic: Expressive art & design/Health and self-care

Watch the video 'teddy's bear's picnic' (see link on website list). Can children design their own teddy bears' picnic with healthy foods and drink? Can they draw it and write a list of ingredients? Can they explain why it is healthy? (By Friday children will have written an invitation to a picnic and hopefully made some of their own food!)

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