

Friday 15th 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. Recap all new phase 4 tricky words.

Reading: Re-read the e-book "Goldilocks and the Three Bears". Can children think of an extension to the story? What could happen after Goldilocks left the bears' house? Where could she go? What might the bears do next? (Children will read a sequel next week so it will be good to see if they were right!)

Writing: continue with story from yesterday

Maths: halving and sharing within 20

Children have been practising sharing into smaller groups and halving a quantity of objects (remember: it is not taught as a fraction but as a quantity).

Warm up: play the doubling and halving game from yesterday using children's hands. Can children do this more fluently? Can they recall the double and half facts, without having to count their fingers each time? If the answer is no, continue to practise this skill. It will help them when they move into year 1 to be able to recall number facts with ease. Activity: you can be as creative as you like with this! Can children half the toppings to decorate the cake? (see picture) Can they put half on one side, and half on the other by separating them into 2 groups (remember the 'one for me, one for you' technique). You could either: draw your own cake and ingredients on; print out the page, cut out the ingredients and stick them on; make a cake out of felt/play dough any other materials or if you're feeling adventurous- bake a cake and decorate it using halving for the toppings!

Challenge: Can children say the halving and corresponding doubling sentence without counting? Can children use this knowledge past 20? (Particularly with multiples of 10 e.g. 20, 30, 40, 50 etc. some children will be able to recognise the pattern into hundreds e.g. double 100 is 200).

Topic: Expressive art & design- Music

Please explore the link provided by Mr Nicholls:

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

Can children recall familiar songs or nursery rhymes about bears? Can they make up their own? Can children think of any poems or other stories relating to bears? (we will be exploring bears for the following 2 weeks!)

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