

# Thursday 13<sup>th</sup> 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. Review all new phase 4 tricky words: said, have, like, so, do, some, come, little, one, were, out, what, when, there.

**Reading:** *[discussion]* Re-read the e-book 'Goldilocks and the Three Bears'. Discuss these questions with your child:

- What do you think Goldilocks would have done if the bears were at home?
- Do you think Goldilocks was right to go into the house? Why/why not?
- Can you describe goldilocks in 3 words?
- Can you think of another fairy tale which is similar? E.g. think of the number of characters

**Writing:** So far, children have learned the text map and finished the original story and innovated it to include their own character and objects. Now, children will write a short story based on their own version of the story map. This only needs to be a simple story and needs to include a beginning, middle and ending. The purpose of the story map is to allow children to orally rehearse several times before writing - they should by now be able to verbally say the sentence before attempting to write it down. Remember: all children need to use is a capital letter, finger space and full stop accurately. This activity can be completed over 2 days (or the weekend too!) dependent on each individual child.

**Challenge:** Can children independently re-read their sentence aloud to check it makes sense?

### Maths: halving and sharing within 20

Children have focussed on sharing into smaller groups so far this week. Now they will focus on halving (this can sometimes prove more challenging for children- even though it is related to doubling, children can sometimes struggle to see the pattern as they forget what the whole number was to start with.)

Warm up: doubling up with fingers. Ask children to double a number between 1-5 by presenting that number of fingers on each hand, and then moving hands into the middle to say the doubling sentence. Repeat this for numbers 1-5. Next, ask children to split these hands apart again, how many did they have to start with? Explain how this is HALF of the number. Now use counters to demonstrate how half of a number is split into just 2 groups. Use the part-whole template on the website to show the total number of counters at the top, and the two halves in the circles below. Start with numbers 2-10 and progress to 20 if your child is comfortable.

**Challenge:** Can children write the halving number sentences? E.g.  $10 = 5 + 5$

### Topic: RE -How can we care for our surroundings?

Think about all the fantastic things you have in your home or at school. What are your favourite things to play with? How would you feel if they got broken or damaged? Who should be in charge of tidying your things up? Extend this to the wider community or school. What should we do if we see litter on the ground? In Christianity, the bible teaches the story of the Good Samaritan, where a stranger stopped to help a poor man. Talk about how we can be good Samaritans in our community by keeping it clean. You could make a list together of the things you can do to show care in your home or school.

Don't forget to upload your work to Tapestry or email it to [reception@stpeterscm.co.uk](mailto:reception@stpeterscm.co.uk).