

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). Review new tricky words: said, have, so, do, like, some, come, little, one, were, out, what. Introduce new tricky word: when

Reading: [discussion] Read the e-book story 'Goldilocks and the Three Bears' again. Before reading- ask children what they can remember about the story. Get them to recall the main plot of the story. Answer these recall questions:

- Why did Goldilocks go upstairs in the bears' house?
- What word tells you that daddy bear was angry about his porridge?
- Why did baby bears chair break?
- How did Goldilocks feel when she woke up and saw the bears?

Writing: Have a look at the text map of the story so far. Can children begin to recall what the story says, just by looking at the text map? The idea here is that children can re-tell a story with intonation in their voice and enthusiasm. It is important to remember that children do NOT need to repeat the story word for word, as it is written in the book. It is more important that they remember the story in their own words. Task: can children finish the rest of the text map by drawing pictures? Note: they do not need a picture for each word, just the general gist of the story. It is a visual cue to help them remember the story verbally.

Challenge: Can you include speech bubbles in your story?

Maths: Halving and sharing within 20

Children spent last week exploring the concept of doubling- the same number twice. This week, children will focus on halving (splitting a group into 2) and sharing (splitting a group into multiple groups). These are skills that are new to children and so will be covered in depth.

Warm up: Get children to count out 20 counters. Now split them into 2 groups. Ask children: which one has more or fewer, or are they the same? Get children to estimate without counting which is more/fewer, then get them to check by counting. Next, watch the number blocks video 'The Lair of Shares' again. Discuss with your child the concept of sharing- splitting a number of objects into smaller groups. Next, Use the 20 counters to split into groups- using a template as shown on the website will help them accurately put counters into groups. First, count how many segments there are, then get children to place the counters in the groups one at a time. For some groups, 20 will split evenly, and for some it won't. Discuss this with your child- are the groups fair? Are they equal? Talk about how you can solve the problem if they are not.

Challenge: can children explain why some numbers don't split equally?

Topic: Expressive art & design/health & self-care

Can you design your own perfect porridge for the bears? What would it have in it? What would make it a healthy porridge? You could either draw and label your meal, or better yet, use food you already have to make it! You could make a list of ingredients you need and make your porridge tomorrow. Think about how it would taste- can you describe it? Don't forget to take photos and taste it!

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