

# Monday 11<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. Recap new tricky words: said, have, so, do, like, some, come, little, one, were, out. Introduce new tricky word: what.

**Reading: [discussion]** Have a look at the e-book 'Goldilocks and the Three Bears' (if you have your own physical copy of this book- great! Please feel free to use that- if not, the e-book is fine!) Discuss the front cover: ask the children if they can guess what the story is before you tell them- can they explain how they know? Discuss these recall questions with your child (no need to write anything down):

- Where does the story take place?
- Who are the characters in the story?
- What 3 items does Goldilocks 'try out' in the bears' house?
- What does baby bear say when he finds Goldilocks in his bed?

**Writing: Sentence detectives!** Read the sentences describing each picture. How can you make them better? First, check for capital letters, full stops and finger spaces. Next, how can you make the adjectives (describing words) even better? E.g. what could you say instead of 'big'? Or 'small'? Can you edit the sentence and re-write yours underneath? See example

**Challenge:** Can you extend these sentences by adding the sentence ending: as \_\_\_ as a \_\_\_\_. This is called a simile- e.g. Daddy bears claws are as sharp as swords.

### 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: Count out 20 objects. As children are counting, tell them to stop randomly and ask them what the next number will be. Ask them to put their 20 counters into one straight line. Now, can they move them around so they are 2 equal lines? Can they move them around so they are 4 equal lines? Or 5? (Give children as little help as possible here- this isn't teaching- this is seeing what they can already do when splitting a number of objects. This will give you an idea about how much support they may need later). Next, watch the numberblocks video 'The Lair of Shares' (see link on website). Then look at the picture- can children re-create each one with their own objects? Can they explain how they know they are shared equally? Children have used the term 'equally' before- remind them it means everyone has the same amount. Can they spot how many groups each one is shared into? Can they count how many they had to start with? (Note: children do NOT need to know the term 'divide' but you can use it alongside the word 'share' but please don't worry about it!)

**Challenge:** go back to the beginning task- splitting 20 into equal lines. Can children now do this more independently using the 'one in each line' technique?

Model this to them if they can't use this technique independently.

### Topic: Understanding the World

Can you write a list of questions (or adults can scribe!) about what you want to find out about bears? Send them to Miss Norford so she can include them in her planning throughout this unit!

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