

Thursday 7th May 2020

Topic: In the Castle

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

Reading: [discussion] Re-read the e-book 'Rapunzel'. Discuss these questions with your child (no need to write answers down- just talk about them!):

- How do you think Rapunzel felt when she saw the prince for the first time? Who do you think she thought it was? Why?
- What could have happened if the witch never found out about the prince?
- Can you think of a different ending to the story?

Writing: So far this week, children have written the opening of their story by describing the setting and introducing the characters, the 'problem' paragraph, and the resolution. Children will now need to finish their story by giving it an ending. Check back at the plan- how do they want their story to finish?

Remember: it is a fairy tale, so a 'happily ever after' is always an option! Get the children to explain it out loud and then support them to structure this into sentences. Use the sentence stems (see picture) if you're struggling to think of ideas. Can children draw illustrations if they haven't already?

Challenge: Can children re-read their own work to check it makes sense? Can they edit their story if needed? (This could be done in a different colour or pen).

Maths: doubles within 20

Children will be exploring skills using doubling this week. Remember: doubling is the same number twice. Children have worked primarily with concrete resources for doubling so far- they will now move onto looking at pictures (pictorial representation).

Warm up: quick fire- can children show doubles from 0-5 on their fingers? Use two hands with the same amount of fingers and put them in front to see how many there are.

Next, have a look at the pictures. Can children fill in the blanks to make picture doubling sentences? Can they write the numerals underneath?

Challenge: Can children say or write the corresponding 'halving' number sentence?

Topic: RE - Why should we care for animals?

Think about our special world: how do children think it was created? Can they remember what Christians believe? Ask children to estimate how many different animals they think are in the world. Can they use a search engine e.g. kidrex to find the answer? Last week we discussed how Christians believe God made everything equal in the world, the same for animals. Look at the pictures of animals- some are living, some are extinct, and some are on the verge of extinction. Ask children: why don't we have some of these animals anymore? Introduce the idea of extinction. How can we protect some of the animals that may go extinct? (Think about looking after their habitats, not killing them for products e.g. ivory for elephants). Can children think of a bible story that shows how God saved the animals in the world? (e.g. Noah's ark).

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