

Wednesday 6th 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 (see youtube video on St Peters channel - reading in reception- for guidance). Review new tricky words: said, have, do, so, like, some, come, little, one. Introduce new tricky word: were

Reading: [discussion] Re-read the e-book 'Rapunzel'. Discuss these questions with your child:

- Why did the man steal the lettuce from the witch's garden?
- Why did the witch lock Rapunzel away in a tower?
- How did the witch feel when she found the prince visiting Rapunzel?
- How did the prince become blind?

Writing: So far this week, children have written the opening of their story by describing the setting and introducing the characters, and also the 'problem' paragraph. Children will now continue to write the next section of the story. This will be the resolution- have a look back at their plan- how was the problem solved? 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.

Maths: Doubling within 20

Children will be exploring skills using doubling this week. Remember: doubling is the same number twice.

Warm up: roll a dice (use a physical one if you have one, if not use the site: <https://rolladie.net/>). Can children recognise the number of dots without counting (this is called subitising). Can they double that number and say the answer?

For the next activity, you will need some paint and paper. Cut the paper into whichever shape you choose (could be a butterfly, circle, or just leave it as a rectangle.) fold the paper in half. On one side, get your child to finger paint some dots. Ask them how many they have done, and what they think the double will be. Then, fold the paper over- can children explain what they see when the paper is open flat again? Can they say the doubling sentence? You could introduce the idea of symmetry here- a mirror line- but this isn't essential!

Challenge: Can children complete the missing number in the doubling sentences?

Topic: Expressive art & design: Music

Please explore the following link provided by Mr Nicholls for music:

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

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