

# Monday 4<sup>th</sup> 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. Recap new tricky words: said, have, so, do, like, some, come. Introduce new tricky word: little.

**Reading: [discussion]** Explore the new story e-book 'Rapunzel' (see website for e-book). Look at the front cover- discuss with your child:

- What you think the story is about
- Who are the characters

Once you've read the story- can children summarise the main plot?

**Writing:** Look at story plan from last week. Children will begin to write their own short castle story, and continue to write it over the week. Children will NOT be able to write a whole story in one session- children should now be comfortable writing sentences but will not have the stamina for writing or the concentration to write a whole story in one go- so don't panic!

Can children write the opening of their story? See the picture for sentence stems. Remember: children do not need to spell everything perfectly. They should be spelling words by themselves phonetically - using sounds they know e.g. words like 'dinosaur' may be spelled 'dighnoasor' but should spell tricky words correctly e.g. the, I, he, they etc.

**Challenge:** Can you describe your setting in detail?

### Maths: Doubling within 20

Children have learned numerals up to 20, and have practised many different skills e.g. adding, subtracting, one more, one less, ordering numerals and counting objects which cannot be moved (pictures). Doubling, halving and sharing are skills children learn towards the end of their Reception year. We have looked at doubling but not in great detail, so we will spend the week focussing on this skill.

Warm up: Ask children to count to 0-30 forwards and 20-0 backwards. Adults: count up to 30, but stop and let children 'jump in' with the next number every so often. E.g. adults say: 16, 17, 18... child says: 19! Adult continues: 20, 21, 22.. etc. Next: watch the number blocks video 'double trouble' (see link on website).

Explain that doubling is the same number twice (we can say this as a number sentence e.g. one plus one, equals two, or double one is two)

Activity: Use 2 plates (or equivalent!) Adults: can you put a number of objects on one plate (up to 5) and children have to find the same amount for their plate. Can they say the double sentence? (only use objects up to 5 for now, so the highest number is 10 in total. Can they say the double sentence (both \_\_\_ plus \_\_\_ equals \_\_\_ AND double \_\_\_ equals \_\_\_). If they are very confident- try doubling 6-10.

**Challenge:** Can children use objects to split 10 into groups of 2? Can they 'skip count' the numbers e.g. 2, 4, 6, 8, 10. Can they extend this to 20?

### Topic: Expressive art & design/understanding the world/measure

Can you use objects to build the tallest tower you can? Can you measure it? Which materials work well to stack on top of each other, and which don't? Think about the types of edges (e.g. curved and straight). Can you draw your tower and label it too? Who can build the tallest tower in your house?

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