

Thursday 23rd April 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. Introduce new tricky words: said, have, so.

Reading: [discussion] Watch the video of the story 'In the Castle' (see website). Discuss what type of book this is- is it a fiction book (story) or non-fiction (information)? Note: although it has cartoon pictures, it is actually a non-fiction book! Explain why- because it is giving us information. Ask these questions:

- Who lived in the castle? The people who lived in the castle were...
- What was the job of the knight? The knight's job was...
- What do you think the word 'tumbledown' means?
- Can you guess what the ladies-in-waiting did? I think they...

Writing: Can you label the pictures independently? Can you remember the different parts of the castle? (Tomorrow children will have a slightly longer writing task where they will get to use these words again- great practise for spelling with phoneme fingers - see video on youtube if you are unsure).

Challenge: Can you check the spelling of your words independently? Can you tick the sounds which are correct, or circle and fix the ones which aren't quite right?

Maths: All about the number 20

Watch number block video - 20 (link below). There is also a number 20 teaching PowerPoint for extra information. Children began the concepts of double, half and share before the Easter holiday, however they are still relatively new and so will need more guidance than adding or subtracting.

Warm up: quick fire- one more and one less. Adults -say a number- ask children to say one more than the number, or one less than the number (key here is practising fluency in recall). Start up to 10, then move to up to 20. Next, ask children to count out 20 counters, touching one at a time. Can find half the counters? This is a good activity to do with blobs of playdough or salt dough! Model to children putting them in 2 groups (children used to say 'one for me, one for you' as they split them.) Can they count how many is half? Encourage them to say 'half of twenty is 10.' Show them how double ten is twenty by putting the two groups of 10 back together in the middle. Practise this halving and doubling with even numbers up to 20. If your child is finding doubling tricky- try numbers below 10 first (sometimes children get overwhelmed when they perceive too many counters). No need for any written activity here- just use concrete resources (feel free to send me a video!)

Challenge: Can children share these counters into groups of 2? 5? 10? Can they count them in these multiples?

Topic: RE - Who should care for our special world?

First, remind children of the idea of creation- ask them how they think the world was made. Can they remember what Christians believe about who made the world? Do they (or their family) believe something different about how the world was made? Next, look at the photos on the website. Can they talk about the differences? Which world would they prefer to live in? Why? Discuss what we need to do to care for our world (e.g. recycling, walking to school, etc.) Can children say who should look after our world? (key idea here is that we are all responsible for caring for our world because it is precious.)

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