

Wednesday 22nd 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 (see youtube video on St Peters channel - reading in reception- for guidance). Introduce new tricky words: said, have

Reading: [discussion] Look at the book cover photo on the website. What do you think the book could be about? Can you explain how you know? Use the sentence stem: I think the book will be about... I think this because... Can you point to the title of the story? Can you point to the Author's names? Do you think this book is fiction or non-fiction? Why? Read the blurb together- what does a blurb do? What does this blurb tell you about the story?

Writing: Write a sentence about the front cover of the book, using the sentence stem: I can see... Can children write a second sentence explaining what they think will happen in the story? Remember: children do not need to be able to write a page. They should be able to: Say their sentence out loud (repeat it many times so they can remember it); count the words in their sentence; start with a capital letter (this may need some modelling); use a finger space between words; sound out words independently or using a sound mat and use a full stop at the end.

Challenge: Can children use some of the key words they learned yesterday? E.g. turrets, arrow loops, etc.

Maths: All about the number 20

Watch number block video - 20 (link below). There is also a number 20 teaching PowerPoint for extra information. By now, children should have a good understand of what it means to take objects away. This is a skill they will need to continue to practise throughout their school life. It is important to begin with objects for counting (called concrete form) move to pictures (pictorial form) and then later to writing number sentences (abstract form). Please always ensure concrete objects (e.g. lego, counters, pasta, raisins etc.) are available for counting.

Warm up: Start with a group of counters- ask children to estimate how many there are (up to 20). Get the children to count them to check- can they identify if their estimate was accurate? Next, use counters to practise taking away and say the number sentence, starting with 20. e.g. 'twenty take away five equals fifteen'. Can children count back from twenty? Use number line for support. Can children complete the number sentences using pictures? (see photo on website).

Challenge: Can children identify the relationship between taking away and adding? E.g. $10 + 10 = 20$, and $20 - 10 = 10$

Topic: Personal, Social, Emotional Development

Think about the phrase 'kind words'. What does this mean? Why should we use kind words? How else can we show kindness to other people? What kind words could you say to... your mum or dad? Your friends? Your teacher? Would you say the same things to each person? Why/why not? How do you feel when people say kind words to you? How would you feel if people say unkind words? Draw a picture of yourself with a speech bubble- can you write the words you would say in the bubble?

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