

Tuesday 21st 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 word: said

Reading: [discussion] Look at the pictures on the website. What are the differences between the front covers of the stories? The key learning here is that some books are stories (fiction) and some books are factual (non-fiction). Children have not yet explored the concept of fiction and non-fiction and so this will need explaining. You could say some books are stories that are made up, called fiction, and some books you can use to find information, called non-fiction.

Writing: What do you think you might find inside a castle? Use the sentence stem: I will find... 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: how many describing words can you write? E.g I will find a brave and strong knight.

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 understanding of what it means to add two groups together. 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 two groups of counters that add up to 20 (e.g. 15 and 5). Ask children 'which is more?' 'Which is fewer?' followed by a 'how do you know?' question. Ask them to count the total by counting two groups.

Next, ask children to re-create the picture addition sentences with objects. Can they work out the total? Can they work out the missing number? Can they write the number sentence?

Challenge: Can children identify the mistake in the number sentence and write the correct one?

Topic: Understanding the World

Have a look at the PowerPoints on the website. These show the different aspects of a castle- e.g. turrets, drawbridge, arrow slits etc. Explore these with your child (there are 2 PowerPoints as they have different features). Focus on a few items- ask the questions- what do you think they were used for? Why? Good aspects to focus on might be: the drawbridge, the moat and the turrets.

Children have never learned about battles etc. so it might be a good idea to explain how castles had to be strong to keep enemies out (good starting links to history for when they progress to year 1.) Can children draw a castle using the features they learned about? (Later they will get a chance to design and build one!)

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