

Hello everyone in Class R.

News Updates:


- This week I have been busy baking at home, as it was Lucy’s birthday. I made chocolate brownies and butterfly buns – yummy!

Have you done any baking at home?

This half term our focus is Traditional Tales or Familiar Stories.

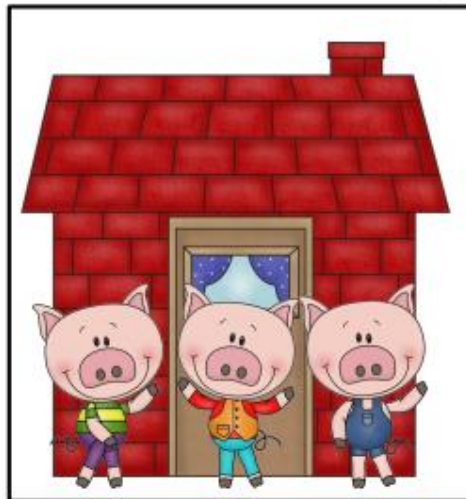
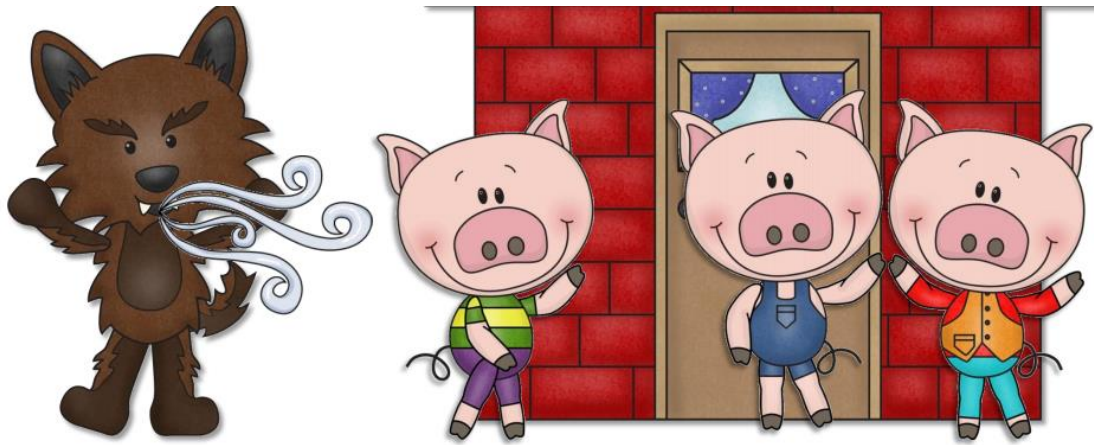
This week:

Area of Learning	Objective	Learning Opportunity/ How to do it ...																																															
<p>Phonics Continued from last week</p> <p>Also this week practise saying the phonemes and digraphs (two letters that make one sound)</p> <p>Focus on the digraph ‘ee’</p>	<ul style="list-style-type: none"> • Learn names of letters • Say the letter sounds 	<p>Letters are like you and me, they are important and have names. We say them like when we sing the alphabet. They also make sounds and that helps us to read when we say them in isolation or when we blend them together to make words.</p> <p>Practise saying the names and sounds of the alphabet letters.</p> <table border="1" data-bbox="1010 1240 1353 1458"> <tr><td>Group 1</td><td>s</td><td>a</td><td>t</td><td>i</td><td>p</td><td>n</td></tr> <tr><td>Group 2</td><td>c</td><td>k</td><td>e</td><td>h</td><td>r</td><td>m</td><td>d</td></tr> <tr><td>Group 3</td><td>g</td><td>o</td><td>u</td><td>l</td><td>f</td><td>b</td></tr> <tr><td>Group 4</td><td>ai</td><td>j</td><td>oa</td><td>ie</td><td>ee/or</td></tr> <tr><td>Group 5</td><td>z</td><td>w</td><td>ng</td><td>v</td><td>oo/oo</td></tr> <tr><td>Group 6</td><td>y</td><td>x</td><td>ch</td><td>sh</td><td>th/th</td></tr> <tr><td>Group 7</td><td>qu</td><td>ou</td><td>oi</td><td>ue</td><td>er</td><td>ar</td></tr> </table> <p>Can you now think of some words that have the ‘ee’ sound? Examples: meet, bee, sheep, etc.</p> <p>Can you write a list of ‘ee’ words?</p>	Group 1	s	a	t	i	p	n	Group 2	c	k	e	h	r	m	d	Group 3	g	o	u	l	f	b	Group 4	ai	j	oa	ie	ee/or	Group 5	z	w	ng	v	oo/oo	Group 6	y	x	ch	sh	th/th	Group 7	qu	ou	oi	ue	er	ar
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<p>Reading Children read and understand simple sentences. (ELG)</p>	<ul style="list-style-type: none"> • Re-tell the story The Three Little using the sequencing cards and sentences (a set of each are provided at 	<p>Show the children a set of pictures from the story and give them sentence cards to match each one. Support the children to apply their phonic</p>																																															

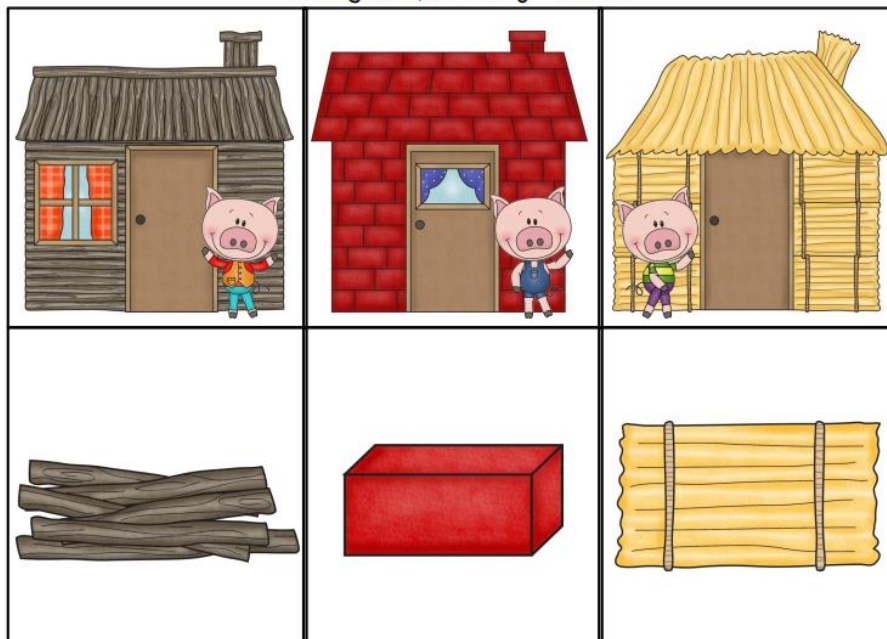
	<p>the bottom of the weekly letter).</p>	<p>knowledge and recognise familiar tricky words to read each sentence. Check that the children have understood what they have read and ask them to place the sentence card by the correct picture. When they have matched all of the cards, ask the children to place them in the order that they happen.</p>
<p>Writing</p>	<ul style="list-style-type: none">• Zigzag Monster letters	<p>Practise writing the Zigzag Monster letters.</p>  <p>Remember the 5 point check:</p> <p>Your sentence should include</p> <ul style="list-style-type: none">• Capital letter• Full stop• Finger spaces• Does it make sense?• Add a conjunction <p>Please remember that all children learn at different speeds, so be guided by them. Some children will draw a picture and will need you to scribe for them and others may be able to write their own sentence and include a conjunction (and or because) to extend their sentence.</p> <p>The most important thing is to have lots of fun and give positive praise and encouragement.</p>
<p>Also this week ...</p>	<p>Write about your weekly news. Draw a picture and write about something you have done whilst you are at home.</p>	

<p>Maths</p> <ul style="list-style-type: none"> • Money 	<ul style="list-style-type: none"> • Children begin to use everyday language related to money. (40-60) 	<p>Set up a shop as part of the building site role play area with different materials and tools displayed with price cards. Talk to the children about how much each item costs and look at different coins that could be used to pay. Encourage the children to take on the roles of customers and shopkeepers and use coins to pay for the materials they need to create their buildings. Model the associated language and support the children to count sets of coins accurately.</p> <p>Talk about the features of money</p> <ul style="list-style-type: none"> • Notes • coins • value • colour • shape <p>Does your child use words like ‘pence’, ‘coin’, ‘how much?’ or ‘cost’ in their play? Which coins do they recognise? Can they select the correct number of pennies to pay for an item?</p>
<p>Malleable</p>	<ul style="list-style-type: none"> • Shaving Foam – sensitive skin 	<p>Practise writing letters, numbers and drawing pictures.</p>
<p>Art and Craft or even a Construction Toy</p> <p>Children play co-operatively as part of a group to develop and act out a narrative. (40-60)</p>	<ul style="list-style-type: none"> • Set up a building site role play area including a builder’s yard with till, building area and design station. Support the children to take on the role of an architect, builder, building inspector or salesperson. Develop different scenarios with the children such 	<p>Use anything you can find to make a building site – Lego, Duplo or things in the garden like sticks and stones.</p>

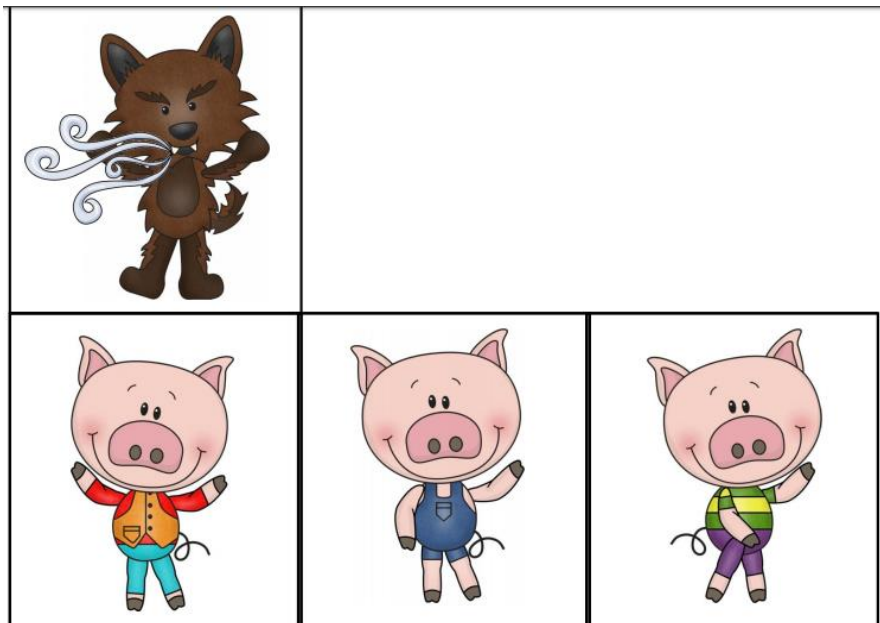
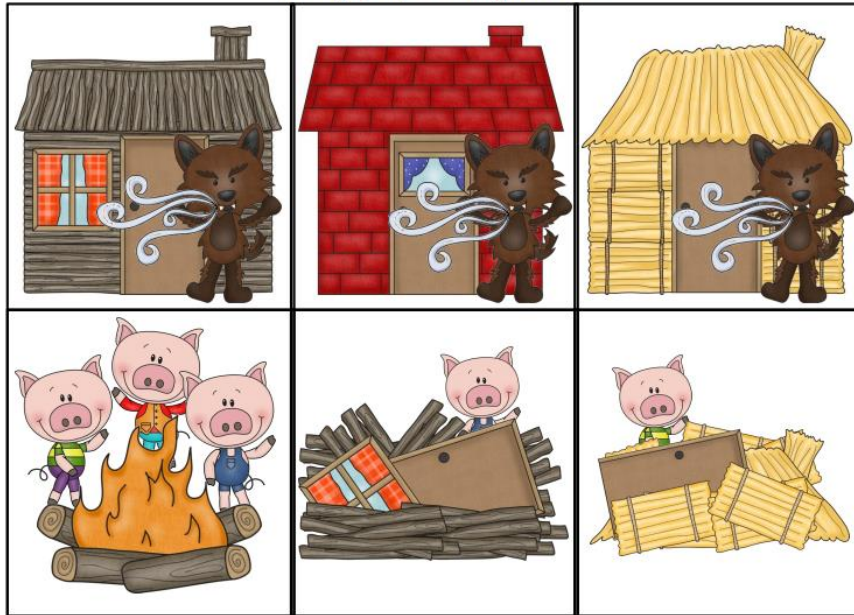
Sequencing Cards



Story Sequencing Pieces



Story Sequencing Pieces



The pig built his house of straw.

The pig built his house of sticks.

The pig built his house of bricks.

I will huff and puff and blow your house down.

The wolf blew the house of straw down.

The wolf blew the house of sticks down.

The wolf blew and blew but the house of bricks did not fall down.

The wolf fell into a pot of hot water. He got out and ran away.

What happened next?

Enjoy the rest of your week and have fun learning together.

Stay safe, stay well and keep smiling!

Mrs Nellist

