

Hello everyone in Class R.


News Updates:

The weather has been great this week in Bridlington, so when I have got home from work we have had tea in the garden.

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 'ie'</p>	<ul style="list-style-type: none"> <li>Learn names of letters</li> <li>Say the letter sounds</li> </ul>	<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><b>Practise saying the names and sounds of the alphabet letters.</b></p> <table border="1" data-bbox="1010 1115 1353 1335"> <tbody> <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> <td></td> </tr> <tr> <td>Group 5</td> <td>z</td> <td>w</td> <td>ng</td> <td>v</td> <td>oo/oo</td> <td></td> </tr> <tr> <td>Group 6</td> <td>y</td> <td>x</td> <td>ch</td> <td>sh</td> <td>th/th</td> <td></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> </tbody> </table> <p>Can you now think of some words that have the 'ie' sound? Examples: pie, tie, lie etc</p> <p>Can you write a list of 'ie' 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</p> <p>Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. (ELG)</p>	<p>Read The Gingerbread Man together.</p>	<p>Share the story several times with your child, encouraging them to talk about the setting, characters and events in each one.</p> <p>Discuss any questions that your child may have and support them to make comparisons between the two</p>																																																		

		<p>different tales (The Three Little Pigs). Encourage your child to join in with actions to accompany different parts of each story. Talk to your child about how stories have a beginning, middle and end.</p> <p>Model creating a story map by drawing pictures to show what happens in each section of the story and discuss language conventions associated with the beginning and end.</p>
<p>Writing</p> <p>Also this week ...</p> <p>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. (ELG)</p>	<ul style="list-style-type: none"> <li>• Capital letters</li> </ul> <p><b>The Gingerbread Man – Write about your favourite part of the story</b></p> <p>Discuss the main events in the story, talking about which scenes your child enjoyed the most.</p> <p>Ask your child to draw a picture showing their favourite part of the story and discuss what is happening in it. Help your child to compose an appropriate number of sentences about their picture for their ability.</p> <p>Support your child to break each sentence into words and record the sounds they can</p>	 <p>Remember the five point check</p> <p>Your sentence should include:</p> <ul style="list-style-type: none"> <li>• Capital letter</li> <li>• Full stop</li> <li>• Finger spaces</li> <li>• Does it make sense?</li> <li>• Add a conjunction</li> </ul> <p>Please remember that all children learn at different speeds, so be guided by them.</p> <p>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</p>

	<p>hear for each one.</p> <p>Draw attention to tricky words that the children are familiar with and help them to spell these correctly. Support your child to use capital letters and full stops accurately.</p>	<p>positive praise and encouragement.</p>
<p>Maths</p> <p>Solve problems, including doubling, halving and sharing. (ELG)</p>	<ul style="list-style-type: none"> <li>I can solve problems, including doubling, halving and sharing.</li> </ul>	<p>Remind your child of the characters in the story who didn't manage to catch the Gingerbread Man. Explain that the old woman has baked some more biscuits for them to share. Lay out pictures of a cat, dog and cow. Show the children 9 gingerbread men.</p> <p>Talk together about how the biscuits could be shared. Share your child's ideas and model sharing the biscuits and talk about how many each character receives. Talk about how to check that the biscuits have been shared fairly.</p> <p>Give your child a set of characters and biscuits for them to explore independently. Talk to them about what they have found.</p> <p><i>Character cards attached below.</i></p>
<p>Malleable</p>	<ul style="list-style-type: none"> <li>Make a Gingerbread Man biscuit</li> </ul>	<p><i>Recipe attached below.</i></p>
<p>Art and Craft</p> <p>Create simple representations of events, people and objects. (40-60)</p>	<ul style="list-style-type: none"> <li>Paint or draw a picture</li> </ul>	<p>Paint or draw a picture of a character from The Gingerbread Man story.</p>

<p>PE</p> <p>Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. (ELG)</p>	<ul style="list-style-type: none"><li>• Develop active movement games</li></ul> <p>Pencil and scissor skills</p>	<p><b>Running – What Happens?</b></p> <p>Talk about how the characters in “The Gingerbread Man” ran during the chase.</p> <p>Involve your child in a chasing game e.g. Stuck in the Mud (<i>rules for the game below</i>).</p> <p>Ask them to sit and feel their heartbeat before and after the game. How does it change after being active? Does your child notice any other changes in their bodies?</p> <p>Discuss the importance of exercise in helping to keep our bodies healthy.</p> <p>Draw a Gingerbread Man and use your scissors to cut him out.</p>
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## Gingerbread Man Recipe

### Ingredients

- 350g/12oz plain flour, plus extra for rolling out
- 1 tsp bicarbonate of soda
- 2 tsp ground ginger
- 1 tsp ground cinnamon
- 125g/4½oz butter
- 175g/6oz light soft brown sugar
- 1 free-range egg
- 4 tbsp golden syrup



### To decorate

- writing icing (optional)
- cake decorations (optional)

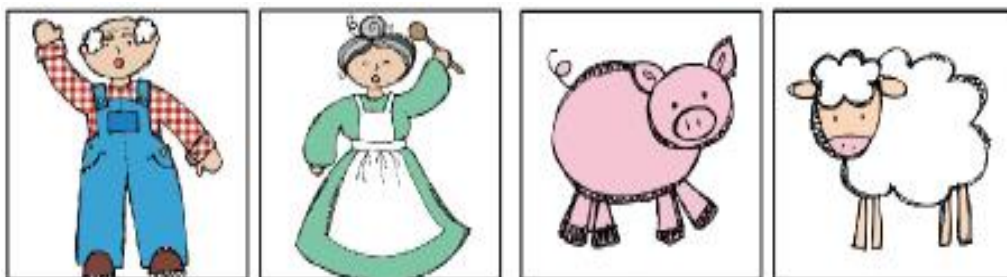
### Method

1. Sift together the flour, bicarbonate of soda, ginger and cinnamon and pour into the bowl of a food processor. Add the butter and blend until the mix looks like breadcrumbs. Stir in the sugar.
2. Lightly beat the egg and golden syrup together, add to the food processor and pulse until the mixture clumps together. Tip the dough out, knead briefly until smooth, wrap in cling film and leave to chill in the fridge for 15 minutes.
3. Preheat the oven to 180C/160C Fan/Gas 4. Line two baking trays with greaseproof paper.
4. Roll the dough out to a 0.5cm/¼in thickness on a lightly floured surface. Using cutters, cut out the gingerbread men shapes and place on the baking tray, leaving a gap between them.
5. Bake for 12–15 minutes, or until lightly golden-brown. Leave on the tray for 10 minutes and then move to a wire rack to finish cooling. When cooled decorate with the writing icing and cake decorations, if using.

## Stuck in the Mud Game

The player who is in must run around and tag as many people as he/she can. When a player is caught, they must freeze and stand with his/her legs and arms apart. ... Players are safe while crawling under legs and cannot be tagged when in that position. The **game** ends when all players have been tagged and are '**stuck in the mud**'.

## Gingerbread Men/characters for the maths activity



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

Stay safe, stay well and keep smiling!

Mrs Nellist

