

Hello everyone in Class R.

News Updates:

I hope you and your families are well.

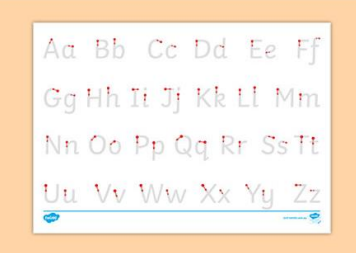
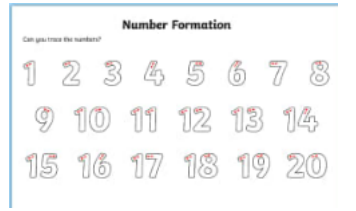


I have had some more lovely surprises in the school post box this week. You can also get your parents to email me pictures, news etc to my email: [lisa.nellist@eastayton.n-yorks.sch.uk](mailto:lisa.nellist@eastayton.n-yorks.sch.uk)

This half term our focus is Under the Sea.

This week:

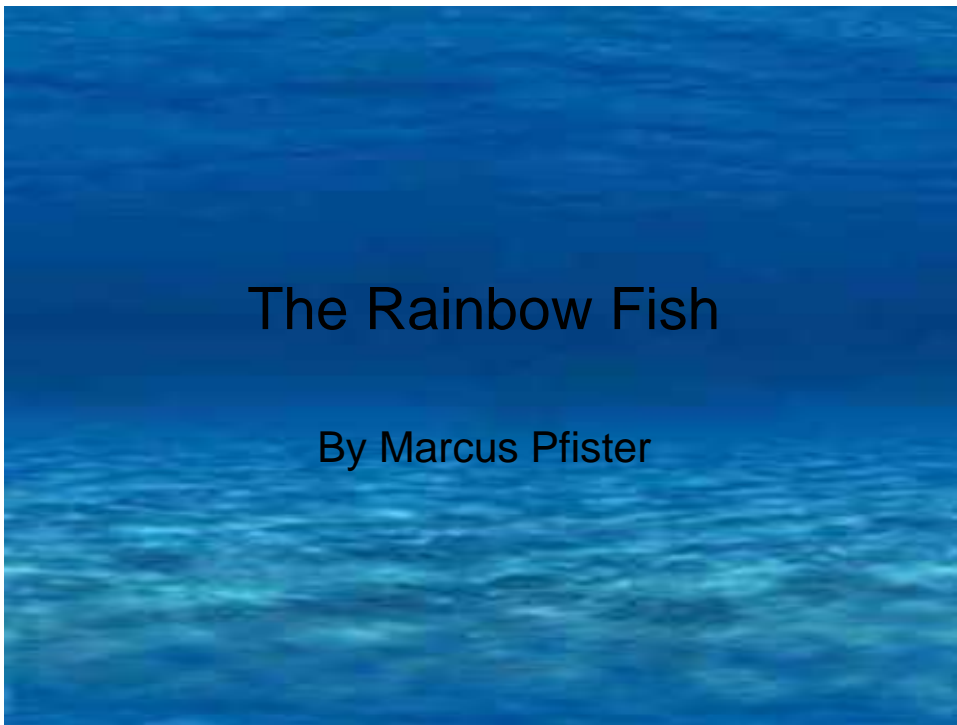
Area of Learning	Objective	Learning Opportunity/ How to do it ...																																																		
<p>Phonics Continued from last week</p> <p>Can you make letter/alphabet cards and play a game like snap or eye spy with them?</p> <p>Also this week practise saying the phonemes and digraphs (two letters that make one sound)</p> <p>What can you remember? Focus on the trigraphs air, ear and ure (three letters that make one sound)</p>	<ul style="list-style-type: none"> <li>Learn names of letters</li> <li>Say the letter sounds</li> </ul> <p>Continue with this each week, as it takes children a while to remember the names of the letters as well as the sounds. It's also good to play games like eye spy.</p>	<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="1050 1178 1393 1397"> <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>Practise reading and writing words with the trigraphs air, ear and ure Examples: air, hair, fair, pair ear, dear, fear, hear. secure, manure, sure, cure.</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 Re visit the story The Rainbow Fish</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>Share the story 'Rainbow Fish' See the story page below</p>	<p>Share the story several times with your child, encouraging them to talk about the setting, characters and events in each one. Discuss any questions that your child may have and support</p>																																																		

		<p>them to make comparisons between different texts. 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. Discuss some of the unfamiliar words in greater detail.</p>
<p>Writing</p> <p>Continue to practise all letter and number formation</p> <p>Also this week ...</p>	<ul style="list-style-type: none"> <li>Upper/ Lower Case Letters</li> </ul> <p>Write about how the Rainbow Fish felt when she had no friends. Can you use some adjectives? An adjective is a describing word.</p>	  <p>Remember ...</p> <ul style="list-style-type: none"> <li>*Make your writing small and neat.</li> <li>* Some children will write sentences independently and others will need support.</li> <li>*Include capital letters, full stops, finger spaces and check it makes sense.</li> </ul>
<p>Maths</p> <p>Money</p>	<ul style="list-style-type: none"> <li>I can recognise coins and know their value</li> <li>I can add how many coins I have to buy an item</li> </ul>	<p>See the sheet at the end of the letter.</p> <p>Look at real money</p> <p>Discuss...</p> <ul style="list-style-type: none"> <li>* colour of coins</li> <li>* size of coins</li> <li>* shape of coins</li> <li>*Are there any other clues as to how we might know the value of each coin?</li> </ul>

<p>Malleable</p>	<ul style="list-style-type: none"> <li>• Cornflour and water</li> <li>• Add food colouring to the mixture</li> </ul>	<p>Experiment with this exciting mixture. How does it change when you pick it up?</p>
<p>Art and Craft</p> <ul style="list-style-type: none"> <li>• Draw or paint a seaside picture</li> </ul>	<ul style="list-style-type: none"> <li>• The picture might be of you at the seaside, or things that you might see at the seaside</li> </ul>	<p>Use your imagination and try to use the correct colours.</p>
<p>PE – Ball Skills</p> <p>Continue to develop your skills from the previous week.</p>	<ul style="list-style-type: none"> <li>• Develop active movement games</li> <li>• Different ways I can use a ball</li> </ul>	<p>See the sheet at the end of the letter.</p>

The Rainbow Fish story – Double click in the blue box and press the space bar for text to appear.

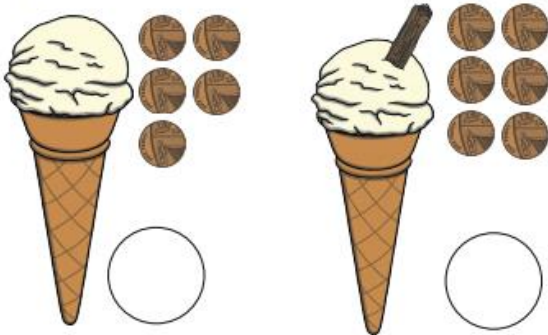
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## Maths Learning Opportunity

### How Much Do the Ice Creams Cost?

How much does each ice cream cost? Look at the coins and write the total amount in the circle.



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# Foundation PE (Reception) - Ball Skills

## Home Learning Challenge Sheet

At school we are learning to use balls in a range of ways. Please help me at home. The following activities will help me to develop ball skills.

### Activities to Support Learning

#### Throw, Catch, Bounce, Catch

Throw a ball in the air and catch it, then bounce it on the floor and catch it again. How many times can you do this before losing control?

#### Under or Over

Create a bridge which you can roll a ball under and throw a ball over – you could use a small table, a chair or some old boxes. Find a friend to play with you. Each stand either side of the bridge and shout 'Over' or 'Under.' If you shout 'Over' you should throw the ball over the bridge and your friend should try to catch it. If you shout 'Under' you should roll it under the bridge. Can you catch your friend out?

#### Obstacle Course

Use a range of different objects to create a course which you can move a ball round. You could use things such as pillows, boxes or chairs. Using a ball, set a friend different challenges e.g. 'Can you get the ball round the course using only your feet?' What challenge will they set you?

#### Stop That Ball

Ask a friend to throw, kick, roll or bounce a soft ball at you. Can you stop their ball? Think of all the different ways you can stop that ball.

#### How to Use a Ball in Different Ways:

1. Can you practise kicking a ball?
2. Can you practise rolling a ball?
3. Can you practise throwing a ball?
4. Can you practise catching a ball?
5. Can you practise bouncing a ball?

You could take a photo or draw a picture of you practising the different activities to show us at school. You could tell us about how you have improved your ball skills!



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

Stay safe, stay well and keep smiling!

Mrs Nellist

