

Hello everyone in Class R.

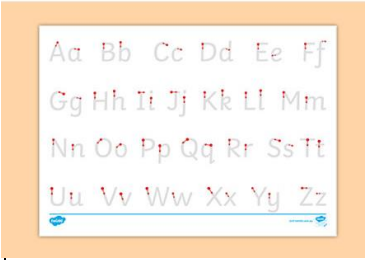
News Updates:

I hope you and your families are well. I have had a few nice surprises through the post this week from children that have sent me postcards, pictures and letters. I love them and they really do make me smile! Thank you 😊

This half term our focus is Under the Sea.

This week:

Area of Learning	Objective	Learning Opportunity/ How to do it ...																																															
<p>Phonics</p> <p>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 trigraph 'ear' (three letters that make one sound)</p>	<ul style="list-style-type: none">Learn names of lettersSay the letter sounds <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><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 'ear' sound? Examples: fear, near, dear etc</p> <p>Can you write a list of 'ear' 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>Introduction of a new text.</p> <p>https://www.youtube.com/watch?v=46wCRq50Wwg</p> <p>Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments.</p>	<p>To listen to the story The Lighthouse Keeper's Lunch</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 them to make comparisons</p>																																															

questions or actions. (ELG)		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>Writing</p> <p>Continue to practise all letter formation</p> <p>Also this week ...</p>	<ul style="list-style-type: none"> Upper/ Lower Case Letters <p>Create a story map ... Draw pictures to tell the story The Lighthouse Keeper's Lunch.</p>	 <p>Remember Where does the story take place? Who are the characters? How does the story start? What is the problem? How does the story end? See the sheet at the end of the letter.</p>
<p>Maths</p> <p>Solve problems using subtraction</p>	<ul style="list-style-type: none"> I can use subtraction methods to find the difference between two numbers 	See the sheet at the end of the letter.
Malleable	<ul style="list-style-type: none"> Playdough 	Can you make a Lighthouse?

<p>Art and Craft</p> <p>Create simple representations of events, people and objects. (40-60)</p> <p>Or</p> <p>Colour in a picture</p>	<ul style="list-style-type: none"> • Paint or draw a picture of a lighthouse 	<p>Paint or draw a picture of a lighthouse.</p> <p>Colour in the lighthouse at the end of the letter.</p>
<p>PE</p>	<ul style="list-style-type: none"> • Develop active movement games • Different ways I can jump 	<p>See the sheet at the end of the letter.</p>

Lighthouse Story Map

The template consists of six empty rectangular boxes arranged in two rows of three. Blue arrows indicate a sequence: from the first box to the second, then to the third, then down to the fourth, then to the fifth, and finally to the sixth. To the right of the boxes is a detailed illustration of a red and white lighthouse on a rocky island, with two seagulls flying above it.

Maths Learning Opportunity

Lighthouse Subtraction Challenge Cards

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Can you help the lighthouse keeper build some new lighthouses?

What is the difference between the number of bricks in your lighthouses?

Lighthouse Subtraction Challenge Cards

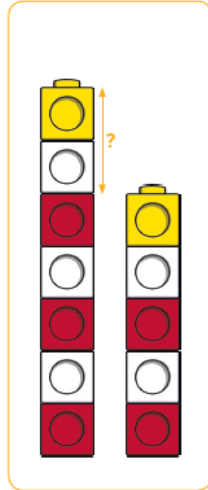
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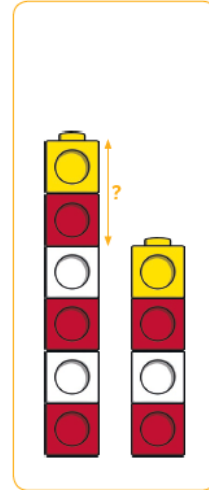
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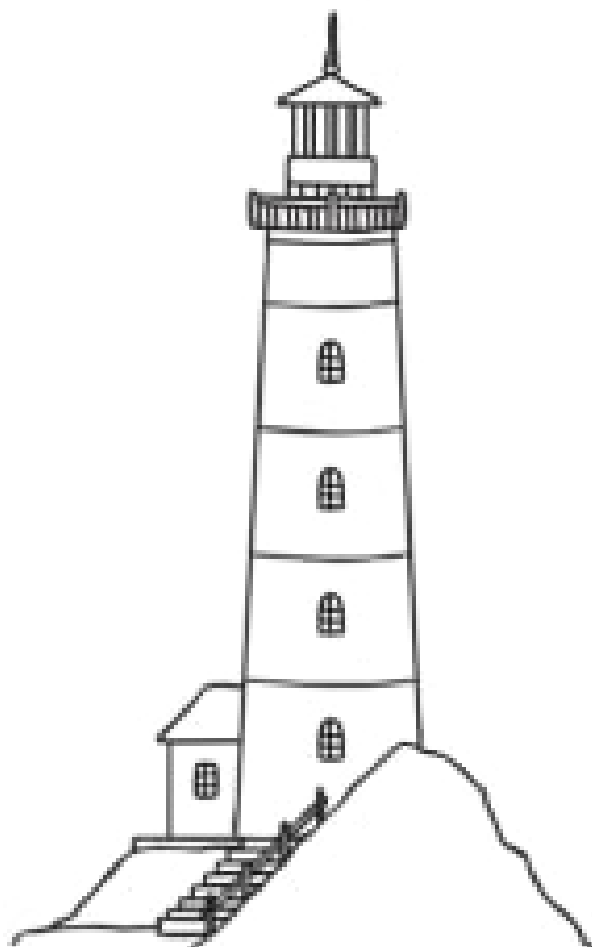
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Art and Design

Lighthouse



Foundation PE (Reception) - Jumping Jacks

Home Learning Challenge Sheet

At school we are learning to complete different types of gymnastic jumps. Please help me at home. The following activities will help us to become good at a range of jumps.

Activities to Support Learning

Mirror My Jump

Ask someone to play this game with you. Choose one of the 4 jumps and practise it. Your partner then completes exactly the same jump without you telling them what it is. Can they complete the same jump?

Twinkle, Twinkle

Learn the nursery rhyme 'Twinkle, Twinkle, Little Star'. As you say the rhyme, complete a star jump every time you say the words 'star' and 'sky'. Can you manage to say the rhyme and complete the jumps correctly?

Get Your Knees Up!

You will be practising the straight jump and the tuck jump in this game. Ask somebody to play with you. Start by completing lots of straight jumps. When your partner shouts out 'Get Your Knees Up!' try to do a tuck jump. How high can you get your knees?

Jumping Jack

Ask someone to play this game with you. Player 1 will pretend to be Jumping Jack and will say the instructions. Player 2 must follow the instructions. Jumping Jack (Player 1) will give a command (including the different types of jumps) e.g. 'half-turn jump', 'run fast', 'star jump' but Player 2 should only complete the action if Player 1 adds 'Jumping Jack says...' before the instructions! Remember to listen carefully.

How to Jump:

1. Star Jump – Make sure your arms and legs go out towards your side, making a star shape as you jump.
2. Straight Jump – Keep your arms by your side and your legs together as you jump.
3. Tuck Jump – Jump really high and clasp your knees as you bring them up to your chest.
4. Half-Turn Jump – Keep your arms by your side and your legs together as you jump. You should end up facing in the opposite direction.
5. Landing – With all these jumps, make sure you bend your knees and relax your body so you can land safely.

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 jumping skills!

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

Stay safe, stay well and keep smiling!

Mrs Nellist

