

Hello everyone in Class R.

News Updates:

I hope you and your families are well.

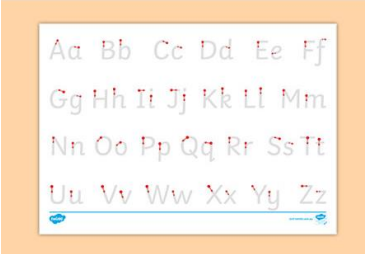
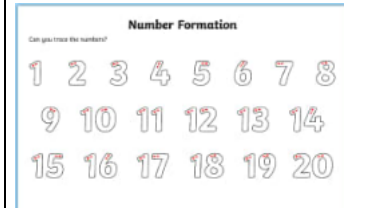


Next Friday (19th June), I will be phoning the children that have not been in school for a little chat and just to see how they are doing. I will aim to phone during the afternoon session between 1.00 and 3.00pm). I am looking forward to speaking to as many children as possible.

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>Also this week practise saying the phonemes and digraphs (two letters that make one sound)</p> <p>Focus on the trigraph 'air' (three letters that make one sound)</p>	<ul style="list-style-type: none"> Learn names of letters Say 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 border="1" data-bbox="1034 1272 1377 1496"> <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></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> </tbody> </table> <p>Can you now think of some words that have the 'air' sound? Examples: fair, pair, hair etc Can you write a list of 'air' 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>Re-visit the story</p> <p>https://www.youtube.com/watch?v=46wCRq50Wwg</p>	<p>To listen to the story The Lighthouse Keeper's Lunch and answer questions about the text.</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</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>See the sheet below</p>	<p>questions that your child may have and support 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"> Upper/ Lower Case Letters <p>Write a shopping list of ingredients that you would like to put in your favourite sandwich.</p>	  <p>Remember ... A list has can be numbered and items go one underneath the other.</p>
<p>Maths</p> <p>Solve problems using addition and subtraction</p>	<ul style="list-style-type: none"> I can use addition and subtraction methods to find the answers to solve different maths problems 	<p>See the sheets at the end of the letter.</p>

<p>Malleable</p>	<ul style="list-style-type: none"> • Shaving Foam 	<p>Can you make a Lighthouse? Can you practise writing letters or numerals?</p>
<p>Art and Craft</p> <p>Create simple representations of events, people and objects. (40-60)</p> <ul style="list-style-type: none"> • Make and draw your favourite sandwich 	<ul style="list-style-type: none"> • Paint or draw a picture of a character from the story 	<p>Paint or draw a picture of a character from the story.</p> <p>Adult support required</p>
<p>PE – continue from last week</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>

The Lighthouse Keeper's Lunch Reading Comprehension



Circle the right answer

1-What was Mr Grinling's pet called ?

Hamish Harry

2-Where did Mr Grinling live ?

A house A cottage A tent

3-Was Mr Grinling married ?

Yes No

4-What did Mr Grinling hear when he was sleeping ?

Loud wind Tooting ships

5-What colour was the cottage?

Black White

6-What did Mrs Grinling enjoy doing?

Cleaning Concocting lunch

7-What did Mrs Grinling do with the basket ?

Gave it to Mr Grinling.
Sent it down the wire.

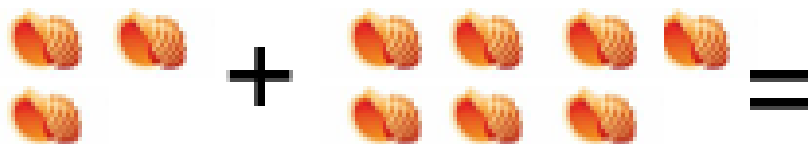
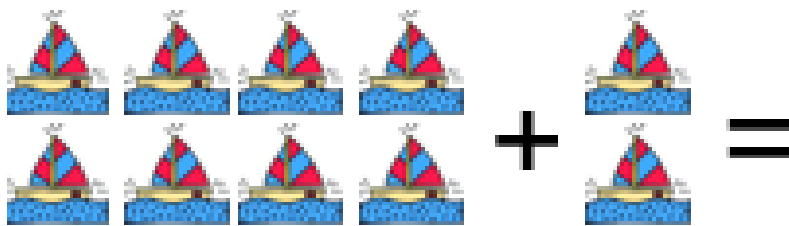
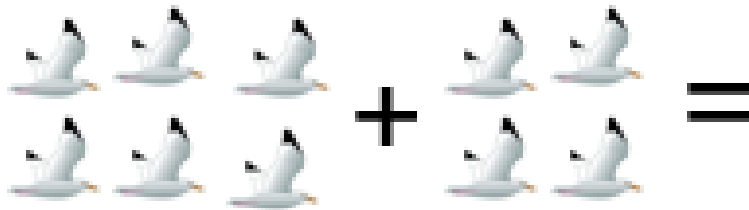
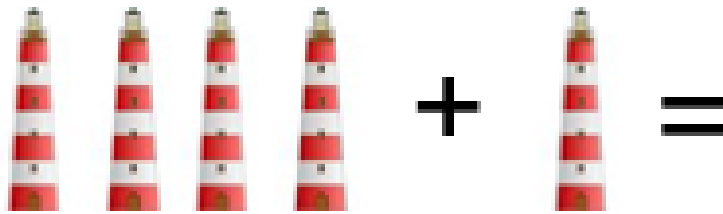
8-Which plan worked ?

Hamish frightened the seagulls.

The seagulls hated the mustard sandwiches.

Maths Learning Opportunity - Activity 1

The lighthouse keeper maths



The lighthouse keeper maths

There are 5 other lighthouse near Mr Grinlings, they are all different heights. Can you put them in order from the smallest to the tallest?



Smallest  tallest

Mr Grinling is getting very annoyed with the seagulls stealing his lunch, this is how many seagulls came today.



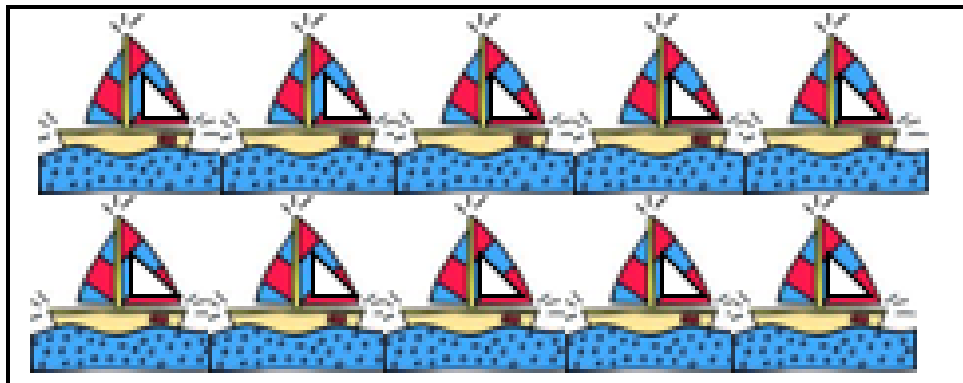
=number of seagulls today

Yesterday four more came to steal his lunch.

How many came yesterday?

How many seagulls would there be if 10 more came tomorrow?

Mr Grinling's lighthouse makes sure that boats don't crash. Each day he like to watch the boats go pass. This is how many boats came past today.



=number of boats today

Yesterday five less were sailing by,

How many came yesterday?

How many boats would there be if 5 more come tomorrow?

Mrs Grinling goes down to the beach each day and collects shells.



How many shells did Mrs Grinling find?

Yesterday Mrs Grinling collected 6 less shells.

How many did she find yesterday?

Art and Design

- Ask if you can help a grown up to make your own sandwich
- Draw a picture of your favourite sandwich

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!



pattern, like Mr. Grinling's lighthouse.



Talk to them about how to stay safe in the kitchen.

Mr. Grinling has a very busy day. Write down one thing he does in the morning, one thing he does during the day and then one thing he does at night-time.



Hamish the cat felt scared when he had to go in the basket. What could you do to make Hamish feel better?

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

Stay safe, stay well and keep smiling!

Mrs Nellist

