

Hello everyone in Class R.

News Updates:

I hope you and your families are well.

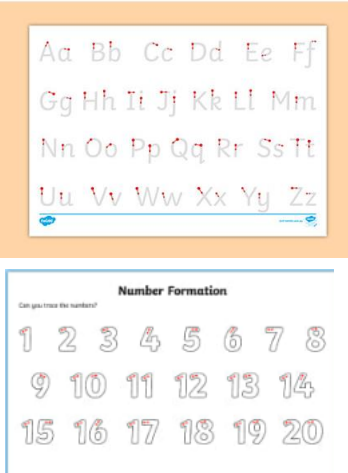


I really enjoyed talking to lots of you on the telephone last Friday afternoon. I really have missed hearing your little voices. I have had some more lovely surprises in the school post box this week. You can also get your parents to email me pictures, news etc. to my email: lisa.nellist@eastayton.n-yorks.sch.uk

This half term our focus is Under the Sea.

This week:

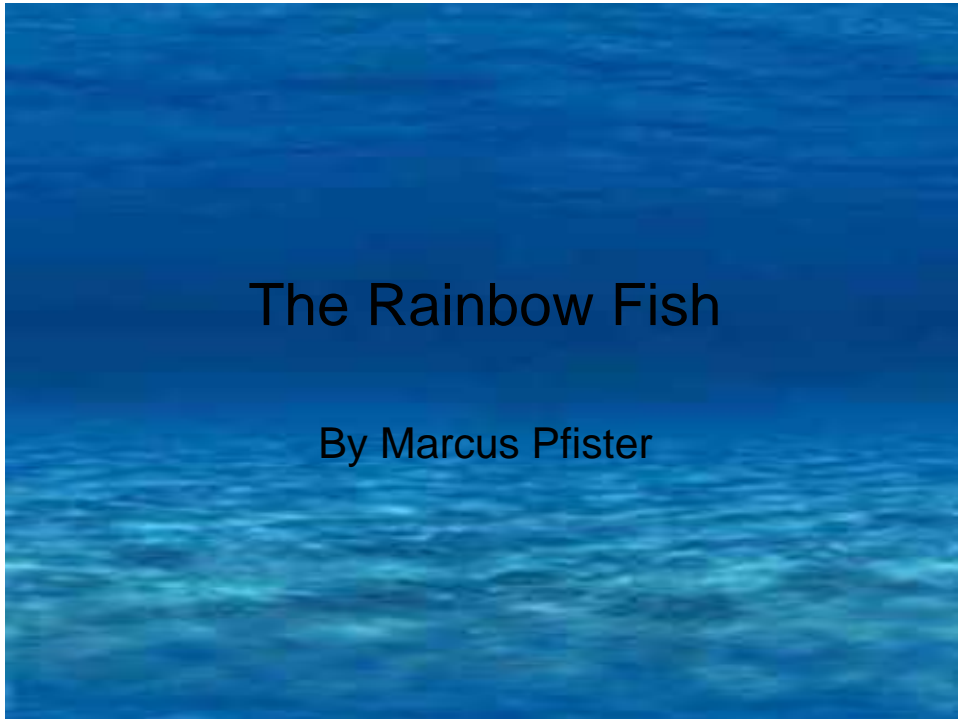
Area of Learning	Objective	Learning Opportunity/ How to do it ...																																																		
<p>Phonics Continued from last week</p> <p>Can you make letter/alphabet cards and play a game like snap or eye spy with them?</p> <p>Also this week practise saying the phonemes and digraphs (two letters that make one sound)</p> <p>Focus on the trigraph 'ure' (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="1050 1249 1393 1473"> <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 'ure' sound? Examples: sure, pure, manure etc Can you write a list of 'ure' 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
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																																														
<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>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</p>																																																		

		<p>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>Label parts of the Rainbow Fish. See the sheet at the end of the letter.</p>	 <p>Remember ... Make your writing small and neat.</p>
<p>Maths</p> <p>*counting</p> <p>*1 more</p>	<ul style="list-style-type: none"> I can add scales to the fish – counting to make sure that I have got the correct amount Add 1 more scale to the fish How many scales does it have now? 	<p>See the sheet at the end of the letter.</p> <p>Extension – Can you make your own fish and add one more spot working with greater numbers to 20?</p>

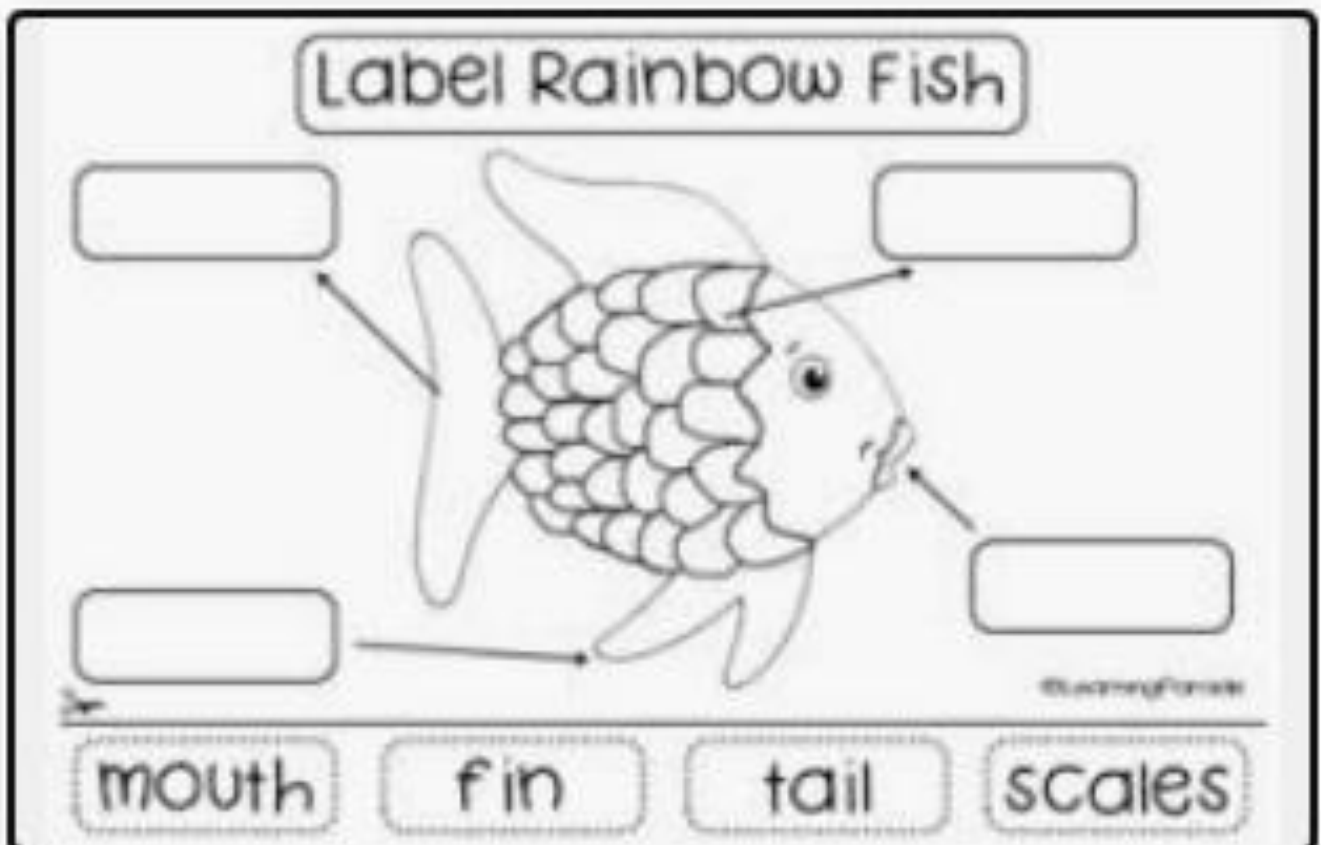
Malleable	<ul style="list-style-type: none"> • Cornflour and water 	Experiment with this exciting mixture. How does it change when you pick it up?
Art and Craft <ul style="list-style-type: none"> • Decorate the Rainbow Fish 	<ul style="list-style-type: none"> • The Rainbow Fish is sad because she has no scales. Can you help? 	Cut out coloured circles from paper or shiny foil to decorate your fish Adult support required
PE – Ball Skills	<ul style="list-style-type: none"> • Develop active movement games • Different ways I can use a ball 	See the sheet at the end of the letter.

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

To exit the page press **esc**.



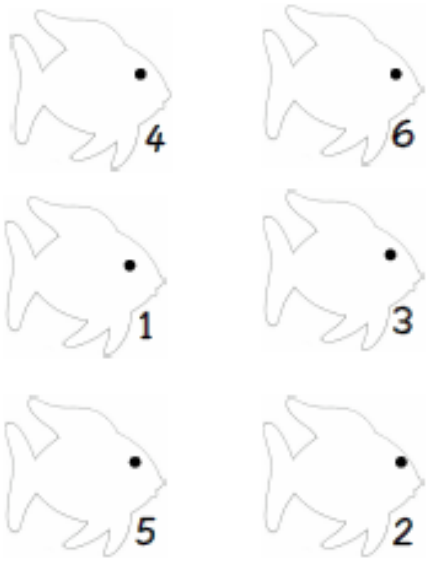
Writing Task – Write the words into the correct boxes



Maths Learning Opportunity

Name: _____ Date: _____

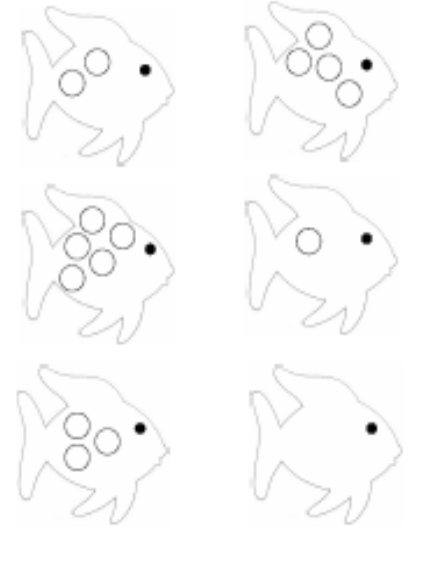
Draw the scales



A worksheet with a decorative blue border. It contains a name and date line, followed by the instruction 'Draw the scales'. Below this are six fish outlines arranged in two columns and three rows. Each fish has a black dot on its side and a number: 4, 6, 1, 3, 5, and 2.

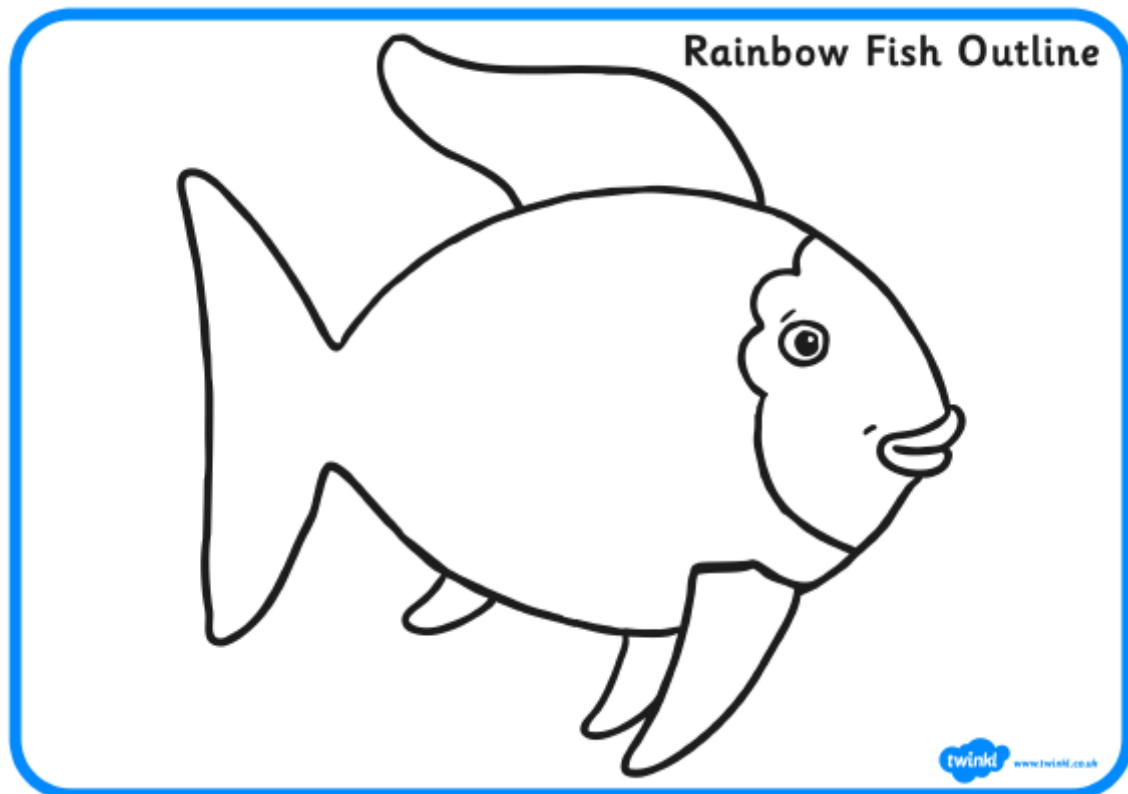
Name: _____ Date: _____

Add one more scale to each fish



A worksheet with a decorative blue border. It contains a name and date line, followed by the instruction 'Add one more scale to each fish'. Below this are six fish outlines arranged in two columns and three rows. The fish in the left column have 1, 2, and 3 scales already drawn. The fish in the right column have 4, 5, and 6 scales already drawn.

Can you give the Rainbow Fish some colourful scales?



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

