

Hello everyone in Class R.

News Updates:

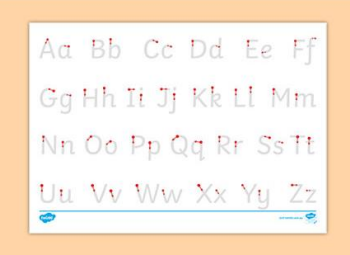
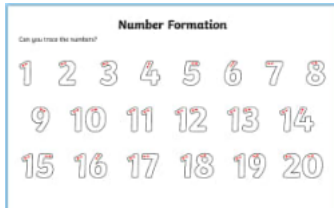
I hope you and your families are well.



This half term our focus is Under the Sea.

This week:

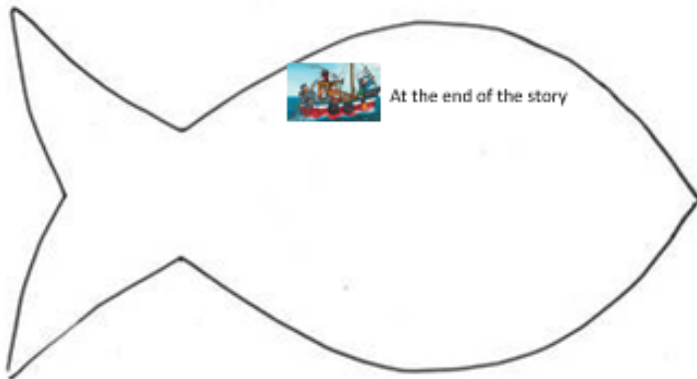
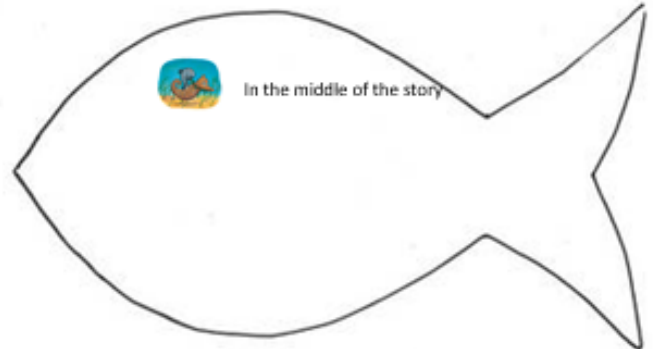
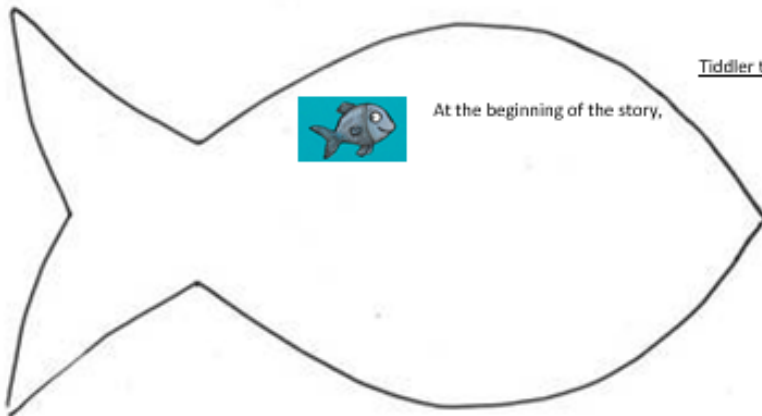
Area of Learning	Objective	Learning Opportunity/ How to do it ...																																															
<p>Phonics Continued from last week</p> <p>Can you make letter/alphabet cards and play a game like snap or eye spy with them?</p> <p>Also this week practise saying the phonemes and digraphs (two letters that make one sound)</p> <p>Focus on the digraph 'ay' (two 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 1055 1390 1272"> <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>Look at the difference between 'ai' and 'ay'. (ay – usually comes at the end of words) day, play may, spray, stray, delay Can you say and spell these 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 'Tiddler' https://www.youtube.com/watch?v=qcTQADUywZY</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 between different texts. Encourage your child to</p>																																															

		<p>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>Retell the story of Tiddler using a 3 sentence story. Children to write 3 sentences to describe the story using the writing frame. Some children will need help and you may need to scribe for them. See the sheet at the end of the letter.</p>	  <p>Remember ...</p> <ul style="list-style-type: none"> *Make your writing small and neat *capital letter *full stop *finger spaces *check it makes sense *add a conjunction
<p>Maths</p> <ul style="list-style-type: none"> *Exploring Patterns *Adding More 	<ul style="list-style-type: none"> I can spot and create patterns Add more items to a given set of objects 	<p>See the sheet at the end of the letter.</p>

Malleable	<ul style="list-style-type: none">• Playdough	Create repeating patterns using playdough shapes.
Art and Craft <ul style="list-style-type: none">• Paint or draw an under the sea picture	<ul style="list-style-type: none">• Add Tiddler and friends to your picture.	
PE – Running Skills	<ul style="list-style-type: none">• Develop active movement using running games	See the sheet at the end of the letter.

Writing Task – Write the words into the correct boxes

Tiddler the Story telling fish by Julia Donaldson



Maths Learning Opportunity


Exploring Patterns


Can you complete the pattern?

○ □ ○ □ ○


What shape comes next?


Which picture would come next? Circle it.



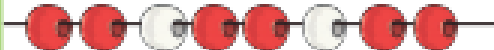



Which brick would come next in the pattern? Circle it.





Which bead would complete the pattern? Circle it.





- 1 2 3 4 5
- 6 7 8 9 10



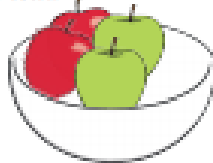
Adding More

Add 2 more children to the bus.



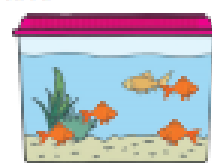
How many children are there?

Add 1 more apple to the fruit bowl.



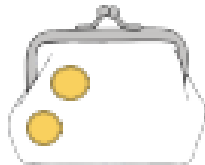
How many apples are there?

Add 4 more fish to the fish tank.



How many fish are there?

Add 3 more coins to the purse.



How many coins are there?

1 2 3 4 5
6 7 8 9 10



PE Lesson Plan

Foundation PE (Reception) - Running Home Learning Challenge Sheet

At school we are learning to run. Please help me at home. This is what we need to do to become good at running.

Activities to Support Learning

Running on the Spot

Start by running on the spot. A grown-up will shout out different commands e.g. 'faster' or 'slower'. Listen to the command and change your speed.

Catch Me if You Can

Find an area to play in and set up some safe spots e.g. a slide in the park or a tree in the woods. Try to run between the different safe spots in the area without a grown-up catching you. How many safe spots can you get to?

Up and Down Running

Run around and listen to the instructions from your grown-up. When you hear them shout 'up', jump up high. When you hear them shout 'down', bend down and try to touch the floor.

Collect the Coins

With a grown-up, make some pretend pirate coins with numbers 1-10 written on them. Your grown-up will spread out the coins and use different objects as obstacles e.g. soft toys, pillows, old boxes. Next, run around the obstacle course, trying to collect the numbered coins in the correct order.

How to Run:

1. Make sure that your head is up and looking where you are running.
2. Lean forward slightly.
3. To run quicker, pump your arms up and down.
4. Make sure your eyes are focusing forwards.

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 running skills!



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

Stay safe, stay well and keep smiling!

Mrs Nellist

