

*Message from teachers:*

*Hi everyone!*

*We hope you had lots of fun being a pirate! Did any of you end up walking the plank?*

*It was lovely to see how busy Lola has been making bird feeders and scarecrows and doing lots of cooking! Sadie M made it into the newsletter again showing us how she was learning about money by playing shops. It was also very exciting to see that Daisy's beanstalk has grown to 67cm and Sofia made a yummy fruit loaf for her VE day celebrations- it looked delicious!*

*This week we'll be looking at diary writing. Diaries are really useful; they help you remember events that are going to happen and what you have done in the past. You can find out about the diaries Miss Andrews keeps in her latest video.*

*Have a lovely week.*

*Miss Andrews, Mrs Muir, Mrs Wells and Mrs Mechem ☺*

Click on the link to see Miss Andrews' latest video: <https://youtu.be/q8rQtOUTt2E>

Click on the link to see Mrs Muir's latest video: [https://youtu.be/8\\_2B48xw](https://youtu.be/8_2B48xw) Go

**Here is what Miss Hodge has been doing at home –**

On 15<sup>th</sup> April, I planted some watermelon, sweetcorn, broccoli, cauliflower, tomatoes, peppers, spring onions, cabbages and lettuce. They're currently in my conservatory as it is warm in there. I've been talking to them too!

I get up every day to see if they have grown some more. I know it sounds strange, but they're like my little babies! The pictures where they are growing were taken on the 25<sup>th</sup> April; 10 days later!



My loganberries, raspberries, blackberries, blackcurrants, rhubarb, strawberries and grapes that have now been growing for the last 4 years are now growing too.



Also, the conifers were cut down before the lockdown and we have put grass seed, wild flower seeds and put a little pond in the corner. It will look nice when the grass and flowers grow.

As you can probably see, we have a boat theme in our garden. We used to own a boat and we still have a rib;

not that we can go out on it!

***Look out next week to find out what Mrs Griffiths has been doing!***

Dear Parents,

We hope you are well and enjoying doing some, or all of the activities with your child.

This week is all about diaries. If you have a diary or calendar you can share with your child that would be great. Show them what you use it for and how you use it. Highlight the features of your diary – dates, how it's set out, any useful information it may already contain, i.e. measurement conversions, phases of the moon, religious festivals, etc. Don't worry if you haven't, if your child watches Miss Andrews' video, they will see the features and use of different diaries there.

If you have a spare note book or diary that your child could do their writing in, that would be lovely and it may be something that they'll enjoy continuing to write in. No worries, if not, just plain or lined sheets of paper will be fine – your child will need to write the date themselves on this.

Regarding the work that is sent to us, please bear in mind that these plans are created an entire week before being sent to you, so our comments on all the lovely activities the children are doing are a week behind.

Have fun, keep safe.

The Reception Team 😊

Monday

**Phonics:**

Recap: Watch and sing along to the phonics songs: <https://www.dailymotion.com/video/x2wpdvv> we don't actually learn 'ue', (the last song) in Reception, but it won't hurt them to sing along if they want to.

Recap: Tell your child that you are going to say a phoneme and they should write the grapheme. Sound out 'm' – your child writes this down (check for correct formation), repeat with 'n' and 'p'. (NB: Keep a note of any letters

formed incorrectly this week to practise on Friday).

Ask your child to read the sentences on the [Yes or No PDF](#) and answer Yes or No depending on whether the sentence is true or not. Some of these might create some interesting discussions!

Sing the Tricky Words song: <https://www.youtube.com/watch?v=R087IYrRpgY>

### **English:**

Ask your child if they know what a diary is. Discuss this. If you have a diary, show them how you use it and the features it contains.

Watch Miss Andrews' video about diaries and calendars: [https://youtu.be/EQg61a\\_fvdQ](https://youtu.be/EQg61a_fvdQ)

Tell your child they are going to be writing a diary this week. Ask your child to write about what they have done today in [their diary](#) (or they could write about something they have done during their time at home – if possible with the date they did it). They could illustrate/decorate their diary entry if they wish to. As always, if your child can only manage to write a few words, that's fine, a whole sentence would be great and any more than that would be fantastic! Remind them to use sounds carefully to spell words, start with a capital letter, include finger spaces between the words and finish with a full stop, exclamation mark or a question mark if it's a question.

### **Maths:**

Recap: ordering the days of the week: <https://www.roythezebra.com/reading-games/high-frequency-words-days.html> Wait for the 'Skip Advertising' button to appear in the red strip at the top, click this, then click 'Start'. Help Tom get ready for bed.

This activity is all about distance. Ask your child questions such as: Are we close to Scotland/Nanny's (or somewhere/someone far away they know) or are we far away? Are we near Belfairs Wood/Grandad's (or somewhere/someone close) or are we far away? Is Spain (or somewhere they know) a long way away from here? Am I near you or far away from you? Where could I go so that I am far away from you?

Discuss the words 'near' and 'far'. Using a [teddy and a car](#) (for example), ask your child to put the teddy near the car. Ask them to put the car far from the teddy. Can you put the car even further away from the teddy? Now you place the car near to the teddy and ask: Is the car near to the teddy or far away from the teddy? (Please encourage your child to answer in full and complete sentences, especially using the language of distance.) Now

	<p>move the teddy away from the car and ask: What is the teddy near now? (The answer might be: 'The teddy is near the sofa,' for example). Ask your child: Can you move the car nearer to the table? Can you move the teddy further away from the chair? Repeat with other objects and questions ensuring the language of distance is used correctly.</p>
<p>Tuesday</p>	<p><b>Phonics:</b>  Recap – Watch and sing along to the alphabet song: <a href="https://www.youtube.com/watch?v=jPVbJ-laHIw">https://www.youtube.com/watch?v=jPVbJ-laHIw</a></p> <p>Recap: Tell your child that you are going to say a phoneme and they should write the grapheme. Sound out 'r' – your child writes this down (check for correct formation), repeat with 'i' and 'j'.</p> <p>Ask your child to read the captions on the <b>Caption Match PDF</b> and point to the picture they match.</p> <p>Watch this sight words video: <a href="https://www.youtube.com/watch?v=glZjrcG9pW0">https://www.youtube.com/watch?v=glZjrcG9pW0</a> Can your child arm-tap as they spell?</p> <p><b>English:</b>  Ask your child: What can a diary be used for? Can you remember any of the features of a diary?</p> <p>Work through this video of Kipper's Diary. Please mute the sound and pause on each page; your child should be able to read this themselves.  Watch: <a href="https://www.youtube.com/watch?v=wttZnxqXLdI">https://www.youtube.com/watch?v=wttZnxqXLdI</a></p> <p><b>Jump the video to 8 seconds and pause.</b> Ask your child to describe what's happening on the front cover before reading. You can read the title for them and discuss the author and illustrator.</p> <p><b>Skip to 14 seconds.</b> Look at the picture and ask your child to say what they can see before reading the words. Ensure your child sees and reads the day of the week at the top of the page. Ask your child: What would you do on a wet day?</p> <p><b>At 23 seconds,</b> ask your child to describe the picture before reading the text. Ask your child: What sort of shop did Kipper go to? Why do you think he was going to the pet shop?</p> <p><b>33 seconds</b> – your child should describe the picture, then read the text. Ask: How many people are at the pool? Do you like swimming?</p> <p><b>48 seconds</b> – describe where they are and what's happening before reading the text. Ask: What would you like to play on if you were at this park? Why have you chosen that? What other things do you find at a park?</p> <p><b>59 seconds</b> – describe picture before reading. Ask: Where do you think Kipper is? What do you think the</p>

	<p>weather is like on this day? What do you like doing for fun?</p> <p>If they want to, your child could watch the story being read with the volume up and no pauses.</p> <p>Afterwards, ask: (we would always encourage your child to look back in the book to find the answer, so please feel free to scroll along to the required pages and pause there for them to find the answers – this will put them in good stead for later on when texts and questions are far more difficult)</p> <p>What is the first day of the week in this story?          Who went to the shops on Tuesday?          On which day did Kipper go to the pool?          Where did Kipper go on Thursday?          Which ride do you think Kipper went on first on Friday?          Which of Kipper’s days would you enjoy the most and why?</p> <p>Ask your child to write another entry in <b>their diary</b> about what they’ve done today – or something they really enjoyed doing previously. Again, they can illustrate and decorate it if they wish.</p> <p><b>Maths:</b>          Recap: months of the year: <a href="https://www.roythezebra.com/reading-games/high-frequency-words-months.html">https://www.roythezebra.com/reading-games/high-frequency-words-months.html</a> As yesterday, wait for the ‘Skip Advertising’ button to appear in the red strip at the top, click this, then click ‘Start’. Help Tom get ready for bed.</p> <p>Using <b>toy vehicles or something that rolls</b> (cardboard tubes, plastic bottles, etc.) Ask your child to roll 3 different objects down <b>a slope</b> (a chopping board / tray leaning up). Before rolling the objects, ask your child to predict which toy they think will travel the furthest and which toy they think will not travel very far. After your child has rolled the objects down the slope, ask: Which toy rolled the furthest? Which toy didn’t go very far? Which toy is closest to the furthest toy?</p>
Wednesday	<p><b>Phonics:</b>          Recap: Tell your child that you are going to say a phoneme and they should write the grapheme. Sound out ‘l’ – your child writes this down (check for correct formation), repeat with ‘t’ and ‘u’.</p> <p>Recap – ask your child to read these words and make up a sentence for each of them: <b>have, be, like</b> (practise arm-tapping these words before they write their sentence).</p>

Ask your child to read the captions on [Caption Draw PDF](#) and draw a picture to match them.

Play 'Dinosaur's Eggs' <https://www.ictgames.com/mobilePage/dinosaurEggsHF/index.html> Choose the set of words your child can manage – or they might like to start at the first set and see which set they can get to without making a mistake – it would be good revision for them to go over previously learned words and gives them a chance to get to know the game before it starts getting challenging.

**English:**

Look at the front cover of [Jasper's Beanstalk](#) on the PDF. Ask your child to point to the author's name – read it for them. Ask your child to point to the illustrator's name and read it for them. Do they know of any other books by Nick Butterworth and Mick Inkpen? How could we find out which other books they may have written? (Hopefully your child will know to look on the internet – search each person, see if your child has read any other books by them and which one is their favourite.) (I've just learned that Mick Inkpen was born and raised in Romford, Essex! And Nick Butterworth lived in Romford which is where they met and became friends!)

Read the story. Ask your child:

How is this like a diary?

Sometimes people write how they are feeling in their diary, how was Jasper feeling on Monday? Why?

How many days did Jasper feel happy for?

How was he feeling on Sunday? Why?

How many days did Jasper leave the bean before he dug it up?

Why do you think Jasper dug up the bean a week later?

What could the robin say to Jasper to make him feel better?

Do you think Jasper was pleased in the end? Why?

Ask your child to write another entry in [their diary](#) about what they've done today – or something they really enjoyed doing previously. Again, they can illustrate and decorate it if they wish.

**Maths:**

Recap: Ask your child the following questions: How many days are there in a week? How many days are there in a fortnight? How many months are in a year? What day is it today? What day was it yesterday? What day will it be tomorrow? Which days make up the weekend?

Thinking back to yesterday's activity, ask your child how we could measure how far each object has travelled –

	<p>we're thinking <b>non-standard units of measure</b> like: how many blocks, how many hand-spans, etc., <u>not</u> centimetres at this stage. Repeat yesterday's activity, but this time measure how far each object travels using the chosen non-standard unit of measure. Ask your child: How many blocks (your non-standard measurement) did the truck (the furthest object) travel? How many blocks did the taxi travel? (the object that travelled the least distance). How many blocks did the car travel? (the one in the middle). If you really want to extend your child, you could ask questions such as: How much further did the car travel than the taxi? Etc.</p>
Thursday	<p><b>Phonics:</b>  Recap: Tell your child that you are going to say a phoneme and they should write the grapheme. Sound out 'v' – your child writes this down (check for correct formation), repeat with 'w' and 'x'.</p> <p>Recap: <b>Twinkl May Phonics Calendar</b>: Use the free access code: UKTWINKLHELPS at <a href="http://www.twinkl.co.uk/offer">www.twinkl.co.uk/offer</a> to search for May's calendar – choose which phase/s you'd like to do. Complete today's activities.</p> <p>Ask your child to look at the pictures on <b>Caption Write PDF</b> and write a caption for each picture.</p> <p>Rap the sight words with Jack Hartman! <a href="https://www.youtube.com/watch?v=3zJJ1S6-rMc">https://www.youtube.com/watch?v=3zJJ1S6-rMc</a></p> <p><b>English:</b>  Watch 'The Diary of a Spider' by Doreen Cronin, illustrated by Harry Bliss:  <a href="https://www.youtube.com/watch?v=et9oHM62UF4">https://www.youtube.com/watch?v=et9oHM62UF4</a>  Pause the story on the following dates to ask these questions: (you don't have to ask them all, choose the ones you'd like to ask)</p> <ul style="list-style-type: none"> <li>March 1<sup>st</sup> – Why would insects take over the world if there weren't any spiders?</li> <li>March 29<sup>th</sup> – How many things does Spider have to do to fly and how many things does Fly have to do to fly?</li> <li>April 1<sup>st</sup> – Why does the seesaw not work?</li> <li>April 12<sup>th</sup>-13<sup>th</sup> – Why are they having to do another drill on April the 14<sup>th</sup>?</li> <li>May 7<sup>th</sup> – What does 'moulting' mean? (It's the American spelling in the book.)</li> <li>May 8<sup>th</sup> – What funny thing happened on May the 8<sup>th</sup>?</li> <li>June 5<sup>th</sup> – What does 'give him a piece of my mind,' mean?</li> <li>June 6<sup>th</sup> – Why did Spider give Daddy Longlegs a piece of his lunch instead?</li> <li>June 18<sup>th</sup> – Which country did Grampa fly to?</li> <li>July 9<sup>th</sup> – Why should Spider never fall asleep in a shoe?</li> </ul>

July 16<sup>th</sup> – Do spiders scare you too?  
July 17<sup>th</sup> – Why do people with big feet scare Spider?  
August 1<sup>st</sup> – Why is it strange that Spider and Fly are friends?

After hearing the whole story, ask your child:  
What features of a diary does this story have in it?  
Did Spider write in his diary every day?

Ask your child to write another entry in **their diary** about what they've done today – or something they really enjoyed doing previously. Again, they can illustrate and decorate it if they wish.

**Maths:**

Recap: o'clock times – Remind your child that the big hand counts the minutes and the little hand points to the hour. Ask: If the time is 3 o'clock, which number will the big, minute hand point to? Which number will the little hour hand point to? Watch: [https://www.youtube.com/watch?v=K5q65e\\_E-os](https://www.youtube.com/watch?v=K5q65e_E-os)

Ask your child: How far away do we need to socially distance from other people outside of our family we live with at the moment? Ask your child to place **2 teddies** 2 metres apart (what they think 2 metres would be). Measure this distance with their **non-standard unit** used yesterday. Now get a **tape measure** (or do two giant strides if you don't have a tape measure) and see how close to the required 2m distance your child placed the teddies. If their measurement was incorrect, re-measure with the non-standard unit used. Now, if you stand at one end and your child stands at the other, they will get a better idea of how far away they should be from people outside of their household. Pick up the teddies and ask your child to place them more than 2 metres apart – check, then pick them up again and ask them to place them just under 2m apart – check. Finally, pick the teddies up again and ask them to place them 2m apart – is their estimate better than their first attempt?

Friday

**Phonics:**

Recap: Using **the sheet you made before** with the phonemes 'ng', 'sh' and 'ch', 'th', 'x' and 'qu' on a sheet of paper. Say one phoneme at a time. Ask your child to point the grapheme. Speed up. How fast can you go?

Recap: Practise writing letters that have been formed incorrectly during the week.

Tell your child that you are going to dictate a sentence, then they will write it down. Say, "The shop is on the corner." Say it again and your child repeats it. Say it again and raise a finger for each word to count how many

words are in the sentence. Repeat it as many times as necessary until your child has finished writing it. Check for capital letter, finger spaces and full stop.

Then ask them to substitute the word 'church' for one of the words in the sentence – let them say the new sentence, then write the new sentence.

Now ask them to substitute the word 'right' for one of the words in the new sentence – your child should say the sentence and write it. Repeat with the words 'shark' and 'boat'. Re-read the sentences and discuss if they make sense or not.

Read through some of the **Word Sheet words** – start at the first one – how far can they go without making a mistake or sounding out? You could time them and see if they can beat their record another day.

### **English:**

Watch 'The Diary of a Worm' by Doreen Cronin, illustrated by Harry Bliss:

<https://www.youtube.com/watch?v=9y6MtlI5b0w>

Pause the story on the following dates to ask these questions: (you don't have to ask them all, choose the ones you'd like to ask)

March 20<sup>th</sup> – How does digging tunnels help Earth?

March 29<sup>th</sup> – Why did Worm give up trying to teach Spider how to dig?

March 30<sup>th</sup> – What happened when Spider tried to teach worm to walk upside-down?

April 10<sup>th</sup> – Why is hop-sotch a dangerous game?

April 20<sup>th</sup> – What does Worm love doing?

May 1<sup>st</sup> – How many times did Worm have to say 'Good morning' when greeting the ants?

May 8<sup>th</sup> – What makes Worm have nightmares?

May 16<sup>th</sup> – How did Worm make Spider laugh?

May 28<sup>th</sup> – Can you do the 'Hokey Cokey'? Why could Worm and his friends only do one verse of it?

June 5<sup>th</sup> – If you made a necklace out of pasta would you eat it? Why?

June 15<sup>th</sup> – Why did Worm get told off?

July 28<sup>th</sup> – Why do you think Worm can't have a dog?

July 29<sup>th</sup> – Out of the three things, which reason do you think is the best about being a worm? Why?

August 1<sup>st</sup> – Why do you think people forget about worms being there?

After hearing the whole story, ask your child:

What features of a diary does this story have in it?  
Did the worm write in his diary every day?

Ask your child to write another entry in **their diary** about what they've done today – or something they really enjoyed doing previously. Again, they can illustrate and decorate it if they wish.

**Maths:**

Recap: o'clock times – Ask: What does the big hand count? What does the little hand count? Which number does the big hand need to point to to be an o'clock time? Watch:

<https://www.youtube.com/watch?v=ElxaxnageTo>

Recap: Ask your child to name the days of the week and the months of the year (or sing the days of the week:

<https://www.youtube.com/watch?v=mmKFEqw-MkE> and the months of the year:

<https://www.youtube.com/watch?v=gtc4c1JIAEM> )– you could talk about the background of each of the months in this video, but July has fireworks (for the 4<sup>th</sup> July celebrations in the USA) What could we have in the background?

Read **Seren's Seasons**\* eBook (read the blurb at the back of the book too!). Ask your child: What sort of weather can we have? (For some of the weather, discuss when we have it – ie really hot, really cold, snow.) How many seasons are there? What are the seasons? Write each season on a piece of paper and put the labels in 4 different places in the room. Have a **selection of clothes and items (ie umbrella, boots, sunglasses, etc.)** and ask your child to sort the items into summer, autumn, winter and spring piles. This will probably lead to a few discussions.

\*If this eBook hasn't worked, please use the free access code: **UKTWINKLHELPS** at [www.twinkl.co.uk/offer](http://www.twinkl.co.uk/offer) and search for the book.

**Enrichment Tasks**

- Draw a picture to show what could be at the top of Jasper's beanstalk. Write some short sentences to describe what you think you might see.
- Jasper planted 11 beans but got fed up and dug 4 beans up. How many beans are left to grow? Draw a picture to help work out the answer.
- May is a Spring month. Go outside and see if you can spot any signs of Spring – plants/weeds growing, the weather warming up, birds building nests, leaves on trees, buds, Spring flowers that have already gone but their leaves are still

there (daffodils, tulips, etc), colours of flowers, insects, etc.

Other activities you might like to do:

- ✚ Listen to 'The Diary of a Fly' by Doreen Cronin and Harry Bliss:  
<https://www.youtube.com/watch?v=tmUljHSUg9Q>
- ✚ Sing and dance along with Jack Hartman to this Spring time song:  
<https://www.youtube.com/watch?v=udrIY0nts-E>
- ✚ Ask your child to retell one of the stories this week – use the pictures as prompts.
- ✚ Draw and label the life cycle of a bean.
- ✚ Create pictures of the same tree and what it would look like in the different seasons.