

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.

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_Go

Here is what Miss Hodge has been doing at home –

On 15th 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 was taken on the 25th 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 Elms and Mrs Griffiths have been doing!

	<p>Dear Parents,</p> <p>Please share with your children that I am hearing from Jane/Kendall how they are getting on with their video sessions.</p> <p>Hope you are well and enjoying doing some, or all of the activities with your child.</p> <p>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. 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.</p> <p>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.</p> <p>Have fun, keep safe.</p> <p>The Reception Team ☺</p>
Monday	<p>Phonics:</p> <p>Recap: Watch and sing along to the phonics songs: https://www.dailymotion.com/video/x2wpdvv <i>we don’t actually learn ‘ue’, (the last song) in Reception, but it won’t hurt them to sing along if they want to.</i></p> <p>Recap: Tell your child that you are going to say a phoneme (sound) and they should write the grapheme (letter). Use - ‘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).</p> <p>Together blend to read the sentences on the Yes or No PDF and answer accordingly.</p> <p>Sing the Tricky Words song: https://www.youtube.com/watch?v=R087IYrRpgY</p> <p>English:</p> <p>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.</p> <p>Watch Miss Andrews’ video about diaries and calendars: https://youtu.be/EQg61a_fvdQ</p>

	<p>Tell your child they are going to be writing a diary this week. Ask your child to say something they have done today. Recast it into a sentence and then with them helping to identify sounds heard in words and show you (on a-z sheet) the corresponding letters, scribe their sentence into their diary. They could copy underneath if room and illustrate it.</p> <p>Maths: Recap: saying/singing and 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.</p> <p>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?</p> <p>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 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 reinforcing the language of distance.</p>
Tuesday	<p>Phonics: Recap – Watch and sing along to the alphabet song: https://www.youtube.com/watch?v=jPVbJ-laHlw</p> <p>Recap: Tell your child that you are going to say a phoneme and they should write the grapheme. Use- 'r' – your child writes this down (check for correct formation), repeat with 'i' and 'j'.</p> <p>Write the sentences – A red box. The sun is hot. A wet van. A pig in mud. -on slips of paper. Read one, without eye pointing to show which. Repeat slowly a couple of times. Can they find it? How did they know? Try another. (keep for tomorrow)</p> <p>Watch this sight words video: https://www.youtube.com/watch?v=gIZjrcG9pW0 Can your child arm-tap as they</p>

spell?

English:

Ask your child: What can a diary be used for? Can you remember any of the features of a diary?

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

Jump the video to 8 seconds and pause. 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.

Skip to 14 seconds. 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, prompt them to look at the first letter as a cue. Ask your child: What would you do on a wet day?

At 23 seconds, Ask your child to describe the picture before reading the text. Ask your child: What sort of shop did Kipper go to? What could he buy there?

33 seconds – Your child should describe the picture, then read the text. Ask: How many people are at the pool? Do you like swimming?

48 seconds – 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? What other things do you find at a park?

59 seconds – Describe picture before reading. Ask: Where do you think Kipper is? What do you think the weather is like on this day?

If they want to, your child could watch the story being read with the volume up and no pauses.

Support your child to write an 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: months of the year: <https://www.roythezebra.com/reading-games/high-frequency-words-months.html> 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>Using toy vehicles or something that rolls (cardboard tubes, plastic bottles, etc.) Ask your child to roll 3 different objects down a slope (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>Phonics: Recap: Tell your child that you are going to say a phoneme and they should write the grapheme. Use- 'l' – your child writes this down (check for correct formation), repeat with 't' and 'u'.</p> <p>Together blend to read the sentences from yesterday. Muddle them up, can they re-read alone? Can they illustrate them?</p> <p>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.</p> <p>English: Look at the front cover of Jasper's Beanstalk on the PDF. Show them the author and illustrator's names and explain their roles. 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? What made him feel that way? How many days did Jasper feel happy for? How was he feeling on Sunday? What made him feel like that? How many days did Jasper leave the bean before he dug it up? What could the robin say to Jasper to make him feel better? Do you think Jasper was pleased in the end? What makes you think that?</p> <p>Support 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.</p> <p>Maths: Recap: Ask your child the following questions: How many days are there in a week? What day is it today? What</p>

	<p>day was it yesterday? What day will it be tomorrow? Which days make up the weekend?</p> <p>Thinking back to yesterday's activity, ask your child how we could measure how far each object has travelled – we're thinking non-standard units of measure 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>Phonics:</p> <p>Recap: Tell your child that you are going to say a phoneme and they should write the grapheme. Use- 'v' – your child writes this down (check for correct formation), repeat with 'w' and 'x'.</p> <p>Recap: Twinkl May Phonics Calendar: Use the free access code: UKTWINKLHELPS at www.twinkl.co.uk/offer to search for May's calendar – choose phase 2. Complete today's activities.</p> <p>Rap the sight words with Jack Hartman! https://www.youtube.com/watch?v=3zJJ1S6-rMc</p> <p>English:</p> <p>Watch 'The Diary of a Spider' by Doreen Cronin, illustrated by Harry Bliss: https://www.youtube.com/watch?v=et9oHM62UF4</p> <p>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"> March 29th – How many things does Spider have to do to fly and how many things does Fly have to do to fly? May 7th – What does 'moulting' mean? (It's the American spelling in the book.) May 8th – What funny thing happened on May the 8th? June 18th – Which country did Grampa fly to? July 9th – Why should Spider never fall asleep in a shoe? July 16th – Do spiders scare you too? July 17th – Why do people with big feet scare Spider? <p>After hearing the whole story, ask your child: What features of a diary does this story have in it?</p>

	<p>Did Spider write in his diary every day?</p> <p>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.</p> <p>Maths: Recap: counting forwards to 20 and backwards from 10 (write the numbers as a support if needed).</p> <p>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 adult 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?</p>
Friday	<p>Phonics: Recap: Using the 'j', 'sh' and 'w', 'z', 'x' and 'v' sheet you made last week. Say one phoneme at a time. Ask your child to point the grapheme. Speed up. How fast can you go? Swap roles with you making some deliberate errors for them to correct.</p> <p>Recap: Practise writing letters that have been formed incorrectly during the week.</p> <p>Tell your child that you are going to dictate a sentence, then they will write it down. Say, "I can see a big cat." 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.</p> <p>Then ask them to substitute the word 'dog' for one of the words in the sentence – let them say the new sentence, then write the new sentence.</p> <p>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.</p>

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 20th – How does digging tunnels help Earth?

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

April 20th – What does Worm love doing?

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

May 8th – What makes Worm have nightmares?

May 16th – How did Worm make Spider laugh?

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

August 1st – 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?

Support your child to write another entry in **their diary** about what they've done today. Again, they can illustrate and decorate it if they wish.

Maths:

Recap: Counting accurately. Ask your child to fetch a set number of objects from around your home, e.g. 3 shoes, 5 books, 7 cars etc. Encourage them to put them in a line to count and reinforce, '1 number for 1 object'. Model good and bad (verbal count faster than finger point/ missing out a number/ saying a number twice) if needed and praise/encourage another try.

Recap: Ask your child to name the days of the week <https://www.youtube.com/watch?v=mmKFEqw-MkE>

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 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.

 Create pictures of the same tree and what it would look like in the different seasons.