

Message from teachers:

Hi everyone!

We really hope you are enjoying spending so much time with your family. How are the beans doing? If you have been doing some, or all, of the enrichment activities, we hope that you have had fun and enjoyed doing them.

Each week we want to tell you a little bit about what we have all been up to. This week it is Miss Andrews' turn...

"I have been catching up with lots of jobs around the house that I never seemed to have time to do before. I cleaned my car and even found my spare tyre swimming about in a pool of water underneath my boot!

I am so grateful for FaceTime so that I can catch up with my family and friends every day.

I'm lucky to have a garden, and have been enjoying looking at all the wildlife that visits it; although I have a big fox (I call a dog-fox because it's so big it looks like a dog!) that seems to think it owns my garden and lots of squirrels that have been digging up my plants to bury walnuts!

I have been following an online exercise programme (not Joe Wicks though, I was exhausted just watching that!). I have also been trying to learn French on a program called Duolingo. It's getting quite tricky now.

You'll be amazed to know that when I was at school looking after some of the children whose parents are key workers, I rode one of our tandem bikes for almost an hour each day! I have to admit they creak and squeak more than ever now, but I'll take some WD40 in next time to hopefully stop that.

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

Dear SLRB Reception Parents,

I hope you are all well.

The activities below represent the sort of activities I would do with your child at school. I wouldn't do all of them in one sitting as it would be too much to ask of them, so please break up the suggestions to be done at different times during the day interspersed with time to play, have a snack and have rest breaks. Be guided by your child and their stamina for the activities. I am aware that some children will not be able to answer questions suggested but adapt or ignore parts or just make statements. I would appreciate some feedback as to whether you have found it helpful, too much, too hard and whether you would like it to continue or not.

It is important that you make the time to talk to and listen carefully to your child's speech. Model back words/sentences that they say with errors or if they are ready just repeat back their productions to allow them to self-correct. You can always do this after a game/TV programme/story.

I really hope you are enjoying working and playing with your child as much as I did and that you are all staying safe.

Mrs Mechem ☺

Monday

Phonics:

Recap -Watch and sing along to the Phonics songs: <https://www.youtube.com/watch?v=26uXtUYssuo> (We have learned to j and then also covered w, x, v, y, z. However, the vowel sounds and digraphs such as ng, ch, may be familiar from Speech Therapy and ISP sessions, so worth looking all through.)

Recap – Practise writing the curly caterpillar letters (a, c) Write with a felt tip pen and please refer to the guidance previously given. Ensure your child is holding the pen/pencil in a tripod grip (smallest 2 fingers tucked into palm). Together read (bouncing the sounds, c-a-t cat) the sentences on the Yes No PowerPoint and answer Yes or No depending on whether the sentence is true or not. Some of these might create some interesting discussions!

English:

Write the alphabet clearly in lower case letters, can your child say the sound for each letter? Can they also say the letter name? Can you sing the alphabet song together slowly pointing to each letter? (Keep the alphabet to use as a prompt.)

Model writing a recount of what you did yesterday – just a sentence. As you write, explain that you are starting with a capital letter. Exaggerate the sounds in words as you stretch them out to say in order to model hearing the sounds in words e.g. y-e-s-t-er-d-ay. Involve your child, e.g. "I can hear e, what does e look like? Can you find it in the alphabet?" As you write a new word, say that we need a finger space and at the end of the sentence talk about your punctuation. (e.g. Yesterday I went for a bike ride in the park with Tom.) Read the sentence pointing to each

	<p>word. Can they count the words in your sentence? (Watch out for counting letters and remind them about finger spaces between words, model if needed.) Ask Who? Where? What doing? questions e.g. Who did I go with? Where did we go? What did we do?</p> <p>Can they tell you something they did yesterday and draw a picture of it? Can they say about it in a sentence and have a go at writing it? Do they need a word that is in your sentence? If so can they find and copy it? (Keep alphabet sheet out as a prompt for when they can hear a sound but can't recall how to write the letter.)</p> <p>Maths: Recap – Practise writing numbers https://www.youtube.com/watch?v=BHQ2MbcSRB8 (Remind children that we join up our 8 and don't go past the point where we started.) Say the patter as the digits are being drawn: 1 = start at the top and down we run, that's the way we make a one; 2 = round and back on the railway track, 2, 2, 2! 3 = around the tree and around the tree, that's the way we make a 3; 4 = down and across and down some more, that's the way we make a 4; 5 = down and around and a flag on high, that's the way we make a 5; 6 = down we go and make a loop, number 6 makes a hoop; 7 = across the sky and down from heaven, that's the way we make a 7; 8 = make an s and do not wait, when it joins up, we have an 8; 9 = make a loop and then a line, that's the way we make a 9.</p> <p>Today's lesson is a refresher on addition number sentences and what adding means. Ask your child, "If we are adding, would we expect the answer to be larger than the numbers in the number sentence or smaller?" Write the number sentence $3 + 2 =$ on a piece of paper. Ask your child, "What does this say?" They may say, "3 add 2 equals." If not tell them. Also remind them that other words mean the same as 'add' and 'equals'. Use the words and phrases: 'plus', 'and', '3 and 2 more', 'same as', 'is', 'altogether'. Ask your child to then find the answer using resources (cars, bricks, buttons, raisins), fingers, dots under each number, whatever they feel comfortable with. Repeat with other number sentences – up to an answer of 10.</p>
Tuesday	<p>Phonics: Recap – Watch and sing along to the alphabet song: https://www.youtube.com/watch?v=jPVbJ-laHIw</p> <p>Recap – Practise writing the curly caterpillar letters (d, e)</p> <p>Write the sentence 'Ben fed the cat.' Read (by bouncing the sounds) the sentence and say whether it makes sense or not. Play a game of word substitution. Rewrite the sentence underneath, but this time change the word 'cat' with 'dog' (Ben fed the dog.). Ask your child to show what is the same/different. Read the second sentence and say whether it makes sense or not. Write this new sentence again, but this time changing the word 'fed' with the word 'hid' (Ben hid the dog.). Repeat the process. Replace 'Ben' with 'Sam' and repeat. Finally, use 'Sam hid the sun.'</p>

	<p>English: Model writing a shopping list (3 to 5 things only) and show how we write a list going down, not across like a sentence and that there's no punctuation. e.g. cake bananas pasta milk</p> <p>Tell your child that they are going to watch 'The Very Hungry Caterpillar' (or read the book if you have it) and that afterwards they are going to write a list of some of the foods that the caterpillar eats. Watch: https://www.youtube.com/watch?v=75NQK-Sm1YY</p> <p>Ask your child to say the foods and draw pictures of them. Then write the list from the pictures– it doesn't need to be in the correct order, it doesn't need amounts of food and it doesn't need to be every food the caterpillar ate. Ideally at least 3 different foods would be great. Encourage your child to 'use their sounds' (and the alphabet sheet from Monday), to write the words. You may need to say the word, stressing the first sound for them to hear and identify it. If they can only hear & write first sounds e.g. o – orange that's fine, some are easier to hear more e.g. apple.</p> <p>Maths: Recap – Count forwards to 20, signing too if they can and backwards from 10/5. Use a number line (could be a ruler or the numbers written on a piece of paper) if necessary. Take turns to roll a dice, say/count number of spots then find it on the numberline and count on to 10, e.g. if 2 is rolled, find 2 and count on 3, 4, 5, 6, 7, 8, 9, 10.</p> <p>Write the number sentence $4 + 3 =$ for your child to read. Place 4 objects in one pile and get 3 more objects set out so they can be counted easily. Show your child how you know there are 4 objects in the pile, so you can count on from 4 – place your hand over the pile and say, "4," then point to the other objects one at a time counting on from 4: "5, 6, 7. The answer is 7!" Write the answer at the end of the number sentence. Make up other number sentences for your child to calculate using objects to count (answers shouldn't go beyond 10).</p>
Wednesday	<p>Phonics: Recap – Practise writing the curly caterpillar letters (f, g)</p> <p>Recap – Sing the Tricky Words song https://www.youtube.com/watch?v=TvMyssfAUx0</p> <p>Write the words – I, a, the, to, no, go, into, for your child to read. Use 'Look, say, cover, write, check' (look at one</p>

	<p>of the words at a time, you cover it up, they write it and then check to see if it is correct) to spell the words.</p> <p>Be a 'word detective' and hunt in any book for any of the 'tricky words'.</p> <p>English: Recap – Watch or read 'The Very Hungry Caterpillar' again.</p> <p>Ask your child to retell you the story in their own words. Ask your child to act out the story – they could use things around the home or garden as props, or even make their own!</p> <p>Maths: Recap – the days of the week. Watch and sing along: https://www.youtube.com/watch?v=3tx0rvuXIRg Ask your child, what day is it today?" Recap counting accurately – write a number up to 10 can they make a group of that many bricks, re-count to check, repeat with other numbers and include zero (if they get 1, reinforce that 0 is nothing so we don't get any!) Recap counting on as yesterday's lesson using the resources.</p>
Thursday	<p>Phonics: Recap – Practise writing the curly caterpillar letters (o, q, s)</p> <p>Complete today's activity on Twinkl https://www.twinkl.co.uk April Phonics Activity Calendar – choose Phase 2.</p> <p>English: Either print off or draw some pictures of "The Hungry Caterpillar" for your child to put in the correct order. If you print off the mixed up version or draw the pictures mixed up then your child could also cut them out and glue them in order onto another sheet of paper which is great for developing their fine motor skills! https://www.twinkl.co.uk/resource/t-t-1220-the-very-hungry-caterpillar-story-sequencing-4-per-a4 Differentiate this task by using more or less pictures based on your child's ability.</p> <p>Maths: Recap – Play a quick-fire one more game: write the numbers 0-9 on separate pieces of paper, shuffle them and place face down. Time how long it takes your child to turn over one card at a time and say what is one more than that number. If your child is really struggling, start with single-digit numbers (0-4 first, then 5-9) and ask them to count out that many objects, add one more and then count again to find the answer. Check the answers using your number line.</p>

	Recap previous learning by completing a couple of number sentences up to a total of 10 using resources to count – always count on from the number of the bigger pile.
Friday	<p>Phonics: Can they write correctly the ‘curly caterpillar’ letters correctly when you say the sounds – c, o, a, d, g, s, q, f, e. Model the correct way to form and let them copy or put your hand over theirs to guide them to write if needed.</p> <p>Play https://www.phonicsbloom.com/uk/game/flash-cards?phase=2 ask your child to say each phoneme, if they’re correct click on the tick, if they’re wrong click on the cross.</p> <p>Sing the Tricky Words song https://www.youtube.com/watch?v=TvMyssfAUx0</p>
	<p>English: Using the sequenced pictures from yesterday, ask your child to retell the story. Then they can write a sentence for one or two pictures, either underneath or on another sheet of paper. Remind them about capital letters, finger spaces and punctuation at the end. Also use the alphabet sheet as a prompt for when they can hear a sound but can’t recall how to write the letter. (Remember they will not yet hear all the sounds in words so if they just put a single letter that’s ok. Praise correct sounds in words and when they are finished you can write in “grown up’s writing” what they wanted to say. Point out each time you write a letter that they had.)</p>
	<p>Maths: Recap – 2D shape names. https://www.youtube.com/watch?v=svrkthG2950 (Remind your child that a rectangle is also called an oblong.) Unfortunately, there are some 3D shapes (ovoids) in this video that they name as if it’s a 2D shape (oval). You can explain this to your child.</p> <p>Using resources can your child mark with a tick or cross your work, with some deliberate errors, e.g. $6 + 1 = 5$, $4 + 2 = 6$, $5 + 2 = 5$, $4 + 3 = 6$, $8 + 2 = 10$ etc. Can they correct your errors? Explain how they know one is wrong?</p>
Enrichment Tasks	
<ul style="list-style-type: none"> • Create a piece of artwork – design your own caterpillar. You could make one out of cushions, bottle tops or any other resources you can think of! If you use resources that have to go back where they belong (like cushions) then take a photo of it before you dismantle it. 	
<ul style="list-style-type: none"> • Research in books (if you have them), or on the internet, what caterpillars really like to eat. Where do they usually live? Do they look like the ‘very hungry caterpillar’? Do they all look the same? How many legs do they have? • 	

- Draw a picture showing the life cycle of a caterpillar – can you label it?

Other activities you might like to do:

- ✚ Choose a story to listen to: <https://home.oxfordowl.co.uk/storyteller-videos/> Afterwards, ask your child to retell you the story and ask questions about its content. Also ask them questions such as: Did they like it? What did they like about it? Were there any bits they didn't like? Did it remind them of any other stories they know? Can they think of a different ending? We have seen a few of these stories, but it's always good to hear stories again if you have really enjoyed them.
- ✚ See if you can get your whole family dancing like a gummy bear! https://www.youtube.com/watch?v=KVE-T2_vLpY Let each member of your family choose a dance that you can all follow and learn – not only will it be lots of fun, it's great exercise too!

PREPARATION FOR NEXT WEEK: If possible, please try to have a variety of food in seven different colours as one of the activities will be making a rainbow salad (vegetable or fruit or both!). Foods such as strawberries, satsumas, pineapple, green grapes, blueberries, black grapes, red grapes, banana, apple, mango, plums, kiwi, lettuce, sweet corn, tomatoes, carrots, red pepper, green pepper, cucumber, etc.