

## Activity Sheet Week 5

	<b>Things we have covered this week:</b>	<b>Ideas you may want to try at home linked to our learning at school:</b>
Phonics	<ul style="list-style-type: none"> <li>We have learnt the phonics sounds m as in man, d as in dig, and g as in get.</li> <li>We have been practising how to sound out words and blend them. Pointing to each letter in a word in turn and saying its sound slowly at first if needed and then more quickly until you are almost saying the word to help your child blend the sounds together to read it. Eg. s-a-t sat. It is very important to refer to the sounds that the letters make rather than their letter names as this is an important step in helping your child to read.</li> <li>We have also learnt to read high frequency words it is in an (I have also included at as there was an error on last week's sheet as you had two lots of as. You will notice there is also It with a capital I. This is because the word It appears at the beginning of lots of sentences and it is helpful for your child if they also begin to recognise it with its capital letter too)</li> <li>We have also learnt to recognise the tricky word I ( this is printed in red to help your child remember it is a tricky word that cannot be sounded out)</li> <li>Your child has brought these words home, please cut them up and put them in your child's popper wallet.</li> </ul>	<ul style="list-style-type: none"> <li>Play I spy with these new sounds or look at a book and see how many of each sound you can spot.</li> <li>Please take a look at these two videos to help you support your child whilst they are learning to read. The first one explains how to pronounce each individual sound and the importance of this. <a href="https://www.youtube.com/watch?v=UCI2mu7URBc&amp;feature=youtu.be">https://www.youtube.com/watch?v=UCI2mu7URBc&amp;feature=youtu.be</a> The second one explains how to blend sounds within words and read simple words. <a href="https://www.youtube.com/watch?v=vqvqMtSNswo&amp;feature=youtu.be">https://www.youtube.com/watch?v=vqvqMtSNswo&amp;feature=youtu.be</a> You may already have a set of magnetic letters or letter cards at home to use for this. This week your child has also brought home a set of cards for the letters we have learnt so far. These can be cut up and arranged to make words for them to read. Begin with short VC words (vowel-consonant eg. at) and CVC words (consonant-vowel-consonant e.g pig). We will continue to practice blending at school and when your child is becoming more confident with this we will introduce reading books with words. Some children grasp this quickly and for others it can take time. Please do not worry, but practising these skills daily is essential for this skill to be developed.</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>We read the story The Colour Monster and talked about the different feelings the monster has and how and why this changes his colour.</li> <li>We thought about how we are feeling or how we have felt in the past and created our own colour monsters, thinking about the colours we would use to represent these. We listened carefully for the initial sounds in the feeling word we chose and if we could, we wrote them down too.</li> <li>We are practising writing our names using the correct letter formation of the letters we have learnt so far and are seeing great improvements already. Thank you for your support in helping your child to practice these at home.</li> <li>The children have been learning to write the letters m, d and g using the handwriting clues (please see phonics sheets in their blue folders)</li> </ul>	<ul style="list-style-type: none"> <li>Can you remember times when you feel happy or sad? What about nervous, excited, worried, shocked or surprised?</li> <li>Thank you for sending in your family photos via Tapestry. The children have loved looking at them on our big whiteboard screen and talking about them with their friends. Please keep them coming so that we can print if off to display in our home corner too.</li> <li>Practise writing the letters m, d and g, using the handwriting sheets in blue folders. Or can you use lots of colours to write them on paper and make rainbow writing? Can you write them with chalk on a wall or upright easel or piece of paper stuck to the wall? What about in condensation on a window?</li> </ul>
Maths	<ul style="list-style-type: none"> <li>The children have thoroughly enjoyed our work on sorting. This week we have developed our reasoning skills by comparing sets of objects and establishing the odd one out.</li> <li>We have also been comparing quantities and talking about groups of objects that have the same of different amounts or different amounts within a set. Eg. a set of 5 pom poms had 2 red ones and 3 green.</li> </ul>	<ul style="list-style-type: none"> <li>Find 4 similar objects. Eg. pencils. Reason which one could be the odd one out and why? How many variations can you think of. Consider length, colour, thickness, patterns is it blunt or sharp?</li> </ul>
Topic I am Special	<ul style="list-style-type: none"> <li>Linked to reading The Colour Monster, we also read All Sorts of Feelings and Silly Billy.</li> <li>We discussed a range of feelings and expanded our vocabulary by considering other feelings such as happy or sad. For example ecstatic, miserable, anxious, delighted etc.</li> <li>We discussed that we all experience a range of feelings and this is ok and considered what we should do when we feel angry or worried.</li> </ul>	<ul style="list-style-type: none"> <li>How many feelings words can you think of?</li> <li>When looking at books look at the body language and facial expressions of the characters. Can you spot any characters that are displaying any of the feelings you thought of?</li> </ul>

Thank you for supporting your child with the reading at home again this week. We do expect the children to be reading every day at home as this develops good reading practises and helps to acquire the skills needed for early reading. At this point of the year reading can be reading their reading book or retelling a story for a picture book, either one from school or a story they have at home, sharing books with your child and asking them questions about the story as you go, practising their phonics sounds and words which are sent home weekly. The children are getting tired at this point in the term and after a full day at school they may not be willing to do any of these. If there are days/times when it really is a struggle then please do not worry and do not insist your child does it as we do not want it to become a negative experience. Playing games such as I Spy or What Am I? (by asking describing questions) may be a better alternative.

The ideas in the right hand column are things that you may wish to do at home, they are not compulsory. I try to give a varied range of things to do, linked to what we have been learning in school. Reading or phonics work is the priority.

Please do let me know if there is anything you are unsure of.

Have a lovely weekend.

Mrs Winchester