

Activity Sheet Term 5 Week 2

	Things we have covered this week:	Ideas you may want to try at home linked to our learning at school:
Phonics	<ul style="list-style-type: none"> To ensure the children receive the best support depending on their reading and phonetic ability, this term we have made smaller groups to be able to facilitate this. This week we have continued to look at CVCC words – beginning to learn how the final two sounds blend together as in damp. We are also practising writing the phase 3 tricky words (he she we me be was my you all are they her) words from memory. 	<ul style="list-style-type: none"> Play game of CVCC bingo https://www.ictgames.com/mobilePage/bingoOriginal/index.html (game 14) Pick a CVCC eg, belt and make a list of words that rhyme with it.
Literacy	<ul style="list-style-type: none"> This week we have continued to look at plants and have focussed on the different parts of a plant. We have been singing the song Roots, Stem, Leaves, Flower https://www.youtube.com/watch?v=9bFU_wJgvBI and learning what each part does. We created our own plants using collage materials and labelled the different parts we had learnt about. 	<ul style="list-style-type: none"> Sing the song we have been learning this week – Roots, Stem, Leaves, Flower to someone at home. Can you explain to someone at home what job the roots and the stem do for a plant?
Maths	<ul style="list-style-type: none"> This week we are continuing to work with the numbers 11-20. We have been identifying the missing number in a sequence and justifying our answer with reasoning. Eg. I know it is 15 because 15 comes after 14 and before 16 on a number line. We have been representing the teen numbers using a stick of 10 cubes joined together (tens) and loose cubes (units) Eg. 14 would be one ten and 4 units. We have been counting to 100 on a number square in ones and tens. We have also looked at larger numbers on a 100 square and talked about how to work out how many tens and units would be needed for these numbers. Eg 54 is 5 tens and 4 units. 	<ul style="list-style-type: none"> Can you use what you have at home to make your own tens and ones set? You could use lego, or beads on a string. Play find the missing number – ask your child what comes after/before/between given numbers. Can they justify their answer?
Topic How does your garden grow?	<ul style="list-style-type: none"> We have been continuing with our experiment and observed the effects of what happens to a plant that has no water. After the plant had wilted we then gave it some water and were amazed at how quickly the water travelled from the roots, through the stem to the leaves and the flower to make the plant stand tall again. We used what we had learnt from the above experiment and added colouring to the water in a vase with sticks of white blossom. The results were amazing and so magical. The children were very excited and have begun talking about what would happen if we change the blue blossom into the red water. Will it turn red? Or will it make purple? This week we also learnt about how fruits and vegetables can come from different parts of the plant. Eg carrots and parsnips come from the roots, whereas lettuce is the leaves and strawberries come from the flower and contain the new seeds for the new plants to grow. The children had great fun tasting different fruits and vegetables and trying to find the seeds. 	<ul style="list-style-type: none"> When you are eating your dinner talk about the fruits or vegetables you have? Do you know what part of the plant you are eating (roots, stem, leaves or flower)? Talk about why it is important to eat fruits and vegetables? Count how many fruits and vegetables you eat in one day? Can you eat 5?

Thank you for all your continued support. Have a lovely long weekend.

Mrs Winchester