

## Activity Sheet Week Beginning 9/10/23 Week 3

	What have we been learning about at school?	What could you do to support at home?
Phonics	<ul style="list-style-type: none"> <li>We are continuing to work on and improve our robot talking and blending skills.</li> <li>We have learnt the phonemes (the sounds a letter makes) 'g' as in got, 'o' as in on, 'c' as in cat and 'k' as in kite.</li> <li>We have learnt that 'c' and 'k' have the same phoneme but are represented by different graphemes. To help tell them apart we have called them curly c and kicking k.</li> <li>We have been practising sound out words and blending them. We point to each letter and say the sound as we do so.</li> </ul>	<ul style="list-style-type: none"> <li><b>Please find a phonics activity posted onto Seesaw for your child to complete.</b></li> <li>Can your child remember which phoneme each grapheme represents? Can they find an object at home that begins with each phoneme?</li> <li>Use the grapheme (letter) cards in your child's reading folder to make some words for your child. Use the sounds we have learnt so far e.g. man, pin, mat, din, got, dog. Can they sound out the word and blend them? This skill takes lots of practice so if your child is struggling to hear the word please do not worry. We are continuing to support your child with this at school. Beginning with two letter words such as at 'an' can help.</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>This week we continue to look at the story Owl Babies. We thought about the predictions we had explored earlier and read the rest of the story to find out if these were right.</li> <li>We explored some of our ideas – finding out where Mummy Owl had gone.</li> <li>We acted out being Mummy Owl and them the babies. We were very excited when Mummy returned and thought about ways we could show we were excited/sad/nervous using facial expressions and body language.</li> </ul>	<ul style="list-style-type: none"> <li>Talk with your child about different feelings. How do they feel when they leave their grown up in the morning/at home time? How do they feel when they see their friend/have to go to bed/got lost?</li> </ul>
Maths	<ul style="list-style-type: none"> <li>In Maths this week we investigated repeating patterns and learnt the new vocabulary <b>repeat/repeating/repeating pattern</b>. We learnt that in a repeating pattern you have different parts e.g. a conker and a pine cone which then repeat over and over again to create the pattern.</li> <li>We read 'Pitter Pitter Pat' by Joyce Hesselberth. We created a sound pattern using 2 parts of our body, e.g., clap, stamp. We also used musical instruments e.g. bell, shaker, bell, shaker, bell, shaker. Sometimes deliberate mistakes were made and the children had to spot the mistake and explain why.</li> <li>We created our own simple patterns using a range of natural resources in the outside area. Some of us used 2 step patterns e.g. Conker/acorn/conker/acorn and some of us were able to use 3 step patterns.</li> </ul>	<ul style="list-style-type: none"> <li>What patterns can you find at home or in the outdoor environment. Look at wallpaper, carpet, toys etc. How do you know if it's a repeating pattern?</li> <li>Can you make your own repeating patterns using different objects? Go on a walk and see if you can collect objects to make a pattern.</li> <li>Encourage your child to use the vocabulary <b>pattern, repeating, rule and copy</b> and reason their answers.</li> <li>Choose 2 objects from a pile to make a repeating pattern but with a deliberate mistake (e.g., pebble, stick, pebble, stick, stick, pebble). What do you notice? Do they notice? Is this a repeating pattern? Why not? Can you correct the repeating pattern?</li> <li>Play <a href="https://www.topmarks.co.uk/ordering-and-sequencing/shape-patterns">https://www.topmarks.co.uk/ordering-and-sequencing/shape-patterns</a> and see if you can complete the pattern.</li> <li>Make fruit kebabs with a repeating pattern – e.g. Apple slice/strawberry etc.</li> </ul>

<p>Topic</p> <p>Autumn</p>	<ul style="list-style-type: none"> <li>• This week we have been talking about the changing seasons and that we are now in Autumn. We looked at some Autumn stories and listened to snippets of Vivaldi's four seasons.</li> <li>• We have learnt a song about Autumn that we will sing at the Harvest Service in church next week.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the changes that happen in Autumn. What can your child remember? E.g. leaves changing colour, conkers and acorns falling, the temperature getting colder, animals hibernating</li> <li>• Ask your child to sing you the Autumn song we have been learning. It is called 'Big Red Combine Harvester'.</li> </ul> <p><a href="https://youtu.be/YE1QFA1h5bs?feature=shared">https://youtu.be/YE1QFA1h5bs?feature=shared</a></p>
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### **Big Red Combine Harvester**

Big red combine harvester x3  
Chug, chug, chug, chug, chugging away.

Clattering on, combine harvester x3  
Chug, chug, chug, chug, chugging away.

Cutting the corn, combine harvester x3  
Chug, chug, chug, chug, chugging away.

Threshing the corn, combine harvester x3  
Chug, chug, chug, chug, chugging away.

Big red combine harvester x3  
Chug, chug, chug, chug, chugging away  
Chug, chug, chug, chug, chugging away