


Activity Sheet Week Beginning 11/3/24 Term 4 Week 4

	What have we been learning about at school?	What could you do to support at home?
Phonics	<ul style="list-style-type: none"> In phonics we have continued to review all the Level 3 sounds. We have also been practicing the letter names. We been using our knowledge of all the level 3 digraphs and trigraphs to read and write captions and sentences. We have continued to practise all of the phase 3 tricky words with a particular focus on –me my was my you here they all are. 	<ul style="list-style-type: none"> Practise securing your child’s knowledge of the level 3 sounds. We have been enjoying some phonics games on the IWB Pick A Picture (phonicsplay.co.uk) (choose Phase 3) Forest Phonics - mobile friendly (ictgames.com) (select the digraphs and trigraphs we have learnt so far) Tricky Word song - Tricky Words Tricky Words Song Sight Words Song Phase Three Kindergarten & EYFS - YouTube Kids We sing and practise writing the words.
Literacy	<ul style="list-style-type: none"> We have continued to explore non-fiction books and learn the features of them. We started to make our own ‘What am I?’ games about minibeasts. We lifted the flap to reveal the answer. We thought carefully about what is needed for a sentence as we wrote our simple sentences about minibeasts. 	<ul style="list-style-type: none"> Can you find a fiction and non-fiction book at home? Can you explain the difference? Can you make your own ‘What am I’ game? Fold some paper in half. Write clues on the front and then open up the paper to draw the minibeast picture underneath. Who can correctly guess your minibeast?
Maths	<ul style="list-style-type: none"> This week in maths we have continued to focus on building 9 and 10. We have been finding one more and one less, compositions and arrangements to 10. We have also explored bonds to 10 (2 parts).  <ul style="list-style-type: none"> We were each given our own piece of Numicon and asked to find our partner with the matching piece to make 10. We also used our ten frames to show the different ways to make 10 using 2 different coloured counters. We compared the different tens and had a look at the matching number sentences. Key vocabulary: one more, one less, composition of 10, number bonds, 10 frame, total, number sentence 	<ul style="list-style-type: none"> Practise one more or one less up to 10. Eg. What is one less than 9? Use your fingers or objects to demonstrate if your child is unsure. Number Bonds to 10 - I Know My Number Bonds 10 Number Bonds to 10 Addition Song for Kids Jack Hartmann - YouTube Kids Bonds of 10 - an action rhyme (ictgames.com) <p>Number bonds to 10 Reception maths Number bonds to 10 worksheet - BBC Bitesize</p> <ul style="list-style-type: none"> As your child starts to become more confident they might like to play ‘Hit the Button’ – (Click on Number bonds to 10) <p>Hit the Button - Quick fire maths practise for 6-11 year olds (topmarks.co.uk)</p>
Topic	<ul style="list-style-type: none"> We had a brilliant outdoor learning session on Thursday with Ellen. In our fourth session we went on a scavenger hunt. We found ladybirds, a bumble bee, ants, sticks, green leaves, two types of grass, a worm and animal tracts. We also enjoyed wading through the muddy puddles in the mild weather and having a look at the pond. On Friday we made a wormery by layering sand and soil in a transparent container. We then found lots and lots of worms to add in too. We learnt how worms work hard to keep the soil healthy. We will observe what happens over time. As part of our learning about lifecycles we now have our very own frogspawn in Venus Class. It has generated lots of fantastic discussion 	<ul style="list-style-type: none"> Can you explain the lifecycle of a frog? Can you draw some flowers or animals using your observation skills? Can you go on your own scavenger hunt in the countryside?

and vocabulary. Key vocabulary – frogspawn, tadpoles, froglet, frog

- We have also used our observation skills to draw daffodils and frogspawn. We were careful to make sure we drew what we could see rather than using our imagination.
- We have noticed our tiny caterpillars growing longer and longer. We are looking out for signs that they are becoming chrysalides.