

Activity Sheet Week Beginning 27.10.25 Term 2 Week 1

	What have we been learning about at school?	What could you do to support at home?
Phonics	- Our blending and segmenting skills are continuing to improve and we are getting quicker at robot talking. - We learnt the phoneme 'ck' as in duck. We have learnt that this is a digraph which is when two letters join together to make one sound. - We have learnt the phonemes (the sounds a letter makes) 'e' as in egg, 'u' as in up and 'r' as in red. - We have also started to learn tricky words. These are words that cannot be sounded out and just need to be learnt by sight. We have learnt the words 'to' and 'the'. These are in red to remind the children that they cannot be sounded out.	- Practise using the new sounds to build words with your cards. Some suggestions are pet, ten, pen, up, tug, mug, rat, rip, rot, duck, sack, pick. - Practise recognising the tricky words 'to' and 'the'. See how many times you can spot each word on a page of a book you have at home.
Literacy	- This week we started our new topic 'Terrific Tales' and looked at the story of Goldilocks and the Three Bears. Something very unusual happened in the home corner and Venus class came to the conclusion that Goldilocks had been up to mischief in the classroom! - We made our very own video to retell the story of Goldilocks and the 3 Bears and enjoyed getting into role. We also used pictures and actions to retell the story as a class. - We had a go at segmenting to spell CVC words such as 'mum' and 'dad' and practiced our letter formation.	- Use three cuddly toys you have at home. Can you act out the story of Goldilocks and The Three Bears with them. Do you remember what they said when they found the porridge/chairs/beds? Use a different voice to reflect each character. E.g. A loud voice for big Daddy bear etc. Goldilocks and the Three Bears - Debbie and Friends - YouTube Kids
Maths	- This week in maths we have been finding, subitising and representing 1,2 and 3. - We used the '5 frame' and had a go at clapping and jumping the correct amount of times to show the number which was represented. - We started to investigate different ways of making 3 using cubes and discussed what we could see. 'I can see 2 and 1', 'I can see 1,1 and 1'. Together we looked at the matching number sentence $2+1=3$, $1+2=3$, $1+1+1=3$. - We used the vocabulary 'altogether' 'total' 'add' 'plus' 'equals'	- Look around your home – can you spot the numerals 1,2, or 3 anywhere. Can you practice writing it with the correct formation? - Write the numerals 1,2 and 3 out and order them. Ask your child to shut their eyes whilst you take one away. Can they work out what is missing? - How quickly can you subitise objects? Subitising is when you are able to look at a small group of objects and realise how many there are without counting. Can you subitise dots on a dice or amount of fingers held up? https://youtu.be/B_QktFST7iA?feature=shared https://youtu.be/X9N_IUgD_QM?feature=shared - How many different ways can you make 3? BBC iPlayer - Numberblocks - Series 1: The Whole of Me

Topic	• We talked about the character of Goldilocks and reasoned whether or not she should have gone into the 3 bears house. We decided that she shouldn't have because she didn't ask the bears first and also because she didn't know them, which means they were strangers. We talked about what a stranger is. • We tasted porridge with different toppings (honey and jam) and compared which was the most and least popular. • We finished off our 'diva lamps' which we made last term learning about Diwali.	• Can you talk about stranger danger at home? How can you stay safe if you can't find your adult?
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