

## Year R – Week Beginning 22<sup>nd</sup> June

<b>Reading</b>	<ul style="list-style-type: none"> <li>• Read for at least 15 minutes each day.</li> <li>• This week as you read, see if you can spot these features and discuss what they are for. Full stops, capital letters, title, author, blurb, question mark and exclamation mark.</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• Practise letter formation. Can you write your letters neatly on a line?</li> </ul>
<b>Phonics / Writing</b>	<p>Digraphs (two letters that make one sound) – each day take a look at one of the digraphs (see activities on the class page)</p> <ul style="list-style-type: none"> <li>• ch</li> <li>• sh</li> <li>• ng</li> <li>• th</li> </ul> <p>If you would like more practical activities feel free to do some of the activities that were pictured in previous week's planning. On the remaining day, take some time to practise tricky words from phase 3. There are some activities on the class page. he, she, we, me, be, you, all, are, her, was, they, my. Can they write the tricky words from phase 2?</p>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• This week we would like you to focus on positional language with your child. This is something we have only briefly touched on but is an element of maths that is very easy to fit into your everyday activities. The children need to be able to use words such as behind, next to and on top to describe where an object or person may be. Below are some practical ideas for teaching and practising this, you can also find more activities on our class page. <ul style="list-style-type: none"> <li>- Set up some toys in your living room, see if your child can place a toy in the position you say e.g. Put the elephant next to the teddy.</li> <li>- Go on a hunt around your house and describe the position of different objects e.g. The mirror is behind the door.</li> <li>- Play a game of 'I'm thinking of something...that is on top of the cupboard' and see if your child can identify what it is. They can then have a go at describing something for you to find.</li> <li>- If you are out on a walk see if you can describe the position of different objects or living things you can see too!</li> </ul> </li> </ul>
<b>Curriculum Task</b>	<ul style="list-style-type: none"> <li>• Focus: Walk in my shoes</li> <li>• Discuss times that the children have felt sad or angry. What did they do when they felt like this? Did they keep it inside or did they talk to someone? Discuss how it is easy to feel you are on your own but that there is always someone who will listen and do their best to help you. Children to think of people who will help and who will 'walk with me in my shoes.' E.g. friends, family, teachers etc.</li> <li>• Activity: Children to draw around their shoe, colour it in and write/draw in people who will help them if they are sad or worried.</li> <li>• As a Fidgety Fingers exercise see if you can cut out the farm shapes carefully and stick them down in the correct place to complete the picture. The worksheet for this can be found on our website.</li> </ul>
<b>Mini Assembly</b>	<ul style="list-style-type: none"> <li>• Focus: Teamwork</li> <li>• Recently there have been lots of people working as a team around the world. Whether it maybe the Nurses and Doctors helping to make people better, Teachers helping to look after children, Parents and their children working together to complete home schooling activities or those people in shops working hard to allow us to go and buy the food we need. Spend some time with your child talking about different scenarios where people around the world might work as a team, for example you have sports teams or the fire brigade who are always working together. Talk about times when they may have worked as a team, did it work well? Were there times when it could have worked better? Remind the children that there class and Kings Worthy School as a whole are one big team and when everyone does go back to school that team will still be there.</li> </ul>