

Year R – Week Beginning 6th July

Reading	<ul style="list-style-type: none"> • Read for at least 15 minutes each day. • 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.
Handwriting	<ul style="list-style-type: none"> • Practise letter formation. Can you write your letters neatly on a line? • Practise writing your numbers. It doesn't have to be on paper. How creative can you be?
Phonics / Writing	<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"> • ow • ur • ar <p>If you would like more practical activities feel free to do some of the activities that were pictured in previous weeks 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. Ensure children can write the tricky words from phase 2. Have a go at hiding tricky words around the house. When they find a tricky word they need to read it.</p>
Maths	<ul style="list-style-type: none"> • This week we would like you to talk to your child/children about estimating. Explain to you child/children that the word estimating means to make a sensible guess. Focusing first on quantities up to 10 and gradually increasing this if you feel they are ready, see if your child/children can use the resources on our class page to practise this. There may be many opportunities for this to also take place during day to day activities at home too for example, estimating how many pieces of pepperoni are on their pizza, how many bath toys are in their bath or how many horses might be in a field if you go on a walk or drive.
Curriculum Task	<ul style="list-style-type: none"> • You may have found recently that you have had time to go on more walks through fields or forests and have had the chance to see more minibeasts and animals. Using the Animal Footprint Cards on our class page see if you can spot any of the animal footprints when you are out on a walk. You may even find some different ones and could have a go at drawing these yourself and write about what animal could have made them.
Mini Assembly	<ul style="list-style-type: none"> • Focus: Changes – Reflections • Tell your child/children they need to put on their special reflection sunglasses (mime putting glasses on – children to copy). Discuss looking back on the school year and reflecting on what we have done. Some questions to start a discussion could include – what have you most enjoyed about year R? What are you most proud of doing/achieving in year R? What new friend have you made etc. • Activity: Using the sunglasses worksheet on our class page help your child/children to reflect on their year and draw what they remember about the year (they can annotate too if they would like to).