

**Personal, Social and Emotional Development**

In school we will be looking at the Nosy Crow / Axel Scheffler Coronavirus e-book (it's free; search 'Scheffler Nosy Crow' to find it), using it to start a discussion on feelings about our time spent at home, and the changes to our previous way of life.

**What else can I do?**

Any change can feel uncomfortable at first, but talking through these feelings can help. Talk about the positive side to changes.

**Communication and Language**

(Speaking and Listening skills)

Our focus will be on listening and responding to instructions, particularly instructions which contain several parts in a sequence.

**What else can I do?**

Tell stories to your child without pictures or props. Do they still show good understanding of the story, by being able to express views about events or characters in the story, or can they answer questions about why things happened? Give your child opportunities to recount experiences (phone calls with family) and imagine possibilities, express their ideas, explain or justify their actions.

**Religious Education**

**Friends (Reconciliation):** to know how we can make good friends, that Jesus had good friends and what Jesus tells us about friendship.

**Our World (Universal Church):** To think about what we love and wonder about our world. God gave us this wonderful world.

**What else can I do?**

Say prayers together daily. Encourage your child to give thanks to God for something at the end of each day. Think of ways we can look after God's wonderful world.

**Literacy**

**Phonics:** consolidation of the Phase 3 **digraphs** and **trigraphs** and spotting them in words. Reading **Phase 4 words** containing adjacent consonants, **reading and writing captions and sentences** independently. Building up a bank of **non-phonetic high frequency words** your child can recognise by sight (listed below). **Spelling** of Phase 2 and 3 tricky words. We will be looking at **stories linked to animals**, starting with Julia Donaldson's *'The Snail and the Whale'*.

**What else can I do?** Read the zig-zag phonic books. Go through your child's sounds book and revise previously learned sounds. Spot digraphs, trigraphs and non-phonetic high frequency words in books you have at home. Continue to read to your child. Encourage **independence when writing**, expecting your child to write the sounds they can hear, rather than the 'correct' spelling.

**Mathematics**

We will be using aspects of the White Rose Home Learning activities, which will be covering simple **repeating patterns and symmetry, addition and subtraction** (counting on and back), **counting and recognising numbers to 20, numerical patterns, measure and estimation.**

**What else can I do?** continue with daily counting of sets up to 20 and number recognition. Play games with dice. Continue to encourage your child to subitise and use addition knowledge for this e.g. "I can see 6 here and 6 there - that makes 12 altogether." Continue to play shops at home, encouraging your child to use coins of other values up to 10p e.g. 2p+2p for 4p rather than using four pennies. Find different ways to make the same total; how many different ways can you find to make 6p?

**Physical Development**

Handwriting, with a focus on **letter size and formation** when writing. Heath and Self-Care; knowing what we can all do to help **prevent the spread of the coronavirus.**

**What else can I do?**

Encourage your child to use an alphabet sheet to copy the letter formation, taking note of letter size and trying to get f, g, j, p, q and y to 'dangle' under the line. Use lines to write on. Continue to get some form of daily exercise. Continue to focus on throwing, catching, hopping and skipping – as well as cutting skills.

**Understanding the World**

**The World: similarities and differences, patterns and change.** We'll be looking for **repeated patterns** within nature (both plants and animals). We'll look at some simple **animal life-cycles, habitats and classification.** The weekly **'family science'** activity will continue on Edmodo, along with the new **'30 Days Wild'** activities.

**People and Communities:** Dad's **likes and dislikes** (as we approach Father's Day).

**Technology:** Continue to **monitor growth and change** in plants using technology.

**What else can I do?**

Think about how some animals are similar to each other and how some differ. All birds have...? All fish have...?

**Expressive Arts and Design**

Both in school and on Edmodo, music will be a focus on **listening to classical music and singing**, including hymns.

**Drama and role-play** based on our focus books.

**Painting** pictures of animals.

**Observational drawings** of snails and shells.

**What else can I do?**

Mrs Carlton will post some ideas on Edmodo about how you can be creative with music. Help your child to find out about what Dad likes; (food, films, sports, hobbies, colours...) and use this to help them make a card for him at home. Unfortunately, we won't be able to do this one in school this year!

'Tricky words' Non-phonetic high-frequency words your child should be able to read:

**Phase 2:** I the to no go into

**Phase 3:** he she we me be was you they all are my her

**Phase 4:** said have like so do some come were there little one when out what

**At the start of Phase 4:**

Children will know a grapheme for each of the 42 phonemes.

They will be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment CVC words in order to spell them.

Children will also have begun reading straightforward two-syllable words, simple captions and sentences.

Children will have begun to read and spell some tricky words from Phases 2 and 3.

In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as *trap*, *string* and *flask*.