

Week beginning: Monday 15th June

Year group: Reception

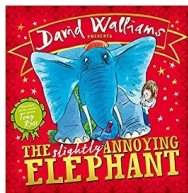
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What has happened to the weather? Hopefully the sun will start to shine again soon.

I hope that you all enjoyed the doughnut week last week - I know I did. I tried to eat one without licking my lips, but it was impossible! If you have a photo of you with a sugary face, please send them to your class teacher so that we can share them with your friends on the website.



This week, your home learning has been set by Mrs Crane, I have loved reading the story of 'The Slightly Annoying Elephant' by David Walliams, so I thought that we could have an elephant week. I hope you have fun trying out all the elephant activities with your family.

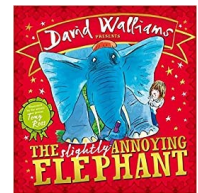


The Slightly Annoying Elephant

By

David Walliams

You can either look at a version on Youtube or you could look on your class page for a video of the story.



Literacy **All written activities have the star challenge**

1. Look at the words that were used to describe the elephant - gigantic, ginormous - can you think of any other words to describe the size of an elephant. Maybe you could write them in a list, trying to spell them for yourself.
2. Sam adopted an elephant. What animal would you adopt and why? Write a short sentence about why you have chosen that animal and draw a picture of it.
3. Design a poster to ask people to adopt an animal of your choice, make sure that you put on the reasons why your animal would be good to adopt.
4. Sam made tea for the elephant. What would you make for the elephant? Write a Recipe.
5. Sam wanted to watch his favourite cartoon. What is your favourite cartoon? Draw a picture of it and write a little bit about it.
6. Make up a story about when an animal came and knocked on your door. An adult could write it down for you and you could be the illustrator.
7. A herd of elephants came to Sam's house. Can you find out what you call groups of other animals? e.g. A tower of giraffes


Literacy continued

8. Write a list of the things you would pack in a suitcase if you were going for a sleepover at Sam's house.

9. Write an invitation for a person or animal to come to stay at your house. Remember to say when, what time, do they need anything special?

Phonics

Keep using your phonic packs that were sent home with your child in March. If your child is now confident with the sounds they have look online at the letters and sounds phase 3 and 4 for the next sounds to add.

 Look at the channel 'Letters and Sounds for home and School'. There are lots of good lessons already and new ones are added daily. You should be able to judge where your child is at the moment, start there and then move on as you feel they are ready.

Maths

The elephant uses its trunk to pick things up, so this week's maths involves some fun games with straws and skittles/smarties or any other small sweet that you can pick up by sucking through a straw.



1. Set a timer for 1 minute. Can you sit still for 1 minute? What else can you do in a minute? How many jumps/catches of a ball/bricks in a tower can you do/write your name etc? Find a way of recording what you can do. Ask someone else to do it as well, look at the results, talk about who has more/less.

2. Write down some addition problems for your child to do by sucking sweets with a straw. There are several ways to play this game, you could write the 'sum' for them and they have to suck up the correct number of sweets and write the answer or they could choose two colours, suck up all the sweets of those colours and write the 'sum' for themselves

★ problems to 10 ★★ problems to 15 ★★★ problems to 20

3. As above, but subtraction. Again different star challenges

★ subtraction from 10 and below ★★ from 15 and below ★★★ from 20 and below

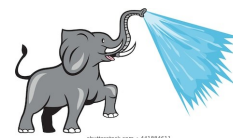
4. How many sweets were in your packet? Put them in a line to count. Write a number for each sweet.

★ independent to 10, adult help/do the rest ★★ independent to 20
★★★ independent beyond 20

Maths continued

5. Sort out your pack of sweets into colours. How many of each colour have you got? Which colour is there most of? Which colour is there least of?

6. I found out that an elephant's trunk holds 14 litres of water. Can you use an empty 1 litre bottle to put 14 litres of water into a container to see how much that really is? Imagine having that much water up your nose!!!!!!



Things to find out

There are two different sorts of elephants, what are they and how can you tell them apart?

Can you find Africa on a map? Can you find out anything about Africa?

The elephant talks about the Tour de France ... find out what it is, Where is France on a map? What does the French flag look like? Taste some French food eg croissant, pain au chocolat

The elephant watches Antiques Roadshow. What is an antique?

Getting creative

Make an elephant from a paper plate - lots of ideas on pinterest! What other animals can you make?



Make a zoo out of bricks/lego or anything else you may have.

Look at the story of Elmer - another elephant story, can you design your own elephant for Elmer day



Science fun

Use the 14 litres of water that you have collected for your maths, Choose some items to put into it, keep adding until it overflows. Try stones, cutlery, whatever you find.





Watch the elephants at Dublin Zoo on their live webcam

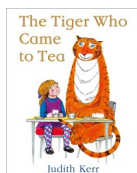
Look on the Chester Zoo website to find out some facts about elephants



YouTube Lots of clips about elephants to watch



Go on a bike ride, give yourself a challenge. It may be a distance ride or a slalom course to help your balance and control



Read another story about an animal coming to a house, or another elephant story.

RE and Worship



Watch this assembly all about having patience. Perhaps you could try the activity, sitting still for 2 and a half minutes...practise being patient!

<https://classroom.thenationalacademy/activity-clubs/faith-at-home/episodes/patience-primary/>

Church Links:

Take a look at the church web-site. Steve Torr is celebrating services from his study on-line. You can join him at: <https://www.stbertschurch.org.uk/>

The Church of England have weekly collective worship resources, with the Archbishop of Canterbury leading the opening worship. It will be available for live stream through the TES YouTube channel: https://www.youtube.com/channel/UC-gOKwqu5_g9Pm1YBMb5G_A



Star Rating System for writing

This reflects the different levels of writing development that children naturally go through. As you have been writing with your child over the past weeks, you will probably be able to see where your child is currently at. The idea in writing is to look at the next stage and gradually build on the skills they have in order to begin to work at the next level. If your child is at the very beginning of independent writing skills, then that is where you start, looking at the next stage so that you know what to talk about and encourage as they work.

This applies to each stage. Do not try and cram in every aspect of the next stage all at once, focus on one idea at a time. It's what we do at school!!

Writing is complex and not straight forward.

Don't worry about where your child is at, what is important is that we consolidate what they know and begin to move them on in small steps.

Remember - they all learnt to walk and talk at different ages, similarly they will all learn to read, and write at different stages.

Here is the same sentence shown in each star rating - The elephant has got big ears.

★ **theelfhsgbgees** - no finger spaces between words, hearing mainly first and last sound, able to spell tricky word the for themselves (we could all do that in March!). Still needing you to prompt what they were trying to write, unable to read back for themselves, can't remember what it says. So ask them to tell you their sentence several times before starting, encourage them to sound out aloud for you, help them to re-read as they finish each word, remind them to leave finger spaces, help them to hear middle sound.

★★ **the elift hasgot big eeyus** - We now have most finger spaces, hearing more sounds. Remembering sentence for themselves and beginning to read back with some independence. Now is the time to talk about a capital letter at the beginning and a full stop at the end. Remind about all finger spaces. Encourage adding a second sentence.

★★★ **The elefant has got big eers. He has a long trunc soa he can get worter.** - Using more of the sounds they know. Thinking up own sentence and holding it in their head while they write. Needing less adult support. To move on, look at the next set of tricky words online (Letters and sounds, phase 3), begin to learn how to read them, write them on a list for your child so that when writing they can refer to them and spell them correctly eg so. Encourage them to become more adventurous with the words they use, extending a sentence using words such as and, because. You could start and build simple stories, adding a few sentences each day, this helps build writing stamina, gives practice reading back what they have written and then gives a sense of pride that they have written at length without feeling daunted at the outset.

Please, always encourage your child to form letters correctly as bad habits are incredibly

Writing alongside your child is always a good way of engaging them. Give a running commentary about how you are going about writing down your ideas.

It could go something like this

mmm, what shall I say about an elephant, I know, I'm going to write, The Elephant has got big ears. Let me say my sentence again so that I can remember it. What was my first word... The! Oh I know how to spell that one, right.... The my next word is elephant, let me listen to all the sounds I might need e-l-ee-f-n-t. I'll need a finger space first though. Then show your child how you are leaving your finger space, resound the word out loud as you write each letter. Now I'm going to see what I've written, I'm going to point to each word as I read. Let me think what my next word is going to be The

elephant.... Has. Let me sound out has. h-a-s... I mustn't forget my finger space though. etc

At the end I would then re-read my whole sentence pointing to each word as I read.

I know it sounds laborious, but it really motivates the children and helps them see the thought processes needed to become a writer. As your child becomes more confident and independent, your 'commentary' will change. To something like this.....

'I know what I'm going to write, The elephant has got big ears. I can write the, oh, but I must remember a capital letter because it's the first word., oh and I need to remember finger spaces. Now I need to think about the word elephant. e-l-ee-f-n-t, now I know the sounds I'm going to say them again , but write them down at the same time so that I make sure that I don't miss any out. Now I've got The elephant, what's next ? The elephant... has got big ears. I can do 'has got big'. Now I just need ears, ee- y-ur-z. I know how to write the ee sound, oh and the ur is in the middle of the word so it will be ur, not er, and it sounds like it's 'z' at the end but I know that it will be a 's'