

Week beginning: Monday 29th June
Year group: Reception
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I hope that you managed to enjoy the lovely weather we had for most of last week. I'm sure that lots of paddling pools were filled and enjoyed.

Have you looked at your class page on the school website this week? If you have sent us some photos, you may well find them on there. Please, please keep the photo's coming, even if you are back at school. We like to know what you are up to at home and it's a good way for your friends to see your faces too.

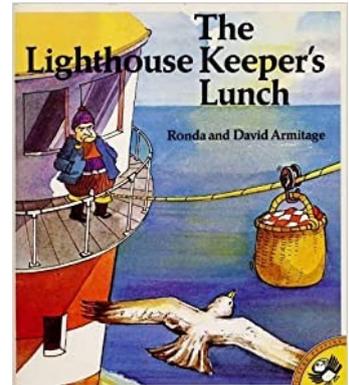
This week the story is one of my all time favourites - Mrs Davidson reminded me of it when she cycled to Hale lighthouse one night last week to watch the sunset.

You may also be interested to know that the children who are in school are doing these activities this week too!!

The Lighthouse keeper's Lunch

By
Ronda and David Armitage

There are lots of lovely versions on youtube - pick a selection to watch over the week



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

1. Find out the meaning of new words eg industrious, tended, devoured, napkin, consolingly etc
2. Draw a picture from the story and write what you think the characters might say in a speech bubble.
3. Make a jam sandwich and write some instructions about how you did it.
4. What would you put in a sandwich to deter the hungry seagulls? Write a sentence or two about it.
5. Make a list of all the favourite things you would put in your picnic basket.
6. Think about Mr Grinling's name. Look at the end - ng - what other words can you find that end in 'ng'. Write each word on a separate piece of paper. Then sort them out into -ang- ing- ong- ung. His name begins with 'gr' - how many other words can you find that begin with 'gr'?- write them down.
7. Write about your favourite part of the story.
8. Talk about when you went to the seaside. Did you see a lighthouse? What is a lighthouse for?
9. Mrs Grinling made mustard sandwiches to stop the seagulls. What would you do to stop them. Write down your idea.
10. Write a postcard or letter. It could be to Mr Grinling, the seagulls, Mrs Grinling or the fisherman at the end of the story.



Maths



1. Pattern - Look at the pattern on Mr Grinling's lighthouse. red-white-red-white. Make a repeating pattern for your child to continue. Pattern is not just colours, it can be anything!!

★ To begin with keep it simple with alternate things eg hop-clap-hop-clap.

★★ Keeping two 'items' - ball-ball-bat -ball-ball-bat leaf-twig-twig-leaf-twig-twig

★★★ Use three items - car-man-hat-car-man-hat jump-jump-nod-clap-jump-jump-nod-clap

It is important to make sure that your child has spotted the pattern you have started (we call that the core) try and say it with some rhythm as that will help. If your child makes a mistake, don't just say that it's wrong, start at the beginning say what is there, can they spot where they have gone wrong?

When you child can confidently continue a pattern that you have started, can they begin to make up their own?

★ Using just 2 elements in an alternate way

★★ Using 2 elements in a more complex way

★★★ Using 3 elements



2. Mr Grinling had his lunch sent in a basket. Find a small box to make into a basket eg cereal box. Find things beginning with the same letter to go in your basket, how many items did you find? You could do different letters/sounds each day. Or find things of the same colour, shape etc. It's the counting that is important.

Getting Creative

1. Using some rope or string can you tie it across a room or the garden to re-enact the story. You could make your own cottage and lighthouse to go at each end.

2. Try looking through a telescope or some binoculars. Save some cardboard tubes and make your own.

3. Look at the end of the story. Why do you think that the picture is round? Can you draw a picture on a circular piece of paper to show something that Mr Grinling might see through his telescope. It doesn't have to be the fisherman - look at through the book for ideas.

4. Draw a picture like the first one in the book, but instead of drawing the wire and basket you could use string and cut out your own basket.



Getting Creative cont.

5. Make a seagull from a paper plate. You could use it to help you re-enact the story. Lots of ideas on pinterest, just search for paper plate seagull.



Going out

Maybe you could go to Hale to see the lighthouse.

Things you might like to do whilst you are there -

Take a picnic

Look through some binoculars

Count seagulls

Talk about what the lighthouse looks like - How is the same/different to Mr Grinlings.

Go for a walk and enjoy talking about all the things you can see.

Look at the horizon, talk about what a horizon is.

Collect lots of different things to use for your pattern work in Maths.



Fun things to try



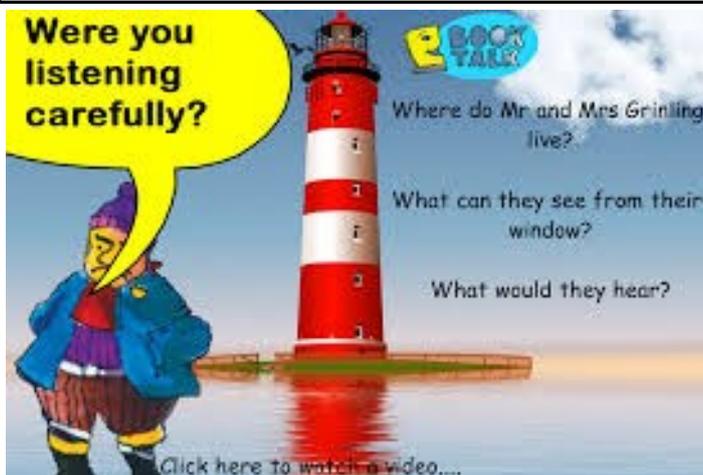
1. Mrs Grinling makes mustard sandwiches. Try tasting some mustard. Do you like it?

2. Make your own lighthouse sandwich.

3. Ice some biscuits for a treat.

4. Try different fruits, that perhaps you haven't had before. Talk about smell, colour and skin texture before you cut into it. Mango, dragon fruit, papaya all give a surprise inside. Find out where they have come from.

5. Make your version of a peach surprise by using strawberries, raspberries or one of the new fruits you have tried.



Always try and ask open ended questions. They discourage your child from simply answering yes or no. They make them think and help them to organise their thought and give explanations.



Music

Mr Grinling sang sea shanties.

Listen to some sea shanties. Maybe you could learn one eg
What Shall we do with the Drunken sailor

If you listen to some shanties by Fisherman Friends, you might hear one you already know (John Kanaka). Try teaching your family the actions.



This week's theme for our worship is courage.

Watch the link below

<https://www.churchofengland.org/faith-action/faith-home/faith-home-videos/collective-worship-primary-schools-episode-2-courage>

What do you think courage is?
Have you ever been courageous?

Can you do something this week to show that you have courage - it can be something very small.