

Year R

Week beginning: 26.4.21

Aims are based on the expected learning for the year groups and tailored to the needs of the individual or group.

P.E

Learning Objectives

- To learn about the parts of the scooter and about the safety gear.
- To learn how to balance, push, steer and stop a scooter.
- To learn how to navigate obstacles on a scooter.

- To roll a large ball against a wall or to a partner and catch the rebound

Activities

- Scootability training sessions will introduce children to the scooter and aim is to establish the basic skills and knowledge to start riding safely.

- Continue practise rolling a ball against a wall and then to a partner by:
 - Using footwork to move in line with the ball when receiving.
 - Focussing on accuracy and weight when sending.
 - When rolling/receiving, bend knees to get low to the ground.

- Continue to play parachute games using balls



Step it up:

- Use a smaller ball for sending and receiving

Step it down:

- Close the distance when sending and receiving ball

LITERACY

Learning Objectives (Reading, Writing, Spelling & Grammar)

- To write a range of lists and labels
- To use interesting vocabulary to describe the qualities of a superhero

Activities

1. Identify, name and write labels for the different parts of a scooter e.g. handlebar, wheel, brake

2. Talk about the different qualities of a superhero and develop and extend vocabulary for example, as well as saying brave, we could say courageous

3. Draw a superhero character and label the significant parts of the design and the superhero powers and qualities they have e.g. cape, mask, speed, bravery etc.

4. Read the story '10 rules of being a superhero' and identify the rules superhero's follow. Make up your own set of rules for superheroes based on these and write them as a list.

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Handwriting

(Suggested 10 minutes, 3 times a week if doing some at home)

Learning Objective:

Practise the formation of letters

Activity

- Write the words on lined paper or a whiteboard. Start at in the correct place and go down or around first. Pencils/pens should not come off the paper/board as letters are formed, except to cross on the **t, f** or **X**.
- **Write these words**

like mum dad the

Some letters are tall (we call a part that is higher an ascender) - **l h b**

Some letters are short - **a s n**

Some letters have a 'tail' (we call this a descender) - **p g y**

Make sure all letters start at in the correct place and go down or around first.

Pencils/pens should not come off the paper/board as letters are formed, except to cross on the **t, f** or **X**.



Here is a guide to show how we teach letter formation in school; please encourage children to try to write each letter correctly.

You might like to print one out to keep and use:

www.twinkl.co.uk/go/Code/CP9160

This will help your child see where their letters should begin and end.



Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt
Uu Vv Ww Xx Yy Zz

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Reading

(Suggested 15 minutes, 3 times a week)

Class and Group Guided Reading Sessions

During these sessions children will:

- Talk about what they can see in the pictures and what is happening
- Point to and follow the text when reading with their finger
- Use phonics to blend new words and identify digraphs within words
- Read sight words in sentences
- Use picture clues to help read unknown words
- Answer questions about what they have read
- Extend their vocabulary through discussion
- Improve fluency by re-reading

Online Reading Books: <https://my.risingstars-uk.com/>

Rising Stars reading scheme online - staff have selected books for each child.

You have received a Parent Mail about this with a username and password for your child.

You will also need to enter the '**Centre ID**' - **6060655**, in the box below the username and password.

Encourage your child to:

Read independently using phonic sounds and known words

Answer questions about what is read and heard in books

Please continue to enjoy reading any other picture books and stories aloud to children. You could watch stories on YouTube or CBeebies Bedtime stories if you have limited books at home.



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MATHS

Learning Objectives

- To compare numbers to 20 using vocabulary such as more than / less than and in between
- To sequence a random set of numbers between 1-20 from smallest to largest

Activities

Choose 5 random cards between 1-20 and sequence them from smallest to largest. Repeat with different numbers.

Play Coconut Ordering at: <https://www.topmarks.co.uk/ordering-and-sequencing/coconut-ordering>



Complete sequences of missing numbers where the first number is not 1

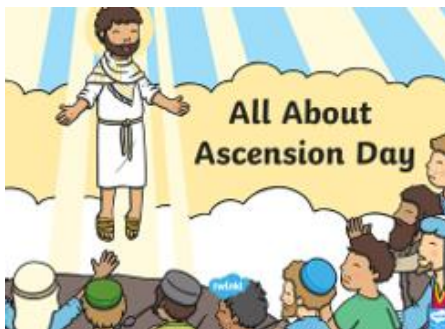
Continue to play Too Big / Too small which was learnt last week to reinforce number value

R.E. (RELIGIOUS EDUCATION)

Topic: Good News

Learning Objectives: To know the events of the Ascension and Pentecost

Activity 1



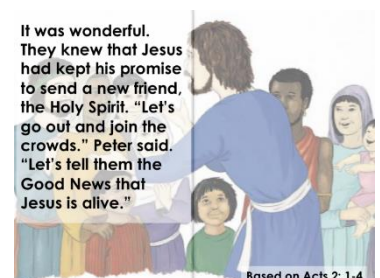
Introduce the children to Ascension Day and explain that this is the day Jesus went to heaven. This happened after Easter Sunday but before Pentecost.

View the PowerPoint lesson using pin code: IJ5107 at [Twinkl Go](https://www.twinkl.co.uk)

Activity 2

Read Luke's story of Pentecost.

After Jesus had gone back to his Father in heaven, his friends were sad. They missed him. They felt lonely and afraid without him. On Pentecost day, they were all together in the house. Crowds of people came to Jerusalem to celebrate the feast. The friends of Jesus did not go out to join them. They



Based on Acts 2: 1-4

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stayed all together in the house. They talked about Jesus and remembered what he had told them. As the wind filled the room, they began to feel different. Joy and happiness filled their hearts. It was wonderful. They knew that Jesus had kept his promise to send a new friend, the Holy Spirit. "Let's go out and join the crowds." Peter said. "Let's tell them the Good News that Jesus is alive."

Based on Acts 2: 1-4

It is difficult at this age for children to understand the abstract concept of the Holy Spirit. Use images such as air and wind to help explain the power of the Holy Spirit. The effects of these elements are what we want the children to explore and thereby deepen their understanding.

Children to draw a picture of Jesus' friends before and after Pentecost showing their different emotions. Add small flames above the friend's heads to symbolise the coming of the Holy Spirit.

Key vocabulary: alleluia, promise, Easter, Holy Spirit, Good News

RE - Step it up:

- be able to explain why Jesus's friends were happy when the Holy Spirit came

RE - Step it down:

- be able to explain that Jesus's friends were happy when the Holy Spirit came

P.S.E.D (Personal, Social and Emotional Development)

Learning Objectives:

To identify and name the feelings of anger and frustration

To identify strategies that can help you calm down when you are angry or frustrated

Activity

Read the book Rory Red. Find the things in the story that made him angry. What things have made you angry before? Next think about the things that helped him to calm down. Together write a list of them. Can you think of any other ways you might be able to calm down?

Watch the video clip about feeling angry and calming down:

<https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-feeling-angry/zmg97nb>



Make a calm down booklet. Children to include 2 or 3 strategies that they would like to try next time they are angry or frustrated.

Key Words: angry frustrated temper calm down cool off comfort

Step it up:

- identify times you have been able to calm down before and what helped you to do this

Step it down:

- identify things that have made you feel cross before

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Topic

Learning Objectives

To explore shadows and silhouettes

To design and make superhero costumes and capes

Activities



Explain to the children we get a shadow when the sunlight is blocked by an object. Look for examples of this in the outdoor area. Find shadows outside and look for the object that is blocking the sun. What do children notice about the shape and size of the shadows? Discuss this together.

Make shadows outside. Get children to draw around each others shadows. Explore how they can make different shaped shadows – can they make a superhero shaped shadow? Use different objects and resources to make shadows.



Teach children that shadows move as the sun moves. Mark a spot and place an object on the that spot and draw around it's shadow 3 times a day to show this.

Explore shadow making further inside by making shadow puppets and a light theatre. Watch this link to find out how: <https://youtu.be/w6qoWokj10Q>

Introduce silhouettes and explain they are similar to shadows but they are created when something dark is set against and brigher background. Make superhero sillhouetes and cityscapes to set against a painted sunset.



Plan design and then make superhero capes and costumes using a range of media.

