

Year R
Week beginning: 10.5.21

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

- I can perform a single skill or movement with some control

Activities

Explore the following skills:

- Run forward very quickly on a signal, exploring different start positions to see which works best.
- Run forward very quickly on a signal and stop quickly on a second signal, exploring different ways to slow down and stop to see which works best.
- Throw a ball up high in front of you, let it bounce and move to catch it. Throw the ball further away from your body to make it more challenging.

Step it up:

- Bounce and catch a ball and clap in between

Step it down:

- Bounce and catch a big ball on the spot

LITERACY

Learning Objectives (Reading, Writing, Spelling & Grammar)

- To think of, say and write simple sentences
- To plan and write a simple story

Activities

Weekend News

- Talk about what has happened over the weekend and recall the order of event
- Write a simple recount of what happened in simple sentences, using the words then and next at the beginning of new sentences. For example, On Saturday I went to the park. Then I went shopping with my mum

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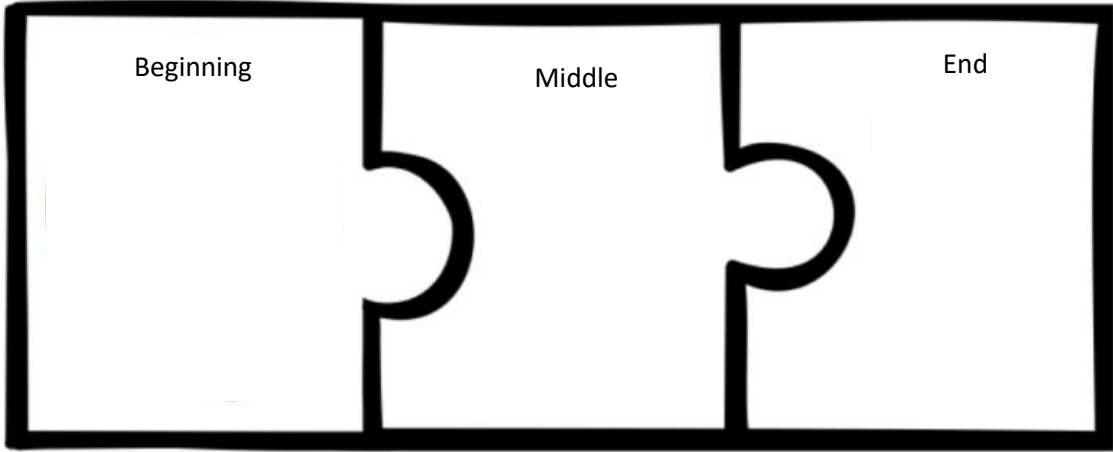
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Story planning

- Discuss and identify the characters, settings and problems within stories that we have been reading



- Practise making up and telling simple stories using story telling cards depicting characters / settings and problems
- Use this template to plan a simple story by drawing pictures and write simple sentences to go with it



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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

big can his said

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**.

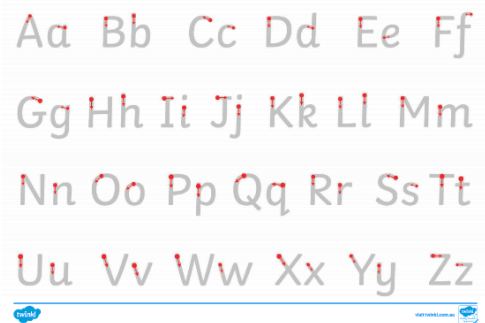


Here is a guide to show how we teach letter formation in school; please encourage children to try to write each letter correctly.

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.



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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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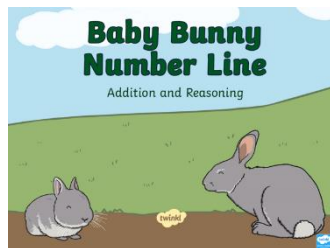
MATHS

Learning Objectives

- To continue count on using a number line for addition

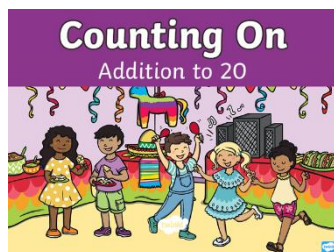
Activities

- Complete the Baby Bunny number line lesson to re-enforce the concept of counting on along a number line – give children a number line so that they are able to practice making jumps



Access this lesson using pin code: **TL4175** at [Twinkl Go](#)
Sharing will expire in 56 days

- Also complete the counting on lesson to demonstrate how to count on to solve number sentences



Access this lesson using pin code: **IJ7549** at [Twinkl Go](#)
Sharing will expire in 56 days

- Practice addition throughout the week in a range of activities using number lines to complete number lines such as:

$$8 + 5 =$$

$$7 + 4 =$$



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R.E. (RELIGIOUS EDUCATION)

Topic: Good News

Learning Objectives: To Remember, celebrate and respond to the understanding that everyone has Good News and that Pentecost is the celebration of the Good News of Jesus

Remember the good news of Jesus at Pentecost by re-reading the story from the Bible.

Ask the children what they wonder about the joy and happiness that good news brings, Pentecost Day and the Holy spirit.

Make a symbol of the Holy Spirit in the form of the wind, fire or a dove to take home and share the good news of Jesus



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

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

Learning Objectives:

To identify and name the feeling of sadness

To identify strategies that comfort you when you are sad

Activity

Listen to the story When Sadness comes to call

<https://www.youtube.com/watch?v=DznTm-gPbC8>

Discuss own experiences of sadness and how it passed



Watch the video clip about feeling sad and feeling better:

<https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-feeling-sad/zj7qt39>

Key Words: sadness comfort passing

Step it up:

- identify times you have been sad and things that you did to help this pass

Step it down:

- identify things that have made you feel sad before

Topic

Learning Objectives

To make careful observations when painting and drawing

Activities

Provide interesting arrangements and photographs for children to look at closely. Discuss the details and the things that they notice. Encourage careful observation so that they notice things that usually they may not.

Provide a range of media including paint, pencils and pastels and get children to recreate the displays/photographs they see by looking closely and representing this in their own way

