



If your child is isolating this week and is well enough to work, the grid below gives you an overview of the schoolwork they will need to complete to ensure they don't miss any learning. Resources to accompany the lessons below can be emailed directly to you or printed for you to collect. To request resources, ring the main school office or email the year group (Tapestry message for Early Years). As during the lockdown in January/February, you can contact the class teachers via email and send work in. Staff will check the year group email once a day.

	Objectives
<p>Maths Power Maths Unit 11; Space and Shapes 2D and 3D shapes.</p>	<p><b>LO:</b> I can name some 2D shapes, and mathematical terms to describe shapes.</p> <p><u>Unit 11 Space and Shape 2D Shapes (Week 10) This week, children will focus on properties of 2D shapes.</u></p> <ul style="list-style-type: none"> <li>• ELG : They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</li> <li>• 40-60 -Selects a particular named shape</li> <li>• Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> </ul> <p><u>This unit will be allocated to your Power Maths account.</u></p>
<p>Literacy Reading</p>	<p><b>Star word of the week – bloom</b> <u>This week we are looking at a non fiction book about Spring (powerpoint):</u></p> <p><u>Monday-</u> Discuss the difference between fiction and non -fiction texts. Look at the features of each and why we have non-fiction books. Look at the contents page and glossary page and how we use them.</p> <p><u>Tuesday-</u> p4-9. Look at the pattern of the seasons on p6. When is your birthday? What season were you born in? Spring is the season when things start to grow after the cold period of winter.</p> <p><u>Wednesday</u> – p10 -19. Listen to some of Vivaldi's Four Seasons. Close your eyes and think about the buds and blossom growing on trees, spring flowers, chicks in nests as you listen.</p> <p><u>Thursday</u> – p20. Spring is a time for new life and growth. Learn this poem using hand actions – A little seed for me to sow, A little earth to</p>

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	<p>make it grow, A little hole, a little pat, A little wish, and that is that. A little sun, a little shower, a little while...and then a flower.</p> <p><u>Friday</u>- p21 Animals come out of hibernation in spring. Everything starts to reawaken in nature. Can chn recall some of the spring facts from this week? Can they say how to use the non -fiction book to find information? Where else could we find out information about spring?</p>
Writing	<p><b>LO: I can use my phonic skills to write some simple words about Easter.</b></p> <p><b>LO- I can use some clearly identifiable letters to communicate meaning.</b></p> <p>This week will be thinking about what we know about Easter, and what it means to us. We will think of some words related to Easter and have a go at writing them using our phonic skills, and kinetic letter movements.</p>
Phonics	<p><b>LO: I can read, spell and write words with the letter sound ee</b></p> <p>This week we will recap learning on the /ee/ sound: Bug Club Phoneme / ee/ revision and Phoneme / ee / lesson have been added to your child's Bug Club account.</p> <p>Listen to the alphabet song each day. Go through the Phonics Sounds powerpoint each day.</p> <p>Read these words with the ee sound in them: Monday- /see/jeep/peel Tuesday- seen/seep/keep/keen/green Wednesday - teeth/weep/green/ Thursday - beeping/sleeping/weeping/agree/ Friday – Read tricky words –he, she, we, me, be</p> <p>Write these words with the ee sound in them: Monday - /meet/sheep/cheep/ Tuesday - /beep/feel/cheek/tweet Wednesday - bleed/fleet/sleep/creep/ Thursday - feeling/asleep (clap out the syllables to spell each part of the word e.g feel –ing, a-sleep) Friday – write these tricky words; the, to, no, go</p> <p>Read these sentences with the ee sound in them: Monday- I can see a jeep on the road. Tuesday - The sheep was green and red. Wednesday - The man had green feet. Thursday - He was beeping the horn on his car. Friday – We plant seeds in pots.</p> <p>Write the sentence with the ee sound in it: Monday - A chick will cheep. Tuesday - She had a red cheek. Wednesday - I sleep in a bed. Thursday- I fell asleep.</p> <p>Try to remember capital letters, full stop and Kinetic Letters.</p> <p>40-60+</p> <ul style="list-style-type: none"> <li>• Begins to form recognisable letters</li> <li>• Uses a pencil and holds it effectively</li> </ul>

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Physical development	<p><b>LO: I can move confidently in a range of ways, safely negotiating space.</b></p> <p>This week the children will continue to practise their speed agility travel skills. We will place hoops on the floor and jump in and out of them following instructions to help us with our positional language e.g 'jump to the front', 'jump to the side' We will create a 'river' using a rope or chalk line on the floor and jump either side of it, into the 'river' or onto the 'riverbank' when we hear the instruction.</p>
Understanding the World	<p><b>LO: I know what a seed needs to grow.</b></p> <p>Cress seed heads-indoors we will plant cress seeds in recycled milk containers and attach our own photos, and watch our 'hair' grow!</p> <p>Outdoors we will plant some bean plants and record their growth, talk about the changes we observe over time, and how we might help them to grow.</p>
Expressive Art and Design	<p><b>LO: I can use a range of resources of my choosing to create a paint effect.</b></p> <p>As spring arrives the spring bulbs begin to flower and the trees start to blossom. In Japan Cherry blossom is a sign of new life in Spring. Create a blossom tree painting of your own, taking inspiration from Japanese silk paintings.</p>
Personal, Social and Emotional Development	<p><b>LO: I can describe myself in positive terms</b></p> <p>We will compare photos of ourselves as babies and now. How have we changed? How are we different? What new skills have we developed? How have our interests changed? What new things have we tried? How long has it taken us to reach these milestones? Can we describe these changes in positive terms? We will compare how we change to the life cycles of other mammals, bird and amphibians (sheep/chickens/frog)</p>

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2019-2022

