

Monday 1st February

I hope that you all had a lovely weekend.

This week is going to have a Supertato theme.



Letters and Sounds

Today we will be recapping the digraphs that we have learnt so far before learning a new one tomorrow.

To start, there is a Phonics Play game to practise reading words with the ch, th, sh and ng digraphs.

It's a matching pairs game that we have played at school with different sounds so the children should remember it. It does move quite quickly so you may need to support.

Phonics Play – make a match phase 3 week 3

<https://www.phonicsplay.co.uk/resources/phase/3/matching-ph3w3>

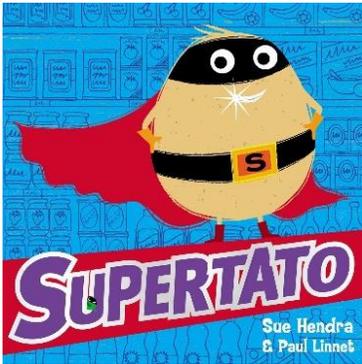
I am also resending our new tricky words, there will be some new words next week, so it would be good to keep practicing these throughout the week so that the children are as confident as possible when reading them. At school they will be stuck on the board and we will be reading them every day.

There is a worksheet with words with missing digraphs too. The children need to listen for the digraph and then write it in the space. All of the digraphs that they will need are at the bottom of the sheet. You could cross them out as you have used them.

 ki <u>ng</u>	 __ ick	 ma __
 mo __	 r __ in	 __ ack
 __ ips	 __ ed	 __ in
 ba __	 t __ l	 ri __
Cross the digraphs out once you have used them.		
qu	qu	ch
ch	sh	sh
th	th	ng
	ai	ai

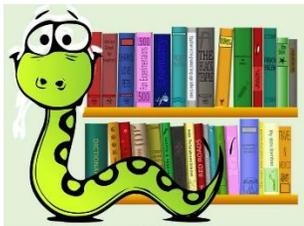
Reading Skills

Supertato



<https://www.youtube.com/watch?v=QlaMeNmTG6c>

Of course, if you have the book at home, then please read it instead of/as well as watching the video.



There are some questions below which link to our VIPERS reading at school. We use VIPERS to improve the children's understanding of what they are reading but we also practise these skills with pictures and short films.

A few questions that you could ask.

(I have also added the skill that is being used when answering).

Why do you think that Supertato has two whole pages all to himself?
(Explain)

What makes Supertato look like a Superhero? (Infer)

What makes Evil Pea look evil? (Infer)

Do you know what 'commit more horrible crimes' means? (Vocabulary)

Where does Supertato look for Evil pea? (Retrieve)

At the end, why does the jelly taste of pea? (Infer)

Where was the pea taken? (Retrieve)

Do you think that the pea will stay in the freezer? (Predict)

If you have a largish potato and maybe some spare veg, keep them safe for tomorrow as we are going to have a go at making the characters.

Number

Subtraction

This week we are leaving adding and moving to subtraction (or taking away)

This is when we start with a number of objects, take some away and then count to see how many are left.

We use the words **subtract** and **take away**. Obviously take away is easier for the children to understand as it describes what they are doing – taking objects away, but it is important to use both as moving forward, they will need to know what subtract means.

Today we are going to subtract using the Evil Peas in the jelly.

There are Evil Peas and jelly for you to use. There is a black and white jelly for those who are printing and don't want to print in colour. You could colour it in, or even just draw a jelly!

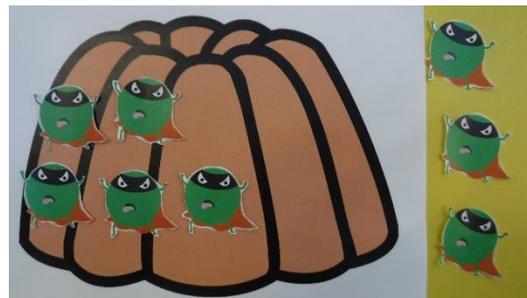
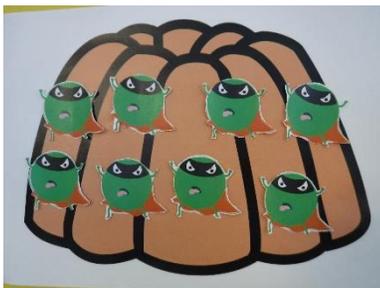


So the Evil Peas are trapped inside the Jelly. Some are going to escape. How many will be left?

For example -

There are 8 evil peas stuck in the jelly, 3 escape, how many are left?

You need to put 8 Evil Peas in the jelly to start, then remove the 3 that escape.



You could say, 'We started with 8, we took 5 away and now we have 3.'

'So, 8 take away (subtract) 5 equals 3.'

Encourage your child to say the number sentence as we did when we were adding and then make the number sentence with the number cards.



I have included more numbers and a take away sign (-) but you could just write them if you prefer.

This is the action that we make for subtract.



8 take away 5 equals 3



$$8 - 5 = 3$$

Here are some to try with the children but feel free to make up your own.

7 Evil Peas are stuck, 2 escape, how many are left?

9 Evil Peas are stuck, 6 escape, how many are left?

6 Evil Peas are stuck, 5 escape, how many are left?

10 Evil Peas are stuck, 3 escape, how many are left?

8 Evil Peas are stuck, 4 escape, how many are left?

If you would like to share some photos of your child's learning, I would love to see them or if you just need to ask a question, please email eyrs@oldheath.essex.sch.uk