

Year R - English - Summer 2 - Week 2



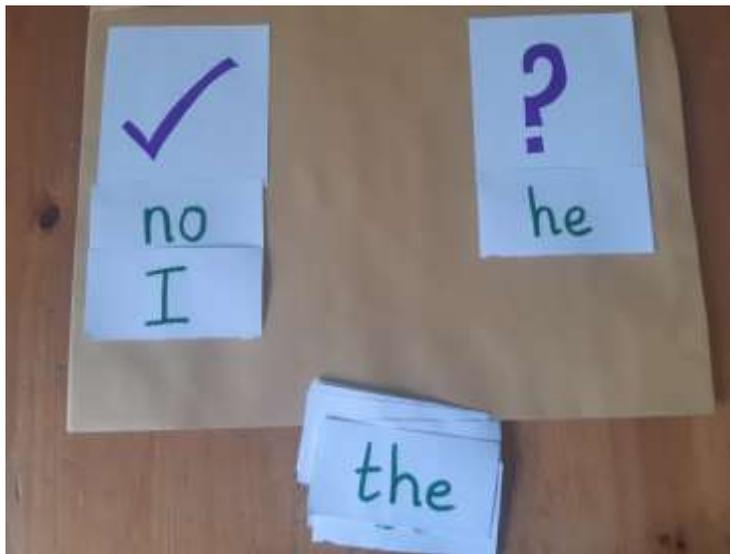
	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Reading for pleasure	Make sure you have some quiet time for daily reading of something you've chosen. Extra reading books can be found on Oxford Owl website. Also ask a grown up or older sibling to read to you. You can also find stories being read on the World Book Day website.				
Phonics	Read Write Inc Lessons at home: SET 1 at 9:30		Read Write Inc Lessons at home: SET 2 at 10:00		Read Write Inc Lessons at home: SET 3 at 10.30am
	<p>Challenge 1:</p> <p>In the <i>CGP Phonics</i> book this week complete:</p> <p>Autumn Term Workout 6 - page 12 and 13 Autumn Term Workout 7 - page 14 and 15 Autumn Tern Workout 8 - page 16 and 17</p>	<p>Challenge 2:</p> <p>Below are 5 sentences (one for each day). Someone reads the sentence to the children they say the sentence back a couple of times. The children then write the sentence independently. Remember your finger spaces.</p>	<p>Challenge 3:</p> <p>Set 2 sounds - "igh" and "ow". Hold a sentence - ask an adult to read one of the sentences to you (written below), say the sentence back and write it independently. Remember your finger spaces.</p>	<p>Challenge 4:</p> <p>In the <i>CGP Phonics</i> book this week complete one activity a day: (some sounds refer to the SET 3 sounds from Read Write Inc)</p> <p>Spring Term Workout 12 - page 48 and 49 Summer Term Workout 1 - page 50 and 51 Summer Term Workout 2 - page 52 and 53 Summer Term Workout 3 - page 54 and 55 Summer Term Workout 4 - page 56 and 57</p>	
Reading and Spelling	Practise reading and writing these words: all, are, by, do, it, me, of, has (keep words from last week as well)				
	Revise the following words: Sunday, Monday	Revise the following words: Tuesday, Wednesday	Revise the following words: Thursday,	Revise the following words: Friday	Revise the following words: Saturday
Handwriting	Using your <i>CGP Handwriting</i> book Challenge 1 Wavy Lines - Page 3		Using your <i>CGP Handwriting</i> book Challenge 2 u, y and j - page 10 and r, n and m - page 11		
Writing:	<p>This week we are going to look at the story Bumblebear by Nadia Shireen.</p> <p>Retell the story or make up your own about Norman the Bumblebear. There are instructions below to make a bee using a paper plate but you could try other resources to make your bumblebees and bear.</p>	<p>Norman enjoyed lots of things about bee school. What have you enjoyed about school? What has been your favourite moment of Reception?</p> <p>Draw and write about your favourite Reception moment.</p>	<p>Write a list of words to show how Norman was feeling when he couldn't go to bee school anymore.</p> <p>Using one or more of your words write a sentence to describe how Norman was feeling. Use the sentence starter: Norman was feeling....</p>	<p>In September there will be new children in Reception. Using the timetable below draw/write about different activities that we do that they can look forward to.</p> <p>Timetable below.</p>	<p>Norman the bear wanted to be a bee. What animal would you like to be and why?</p> <p>Write a sentence about the animal you would like to be and why you would like to be that animal.</p>



a	at	go	him	like	old	some	want	your
all	be	for	his	look	of	the	was	
and	by	has	I	me	said	to	we	
are	call	have	in	more	same	then	what	
am	come	he	is	my	she	there	will	
as	do	her	it	no	so	they	you	

Tricky words (Red words in bold)

Tricky words = cannot be spelt correctly using the usual representation of sound e.g. "is" will be pronounced but not spelt "iz".



Reading and spelling activity.

Write out the following words on separate pieces of paper: **all, are, by, do, it, me, of, has**

Revise last week's words: **the, I, and, be, he, she like, you, your, no, to, am, as, go, my, we, look**

Draw a tick and a question mark on separate pieces of paper (or use an envelope). Children to read the words and place them on top of the tick if they can read them, the question mark if they are not sure. During the week revise the words the children have put on the question mark.

Now ask the children to spell the words. If they think they have it correct put it on the tick if they are not sure place the word on the question mark. Practise spelling the words the children have not spelt correctly – focus on one or two each day.



Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng 

Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl

Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

Speed Sounds Set 2

Speed Sounds Set 2

ay



may I
play?

ay

Speed Sounds Set 2

ee



what can
you a see?

ee

Speed Sounds Set 2

igh



fly high

igh

Practise reading

Read in Fred Talk, then read the word

play

day

may

way

say

spray

Practise reading

Read in Fred Talk, then read the word

see

three

been

green

seen

sleep

Practise reading

high

night

light

fright

bright

might



Speed Sounds Set 2

ow



blow the snow

OW

Speed Sounds Set 2

oo



poo at the zoo

OO

Speed Sounds Set 2

oo



look at a book

OO

Practise reading

Read in Fred Talk, then read the word

blow

snow

low

show

know

slow

Practise reading

too

zoo

food

pool

moon

spoon

Practise reading

took

look

book

shook

cook

foot



Speed Sounds Set 2

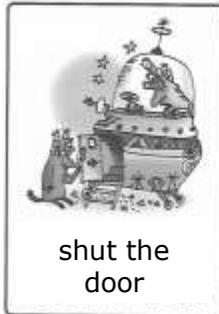
ar



ar

Speed Sounds Set 2

or



or

Speed Sounds Set 2

air



air

Practise reading

car

start

part

star

hard

sharp

Practise reading

sort

short

horse

sport

fork

snort

Practise reading

fair

stair

hair

air

chair

lair



Speed Sounds Set 2

ir



ir

Speed Sounds Set 2

ou



ou

Speed Sounds Set 2

oy



oy

Practise reading

girl

bird

third

whirl

twirl

dirt

Practise reading

out

shout

loud

mouth

round

found

Practise reading

toy

boy

enjoy



Phonics

An adult or older sibling to read the sentence identified below for each day. The children say the sentence back - do this a couple of times until the sentence is in their head. Children to write the sentence independently. Remind the children to use finger spaces and their sound mat if it helps.

Challenge 2

Hold a sentence

Monday	I am in bed.
Tuesday	I can run and hop.
Wednesday	I am hot.
Thursday	I am wet.
Friday	Sip a cup of pop.

Challenge 3

Set 2 Sounds - hold a sentence

Monday	I fly high.
Tuesday	I sleep at night.
Wednesday	Blow the snow.
Thursday	Show me the snow.
Friday	The light is bright.





Time to read

Make your very own bumblebees from the story!

Why not get creative and make some of your very own paper plate bumblebees! You can have lots of fun using these to tell the story of the Time to Read book, *The Bumblebear*, together.

Not only is this activity lots of fun, but it's also a great opportunity for children to develop a range of their fine motor skills through cutting, tearing, tracing and sticking.

What you will need:

- ★ Paper plates
- ★ Glue
- ★ Sticky tape
- ★ Yellow, black and white paper (yellow and black paints or felt tips could also be used)
- ★ Scissors (child friendly)
- ★ Googly eyes (these are optional)
- ★ A black pipe cleaner (strips of black paper can also be used)
- ★ A circular object to trace around (a mug is the perfect size)



How to make them:

- 1 Firstly, get the children to tear up the pieces of yellow paper into small squares. Tearing paper can be a bit tricky for some children but it's important to remember it doesn't need to be neat as this will create a wonderfully textured bumblebee's body.
- 2 Next, cover the paper plate with lots of glue and begin placing the teared-up bits of yellow paper all over. If you don't have any paper, you can just use paints or felt tips instead.



- 3 Now get the children to carefully cut 3 strips of black paper (roughly 2 cm wide) to make the stripes of their bumblebee and stick them on the plate vertically.

Tip! – Mark out the lines for children to follow with their scissors if they need a little bit of extra help!

- 4 Take your white paper and cut out a pair of wings for your bee. Stick them to the back of the plate using sticky tape.
- 5 To make the bumblebee's head, take your circular object and get the children to trace around it onto the black paper and then carefully cut the circular shape out.
- 6 Next, stick this to one edge of the paper plate and have some fun adding the googly eyes and a nice big smile.

Tip! – Get the children to add a touch of their own personalities to their bumblebees. They might want to add some glasses like Amelia from the story!

- 7 After, bend the pipe cleaner in half and stick it to the back of the head using the sticky tape to make the antennae.
- 8 Finally, have lots of fun testing out your bumblebees and using them to re-tell the story together!

Why not: Begin to talk about where bumblebees might live and what they eat. Discuss what other insects you might find around the school or at home.

We would love to see how your bumblebees turned out! Please send photos to: timetoread@booktrust.org.uk or tweet @BookTrust using #TimeToRead



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Day 2

How is Norman feeling?



Day 4



What happens in your school day?
Use pictures and words to fill out your planner



Name:

At lunchtime

First

In the afternoon



Next



Finally

After

Tomorrow at school I am looking forward to:

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