**Topaz Reception Homework**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Week 5 – 27th March 2025Although half-term is fast approaching the children have continued to work their socks off in all areas of learning. I am continuing to be impressed with their excellent attitude to learning. Well done everyone! This will be the last homework of this term, so that the children can have a well earned break over the Easter holidays, however, it would be great if they would continue to read and practise their phonics regularly. I hope you do all have a lovely Easter when it arrives and that the Easter Bunny is generous to you all! **Maths** In class this week the children have been learning about measuring using non-standard units of measure. For their homework this week, I would like the children to continue their understanding of comparing height and length. Please ask your child to complete the comparing measurement worksheet, by cutting out the pictures and then sticking them in the correct order. Please encourage your child to talk about each picture and use vocabulary such as ‘this giraffe is **shorter** than’ or ‘this giraffe is **talle**r than’ etc.**Phonics**The children have been working hard in class to learn all their phonemes, digraphs, trigraphs to date. Please encourage your child to practise reading and **writing** all of their flashcards.Another good activity is to ask your child to blend these sounds together by writing a word that you dictate, for example the adult would say ‘please write the word cat, **c-a-t**, cat’. To begin with, just focus on CVC words such as dog, big, pen and leg etc. Once your child is confident with this you can move on to CVVC words that include diagraphs e.g. ‘please write me the word rain, **r-ai-n**, rain’. Other examples of simple CVVC words could be, b**or**n, c**ur**l, d**ow**n, c**oi**n etc. All the children are getting very good at recognising and reading their phonemes, digraphs and trigraphs, but the skill of applying them in their writing is far more challenging. **Regularly practising** this skill will really help with fluency and confidence. Please do send in any of this work that they have done at home for us to look at with them.Please also continue to practise the tricky word flashcards. As always, once your child is confident ready these words, please do encourage them to learn how to spell/write them. If they would like a further challenge please ask your child to try and put some of these words into a sentence. It is really important that your child carries out this activity out for 5-10 minutes **EVERY DAY**.**Reading**Your child will continue to bring home their Little Wandle Phonics book and their sharing book. When reading together please encourage your child to spot familiar graphemes and the new alternative spelling digraphs. It is also important to continue to develop their comprehension skills by answering questions about the text. Please do comment in their reading record every time you listen to your child read, or share a story together.*Please remember to return all books on Monday so they can be used during group teaching reading sessions.* ***Unfortunately, we aren’t getting all the books back every week*** *and this has a detrimental impact on the teaching of group ready for the rest of the week. Please ensure your child is in their bookbag first thing every Monday morning. Many thanks for your support with this.*As always, if you have any questions regarding the homework, please do not hesitate to contact me via the school office. Many thanks,Mrs Allan 😊

|  |
| --- |
| **Next week in class we will be learning** |
| **Reading/Phonics –** phase 3 Recap tricky words, introduce new tricky words**Writing –**diary writing  |
| **Maths – Measurements –** using non standard units of measure  |
| **R.E. – Bible Stories – Salvation** (The Easter Story)– Easter Monday |
| **Art –** Easter Cards |
| **Physical Development – Gymnastics and Invasion Games** |
| **Book focus of the week: The Puffin Book of Fantastic First Poetry continued** |

 |