# **Learning Overview for week ending 8th March**

## Literacy

- Consolidated all phase 3 digraphs and trigraphs.
- Learnt the split diagraph i-e bike, ride, like, mine.
- Practicing sight reading the phase 3 words we have already learnt.
- Reading words containing phase 3 phonemes by first identifying the diagraph/trigraphs and then blending.
- Chunking longer words to make the easier to segment and read e.g. bed/room, sun/set, for/est, trav/el.
- Reading and writing words with consonant clusters at the beginning of words e.g. pram, swim, train, play, sleep, clown, black.
- Writing sentences which have the phonics focus words in.
- Shared stories 'Going on a Bear Hunt'.
  Talked about where the characters were going and how they got there.
- Talked about our favourite books and wrote a sentence about who we were dressed up as for world book day.

### **IMPORTANT MESSAGES**

- Use all phonics flashcards to make cvc words for your child to read.
- Read books from bug club (See inside your child's reading record for log in details). As they read encourage your child to read word wallet words they spot by sight.
- Practise reading words in the wallet by sight. How fast can you say them?
- Play spot the digraph/trigraph (ow, oi, er, ear) in books, magazines, on posters around the house and when out and about.
- Wrap up warm and go for a winter walk around the village. What directions do you use? What places can you visit?
- Mathletics Numbers to 10 Order numbers to 10

Shape and space – Where is it?

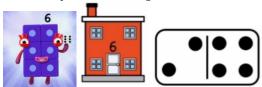
 Have a go at dragon's den (phase 2 and 3 all on Phonics play. Go to www.phonicsplay.co.uk

Log in- dragon123 Password: P3ndrag0n

Please add any comments to the WOW star if you see or hear your child make reference to any of the above learning. We will add please to their learning journals.

#### Maths

- Counted on to 40 and back in ones from 15, then 20.
- Used our fingers to show different numbers for example show me 2, 5 etc.
- Subitising objects to 6 and spots on a domino.
- Introduced directions (forwards/ backwards/ left/right) and played games with these.
   Used these directional words to help hunt bears in the Haven and then locate the place on a map.
- Looked at positional language- on, in front, behind, next too, to describe where bears were in the classroom.
- Programmed a beebot to go to a given location, using directional vocabulary to help us.
- Programmed the beebot with a series of directions to follow a route and/or to retell the story We're Going on a Bear Hunt'



#### **Observations from home**



Name: Date: