

ENGLISH RECEPTION – SUMMER 2 WEEK 5 – 30.6.20

This week we are looking at different types of transport.

Monday	<p>Listen to the story 'You can't take an elephant on a bus' https://www.youtube.com/watch?v=b0eDKpoxpuQ</p> <p>Can they remember any of the transports and animals?</p> <p>Look at the page below which shows different types of transport and ask your child to name them. Discuss with them specialised forms of transport, e.g. <i>ambulance, lifeboat, mobility scooter</i>.</p> <p>Generate different criteria to group the collection of vehicles.</p> <p>For each of the modes of transport ask your child if they could give you a reason for using that type of transport. What journey would they make in it? Would they travel near or far? Why?</p> <p>Draw your favourite type of transport and add some descriptive labels (e.g shiny, silver wheels).</p>
Tuesday	<p>Read or listen again to 'You can't take an elephant on a bus'.</p> <p>Enjoy the illustrations and amusing scenarios. Ask your child to select their favourite and to use <i>because</i> to provide a reason for their opinion, e.g. a <i>whale riding a bike because it is funny to see something so big on something so small!</i></p> <p>Ask your child if they noticed any rhyming in the story? Can they continue a rhyming string e.g seal, wheel, heel. What do they notice about these rhyming words – they all have the same end sound.</p> <p>Choose an animal or mode of transport from the story and have a go at writing a rhyming string for it. How many words do you get?</p>
Wednesday	<p>Spelling and handwriting practice.</p> <p>Handwriting alphabet practice – see alphabet and sentence sheet below.</p> <p>Practice those letters that you are finding most tricky to form correctly on your whiteboards.</p> <p>Spellings: the, a, do, to, today, of</p>
Thursday	<p>Enjoy Mrs. Armitage on Wheels. You can listen to it being read here: https://www.youtube.com/watch?v=TG2ljm9UxPc</p> <p>Stop before the final page and ask your child to suggest some alternative forms of transport for Mrs. Armitage. Which do you think would be the best and why?</p>

	<p>Finally, read and enjoy the remainder of the story. <i>Does your child have a bike? Can they tell you what they enjoy about riding their bike?</i></p> <p><i>Read the poem 'Biking' by Judith Nicholls together – support your child attempting to decode and read the words.</i></p> <p><i>Can your child identify the rhyming words? What do they feel about the descriptions?</i></p> <p>Can you read the poem again together, but this time vary the pitch and tone of your voices to emphasise the rhyming words, e.g. <i>curl/whirl?</i></p> <p>Extension: People say that riding bicycles is good for the environment. Do you know what that means and why they say that?</p> <p>Independent activity: Use your phonic knowledge to label the parts of a bicycle (see template below).</p>
Friday	<p>Read or listen again to Mrs. Armitage on Wheels.</p> <p>As you go through the story, make a list of each problem Mrs. Armitage solves. Ask your child how they would have solved this problem.</p> <p>Ask your child to tell you the improvements they would make to their bikes/scooters and why, e.g. <i>MP3 player, TV, seat for teddy.</i></p> <p><i>Draw your perfect bicycle and add a sentence to say what you have added. For example: My bike would have a supersoaker to squirt me brother with.</i></p> <p>Remind your child that they will need to begin the sentence with a capital letter and end with a full stop. Remind them to use their phonic knowledge to sound out and spell the words.</p> <p>Please send a copy of this piece of work to the darling class email.</p>

Vehicles



aeroplane



hot air balloon



helicopter

sail boat



steam boat



submarine

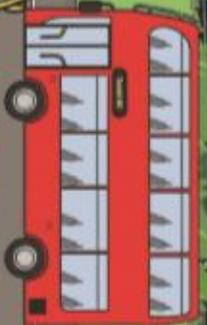
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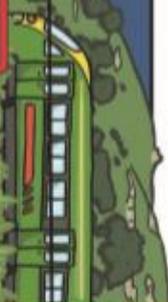
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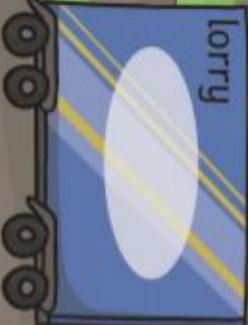
bus



train



lorry



coach



truck



motorbike



tractor



car



bicycle



scooter



Alphabet

Write and Copy



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

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

Blank handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Phase 3 Caption

tools in the shed

Trace the caption.

tools in the shed

Trace the caption.

tools in the shed

Write the caption using the guides below.

Can you write the caption on your own?

Biking

by Judith Nicholls

Fingers grip,
toes curl;
head down,
wheels whirl.

Hair streams,
fields race;
ears sting,
winds chase.

Breath deep,
troubles gone;
just feel
windsong.

