

Dear Parents,

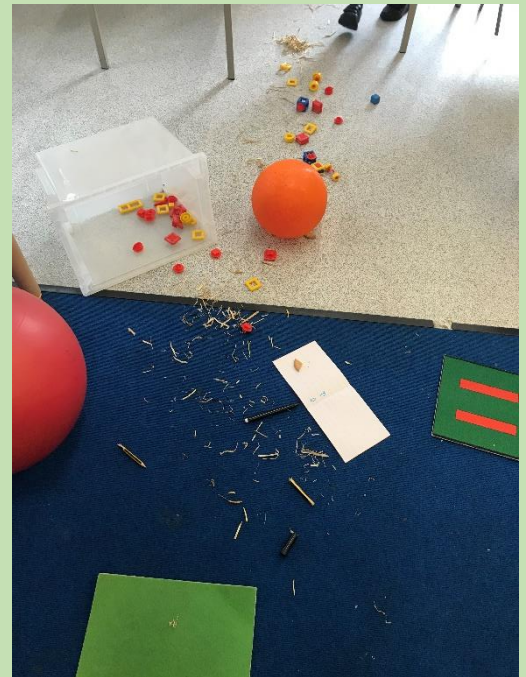
This week our rhyme is...

Mary had a Little Lamb



There are two ways you can approach the home learning this week as school life is very different at the moment.

1 In school the children will have come into class to find a HUGE mess! Pencils broken, chairs tipped upside down, paper everywhere, straw scattered around etc.... Using the clues given from the mess the teachers and children will solve the problem that it was Mary's lamb who had come into school!



The outcome at the end of the week is for your child to decide if they think that the Lamb should be allowed in school and to write a letter to Mary to tell her what they think.

You can show your child the photographs and use them as inspiration for the discussion and as a focus for writing their letter.

2 Make a mess at home! If you do this, then your child will experience first-hand the mess having a 'lamb' around will cause when they are trying to learn. You will need a lot of imagination and be quick thinking to answer any questions you may get.... But ultimately, having a lamb around (while you are trying to do some school work) is not helpful!

Activity 1 - Discussion

- Show the photos (or experience the mess!).
- Discuss what you think might have happened. What clues have we got to make a guess?
- You can 'lead' the discussion into the mess being caused by an animal if your little one is finding it difficult to make a guess.
- Focus on the picture that has Mary's name on it. Do you know any stories or rhymes with a girl called Mary?
- Let's find out....

<https://www.youtube.com/watch?v=OfUtZD0xGUo> Dave and Ava animated clip (and other songs too)

<https://www.youtube.com/watch?v=aTrtKikAW6E> A stuffed toy version of the rhyme.

<https://www.youtube.com/watch?v=uJQint4nFro> Story version of the rhyme.

Activity 2 – Mary's Letter & Planning Reply

Look! You have just 'found' a letter that arrived this morning!

Print out Mary's letter from the home learning page to show your child. If you are using the school photographs, then you could tell your child that their teacher has passed it on to you so they can help their teacher write back to Mary.



If the 'Lamb' visited you at home, could you make your own version of the letter? There will be a blank template available should you wish to use it.

The letter will show your child what a letter will look like, how it is written and what is important to include in their reply.

- Fold a piece of paper in half (or split a page) and make a Yes and No column (or a tick/cross or smiley face/sad face).
- Think of all the reasons having a Lamb in school/ home is a good thing and write them down (you can scribe for your child).
- Now think of the reasons not to have a Lamb in school.
- Have a look at some of the example the children have given in previous years in school ...

Yes 😊	No ☹️
<ul style="list-style-type: none"> - He is nice to cuddle - I like lambs - We can take him for a walk 	<ul style="list-style-type: none"> - He will poo everywhere - He will eat all the school grass - I won't do my jobs cos he'll get in the way - He'll eat the pencils

Activity 7 - Write the letter

Your children are all working at different stages with their writing. Please encourage your child to write as much as they can without losing their focus and enjoyment. This can be difficult to judge and knowing when to step in (or step back) can be tricky. Here are some tips...

For secure writers-

- Talk about how full stops are important when writing **lots** of sentences.
- If we don't use them then it is difficult to know where to take a breath.
- Show your child what will happen if you don't have full stops.
- Read Mary's letter to your child but don't pause for breath.
- Ask your child to verbally tell you their first sentence. Write it down and then use a full stop (small dot on the line not a huge football sized dot!)

For developing writers-

- Your child needs a clear idea of what they want to write.
- Ask them to verbally say their sentence to you.
- If they have a very long sentence that sounds like it may be too difficult for them to attempt without losing track, then offer a simpler alternative for them to try and write. For example; your child might say-

"Don't bring the Lamb to school because he might spill the water and eat all the snacks and poo on the floor and make a mess."

As an alternative, you can split the sentence up into smaller chunks and change some of the words so your child will be able to spell them.

"Do not bring the Lamb to school because he might spill the water. He will eat the snacks. He will poo on the floor and make a mess."

Also remember that they will be spelling phonetically and will write all of the sounds they can hear. Their spelling may look like this;

Do not bring the lam into school beecos he might spill the worter. He will eet the snacks. He will poo on the floor and maik a mess.

For emerging writers-

- Your child needs a clear idea of what they want to write. Ask them to verbally say they sentence to you.
- Segment and sound out each word with your child. Your child may only be able to hear the initial or final sound when you say the word as they are the most prominent. If this happens then you can slowly sound out the word again to see if the middle sound can be heard. (If there is a tricky word in the sentence it cannot be 'sounded out' so you can tell your child how to write it.)
He w-i-l ee-t the f-oo-d
He wl it the fd
- One really good attempt at a sentence is fantastic and using a sound mat to find how to write a letter is great. If your child can hear the sound but don't know what it looks like, then finding it on a sound mat is a good skill.

Enjoy!

