





Reception learning at home: 1st June 2020

Good morning everyone! We have adapted the grids slightly to include a Phonics focus each day as well as an 'I can' statement for each area of learning. Please remember that this grid is guidance. You do not have to complete every activity and can adapt it to suit your child.

Climb the learning skills steps! Aim to get as high as you can.

A big part of the EYFS framework is the 'Characteristics of effective learning'. These focus on the children developing skills that they can use across their whole education. Some examples of these skills are; encouraging children to focus, trying for themselves, adapting, persisting and having their own ideas. Where possible, try to let your child have a go at activities for themselves, it really does not matter if they spell a word incorrectly as it shows they are using their phonic knowledge. See if they can make changes if faced with challenges.

<p>I can organise what I need to use when I am learning with some help. I can pack away when I have finished.</p> 	<p>I can get started on my own or with just a little help.</p>	<p>I can concentrate and keep going on a task, even if I find it tricky.</p> 	<p>I can talk about / evaluate my success.</p> <p>I can talk about what I could do differently next time.</p>
<p>Step 1: get organised.</p>	<p>Step 2: be independent.</p>	<p>Step 3: focus and persevere.</p>	<p>Step 4: set your own standards.</p>

Start each day with a workout. It activates your brain!

PE with Joe Wicks <https://www.youtube.com/watch?v=qGKGNzNbWjU> or dance moves with <https://www.thisgirlcan.co.uk/activities/disney-workouts/> or Les Mills <https://watch.lesmillsdemand.com/born-to-move/season:1/videos/born-to-move-marvel-let-s-go> or BBC Supermovers <https://www.bbc.co.uk/teach/supermovers> or yoga through storytelling <https://www.youtube.com/user/CosmicKidsYoga>

Read aloud to an adult every day.

Free banded books on - <https://www.oxfordowl.co.uk/>

Decodable comics on:

<http://www.phonicsplaycomics.co.uk/comics.html>

Everyday

- Practise reading tricky words.
- Continue to practise flashcards, ensuring you revisit previous sets too.

Talk with an adult about your book.

Read any book on [oxfordowl.co.uk](https://www.oxfordowl.co.uk) and use the questions in the front and back covers to talk about your reading.

When reading, focus on:

- Decoding - can you sound out and blend the words aloud?
- Expression - start to use different voices and volumes to tell a story.
- Can you recognise tricky words in the story?



This week - Please read and discuss one of these books (or all if you want to).

Please explore the questions inside the front cover and discuss them.

There are also opportunities for discussion after the story (see inside the back cover).

Red level - The King and his wish

https://www.oxfordowl.co.uk/api/digital_books/1410.html



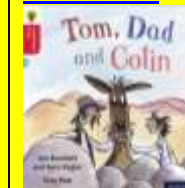
Yellow Level - Chicken Licken

https://www.oxfordowl.co.uk/api/digital_books/1228.html



Blue level - Tom, Dad and Colin

https://www.oxfordowl.co.uk/api/digital_books/1448.html



Phonics and Handwriting

When practising any sound, please have a go at writing it on its own, then in words.

We will be revisiting phase 3 digraphs and trigraphs and the tricky

Each day think about these -

I can sound out words using my phonic knowledge

I can form my digraphs/trigraphs correctly

I can read some tricky words

Monday - ai

<https://www.youtube.com/watch?v=LnXaN-CvR9s>

- hear the sound aloud, you say it, your child repeats it.
- write the sound ai.
- write words with ai in. For example, rain, pain, sail, mail, paid, fail, tail, chain
- have a go at writing a caption such as 'The tail was in pain'.

<https://www.ictgames.com/mobilePage/forestPhonics/index.html> select the sound 'ai' and have a go at reading the words, then say whether it is a real or pretend word.

words. These are - me, he, we, she, be, they, all, are, was, my, her, you.

Please see '2do' section on Purple Mash for phonics games too.

Tuesday - ee

<https://www.youtube.com/watch?v=qfM7Hz7USOU>

- hear the sound aloud, you say it, your child repeats it.
- write the sound ee.
- write words with ee in. For example, feet, sheet, weep, sheep, seed, feel, been, queen.
- have a go at writing a caption such as 'my sheep can creep'.

<https://www.ictgames.com/mobilePage/bingoOriginal/index.html> - select the sounds ai/ee and have a go at reading the words

Wednesday - igh

<https://www.youtube.com/watch?v=OYCR2RZ4ZYY>

- hear the sound aloud, you say it, your child repeats it.
- write the sound igh.
- write words with igh in. For example, night, light, fright, might, sight, right, bright.
- have a go at writing a caption such as 'she had a fright at night'.

<https://new.phonicsplay.co.uk/resources/phase/2/buried-treasure> - select ai, ee, igh

Thursday - oa

<https://www.youtube.com/watch?v=KCJyHNOIFE8>

- hear the sound aloud, you say it, your child repeats it.
- write the sound oa.
- write words with oa in. For example, goat, coat, throat, boat, moat, soak, coal, coach, goal.
- have a go at writing a caption such as 'all the goats had coats'.

<https://new.phonicsplay.co.uk/resources/phase/2/dragons-den> - select ai, ee, igh, oa to practise all in words.

Friday - Tricky words

<https://www.youtube.com/watch?v=R087IYrRpgY>

Choose a selection of the tricky words. See which your child can read. Remind that these words can't be sounded out.

Have a go at writing some of the tricky words.

This week write me, he, we, she, be (remind that the e at the end of each makes an ee sound).

This week's focus book is: Jack and the Beanstalk

watch: <https://www.youtube.com/watch?v=W5rxfLRgXRE>

or read: <https://www.storynory.com/jack-and-the-beanstalk/> (you can also listen to it here)

Writing

REMEMBER

Handwriting every day:

- Practise forming letters with a correct starting point and direction.

A capital letter at the start of a sentence.

A full stop at the end of a sentence.

Finger spaces in between words.

CHECK

Lower case letters.

Hold your pencil correctly.

Can we read it?



- Practise writing tricky words.
- Practise writing the words from your flashcards.

This week, when we are writing, we are going to focus on how to make a sentence clear for the reader. We will do this through using finger spaces, capital letters and full stops. We will also be trying to write simple sentences, developing a narrative.

Throughout the week focus on - **I can use finger spaces. I can use full stops. I can use capital letters.**

Monday **I can describe a character**

- Today, please start by reading or listening to Jack and the Beanstalk. Once you have done so, please talk about the characters.
- We would then like you to create a 'Wanted' poster for the giant.
- When writing your wanted poster think about what the giant looks like and what he is like as a character. Is he kind? Is he mean?
- Remember finger spaces, full stops and capital letters. Please use your phonic knowledge, don't worry about accurate spelling.

Tuesday **I can write a letter to the giant**

- Today we would like you to write a letter to the giant.
- Remember a letter starts with 'To...' and at the end it says who it is from.
- When writing your letter, what could you say to the giant? Could you ask him for some food? Could you ask him for some money? Could you pretend to be Jack and say sorry for taking things?

Wednesday **I can retell a story thinking of the beginning, middle and end**

I can sound out words using my phonic knowledge.

- Today, we would like you to use the sequencing cards to put the story of Jack and the Beanstalk in order.
- Once you have done so, we would like you to have a go at retelling the story. You could use language such as 'Once upon a time'
- We will be doing this over 3 days so take your time, sound out words, use finger spaces, use full stops.
- Can you draw pictures to go with each section?

Thursday **I can retell a story thinking of the beginning, middle and end**

- Today, start by re-reading your story so far.
- What comes next? Hopefully you have done the beginning so what happens next or in the middle of the story?
- Continue writing, thinking of the key events.

Friday **I can retell a story thinking of the beginning, middle and end**

- Today you will be finishing off your story. Once you have written it, can you check that you have used full stops?
- Can you check that you have formed letters correctly?
- Can you upload a picture of your story to Purple Mash?

Maths	<p>Daily</p> <p>Can you start each day by saying the day, date, weather? What day was it yesterday? What will tomorrow be? You could do the same for months of the year. Can you say which day/month comes before or after? Try starting from different days/months. Today is Friday, let's see what comes next? It's June, can we say the months in order from here?</p> <p>Also, practise counting forwards and backwards up to 20. You could practise saying 1 more and 1 less too. Challenge yourself: Have a go at saying 2 more or even 2 less!</p>
	<p>Monday I can talk order and sequence events</p> <ul style="list-style-type: none"> - Today, we want you to focus on ordering and sequencing daily events. - You could talk about the daily routine and what comes first, next, then? - First, 'I wake up and... Next I...'? When doing so, challenge their ideas. What if I eat lunch then wash my hands? How do you know that goes before...? Encourage the children to develop their reasoning. - You could have a go at sequencing making something such as a cake. 'First I get my ingredients out.' Etc. <p>You could take photos and put them in order too. You could work backwards too, before bed you...?</p>
	<p>Tuesday I can use time words</p> <ul style="list-style-type: none"> - Today, we want to look at measuring time in simple ways. This could be done through counting or using timers. - If you have a timer on your phone, computer or tablet or you have a sand timer, all of these can be used. - Select some small objects such as marbles, buttons, pasta pieces and a container. - How many objects do they think they can get in the jar in 10 seconds? Show the timer. - Have a go at seeing if it takes longer/shorter with 1 hand. Why would this be? How can we measure this? - You could use a stopwatch too and compare how long it takes with 1 hand, 2 hands, a bottle compared to a cup.
	<p>Wednesday I can share objects between 2 groups</p> <ul style="list-style-type: none"> - Today we would like you to collect a group of objects. - Roll a dice or select a number card. Take this many objects out. - Can you share these objects between 2 people? - Ask your child, is it fair? How do you know? Do we both have the same amount? How can we make it fair? - Explain that when it is fair we each have half. We started with 8, we each have 4, half of 8 is 4. If it can't be shared equally, we don't have half each. If your child understands this, challenge your child by discussing odd and even numbers. - Remember - one for you, one for me.
	<p>Thursday I can share objects between groups</p> <ul style="list-style-type: none"> - Today we are going to continue to share objects. We will use a story to develop the mathematical thinking of sharing. - Pirate Panda has taken all the treasure, 20 golden coins. Cat, Dog and Rabbit jump about excitedly. "Can we have some too?"

"No! No! No!" says Pirate Panda. Can the children suggest what Panda ought to do? See if they suggest sharing the 20 objects between the animals. Remember to do so by going round a circle to give 1 to each, then round again with a second to each.

- Discuss, is it fair? Have they all got the same amount? How do you know it isn't fair? How can we make it fair?
- What happens if we give each animal 1 more?
- What happens if a sheep comes along? Can we share the 20 again? Would it be fair? What about a bear? What do we do with any that are left over?
- This provides a lot of opportunities for comparing quantities, adding groups, deepening their understanding of equal/fair quantities. Encourage discussion.
- Can you draw the animals and how to share the coins?

Friday **I can double the amount of objects**

- Today we would like you to revisit doubling.
- Remember, doubling is when you create the same amount again. For example, hold up 3 fingers and to double this you would show another 3 fingers.
- Have a go at doing this using objects, dice or number cards. You could use your fingers or dominos too.
- If you choose dice, you could roll 1, see which number it lands on, then find the same number on the other dice and count the spots to find the total.
- Please say aloud 'double... is...'
- <https://mathsframe.co.uk/en/resources/resource/306/Maths-Fishing-Multiplication> - choose doubles to 10.
- <https://www.topmarks.co.uk/maths-games/daily10> – choose level 2 , then choose doubles.
- <https://www.topmarks.co.uk/maths-games/hit-the-button>

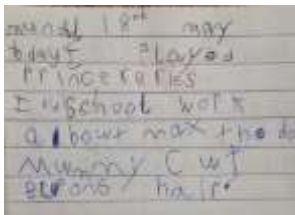
Recommendations from your friends



Freddie has been enjoying some art tutorials on YouTube. Have a look for 'Art for kids hub'.

Felicity has been reading 'Mr Men' books and has designed her own character.

Layla has been keeping a diary of the activities she has done during lockdown.



Alba has been enjoying creative activities. She has made a beautiful ocean picture.

Keep sharing your fantastic learning on Purple Mash and we can then recommend activities to your friends!



Purple Mash

Well done to all of you who have logged in to Purple Mash and had a go at the weekly themed 2Dos. It has been lovely to see your work and to be able to give you a personal comment. Thank you to all of you who have sent a message to us with your finished 2Do. We look forward to reading them and replying to you. ☐



You can also upload photos of your home learning so that we can see all the lovely things you've been doing. In your yellow work folder, under your name, you will see a 'Home Learning' folder. Go into this and click 'Upload'. This allows you select any file you have saved on your computer.



Sumdog

You can access your own personal account by using the following details:

The **username** is your **first name and first letter of your surname**. For example: Joe Bloggs= joeb

The **password** for your account is **WSM**. This will be changed in due course and made more secure once children return to school.

The school code is **welwynst**.

Download the app!

Family challenge project for the week beginning 1.06.2020:

People who changed the world

What interests you about this project? You could:

Understanding the World

Scientists who changed the world: Find out about one / some of these amazing scientists.

Choose from this page: <https://www.dkfindout.com/uk/science/famous-scientists/>

Or this list: <https://www.discovermagazine.com/the-sciences/meet-10-women-in-science-who-changed-the-world> or

Marie Curie <https://www.dkfindout.com/uk/science/famous-scientists/marie-curie/>

Alexander Fleming http://www.bbc.co.uk/history/historic_figures/fleming_alexander.shtml

Louis Pasteur <https://www.dkfindout.com/uk/science/famous-scientists/louis-pasteur/>

Alan Turing <https://www.dkfindout.com/uk/science/famous-scientists/alan-turing/>

	<p>Jane Goodall https://www.dkfindout.com/uk/science/famous-scientists/jane-goodall/</p> <p>Teenagers who changed the world https://www.bbc.co.uk/bbcthree/article/0e9e80de-62cb-4782-a26f-1cd480d28f26</p> <p>Saving the rainforest a bit at a time: Fixing the rainforest: https://www.bbc.co.uk/programmes/p088c7t9</p> <p>King Henry VIII - and how he changed the English church https://www.bbc.co.uk/bitesize/guides/zrpcwmn/revision/3</p> <p>William Shakespeare - the greatest writer ever https://www.bbc.co.uk/teach/class-clips-video/english-ks2-shakespeares-world/z7hxp8</p> <p>Find out about Mother Theresa and how she changed the world: https://www.historyforkids.net/mother-teresa.html</p> <p>The man who moved a mountain: https://www.theguardian.com/world/2018/jan/11/india-man-carves-road-through-hills-children-attend-school</p>
Expressive Art and Design	<p>Inventors who changed the world</p> <p>Pick from this list: https://www.entrepreneur.com/slideshow/271993</p> <p>Elon Musk, Steve Jobs, Mark Zuckerberg</p> <p>Henry Ford - the car: https://www.youtube.com/watch?v=J9OqpHGxDbY</p> <p>Tim Berners Lee - the inventor of the internet http://www.bbc.co.uk/history/historic_figures/berners_lee_tim.shtml</p> <p>Art that changed the way we look at things: https://www.voicemag.uk/feature/885/ten-paintings-that-changed-the-world</p> <p>Or pick from this list: https://therake.com/stories/icons/artists-changed-world/</p> <p>Music that changed the sounds we love: https://theculturetrip.com/north-america/articles/the-10-influential-songs-that-changed-the-world/</p>
Other	<p>Find out about the environmental movement: https://www.theschoolrun.com/homework-help/caring-environment</p>