





Reception learning at home: 8th 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.lesmillsondemand.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 - Quiz

https://www.oxfordowl.co.uk/api/digital_books/1361.html



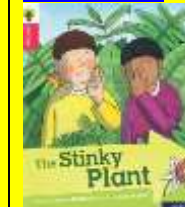
Yellow Level - The Lost Cow

<https://www.oxfordowl.co.uk/api/interactives/13018.html>



Blue level - The Stinky Plant

<https://www.oxfordowl.co.uk/api/interactives/26345.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 diagraphs and

Each day think about these -

I can sound out words using my phonic knowledge

I can form my diagraphs/trigraphs correctly

I can read some tricky words

Monday - oo (long sound)

<https://www.youtube.com/watch?v=atlb2jPdFd0>

- hear the sound aloud, you say it, your child repeats it.
- write the sound oo
- write words with oo in. For example, moon, broom, zoom, noon, bedroom, room.
- have a go at writing a caption such as 'her broom can zoom'

<https://new.phonicsplay.co.uk/resources/phase/2/buried-treasure> select the sound 'oo' and have a go at reading the words, then say whether it is a real or pretend word.

trigraphs and the tricky 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 - oo (short u sound)

<https://www.youtube.com/watch?v=-3UUnmNk1UM>

- hear the sound aloud, you say it, your child repeats it.
- write the sound oo
- write words with oo in. For example, hook, look, crook, book, took, rook, shook.
- have a go at writing a caption such as 'they all shook the book'

<https://www.ictgames.com/mobilePage/bingoOriginal/index.html> - select the oo long and short from phase 3 and have a go at reading the words

Wednesday - ar

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

- hear the sound aloud, you say it, your child repeats it.
- write the sound ar.
- write words with ar in. For example, card, cart, barn, hard, sharp, park, chart
- have a go at writing a caption such as 'my cart is sharp'

<https://www.ictgames.com/mobilePage/forestPhonics/index.html> select ar

Thursday - or

<https://www.youtube.com/watch?v=Fm9PRHDJlv4>

- hear the sound aloud, you say it, your child repeats it.
- write the sound or
- write words with or in. For example, cord, born, short, snort, port, storm, torn, corn
- have a go at writing a caption such as 'her snort was torn'

<https://new.phonicsplay.co.uk/resources/phase/2/dragons-den> - select or, ar, oo 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 they, all, are, was, my, her, you. When looking at tricky words, identify which part of it makes it tricky. In they, its ey sounding like ai. All, you want to write or. When the children can identify these, it helps with reading and spelling of tricky words.

This week's focus is non-fiction texts. We will be looking at plants and their growth.

watch: <https://www.youtube.com/watch?v=ls6wTeT2cKA>

If you have it at home, read The Tiny Seed by Eric Carle.

Writing
REMEMBER
 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?



Handwriting every day:

- Practise forming letters with a correct starting point and direction.
- 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, a capital letter and full stop. We will also be trying to write simple sentences, adding more information each day.

Throughout the week focus on: **I can use finger spaces. I can use a full stop. I can use capital letters.**

Monday I can write a list

Today, please start by watching the clip of the tiny seed.

Can you...

- Write a list of what a plant needs to grow? Remember, a list could have bullet points or numbers.
- Add a title for your list, such as 'Things a plant needs to grow'.

Please use your phonic knowledge, do not worry about accurate spelling.

Tuesday I can add more information to my writing.

<https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/zxxsyrd>

Yesterday, you wrote a list of what plants need to grow. Today, we would like you to add more detail to this.

This could be done by adding time language such as 'First a seed needs soil... then it needs water' or by giving a reason for what it needs. For example, 'A seed needs water to help it to grow.'

Please use your phonic knowledge, do not worry about accurate spelling.

Wednesday I can label a plant using my phonic knowledge.

<http://flash.topmarks.co.uk/2264>

Today we would like you to draw a plant, including the roots, and label each part. Can you think of which part grew first? Can you use your digraphs and trigraphs when labelling? For example, ea in 'leaf' or 'oi' in soil.

Once you have done this, please sequence the pictures of how to grow a plant, you will need these tomorrow.

Thursday I can write instructions for growing a plant

Today, we would like you to write instructions for how to grow a plant. You need to think about what you need for growing, as well as the sequence. This will be done over 2 days.

You could draw a picture for each stage but we would like you to use time language and sentences. Here is an example of how to start... 'First, get a pot, a seed and some soil'. What would happen next? What would grow first?

Friday I can check my work.

Today you will be finishing off, adding a bit more detail. Once you have done so...

- Check that you have used capital letters, finger spaces and full stops.
- Check that you have formed letters correctly?
- Can you upload a picture of your story to Purple Mash? Or type your instructions on 2Build a story?

Maths	<p>Daily 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 3 more or even 3 less!</p>
	<p>Monday I can add two groups of objects</p> <ul style="list-style-type: none"> - Today we would like you to collect two groups of objects. <p>Roll a dice or select a number card. Take this many objects out and leave them in one group. Now roll your dice a second time and take out this many objects (or select a second number card). You should now have two groups of objects. How many have you got altogether? Can you remember if this is an odd number or an even number? Have another go. This time, are the number of objects in your groups bigger or smaller than before? Are they odd or even?</p>
	<p>Tuesday I can add two groups and record these using symbols I can use language of add, plus, equals</p> <p>Today we would like you to think about your number bonds while you add two numbers together. Can you remember your number bonds to 10? Using your knowledge (or fingers), play the game: 'The answer is...(10) What's the question? On a piece of paper write the number 10 in the middle, draw a small box around it. How many ways can you think of to make 10? Use the number bonds you already know for your addition sentences ($2+8=10$, or $5+5=10$). Write them all around the number 10 in the middle. Say them out loud as you write them using the correct language. How many do you remember?</p> <ul style="list-style-type: none"> - Challenge yourself each day to see if you can add more or get quicker by setting yourself a time, ie 2mins each day. You could also play this game using number bonds to 20.
	<p>Wednesday I can compare the capacity of containers</p> <ul style="list-style-type: none"> - Today we would like you to use an assortment of different sized containers you might find in your kitchen (saucepans or plastic bowls, plastic bottles etc). - Can you put them into order of size? Talk about the containers, which one do you think would hold the most? - Test this out using water (or your sandpit at home - or even a mud kitchen if you have one). - Using a small cup or scoop you are going to fill the containers with water. Before filling them, estimate how many cups or scoops you think it might take to fill each one. Was it a good guess? How many did it take? - How do you know each one is full? Can you tip one container into another one? Does it overflow? - Were you correct when you thought about which one would hold the most? Were there any surprises? - Some containers trick us into thinking they hold more because they are taller than the others. But remember capacity is

the amount a container holds so often if it's wider it holds more.

Thursday **I can measure capacity using jugs/pots** **I can use language of full, empty, half full**

- Today we would like you to use an assortment of jugs and pots you might find in your kitchen.
- Using water, can you fill them to different levels?
- Fill the first one right to the top. Check that it is full.
- Leave one of the pots or jugs empty.
- Try to fill another one only half the way up so that it is half full.
- Talk about the levels using the correct language. Can you fill one so that it is nearly full or nearly empty?
- How many cups does it take to fill the biggest jug or pot today?
- Empty all the pots and jugs and then pour one cupful of coloured water into each - some tall, thin and short fat. It would help if the containers are transparent. Discuss what happens to the water level in each and why.
- **Challenge** - If you have a measuring jug, does it have a scale on the side - can you talk about the measurements on the scale?

Friday **I can weigh objects and order by weight.**

I can use language of weight such as heavy, light, balanced.

- Today we would like you to gather together some objects that you can weigh, either by using kitchen scales, bathroom scales or just your hands if you haven't got any scales at home.
- You could use different sized boxes and put items inside. Maybe in the smallest box you could put something very heavy inside before your child sees it and maybe in the biggest box something light.
- Talk about the sizes of the boxes. Which one do you think would be the heaviest? Which would be the lightest?
- Test it out using your scales - or just using your hands to compare two boxes.
- Were you correct? Were there any surprises?
- This time let your child find objects to fill the boxes and then try again to weigh them.
- Can you find two boxes that weigh the same so that they balance?

Recommendations from your friends



Poppy has been creating tickets to watch Disney films at home, giving the date for when she will be watching them.

Ted made a parachute and tested to see if it would work.

Zara has made lava lamps in tubes. I wonder what she used?

Ben has been making pizza. It looks delicious!



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

Try it out Tuesday

Reception Maths Everywhere – Hopscotch

Draw up a hopscotch grid with numbers 1-10 on it.
Show child(ren) how to play.



Ask questions like:

- What number did the stone land on?
- How many hops and how many jumps will you need to take to land on that number?

Ask children to draw/find a collection that matches each number and place it on the grid.

Rub out some of the numbers or write a number that doesn't fit.
Ask children to 'spot the swap' and correct it or fill in missing numbers within the squares.

Change the numbers on the hopscotch to 11-20.



Herts for Learning #ESSENTIALmaths

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.



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 - Download the app!

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**.

Family challenge project for the week beginning 8.06.2020:

People who changed the world

What interests you about this project? You could:

Understanding the World

Ada Lovelace - The first computer programmer. Watch this fascinating clip about a woman who was involved in the start of computer science. Also, see if you can find out who Ada Lovelace's famous father was. <https://www.youtube.com/watch?v=2vg-0mlSnSE>

You could also look here - <https://www.natgeokids.com/uk/primary-resource/ada-lovelace-primary-resource/>
After watching the clip have a go at coding your self. There is lots of coding on Purple Mash or you could try this fun website get write some code for Anna and Elsa to ice skate. <https://studio.code.org/s/frozen/stage/1/puzzle/1>

On Purple Mash, have a look at 'space' and Neil Armstrong. What did he do that changed the world? You could find out more information here. <https://www.natgeokids.com/uk/discover/science/space/neil-armstrong-facts/>

Find out about the life and work of Marie Curie. She was the first woman to win the Nobel Prize. She was the first person to win two Nobel Prizes: one in physics and one in chemistry. Watch this video to learn more
<https://www.youtube.com/watch?v=HhBEqybCs4Q>

Sir David Attenborough is considered a national treasure in the UK. He has done many things to shape the way we see the natural world. Find out more about his astonishing life in this BBC teach clip: <https://www.bbc.co.uk/teach/nine-astonishing-ways-david-attenborough-shaped-your-world/z4k2kmn>

Alexander Graham Bell invented the first telephone in 1876. Watch a clip about how he did it at <https://www.bbc.co.uk/teach/class-clips-video/true-stories-alexander-graham-bell/zf7qd6f> Have you ever made your own string telephone? Why not have a go at this investigation and see how far away you can still pick up sound vibrations.

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/>

Jane Goodall <https://www.dkfindout.com/uk/science/famous-scientists/jane-goodall/>

2020 has been designated the International Year of the Nurse and Midwife in honour of Florence Nightingale's bicentenary. International Nurses Day on 12 May is also her 200th birthday. Find out about Florence Nightingale and how she became the founder of modern nursing and why she was named 'The lady with the lamp.' Visit <https://www.theschoolrun.com/homework-help/florence-nightingale> to read 10 top facts about Florence. Watch Magic Grandad take a trip back in time to visit Florence Nightingale <https://www.youtube.com/watch?v=XkoaMawiZ-o>

Find out about Malala Yousafzai and how she changed the world and won the Nobel Peace Prize as a child.

<https://www.bbc.co.uk/newsround/46865195>

You could write a postcard or letter to her about how school is important to you.

Louis Braille was a French educator and inventor of a system of reading and writing for use by the blind or visually impaired. His system remains virtually unchanged to this day, and is known worldwide simply as braille. Watch Magic Grandad take a trip back in time to meet Louis Braille <https://www.youtube.com/watch?v=b6cVVTMioPc> The RNIB have produced some resources that can be used at home and in school to teach young children about Louis Braille and the system of Braille. Have a go at learning or writing some messages in braille. Visit the site below: https://www.rnib.org.uk/braille-and-moon-%E2%80%93-tactile-codes-learning-braille/braille-resources-schools?gclid=EAIaIQobChMIxbKv8Yn6QIVA7D+ChOXEwfmEAAAYASAAEgKrUvD_BwE At the age of 19 months, Helen Keller became deaf and blind as a result of an unknown illness, she is known around the world as a symbol of courage in the face of overwhelming odds. Watch this clip to find out how she learnt to 'see and hear' again with the help of an amazing teacher. <https://www.youtube.com/watch?v=XSDpEY2VbU>

During lockdown, we have seen how a lot of people have changed the world. Could you write a letter or a diary entry to explain who has helped during these uncertain times and how they have? It could be to nurses, doctors, teachers, politicians, your parents. You could make a time capsule to remember how brave we have all been.

Could you find out about Rosa Parks? Could you find a way to show how important it is to value someone for who they are, not what they look like? This could be a poster, a painting, a collage or written.

<https://www.natgeokids.com/uk/discover/history/general-history/rosa-parks/>

Teenagers who changed the world <https://www.bbc.co.uk/bbcthree/article/Oe9e80de-62cb-4782-a26f-1cd480d28f26>

Saving the rainforest a bit at a time: Fixing the rainforest: <https://www.bbc.co.uk/programmes/p088c7t9>

King Henry VIII - and how he changed the English church <https://www.bbc.co.uk/bitesize/guides/zrpcwmn/revision/3>

William Shakespeare - the greatest writer ever <https://www.bbc.co.uk/teach/class-clips-video/english-ks2-shakespeares-world/z7hxpq8>

Find out about Mother Theresa and how she changed the world: <https://www.historyforkids.net/mother-teresa.html>

Visit this Twinkl link to learn more about her humanitarian work <https://www.twinkl.co.uk/blog/mother-teresa-facts-for-kids>

Watch this video clip <https://www.youtube.com/watch?v=mzH13X88kbM>

The man who moved a mountain: <https://www.theguardian.com/world/2018/jan/11/india-man-carves-road-through-hills-children->

<p>Expressive Art and Design</p>	<p>attend-school</p> <p>Who is Banksy? Try to find out about this artist. Can you produce a piece of art in his style? What artwork has he recently produced during lockdown? https://kids.kiddle.co/Banksy https://www.bbc.co.uk/bitesize/clips/zsghdmn https://www.youtube.com/watch?v=15XqPywfmrA</p> <p>Steve Jobs and Steve Wozniak worked together to design a lot of Apple products. Could you design a piece of technology? What would it be used for? Why is it different to anything already available?</p> <p>Inventors who changed the world Pick from this list: https://www.entrepreneur.com/slideshow/271993 Elon Musk, Steve Jobs, Mark Zuckerberg Henry Ford - the car: https://www.youtube.com/watch?v=J9OgpHGxDbY Tim Berners Lee - the inventor of the internet http://www.bbc.co.uk/history/historic_figures/berners_lee_tim.shtml Art that changed the way we look at things: https://www.voicemag.uk/feature/885/ten-paintings-that-changed-the-world Or pick from this list: https://therake.com/stories/icons/artists-changed-world/</p> <p>Do you have a car at home? Maybe you have more than one. Henry Ford was an American industrialist who was famous for founding the Ford Motor Company and developing the mass production assembly line. He lived during the 19th and 20th centuries and was responsible for bringing affordable cars to everyday households who previously couldn't afford to buy one. Putting cars on the road changed the world forever. Have a go at designing a car for the future - will it have wheels? How will it be powered? Will it drive on roads or something else? How will it be friendly to the environment? Try designing a different sort of vehicle out of junk materials. Boxes, bottles, lids, pipe cleaners, glue, tape, paint, coloured paper, straws, lollipop sticks etc. are all useful junk modelling items. Try making a vehicle that your favourite toy can fit in.</p> <p><i>Evelyn Glennie is a percussionist who has been profoundly deaf since the age of 12, which forced her to develop her ability to hear music in a different way. She is famous for a performance in the Olympics 2012. Try to find out about her life and answer the questions in the Twinkl sheet below.</i></p> <p>https://www.youtube.com/watch?v=ULjRfinS39g http://teacher-monica.blogspot.com/2011/02/evelyn-glennie-percussionist-who-plays.html https://www.bbc.co.uk/bitesize/clips/zr7w2hv Twinkl worksheet link. https://www.twinkl.co.uk/resource/t-dc-172-deaf-role-models-evelyn-glennie-research-activity</p>
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	<p>Having listened to her playing, could you make some percussion instrument and perform a short piece of music at home. Perhaps use bottles with water in them or time foil to screw up? Be imaginative! Research instruments you could make.</p> <p>Music that changed the sounds we love: https://theculturetrip.com/north-america/articles/the-10-influential-songs-that-changed-the-world/</p>
<p>Other</p>	<p>Find out about the environmental movement: https://www.theschoolrun.com/homework-help/caring-environment On Purple Mash, have a look at 'topics' then 'History' and explore how these people changed the world. You could do a 'Mashcam' and write about how they changed the world or even record it.</p> <p>Consider how you would like to change the world. Greta Thunberg is only 17 and she has ideas of what she would like to do. Maybe you could design a poster explaining your ideas.</p> <p>Find out about Olympians such as Usain Bolt, Ellie Simmonds, Mo Farah. Look at the world records set, look at how they have to train, could you find out your fastest run time? Can you beat it? Do they teach us about perseverance, resilience?</p> <p>Following on from Elon Musk's rocket going into space, have a look at the spaceX link https://www.spacex.com/ . Would you like to go into space? Click on the tabs to find out how big the 'Dragon' spacecraft is. Try out the docking simulator and experience it for yourself! Can you write a 'space postcard' back home using Purple Mash? Or maybe use the astronaut mash cams or create a space scene. There are lots of ideas on Purple Mash, type 'space' into the search bar and see what comes up.</p>