



Reception learning at home: 29th June 2020

Plans for learning run from Wednesday to Wednesday on line.

Dear Reception families,

We are looking forward to seeing many of you back in school. It's been a long time and we have missed you lots!



Here is a 5 day plan for literacy and maths learning. If your child is returning to school, they will be sent home with a reading book.

Home learners: all you need to work at home is included in this grid. Please send us pictures of how you get on. We would love to see.

2 days a week groups: we will teach days 1 and 2 in school to both groups of children - first to the Monday and Tuesday pupils and then to the Thursday and Friday pupils. Please use the guidance below to complete days 3, 4 and 5 at home.

Key worker pupils in school for all 5 days will complete the learning in their bubble.

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

<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. 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!

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?



Phonics and Handwriting

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

Phase 3 tricky words - me, he, we, she, be, they, all, are, was, my, her, you.

Phase 4 tricky words - said, have, like, s, do,

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

https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/videos?disable_polymer=1 If you follow this link, you will be directed to some phonics lessons on YouTube.

1 - School

- Watch <https://www.youtube.com/watch?v=FwVSSxC3h0U> to introduce children to 'blends'.
- Teach **reading CVCC** words by extending CVC words: **ten -tent; ben -bent; dam -damp; pan -pant etc.**
- Play 'Countdown'. Use a sand timer or clock. Children have one minute to read as many CVCC words on list (see worksheet) as possible. Must work as a group. Encourage children to sound out words. Repeat. Can they beat their first score?
- Have children help puppet to **read** the sentences: **It can be fun to camp in a tent. I like jam said the man.**

2 - School

- Teach **spelling CVCC** words by extending CVC words: **pin -pink; sin -sink; tan -tank etc.**
- Buried treasure. Give each child two coins with CVCC words/nonsense words on them. Children work in pairs to read their coins. Ask chn to sort their words into 'chest' or 'bin'. Go through each. Alternatively,

some, come, were, there,
little, one, when, out,
what

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

go to <https://www.phonicsplay.co.uk/resources/phase/4/buried-treasure> and select Phase 4 CVCC words.

- Have children help puppet to **write** the sentence: **It is damp in the pink tent.**

3 - Home

- Teach **reading** CCVC words by adding initial sounds to CVC words: **t-rip, s-can, s-pin, s-top, l-and, s-ink**
- Using worksheet provided, read the CVCC words and circle the correct word that matches the picture.
- Extension: Think of and write a sentence for each of the correct CVCC words. For example, **The man has a belt.**

4 - Home

- Teach **writing** CCVC words by segmenting the initial sounds - **h-and, g-rip, s-pan, t-rap, s-cot, f-lip**
- Play sentence substitution. Give your child a sentence to read (see worksheet). Encourage your child to use one of the suggested words and substitute this with one of the original words. For example, **the man burnt the toast** becomes **the girl burnt the toast**. The word 'man' has been substituted with the word 'girl'.
Alternatively, go to <https://www.phonicsplay.co.uk/resources/phase/4/sentence-substitution-ph4>

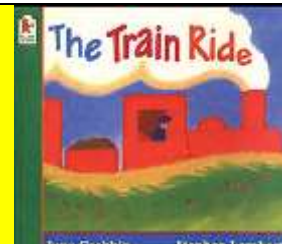
5 - Home

Tricky words: <https://www.youtube.com/watch?v=3NOzgR1ANc4>

- Start by listening to the tricky word song for phase 4. This includes said, have, like, come, some, what and when.
- Have a go at writing these words. Remember to identify the part that is tricky. For example, 'ai' in the word said, makes an 'e' sound instead of 'ay'.
- Extension: Write the tricky words twice and play 'snap', reading each word as you turn it over.

This week's focus is 'The Train Ride'

Watch it here - https://www.youtube.com/watch?v=RoEvHK_mP4Y



Writing

REMEMBER

A capital letter at the

Handwriting every day:

- Practise forming letters with a correct starting point and direction.
- Practise writing tricky words.
- Practise writing the words from your flashcards.

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?



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.**

Activity 1 - In school

I can write a comparison

This week we are going to be looking at the story 'The Train Ride'. In this story, we travel through several places such as a town, a countryside, a seaside and a market.

Today, choose 2 places. On one side of the page, please draw one of these places.

Underneath, please write a description of the place, for example 'at the seaside you see water, sand or pebbles and need to wear suncream'

Activity 2 - In school

I can write a comparison

Today we are going to carry on from where we left off yesterday and will draw a different place that we can compare to the first place. Start by drawing your picture.

You could explain how busy this place is, the key features. For example 'in a town there are lots of shops, schools, cars and people.' Once you have drawn, please write about the place.

Activity 3 - Home

I can write a description

As we are looking at travel, please choose a mode of transport of your choice. You could draw it or make a collage of pictures or even build your own vehicle. Then please write a description of the vehicle.

I might write 'An airplane goes in the sky. It helps us to get to places that are far away. It can take a lot of people'

Activity 4 - Home

I can write a postcard using to and from

Today, please write a postcard as if you are on holiday, see the template we have attached. Choose what you might see and what you could tell people about your holiday. When writing a postcard, remember you start with 'To' then the name of the person you are sending it to. At the end, write from and your name.

On the template, there is space for you to draw a picture of where you have been.

Activity 5 - Home

I can write a list

Today you could write a list for what you may need to take with you to the seaside or on holiday. If you haven't been on holiday before, you could write a shopping list.

For your list, please give it a title such as 'My packing list'.

Then use numbers down the side and write each item on a separate line. Such as

	<p>My packing list</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Challenge - can you explain why you need each item? I need suncream to protect my skin.</p>
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<p>Maths</p>	<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? 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>Activity 1 - In school</p> <p>I can count in 5s</p> <p>https://www.youtube.com/watch?v=cJ4jV14Oz5I</p> <p>Show a 100 square and explain that we have had a go at counting in 2s. Explain that when we count in 5s, we count a group of 5, then the next group of 5. Show a hand, how many fingers on one hand? 5. We can use this to help us count in 5s by counting on each time. Show how to count 5 fingers and write 5 to show the first group has 5 in. Next, we count on, holding 5 in our head and counting on saying 6, 7, 8, 9, 10. The second group is 10. Show this on the 100 square and continue counting in 5s using fingers to help count. Does anyone notice a pattern? The numbers always end in 5 or 0.</p>
	<p>Activity 2 - In school</p> <p>I can count in 10s.</p> <p>https://www.youtube.com/watch?v=Ftati8IGQcs</p> <p>Show the 100 square again and remind how we counted in 5s. Explain that today we are going to count in 10s. What could we use to help us? Both hands? On the 100 square, click the 10. Show that when we count in 10s, it always ends in 0. Look at the numbers, 10, 20, 30 etc. They start like when we count 1, 2, 3, but have the 0 at the end as it is a group of 10. Practise counting in 10s.</p>
	<p>Activity 3 - Home</p> <p>I can count in 2s.</p> <p>https://www.storynory.com/noahs-ark-audio-bible-story-children/</p>

Listen to the story of Noah's Ark. When discussing the story, ask what a pair is? It is two of the same thing. Choose a selection of objects and line them up in groups of 2, pairs. You could use shoes, socks or gloves as these come in pairs. Have a go at counting in 2s. To do this, you say a number out loud, then say the next in your head, so say 2 (whisper 3) say 4, (whisper 5). How far can you go? You could use a 100 square to help. Challenge - Explain that when we count in 2s, it is adding 2, 2, 2 so if we wanted to count 4 pairs, we do $2+2+2+2$. <https://www.youtube.com/watch?v=JyCr0IgbYcl> here is a song counting in 2s.

Activity 4 - Home

I can count in 2s.

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

Today, we are going to practise counting in 2s using a pattern strip.

Show the different patterns one at a time. How many cubes are there? Do we need to count them all? No we could count the green ones as this would let us count in 2s.

Have a go at counting cubes in 2s. You could repeat this activity using patterns with 5 steps and count in 5s.



Activity 5 - Home **I can count in 5s**

<https://www.youtube.com/watch?v=cJ4jV14Oz5I>

Show the pictures of hands represented in different ways. Ask how we could count the fingers without having to count each one? Count in 5s? Each hand has 5 fingers. Count 5, hold the number in your head, count the next 5.

Try recording the counting in 5s on the hands as you go.

Can you spot that the numbers always end in 5 or 0? Try with different groups of hands.



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 29.06.2020:

Castles

What interests you about this project? You could:

Understanding the World

Could you make a castle? Which material would you choose and why? What features would it need? Could you make a drawbridge leading to the castle? What would you need to consider if you wanted a moat around the castle?

Explore how a catapult works. Could you have a go at making one? If you need inspiration, Google 'shoebox catapult'

<https://www.youtube.com/watch?v=pR26RMI9T8c>

You could watch these clips of castles in Wales

<https://www.youtube.com/watch?v=nQQuA1PxmYQ&index=1&list=PLIFJT58FH6PPMyYuabMLm6pFChRirQiQD>

You could explore Warwick castle and its history. You could also do a panoramic tour of the castle <https://www.warwick-castle.com/explore/>

Have you ever wondered what the different parts of a castle are used for? Try and find out here.

<http://www.kidsonthenet.com/castle/view.html>

Find out about the history of castles. What were the first castles like? Where were they? How have castles changed? You could find out which castle is the biggest in England or the world. <http://homeworkhelp.stjohnsevenoaks.com/Castles.html>
<https://cadw.gov.wales/learn/sites-through-centuries/castles>

Could you create a timeline of the different types of castle and who would've lived there at which time? You could include pictures of the different types of castle.

The coat of arms has been a symbol of monarchy for centuries. The Royal coat of arms represents Her Majesty The Queen, and you can see it on some coins, on public buildings, courts and many other places. The design has developed throughout history, reflecting changes in monarch and the country. Can you design your own coat of arms? Here is a link to a template.
<https://www.rct.uk/sites/default/files/Coat%20of%20arms.pdf>

Have a look at these famous castles. What is the same and different about them? Which country has the most castles?
<https://www.usborne.com/quicklinks/eng/catalogue/catalogue.aspx?cat=1&loc=uk&area=H&subcat=HMT&id=9562&topic=14279>

Have a look at the 3 main types of castle. Which features can you see in all of them? Why do you think they are there?
<https://kids.britannica.com/scholars/assembly/view/99675>

The word castle means 'fort' but why did people build castles? Where was the best place to build one? What were the main features of castle? Did they all have a drawbridge and portcullis? <https://www.dkfindout.com/uk/history/castles/>


Twinkl home learning castle pack for KS1 <https://www.twinkl.co.uk/resource/t-t-12486-castles-activity-pack>

English heritage have a top 10 of castles choose your favourite at <https://www.english-heritage.org.uk/visit/familydaysout/top-10-castles/>

Make a poster or project about your favourite castle.

Who lived and worked in a castle? <https://www.youtube.com/watch?v=1k-LhWB4QaA&v=en-GB> find out about the life of a noble woman.

Watch this mini guide to castles to find out how they developed <https://www.youtube.com/watch?v=RXXDThkJ3Ew>

	<p>What was it like to train as a knight? https://www.ducksters.com/history/middle_ages/becoming_a_medieval_knight.php</p> <p>Some castles, such as Windsor Castle, have a Church or Cathedral within their grounds. Can you find which castles have religious buildings?</p>
<p>Expressive Art and Design</p>	<p>Watch a clip of a knight being dressed in armor. Can you design armor thinking about which parts of the body need to be protected. What would the knight need to be able to do while wearing armor? https://www.youtube.com/watch?v=KKau8WjDwkE</p> <p>Could you draw a famous castle, paying attention to details? What would you use to draw it? Pencils? Chalk? Charcoal? Could you combine different media such as a sponge painted background?</p>  <p>Draw or paint an imaginary castle. Where would it be and what would you call it?</p> <p>Make your own weapons - a sword and shield can easily be constructed from cardboard, paper and paint follow the English Heritage's guide to making your own heraldic shield and sword https://www.english-heritage.org.uk/guide-to-heraldry</p> <p>Could you create your own music to the theme of a battle? Which instruments would you use and why? You could think about the sound for the draw bridge or for the soldiers marching.</p> <p>Find out about instruments used in the medieval times- the recorder, harp, bagpipes, lute and mandolin were all popular at the time. Listen to and watch some medieval instruments being played accompanied by an energetic medieval singer! Filmed in Southwell Minster. https://www.youtube.com/watch?v=S8X_4tosYh4 https://www.youtube.com/watch?v=Tarim2pXJPU</p>
<p>Other</p>	<p>Read about Training to be a knight visit oxford reading owl. https://www.oxfordowl.co.uk/api/interactives/26504.html https://www.oxfordowl.co.uk/api/digital_books/1226.html</p> <p>You could play dress the knight on ICTgames. https://www.ictgames.com/mobilePage/knight/index.html</p> <p>Could you cook some of these old recipes? http://cookit.e2bn.org/historycookbook/index-27-normans-medieval.html</p>

	You could explore these castle comics https://cadw.gov.wales/learn/fun-activities/comics-and-colouring/cadw-comics
Sport	<p>Here are some more virtual sporting events you could explore.</p> <p>Some will be looked at in school too.</p> <p>Here are some of the demonstration clips</p> <p>https://www.youtube.com/watch?v=DbM7cjYPiIM</p> <p>https://www.youtube.com/watch?v= JlpNSOp8x8&list=PL6DK6xTdLkmwBkVBUKZZ2L_oT6VXErNO&index=2</p>

VIRTUAL TENNIS

This virtual Tennis is made up of 1 event:

- Racket Tap

Record your score on the results table.

DETERMINATION

This challenge is linked to the School Games value of Determination. How can you demonstrate Determination throughout this challenge? Just keep going even if you think you cant do it. Never give up. And give it your BEST shot!

Can you be a Leader?

- Explain or demonstrate to a member of your household the event
- Teach another member of your household how to take part in this activity and challenge them to a mini competition

HEALTH & SAFETY TIPS:

- Ensure surface is flat, dry and clear from obstacles
- You have sufficient space around the activity

EQUIPMENT NEEDED

- Tennis ball
- Tennis racket

BUT WHAT ELSE CAN I USE?

- Rolled-up socks or tin foil
- Badminton racket, frying pan, cricket bat or even use you hand

MAKE IT EASIER

- Use a bigger ball

MAKE IT A CHALLENGE:

- Use one hand
- Use a smaller ball

MAKE IT INCREDIBLE

- Using your hand, can you balance or bounce the ball?

Scoring

- Record your scores in the results sheet below

Video

- Link to videos can be found [here](#)

SCHOOL GAMES

Tennis -

VIRTUAL TENNIS

HAVE A GO AND TRY THE RALLY

- Using a wall or a partner see how many times you can hit the ball to each other.
- Start by using both hands then move to your strong hand and then see if you can use your weak hand.

HEALTH & SAFETY TIPS

- Ensure surface is flat, dry and clear from obstacles

EQUIPMENT NEEDED

- Tennis ball
- Tennis Racket

BUT WHAT ELSE CAN I USE?

- Socks
- Frying pan/badminton racket/cricket bat

MAKE IT EASIER

- Move closer to the wall
- Use a bigger ball

MAKE IT A CHALLENGE

- Move further apart
- Use a smaller ball

MAKE IT INCLUSIVE

- You could roll the ball to each other

CAN YOU BE A LEADER?

- Can you show some how to take part in this activity

BERKSHIRE SCHOOL GAMES

VIRTUAL TENNIS RESULTS

SCHOOL NAME: _____

CHILD(REN) NAME: _____

YEAR GROUP: _____

EVENT	RESULT
RACKET TAP	

BERKSHIRE SCHOOL GAMES

Cricket -

VIRTUAL CRICKET

This virtual Cricket is made up of 1 event:

- Paper Smash

Record your score on the results table.

This challenge is linked to the School Games value of Honesty
How can you demonstrate Honesty throughout this challenge?
Be realistic and honest in what your score was. Set yourself a target to reach. Give it your BEST shot!

Can you be a Leader?

- Explain or demonstrate to a member of your household the event
- Teach another member of your household how to take part in this activity and challenge them to a mini competition

BERKSHIRE SCHOOL GAMES

VIRTUAL CRICKET

ACTIVITY: PAPER SMASH

Stick the 4 targets onto your wall. With 6 at the top, 1 underneath, 2 under 1 and 4 at the bottom. Then mark out 2 meters away from the wall.

- Your aim is to see how many runs/points you can get in 2 minutes.
- If you hit a 6 you must take a step back. If you hit a 4 you must take ½ a step back. Hit a 1 or 2 you must stay where you are. If you miss, you must take a step forward.

HEALTH & SAFETY TIPS

- Ensure surface is flat, dry and clear from obstacles

EQUIPMENT NEEDED

- Tape measure
- Tennis ball
- Stopwatch
- Target sheets

BUT WHAT ELSE CAN I USE?

- 30cm ruler - 6 x to make 2m
- Socks
- Watch or phone timer

MAKE IT EASIER

- Move closer to the wall
- Use a bigger ball
- Throw the ball under arm

MAKE IT A CHALLENGE

- Move further apart
- Use a smaller ball

MAKE IT INCLUSIVE

- Place the targets on the floor and roll the ball.

SCORING

- Record your runs into the score sheet

VIDEO

- Link to video can be found [here](#)

BERKSHIRE SCHOOL GAMES

VIRTUAL CRICKET

HAVE A GO AND TRY THE BAT TAP

- How many times can you hit the ball with the bat by keeping it up? How many can you do in 30 seconds?
- Start with using both hands and then try each hand separately
- How many can you do whilst moving around the house or garden?

HEALTH & SAFETY TIPS

- Ensure surface is flat, dry and clear from obstacles
- You have sufficient space around the activity

EQUIPMENT NEEDED

- Tennis ball
- Cricket bat

BUT WHAT ELSE CAN I USE?

- Rolled-up socks or tin foil
- Badminton racket, frying pan, tennis racket or even use your hand

MAKE IT EASER

- Try dribbling the ball (like a hockey dribble)

MAKE IT MORE OF A CHALLENGE

- Use the side of the bat OR a smaller surface of the object

MAKE IT INCLUSIVE

- Using your hand, can you balance or bounce the ball?

LEAD OTHERS

- Can you challenge a family member to do more than you?

HERE YOU CAN FIND MORE IDEAS

SCHOOL GAMES

VIRTUAL CRICKET

HAVE A GO AND TRY THE COOL CATCHER

- How many catches can you make on your own?
- Throw the ball underarm up into the air and catch
- Try and throw the ball a little higher each time
- If indoors, can you throw the ball up to your head and catch it again

HEALTH & SAFETY TIPS

- Ensure surface is flat, dry and clear from obstacles
- You have sufficient space around the activity

EQUIPMENT NEEDED

- Ball (Cricket or Tennis)
- Stopwatch

BUT WHAT ELSE CAN I USE?

- Rolled up socks or tin foil
- Watch or phone timer

MAKE IT EASER

- Use a big ball
- Throw and catch the ball with two hands

MAKE IT MORE OF A CHALLENGE

- Use one hand, if that's too easy, can you throw and catch with your weaker hand?

MAKE IT INCLUSIVE

- Use a bigger ball, or use your arms to help catch the ball

LEAD OTHERS

- Can you teach someone else to catch successfully?
- Can they do it with one hand?

HERE YOU CAN FIND MORE IDEAS

SCHOOL GAMES

VIRTUAL PENTATHLON RESULTS

SCHOOL NAME

CHILD'S/FIRST NAME

YEAR GROUP

EVENT	RESULT
PAPEP SWASH	

HERE YOU CAN FIND MORE IDEAS

SCHOOL GAMES