





Reception learning at home: 22nd June 2020

Good morning everyone! 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).

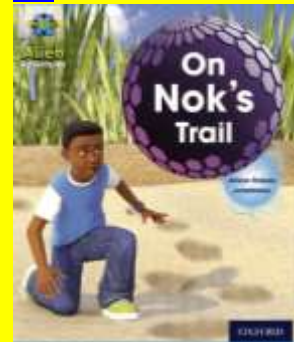
Red level - Nok can fix it

<https://www.oxfordowl.co.uk/api/interactives/13016.html>



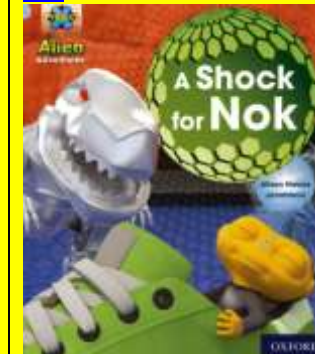
Yellow Level - On Nok's trail

<https://www.oxfordowl.co.uk/api/interactives/12988.html>



Blue level - A shock for Nok

<https://www.oxfordowl.co.uk/api/interactives/12998.html>



Phonics and Handwriting

When practising any

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_UtIdV2K_-niWw/videos?disable_polymer=1 If you follow this link, you will be directed to some phonics lessons on YouTube.

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 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.

Monday - air

- <https://www.youtube.com/watch?v=NcHIX2xK--A>
- hear the sound aloud, you say it, your child repeats it.
- write the sound air
- <https://www.bbc.co.uk/bitesize/topics/zvq9bdm/articles/zi39382>
- write words with air in. For example, air, hair, fair, pair, chair, lair. You could go on a hunt round the house for items that have the sound in.
- have a go at writing a caption such as 'they are fair on her chair'
- https://www.ictgames.com/dinosaurEggs_phonics/mobile/ select the sound 'air' and have a go at reading the words,

Tuesday - er

- https://www.youtube.com/watch?v=KK8_kUg3454
- hear the sound aloud, you say it, your child repeats it.
- write the sound er
- <https://www.bbc.co.uk/bitesize/topics/zvq9bdm/articles/zvmmmf>
- write words with er in. For example, letter, better, hammer, summer, ladder. You could go on a hunt round the house for items that have the sound in.
- have a go at writing a caption such as 'her ladder was better'
- <https://www.phonicsplay.co.uk/resources/phase/3/picnic-on-pluto> - select er from phase 3 and have a go at reading the words.

Wednesday - ure

- <https://www.youtube.com/watch?v=YwCzf71fIBA>
- hear the sound aloud, you say it, your child repeats it.
- write the sound ure
- <https://www.bbc.co.uk/bitesize/topics/zvq9bdm/articles/zh828xs>
- write words with ure in. For example, sure, pure, lure, cure. You could go on a hunt round the house for items that have the sound in.
- have a go at writing a caption such as 'the cure is pure'
- <https://www.ictgames.com/mobilePage/bingoOriginal/index.html> select ure, you could also revisit the sounds you have learnt in previous weeks.

Thursday - tricky words

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

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

Have a go at writing some of the tricky words.

Remember to identify which part of the word is tricky, such as in my, the y sounds like igh/I.

Can you write some sentences with tricky words in?

Friday - Revisit all phase 3 sounds - ai, ee, igh, oa, oo, oo, ar, or, air, er, ure, ur, ear
 You could play some of the games on phonics play.
 You could write the sounds as an adult says them aloud.
 You could sound out words with phase 3 digraphs and trigraphs in.
 You would write sentences.

This week's focus is poetry. Please explore these poems on Oxford Owl

Family poems https://www.oxfordowl.co.uk/api/digital_books/1258.html **Number poems** https://www.oxfordowl.co.uk/api/digital_books/1340.html

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 identify rhyming words in poems

Have a go at saying some weather poems such as 'I hear thunder' or 'It's raining, it's pouring'.

Can you identify the rhyming words in the poem? Where do they happen? They are usually at the end of the line such as pouring; snoring.

Can you write a list of the rhyming words from the poems.



Tuesday **I can describe the weather as sounds**

Today have a go at acting out the weather poems. You could use actions for rain, umbrellas, snoring.

What would each of these things sound like?

Rain could be patting noises, thunder could be growling sounds etc.

Can you write a description of the different weather types and what they would sound like?

Wednesday **I can describe the weather**

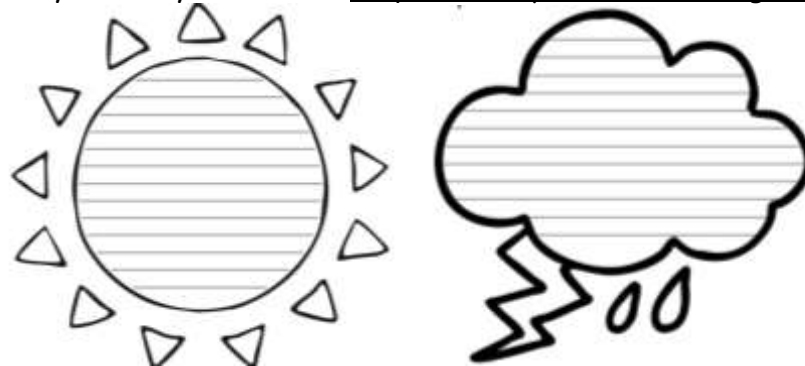
Today have a go at choosing a type of weather and describing how this type of weather makes you feel?

The sun could make you happy. The rain might make you sad.

For each type of weather you describe, try and come up with something that rhymes ready to make your own weather poem. For example; The sun is shining it makes me happy, the rain is dropping it sounds flappy.

Thursday **I can start to write a poem using rhyming words.**

Using these templates (or your own), have a go at writing a weather poem. You can use the rhyming words you came up with yesterday. Check out https://www.pinterest.co.uk/gems_gema/eyfs-poems/ for some inspiration!



Friday **I can write a poem using rhyming words.**

Today, continue and finish off the poem you started yesterday. Have a go at reading your poem to somebody in your family. Can they identify the rhyming words you have used? Can you think of actions to go with words in your poem?

Challenge - Can you write an acrostic poem about the weather? An acrostic poem is words or phrases where the first letter describes a topic word. For example, BEES = B - Buzz, E - Everywhere, E - Easily, S - Seen.

Maths

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?

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!

Monday **I can share objects fairly, knowing that it is half when shared between 2 people**

Can you remember how to share fairly? Count out the objects saying 'one for you and one for me'. Continue doing this until all of the objects are shared out. Check the amount of objects in each pile to make sure there is the same amount. By doing this, you will know you have shared them fairly. Answer the questions on the maths number sharing page.



After, watch the orange segments being shared and have a go at doing this at home.

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

Remember, when you share between 2 people, if they both have the same amount, you would say you have half each. Half of... is...?

Tuesday **I can share objects between more than 2 people**

Re-cap on the system we used yesterday for sharing; one for you and one for me. Explain that we can do this for more than 2 people. Can they come up with a system such as going around the table? Can you select a group of objects, say the total aloud and then share it between 2, 3 or 4 people? Does it always share fairly?

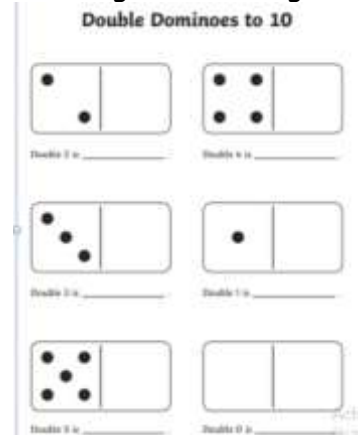
If you shared 8 fairly between 2 groups, does it share between 3? What about 4?

Can you record which numbers share fairly and how many groups?

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

Start by asking what 'double' is? Show a domino piece with spots on one side. How would we double the amount of spots? Encourage the children to say that we need the same number of spots on both sides. Start by doing this practically, then they could draw spots on the other side.

See if you can select a quantity of objects, starting with numbers to 5. Can they double it? Remind children that when the number is below 5 you could represent it on 1 hand using fingers, then when you double it use the other hand. Have a go at doubling the amount of spots on the domino and saying what the double is aloud.



Thursday **I can double the amount of objects and write it as a number sentence**

Remind of the doubling we did yesterday and explain that today we are going to have a go at recording it.

Do some quick doubles using fingers such as double 1 is 2, double 2 is 4.

Show this using objects saying, we had 1 we doubled it by adding 1 more, and now we have 2. Show how to write this as a number sentence ($1+1=2$). Have a go at practising doubles practically and recording these.



Friday **I can talk about doubling and halving**

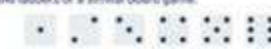



<https://www.youtube.com/watch?v=FWrZqD6kYPw>

Today we are going to look at the relationship between doubling and halving. Explain that doubling and halving can be done together. Using objects, show that if we start with 1 cube/animal/counter and double it, we end up with 2. If we halved 2, what do they think we would get? 1.

Have a go at doubling some quantities then predicting what half would be, then check.

You could use butterflies/ladybirds/dominoes as a template for doubling and halving.

Try it out Tuesday

<p>Reception Maths Everywhere – Number track games</p> <p>Play snakes and ladders or a similar board game.</p>  <p>Ask questions such as:</p> <ul style="list-style-type: none"> You throw a ... Where will your counter end up if you count on ... more? Which number don't you want to throw (because there's a snake coming up)? Which number do you want to throw (because there's a ladder coming up)? Who is winning? How do you know? How many squares until you'll reach the end? <p>#ESSENTIALmaths</p>	<p>Reception Maths Everywhere – Meal Times</p> <p>Provide children with knives, forks and plates.</p> <p>Ask questions such as:</p> <ul style="list-style-type: none"> Have we got enough knives for every person? Are there more plates than bowls?  <p>Ask children to help you serve food (which isn't hot).</p> <ul style="list-style-type: none"> Here are the sandwiches, share them out so that everybody has the same number. How did you know that everyone has the same amount? Can we share these grapes out equally? What about the carrot sticks? <p>#ESSENTIALmaths</p>
<p>Y1 Maths Everywhere – How big is my hug?</p> <p>Give your child a big hug and say, 'I wonder how big a hug is.'</p> <p>Outstretch your arms and ask your child to decide how to measure your arm span from finger tip to finger tip.</p> <p>They can choose what to measure it with e.g. handspans, bricks made into towers, cushion widths and a tape measure.</p> <p>'Wow, my hug is five cushion widths, forty brick heights and 123cm.'</p> <p>Help them to cut a piece of string that is the size of their hug.</p> <p>They measure their hugs with different items.</p> <p>Let them know that as they grow their hugs will get even bigger.</p> <p>Ask: 'What else shall we measure?'</p> <p>Support them to measure other parts of their body e.g. handspan (Can we use cushion widths to measure that, or shall we try pasta shells? Why?)</p> <p>#ESSENTIALmaths</p>	<p>Y1 Maths Everywhere – Paper folding</p> <p>Provide children with some paper squares, rectangles and triangles.</p> <p>Show them a triangle folded like this.</p>  <p>Is this triangle folded in half?</p> <p>Support them to see that both parts are not equal and so the triangle is not folded in half.</p> <p>Challenge them to fold their shapes in half and to look at the shapes of the halves made.</p>  <p>Challenge them to turn the folded halves into quarters.</p> <p>#ESSENTIALmaths</p>

Recommendations from your friends



Burt put some gummy bears in water to see the effect it would have on the size of the bear.



Poppy did an experiment with skittles. Look at her beautiful rainbow.

Ted has been growing sunflowers, he's very proud of the shoots.

Zara has been watching 'Science Max' on YouTube. She has seen a lot of exciting experiments. I wonder if you could try some?

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.

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 22.06.2020:

Where I live

What interests you about this project? You could:

Understanding the World

Have a look at this book on Oxford Owl. The main character tried to make houses out of different materials but they didn't work. Can you design and make a house, thinking about which materials would be strong, waterproof and warm? Can you then make it? https://www.oxfordowl.co.uk/api/digital_books/1114.html

Look on the Mill Green website. Can you find out how the mill works and what it was used for? <https://www.millgreenmuseum.co.uk/article/7313/Home>

Welwyn is built along the River Mimram which is host to many species of animal. It's crystal clear waters running over chalk lands has been described as the "Jewel in the Hertfordshire countryside". Take some time to do a nature watch around the area and record what you can see. If you can take photographs and make them into a scrap book or a poster. Don't forget to look into the river itself to see which fish live there! <https://www.wildlifewatch.org.uk/spotting-sheets>

Can you look at the different transport links available near you? Is there a train? Where does it go? Can you create a map to

show the furthest place you can get to by train?

[Could you look at the rivers near where you live?](#) The River Mimram runs through the village of Welwyn but where does it begin and where does it end? Trace its journey from spring to source. Use an atlas to help find Welwyn village then trace the Mimram's journey. Does it join any other rivers? Which major river does it join before flowing out to sea?

Can you look at the Welwyn Hatfield Coat of Arms? How has it changed over time? What are the key features of it? Can you design your own?

Can you research the history of De Havilland? <https://www.dehavillandmuseum.co.uk/about-us/de-havilland-history/>

Following the Roman invasion, Welwyn was settled by the Romans. The Roman road through the village was laid out, leading to the establishment of the settlement around the road and the ford. Many Roman artefacts have been found in and around the village, including the remains of several Roman villas close by including the Welwyn Roman Baths. Research the Welwyn Roman Baths. What can you find out about them? Who were the Romans and what were they like? Find out here <https://www.bbc.co.uk/bitesize/topics/zwmpfg8>

Find out where the word Welwyn comes from and what it means. <https://en.wikipedia.org/wiki/Welwyn>

When you next take a walk around the village and surrounding areas how many willow trees can you spot?

Welwyn lay on a late-Celtic highway running in the direction of the summer solstice and was settled by the Catuvellauni tribe. Find out what it was like to be a Celt in the iron age. What was your home like? What did you eat and how did you dress? Watch this BBC teach introduction to the Celts https://www.youtube.com/watch?v=j6rCMT0ss_k visit <http://primaryhomeworkhelp.co.uk/celts/index.html> to discover more.

Look at how Welwyn has developed over time. Which changes have there been? Which buildings have stayed the same? <https://www.hertsmemories.org.uk/content/herts-history/towns-and-villages/welwyn/welwyn-scenes-from-the-village> look out for the plaque on Ivy cottage home of Anne Van Gogh sister to Vincent Van Gogh.

Could you go for a nature walk with a piece of selotape or a stick? On your walk, collect items and stick them to the tape or stick to show the journey you went on. What kind of things did you find? Can you make a map of where you walked and see if you can remember where you found each item?

Look at this book and compare the similarities and differences between homes in the past and your home. <https://www.oxfordowl.co.uk/api/interactives/29292.html>

	<p>Go on the school website and look at the History of our school. https://welwynst-marys.herts.sch.uk/our-school/history-of-welwyn-st-marys/ Can you make a timeline to show the changes?</p> <p>On Purple Mash, have a look at topics, Geography, Buildings and homes. You could look at 'changing homes' or 'old and new homes'.</p> <p>Have a look at St Albans museum https://www.stalbansmuseums.org.uk/learn/verulamium-museum-virtual-tour You could watch a short silent clip of the opening of Welwyn in 1926.</p> <p>https://www.britishpathe.com/video/VLVA9Q6OS2YNU7HS17350W8NS0N0J-OPENING-OF-WELWYN-GARDEN-CITY/query/Open</p> <p>Look on the St Mary's Church website. Can you find any information about the building for example, how has it changed? https://www.welwyn.org.uk/our-buildings</p> <p>Could you design a Welwyn stain glass window? What would make it significant?</p> <p>The story of Alban is a remarkable one. It not only takes us back to the beginning of the Christian faith in Britain and to a time when religious freedom was forbidden, but it is also an astonishing account of standing up for what you believe in. Find out about Saint Alban who was one of the first recorded British Christian martyrs. Visit the Abbey Cathedral website to learn more https://www.stalbanscathedral.org/the-story-of-alban</p> <p>Have a look at the road safety and travel resources attached below. Could you make a road safety poster? You could write about the importance of wearing a helmet or a seatbelt. You could encourage people to use more active ways of travelling such as a scooter, walking or a bike.</p>
<p>Expressive Art and Design</p>	<p>On Purple Mash, go on topics, Geography, buildings and homes, paint projects. You could choose a home to decorate as your own. You could draw the people who live in your house. You could design a house using different materials.</p> <p>Look at these Welwyn Hatfield themed pieces of art. Can you have a go at recreating one? https://artuk.org/discover/artworks/view_as/grid/search/collections:welwyn-hatfield-museum-service#undefined</p> <p>Welwyn village has many historic buildings. Why not sketch your favourite - perhaps The Church or Church House, The White Hart or The Wellington? You could make a model of your favourite building out of 'junk'. Use junk materials to make a model of your own home.</p> <p>Make a painting of the River Mimram, you could stand by the bridge on the high street or from the view of Singlars marsh. Take a photograph first to capture all the detail, colours and perspective. Use the photograph to help create your painting.</p>

	<p>Sketch some local flora and fauna - sit quietly in a safe place and see what you can spot. Sketch or paint some of the many tree species in and around Welwyn. How many can you name? Collect leaves and make leaf prints of the different species and save in a scrap book or make a poster.</p> <p>Listen to Bedrich Smetana's descriptive piece, Vltava, a symphonic poem which describes the journey of the Moldau river. It begins at the source in the mountains of the Bohemian Forest, through the Czech countryside, to the city of Prague. and finally ends with two triumphant chords. Smetana, a Czech composer, wrote this piece of music when he was completely deaf. https://www.youtube.com/watch?v=l6kqu2mk-Kw</p> <p>Listen out for the different instruments at different stages of the river's journey.</p>
<p>Other</p>	<p>Explore these books about homes on Oxford Owl https://www.oxfordowl.co.uk/api/interactives/23320.html https://www.oxfordowl.co.uk/api/interactives/23317.html</p> <p>Read about a little girl from Welwyn who had a baby elephant as pet. If you could have any pet, what would it be and why? https://www.britishpathe.com/video/elephant-in-snow-aka-baby-elephant-as-pet</p> <p>Play 'pooh sticks' in the river Mimram use willow sticks if you can find them. Here is how to play https://www.nationaltrust.org.uk/features/no-19-play-pooh-sticks</p> <p>Learn your own address and postcode, can you find the street or road that you live on in an atlas? What other roads are around you? Zoom in on your locality in google maps, what can you see around where you live?</p> <p>Why not get hands on at home and create your own archaeological dig to look for historical treasures? Visit this BBC site to find out how to do it. http://downloads.bbc.co.uk/history/handsonhistory/dig_family.pdf</p> <p>Read this story. The main character gets home sick. Can you think about what makes the place you live so special? What do you like about it? Would you change anything? https://www.oxfordowl.co.uk/api/interactives/13004.html</p> <p>15th-20th June was refugee week. Can you research what a refugee is? Can you write how it may feel to be a refugee? How would you feel leaving your home? What would you want to take with you? You could act it out and record yourself.</p>



Please click to access this PowerPoint and investigate.

Can you write a persuasive poster encouraging people to live in your local area? What would you tell them about it? What can you do here? Remember, you want to talk about the best parts of the place where you live.

Spot the 10 differences in the road safety pictures

KS1 Road Safety and Active Travel Wordsearch

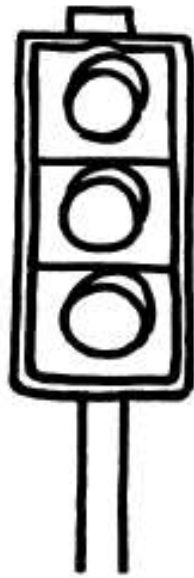
Z	I	O	W	N	P	Q	N
T	K	A	B	I	K	E	W
H	O	P	K	R	U	T	A
I	O	S	H	S	J	F	L
N	L	I	S	T	E	N	K
K	E	M	B	O	Q	P	H
Y	J	U	M	P	T	G	V
S	C	O	O	T	E	R	B



Can you find the words?

- BIKE JUMP
- SCOOTER STOP
- WALK LOOK
- HOP LISTEN
- SKIP THINK

Road Traffic Signs



Active ways to travel

