





## Reception learning at home: 13<sup>th</sup> July 2020

**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. Your child should return their work to school the following week to be marked.

**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.</p> <p>I can talk about what I could do differently next time.</p>
<p><b>Step 1:</b> get organised.</p>	<p><b>Step 2:</b> be independent.</p>	<p><b>Step 3:</b> focus and persevere.</p>	<p><b>Step 4:</b> 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.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?



## 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 -

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](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.

### Day 1 - School

Practise recall of Phase 2 & 3 graphemes and CVC words. Teacher says words/graphemes & chn write on whiteboards. Check chn's work.

Teach reading the HFW's:- **Went, it's, from, children, just.**

Play: <https://www.ictgames.com/mobilePage/spookySpellings/index.html> Children look at a range of HFW before they disappear. Chn to then use a selection of letters to spell out the word. Alternatively, write a number of HFW down on a piece of card, show children briefly before hiding the card. Ask children to write this word on their whiteboard. Check chn's work.

### Day 2 - School

Practise recall of Phase 2 & 3 graphemes and CVC words. Teacher says words/graphemes & chn write on whiteboards. Check chn's work.

Teach reading the Tricky words:- **Little, there, one, out**

said, have, like, s, do,  
some, come, were, there,  
little, one, when, out,  
what

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

Play: <https://www.roythezebra.com/reading-games/sentences-that-make-sense-1-1.html>

Help Zara to build her rocket by clicking on the sentence that makes sense. Chn to read 2 sentences (including a number of HFW's) and choose which one makes sense. Alternatively, Children to read the sentence: **The clown did tricks with the chimpanzee**. Ask a number of questions about the sentence. For example, inn what word do you find the 'ch' sound? How many syllables does the word 'chimpanzee' have?

Day 3 - Home

Play Yes/No game. Using the questions provided on the worksheet, encourage your child to read the sentences and answer yes or no verbally. Alternatives: they can write 'yes' or 'no' next to the question mark to answer or you can write 'yes' and 'no' on 2 pieces of card and they can read out the question for you to answer by holding up the appropriate piece of card.

Encourage your child to think of any write their own question or encourage them to write the sentence - **Do trains like to float on water?**

Day 4 - Home

Play: <https://www.phonicsbloom.com/uk/game/alien-escape?phase=4>

Help the alien escape by re-arranging the letters to spell out the words correctly. Alternatively, write the following words on a piece of paper where the order of letters have been jumbled up and ask your child to work out what the word is - **crisp, cream, green, spoon, stamp**. Give clues for support.

Encourage your child to use the worksheet provided to 'say, cover and write' the phase 4 key words. If your child struggles with particular word/s write practise them a few times more.

Day 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, said, ai usually makes the sound in paint but in said, it makes an e.

You could write the tricky words twice and play a game to find the pairs, reading each word as you turn it over.

**This week's focus is transitions. We will share some key texts with you.**

Starting school - Janet and Allan Ahlberg

Boris starts school - Carrie Weston and Tim Warnes

Harry and the dinosaurs go to school - Ian Whybrow and Adrian Reynolds

I am absolutely too small for school - Lauren Child

Come to school too, Blue Kangaroo - Emma Chichester Clarke

<https://www.youtube.com/watch?v=Clpw7PG7m1Q>

<https://www.youtube.com/watch?v=i1D4z4sb3Uk>

**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.**

**Activity 1 - In school**

**I can write something I am good at**

This week, we are thinking about our transition. When we move up to a new class how do we feel? Are you excited? Are you nervous? What are you looking forward to? Explain that their new teachers are so excited to meet them. I wonder if we could tell the teachers something we are good at so that they can get to know you. This might be something like reading, maths, PE, sharing or following the rules.

Can you have a go at writing something you are good at?

Challenge - can you also write something you want to get better at?

**Activity 2 - In school**

**I can describe my special place at school**

[https://www.youtube.com/watch?v=IRd-zPEnZ\\_0](https://www.youtube.com/watch?v=IRd-zPEnZ_0)

Start by watching the story of Sally's secret. Sally found a place that she made feel special and safe for her and her friend. Is there a place at school which is special for you? Where is it? Why is this place special? Will you still be able to go there in year 1? If it is somewhere in our classroom, could you explain to the new children how it might make them feel?

Have a go at drawing your special place in school. Underneath, please write a sentence describing your special place. For example 'my special place is outside'

Challenge - describe why it is special for example, 'my special place is outside because I can play with my friends'  
(We will stick these in a book in school to share with the new children)

**Activity 3 - Home**

**I can describe my special place at home**

Read the poem 'Half way' by AA Milne. Today we would like you to think about a place in your home that is special to you. Why is it special? How do you feel when you are there? Is it the people who make it special? Is it somewhere you can relax?

Please have a go at drawing and writing about your special place. Start with the drawing and see if you feel calm when thinking of this place.

Next, write a sentence about your place. It could be 'my special place is my bed'

	<p>Challenge - can you give a reason as to why this place is special?</p> <p>Activity 4 - Home</p> <p><b>I can write what I am excited for in year 1</b></p> <p>Today, we would like to make links to our feelings we discussed on day 1. We want to make the transition to year 1 really exciting so today we will discuss what we are looking forward to. Explain to the children that some things will change, such as their teacher and the classroom they are in, but some things will stay the same. They will have lunch in the same place, play on the same playground at lunchtime, be with their friends and still do PE and sometimes choosing time.</p> <p>Can we write about something we are excited about when we go to year 1? It may be 'I am excited to learn more'</p> <p>Challenge - can you say why you are excited for this?</p>
	<p>Activity 5 - Home</p> <p><b>I can draw and write about myself in my uniform</b></p> <p>Today, we would like you to draw yourself in your uniform. We would like you to pay attention to details, thinking about using the correct colours and shapes. When you have drawn yourself, think about how you feel in your uniform. Do you feel grown up? Do you feel excited for next year?</p> <p>Underneath your picture, please write a sentence. It could be a description of how you feel or what your uniform looks like. Remember, this uniform makes us all part of a community in our school.</p>

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 3 more or even 3 less!</p>
	<p>Activity 1 - In school</p> <p><b>I can name, order and describe coins</b></p> <p><a href="https://www.youtube.com/watch?v=dFzAU3u06Ps">https://www.youtube.com/watch?v=dFzAU3u06Ps</a> - listen to the money song.</p> <p><a href="https://www.topmarks.co.uk/money/coins-game">https://www.topmarks.co.uk/money/coins-game</a> - select the ordering game</p> <p>Today, we are going to be looking at coins. We should recognise 1p-50p and some children may recognise £1 and £2. How can we find how much each coin is worth? Look at the number or the word on the coin. Identify that the size of the coin doesn't tell us how much it is worth. Remind that each coin is worth a certain number of pennies. 1p is 1 penny. 2 p would be how many pennies?</p> <p>Have a go at ordering the coins from 1p, discussing what they look like for each.</p> <p>We could explain 1p is small, round and bronze. It is the smallest value. Remind that it is the value, not the size we are</p>

focussing on.  
Have a go at the ordering activity - cut and stick.

Activity 2 - In school

**I can use coins to pay for items**

<https://www.topmarks.co.uk/money/toy-shop-money> - select one coin, 1p then 2p.

Today, we are going to build on what we did yesterday. Start by reminding yourself of the coins you have and the order of them. We are going to use 1ps and 2ps to 'pay' for items.

Show the children how to add using the coins, that 1p would be 1 cube, 2p would be 2 cubes. Can they have a go at adding to make totals to 5p? If so, try 10p.

Activity 3 - Home

**I can add coins using 1ps/2ps**

Today, we would like you to have a go at adding 1ps and 2ps to make totals. Remember, for each 1p coin, you count it once, but for 2ps you can count in 2s or count each coin twice.

Today, we have an ice cream activity for you. Have a go at counting how much each ice cream will be worth.

For the 1p, it is the smaller coin, for the 2p, it is the larger coin.

Last week, we looked at adding so you could use this to help you. If you had 1p, 1p, 2p, you could get cubes or objects to help you and use these to represent the value of the coin.

Have a go at recording how much each ice cream is worth.

Challenge - could you pay for it in a different way? If so, how? Which other coins could be used?

Activity 4 - Home

**I can add coins from 1p-10p**

<https://www.topmarks.co.uk/money/toy-shop-money> - select mixed coins, exact totals.

Today, we would like you to carry on using your addition knowledge to find out what the total of each jar would be. Please see the worksheets attached.

Start by identifying each coin and what they are worth, you could label each then have a go at adding the totals. It would be helpful to use objects, so for 10p, use 10 cubes, for 1p, use 1. Then count the cubes to find the total.

Challenge - can you predict which jar has the most money in? How do you know?

Activity 5 - Home

**I can add different coins to make a total**

<https://www.topmarks.co.uk/money/toy-shop-money> - select mixed coins, exact totals, choose 20p or £1.

Today, have a go at making totals using the coins. We have given you a selection of coins and jars on the worksheets document. Which coin is which?

You could have a go at choosing a number you want to make, then finding the different ways to make that total.  
If you wanted to make 10p, which coins could you use? 10p? 5p and 5p? What about some 2p coins?  
Challenge - can you find all the ways to make 20p? Can you find all the ways to make 10p?

## 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 13.07.2020:

### Our School

What interests you about this project? You could:

#### Understanding the World

Look at our school prayer. Can you write a prayer for your class or for the school? What are you thankful for?

Can you write a thank you letter to Reverend David to thank him for his assemblies during lockdown? What have you enjoyed about them?

Can you go on the school website and investigate the history of the school? What has changed? What has stayed the same?

Can you use the history of the school on the website to create a timeline of how it has changed? <https://welwynst-marys.herts.sch.uk/our-school/history-of-welwyn-st-marys/>

Can you make a timeline of your time at school? What did you learn in each year group? What was the best part of each year group? If you are in Reception or Year 1, you could keep this going as you move through the school.

	<p>Could you create a map of the school grounds including the playgrounds, field and entrance? You could do an internal map of the building to show where each classroom is.</p> <p>Can you interview a member of your family and explore what their school experience was like? How did it differ from yours? What has stayed the same?</p> <p>Could you make a map of your route to school? What would you need to include?</p> <p>Could you compare our school to a school in a different country? What is the same or different and why?</p> <p>Could you create your own school lunch menu thinking about healthy eating? What would you include and why? If you are able to, have a go at making some of the choices.</p> <p>Can you make some posters to remind each other of what we should be doing to stay safe? These could include hand washing posters, social distancing posters, 'catch it, bin it, kill it' posters. Why do we need to do these things?</p>
<p><b>Expressive Art and Design</b></p>	<p>Can you make up a song about your class? What would you want to tell somebody joining that class?</p> <p>Can you make up a song or chant about your house?</p> <p>Could you look at a picture of our school or go outside the front of school. Can you draw the school paying attention to details? What is your favourite part of our school and why? Which media would you like to use to draw the school?</p> <p>Can you create a 3D model of the school or your classroom? What materials would you use?</p>
<p><b>Other</b></p>	<p>What makes our school special and unique? Can you share what makes our school special to you?</p> <p>Can you design a new tshirt for PE? You could add something to show which house you are in?</p> <p>Could you design a house logo?</p>

