



Reception learning at home: week 5 beginning 20.04.20

Good morning everyone! 😊 We hope you had a safe Easter break and enjoyed family time.

New for the summer term:

- Check out our **learning skills steps**. Use these every day and see how high can you climb. Can you get higher in different subjects?
- Use our weekly 'I can...' targets for everything you do. Are you an expert by the end of the week? Can you give yourself an A badge?
- The school magazine is out now! Look out for recipes, jokes, inspiring photos, interviews and news! What can you add?

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

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| I can organise what I need to use when I am learning with some help. I can pack away when I have finished. | I can get started on my own or with just a little help. | I can concentrate and keep going on a task, even if I find it tricky. | I can talk about / evaluate my success. I can talk about what I could do differently next time | I have good ideas that I can see through to a conclusion. I can ask interesting questions and find solutions to problems | I can talk clearly about what I have learnt and tell someone else about it. |
| Step 1: get organised. | Step 2: be independent. | Step 3: focus and persevere. | Step 4: set your own standards. | Step 5: be creative and use your initiative. | Step 6: secure what you know. |

Maths

Number

I can order numbers to 10 then 20. I can use my number facts to find 1 more and 1 less.

I can use practical objects to help me find 1 more or 1 less.

Shape, space and measure

I can say the days of the week in order. I can say the months of the year in order.

I can measure using objects or a ruler.

Literacy

Reading

I can sound out and blend words aloud and some in my head.


I recognise and read some tricky words by sight.





Writing

I can sound out words using my phonic knowledge independently or with some help. (words will be phonetically plausible not necessarily spelled accurately such as shape could be shaip.)

I can use capital letters, full stops and finger spaces to make my writing clear.

Remember to be active. You could start the day with **PE with Joe Wicks at 9am Mon-Fri** <https://www.youtube.com/watch?v=qGKGNzNbWjU>
 Please remember that reading should be done daily. Find any opportunities to count and look for shapes in the environment.

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| <p>Reading Online reading books can be found on: https://www.oxfordowl.co.uk/</p> <p>Decodable comics on http://www.phonicsplaycomics.co.uk/comics.html</p> <p>-Practise reading tricky words. -Continue to share your reading with an adult and record all reading in some way. -Continue to practise flashcards, ensuring you revisit previous sets too.</p> | <p>Read aloud to an adult every day. Focus on:</p> <ul style="list-style-type: none"> • Decoding - can you sound out and blend the words aloud? • Expression - starting to use different voices to tell a story • Recognition of tricky words <p>Listen to a good book: https://www.worldofdavidwalliams.com/elevenses/ https://www.storylineonline.net/ https://www.stornory.com/</p> | <p>Talk with an adult about your book. Focus:</p> <ul style="list-style-type: none"> • Predict what will happen at the end • Talk about 2 things that you like about the book • Can you retell the story in your own words?  |
| <p>Writing - Handwriting</p> <p>Practise forming letters with a correct starting point and direction.</p> <p>Practise writing tricky words.</p> <p>Practise writing the words from your flashcards.</p> <p>INFO - CVCC/CCVC words are consonant, vowel, consonant, consonant/consonant, consonant, vowel, consonant.</p> | <p>Explore the diagraphs and trigraphs, writing them in words: sh, ch, th, ng, qu, ai, ee, igh, oa, oo, ar, or, air, er, ur, ure, ear, ow</p> <p>Write tricky words, spelling them correctly: Phase 2 - I, no, go, to, into, the Phase 3 - Me, he, we, she, be, they, all, are, was, my, her, you Phase 4 - Come, said, little, so, have, like, do, some, there, were, one, when, out, what</p> <p>Could you have a go at writing CVCC/CCVC words. Careful, these words have a sound that you may not hear. These words could include bump, stop, post. Make sure you say them aloud slowly to hear all of the sounds.</p> | |
| <p>Writing</p> <p>Please encourage your child to use their phonic knowledge to write. You can support them by saying words aloud, exaggerating</p> | <p>Monday https://www.topmarks.co.uk/Spring/FrogLifeCycle.asp https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zttckqt</p> | <p>Tuesday Can you make a frog or tadpole using junk modelling resources? How many different materials can you use?</p> |

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| <p>sounds. At this stage, words do not have to be spelled accurately.</p>  | <p>Have a look at the frog lifecycle on these websites. Can you draw or cut and stick the stages of the frog lifecycle and write about them? Remember to use the correct language such as, tadpole, frogspawn, froglet, frog. You could include 4 stages or extend yourself and draw the stages where the legs grow too.</p> | <p>Once you have made your model, can you write about what you have made? Try writing a sentence and remember to include a capital letter, finger spaces and a full stop.</p>  | | | | | | |
| <p>Remember: Capital letters at the start of a sentence Full stops at the end of a sentence Finger spaces between words Lower case letters Clear formation Holding your pencil correctly.</p> | <p>Wednesday Go on Purple Mash and have a look at the 'to do' section. Can you write some facts about frogs and their growth? You could add pictures too.</p>  | <p>Thursday We have looked at non-fiction books and have used these to find out information. Today and tomorrow, have a go at making an information book about frogs. Do some research with an adult or older sibling. You could find out what frogs like to eat, where they live, how they grow or anything else you are interested in.</p> | | | | | | |
| <p>Use Purple Mash - follow these links: -Home -English; these are most appropriate for Reception:</p> <ul style="list-style-type: none"> • 2Create a story • 2Publish and 2Publish plus • 2Handwrite • Phonics - see To Do's on Purple Mash. | <p>Friday Continue your non-fiction book about frogs. You could add pictures too. Remember, we would like to see you using your phonic knowledge to write.</p> <p>If you are able to, please upload a photo of it to Purple Mash for us to see.</p> | <p>You could try a frog lifecycle game - http://flash.topmarks.co.uk/3689</p> <p>You could look at the story 'Tadpole's Promise'</p>  | | | | | | |
| <p>Maths Number recognition Addition Subtraction</p> | <p>This week we would like you to practise saying 1 more and 1 less than a given number. You could do so by</p> <ul style="list-style-type: none"> - Choosing a number card out of a pile. Say 1 more and 1 less aloud - Choose a number card, count that many objects, | <p>Use the TopMarks website for maths games. We recommend:</p> <table border="0"> <tr> <td>Shape patterns</td> <td>Teddy numbers</td> </tr> <tr> <td>Underwater counting</td> <td>Coconut ordering</td> </tr> <tr> <td>Chinese dragon game</td> <td>Ladybird spots</td> </tr> </table> | Shape patterns | Teddy numbers | Underwater counting | Coconut ordering | Chinese dragon game | Ladybird spots |
| Shape patterns | Teddy numbers | | | | | | | |
| Underwater counting | Coconut ordering | | | | | | | |
| Chinese dragon game | Ladybird spots | | | | | | | |



- add 1 or take 1 away to find the answer.
- Make a number line, let someone else point to a number and you say 1 more or 1 less

Have a look at ordinal numbers. We use these for our calendar as well as for races. You could

- Race with your family and say who has come first, second, third etc.
- Play a game and see who is in first place, second place.
- Roll marbles or cars down a ramp and look at the distance they have rolled. Which car is first, second, etc in the race?

Toy shop money game Blast off
Helicopter rescue Shape monsters
Gingerbread man game

Use Crickweb - Early Years section

Use Purple Mash - follow these links:
Home
Maths - These games are most appropriate

for Reception:

2Count

2Race

Bond bubbles

Funky platform

Sequence snake

Maths
Shape, space, measure



Can you start each day by telling your family the day, date, weather? What was yesterday? What will tomorrow be?

Can you use a ruler or cubes to measure the length of objects round your house? Which is longest/shortest? Can you record the length? Can you order the objects you have measured from longest to shortest?

Can you talk about distance? If you place an object somewhere for a family member to find, can you tell them if it is near, far or close? You could also use positional language to help them find the object.

General EYFS activities

Floating and sinking - At bath time you could explore which objects float and sink. Consider why objects float and sink? Can you make predictions and test them?

Make a sock puppet - Can you use old socks to make puppets? You could add details using a range of materials such as buttons, beads or sequins. Can you tell a story using the puppet?

Bubble wands - Can you make your own bubble wands? You could use pipe cleaners, straws or paper clips. Can you try and make different shapes and

see how this changes the bubbles?

Purple Mash

Purple Mash log in - lowercase first name, password is LR2019 or MR2019 (please see inside of your child's reading record)

Please save any work in either LR/MR class folder or in 'my work' (you do this by pressing the purple box with 3 white lines, top left corner)



If you check your alerts you can see when we have left a comment (top of the page)

Please try a range of activities and have a go at typing by yourself using your phonic knowledge. If your keyboard is upper case, remember that we have been learning the letter names with the sounds so you may remember some.

We have set some 'to dos' which are activities that focus on specific skills such as, maths or writing.

Family challenge project for the week beginning 30.03.20

FOOD

What interests you about this project?

You could:

- Invent a new chocolate bar. Give it a brilliant name. Design the wrapping and make an advert or poster. How much will it cost?
- Investigate where some of your favourite foods come from.
- Make a recipe book of your family favourites and share it with a friend.
- Design a family meal, write a menu and invitations and set the table to make it extra special.
- Cook something - you could then write a recipe to encourage others to cook too.
- Learn the Little Red Hen or Hungry Caterpillar story off by heart and then tell it to someone.
- Do potato printing art
- Write a review of your favourite food telling us why you like it. You could use descriptive language such as tasty, smooth and crunchy.
- Look at which foods float and sink. Were they the ones you predicted? Why?
- Find out about the Eatwell Plate and make one of your own. Can you discuss which foods are healthy, unhealthy and which you should have regularly or as a treat?
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/528193/Eatwell_guide_colour.pdf
- Make a shop with your own price labels and get someone to go shopping. How much did they spend? How much change do they need? Did they use the right coins?
- Make a spaghetti bridge <https://thekidshouldseethis.com/post/spaghetti-bridges-engineering-challenge-activities-for-kids>
- Plant your own vegetable tops or seeds and play the seeds game <https://toytheater.com/subitizing-seeds/>

Websites

Twinkl home learning activities:

www.twinkl.co.uk/offer

Code: UKTWINKLHELPS

Phonics play website: the children are very familiar with these games

new.phonicsplay.co.uk

user name : march20

password: home

lettersandsounds.com

The children are familiar with these games too.

Crickweb - Early Years

<http://www.crickweb.co.uk/Early-Years.html>

Geraldine the giraffe on Youtube

PE with Joe Wicks daily - can be accessed on Youtube

<https://www.youtube.com/playlist?list=PLyCLoPd4VxBvQafyve889qVcPxYEjdSTI>

Cosmic yoga for kids for 'stronger, wiser and calmer kids'. Wow!

<https://www.youtube.com/user/CosmicKidsYoga>

Supermovers. BBC

<https://www.bbc.co.uk/teach/supermovers>