



Reception learning at home: week 8 beginning 11.05.20

Good morning everyone! We have continued to enjoy looking at your learning on Purple Mash. Please check your alerts to see our comments. Please remember that this grid is guidance. You do not have to complete every activity and can adapt it to suit your child.

Summer term:

- Check out our **learning skills steps**. Use these every day and see how high you can 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.

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
Step 1: get organised.	Step 2: be independent.	Step 3: focus and persevere.	Step 4: set your own standards.

Maths

Number

I can estimate and check how many by counting

I can write numbers correctly

I am starting to count in 2s.

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 talk about the 4 seasons.

Literacy

Reading

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

I recognise and read some tricky words by sight.

I can talk about what I have read and answer questions

I can hear and say rhyming words


Writing



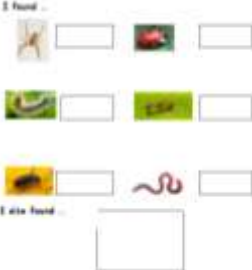


I can sound out words using my phonic knowledge independently or with some help. (words will be phonetically plausible but not necessarily spelled accurately. For example, shape may be spelled as 'shaip')




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




Start the day with some movement - PE with Joe Wicks <https://www.youtube.com/watch?v=qGKGNzNbWjU> or dance move <https://www.thisgirlcan.co.uk/activities/disney-workouts/> or Supermovers. BBC <https://www.bbc.co.uk/teach/supermovers> or sports challenges with https://maudesport.com/pe-at-home?dm_i=44QW,TKWM,17UEWT,3KU07,1

Please remember that reading should be done daily. Find any opportunities to count and look for shapes in the environment.

<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 - start to use different voices and volumes to tell a story. • Can you recognise tricky words in the story? <p>Listen to a good book: https://www.worldofdavidwalliams.com/elevenses/ https://www.storylineonline.net/ https://www.storynory.com/</p>	<p>Talk with an adult about your book.</p> <p>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 re-tell the story in your own words? Use story language. 
<p>Oxford Owl - Please have a look at the free e-books available to you. They are banded so can be explored at your child's level. It is free and fantastic!</p>	<p>This week - Please read and discuss the story 'Quiz' which is red level and 'Stuck in the mud' which is yellow level.</p> <p>Don't worry if these are not your child's book band level. It is good to see a range of books, develop comprehension and discussion around a story. https://www.oxfordowl.co.uk/api/digital_books/1361.html https://www.oxfordowl.co.uk/api/interactives/12991.html</p> <p>Please explore the questions in the front cover and discuss them. There are also opportunities for discussion after the story (see the back cover).</p>	
<p>Writing - Handwriting</p> <p>Practise forming letters with a correct starting point and direction.</p> <p>Practise writing tricky words.</p>	<p>Explore the digraphs 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</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>Phase 4 - Come, said, little, so, have, like, do, some, there, were, one, when, out, what</p> <p>Phase 5 - Oh, their, people, Mr, Mrs, looked, called, asked, could</p> <p>Have a go at writing CVCC/CCVC words. Be careful as these words have a sound that you may not hear. For example, bump, stop, post. Make sure you say them out loud and 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 and exaggerating sounds. At this stage, words do not have to be spelled accurately.</p> 	<p>Monday</p> <p>This week we are continuing to explore the 'Talk for Writing' booklet with the story of 'Mavis the Magical Cat'.</p> <p>Please re-read the story on the 'worksheets' document.</p> <p>Mavis and Marigold liked growing vegetables. Can you look at the pictures of the vegetables and guess what they are? Can you write a description of them?</p> <p><small>Can you name the fruit and vegetable in Marigold's photograph just by looking at the inside of them?</small></p> 	<p>Tuesday</p> <p>Today, please look at this activity sheet. Can you write a label for each animal? Can you then write a sentence about each? It could be 'I found a...' or 'A worm can...'</p> 
<p>Remember:</p> <p>Capital letters at the start of a sentence.</p> <p>A full stop at the end of a sentence.</p> <p>Finger spaces in between words.</p> <p>Lower case letters.</p> <p>Clear formation.</p> <p>Hold your pencil correctly.</p>	<p>Wednesday</p> <p>Can you choose a minibeast and research it? Use the information you have found to make a fact file. You could do this for several creatures.</p> <p>Remember to use your phonic knowledge to sound out words.</p> <p><small>A minibeast is a small creature that lives in the soil.</small></p> 	<p>Thursday</p> <p>Today is all about different textures. Marigold and Mavis liked to describe the objects they found. Can you go outside and find objects of different textures and then write a description about them? Here are some words to help you but you could come up with your own.</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 Mavis and Marigold like poems. We have put 2 on the 'worksheets' document. Can you identify the rhyming words? Can you come up with other words that rhyme?</p> <p>Who's Counting by Celio Warren</p> <p>One for a shadow Two for a scare Three for a cobweb in my hair,</p> <p>Four for a whisper Five for a scream Six for a monster in my dream.</p> <p>Seven for a shiver up my spine: Reach for the light switch just in time!</p>	<p style="text-align: center;">Extra ideas -</p> <p>Cut some fruit and vegetables and make prints with them.</p> <p>Make Bertie's potion by following the recipe (see worksheets document).</p> <p>Make a rainbow painting using an elastic band brush.</p> 												
<p>Maths Number recognition Addition Subtraction Shape, space and measure</p> 	<p>Daily Can you start each day by telling your family 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?</p> <p>Also, practise counting forwards and backwards up to 20. You could practise saying 1 more and 1 less too.</p>	<p>Monday Today we would like you to explore estimating. Remember, when you estimate you are making a 'sensible guess' so don't count. You then check how close you were by counting after. You could play an estimating game http://resources.hwb.wales.gov.uk/VTC/ngfl/ngfl-flash/estimate/estimate.html</p>												
<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> <tr> <td>Toy shop money game</td> <td>Blast off</td> </tr> <tr> <td>Helicopter rescue</td> <td>Shape monsters</td> </tr> <tr> <td>Gingerbread man game</td> <td></td> </tr> </table> <p>Use Crickweb - Early Years section</p> <p>Use Purple Mash - follow these links:</p>	Shape patterns	Teddy numbers	Underwater counting	Coconut ordering	Chinese dragon game	Ladybird spots	Toy shop money game	Blast off	Helicopter rescue	Shape monsters	Gingerbread man game		<p>Tuesday Today we are going to carry on estimating. Can you put some objects into a bowl or pot and estimate how many there are? Today, have a go at writing your estimate then writing the actual quantity. Are they close? What was the difference?</p> 	<p>Wednesday Today we would like you to explore counting in 2s. Start with a song. https://www.youtube.com/watch?v=GvTcpfSnO MQ When counting in 2s, you say a number out loud, then say the next in your head, so Say 2 (whisper 3) say 4, (whisper 5). Can you have a go at counting in 2s? How far can you go?</p>
Shape patterns	Teddy numbers													
Underwater counting	Coconut ordering													
Chinese dragon game	Ladybird spots													
Toy shop money game	Blast off													
Helicopter rescue	Shape monsters													
Gingerbread man game														

<p>Home Maths - These games are most appropriate for Reception:</p> <p>2Count 2Race Bond bubbles Funky platform Sequence snake</p> <p>You could also explore Maths activities on Nrich https://nrich.maths.org/public/topic.php?group_id=73&code=-798</p>	<p>Thursday Continue to explore counting in 2s. Can you write them? You could use a 100 square to help you. https://www.topmarks.co.uk/learning-to-count/paint-the-squares Do you notice a pattern? If so, can you explain this to a grown up?</p>	<p>Friday Today, use what you have learnt about counting in 2s. Can you find some gloves or socks? Each 'pair' is a set of 2. Can you count the pairs as 2s?</p>  <p>We have put some activities on the worksheets document.</p>
<p>Maths Why not explore the activities available in this workbook</p> <p>https://preview.pearsonactivelearn.com/app/library/series/view/1023470#/studentbooks</p>	<p>Maths Try it out Tuesday - Herts for Learning have produced some Maths activities. We will attach one a week.</p> 	
<p>Sumdog We are pleased to see some of you have started to explore Sumdog. Why don't you download the free app? Some programmes are more compatible with the app. This is a website where we are able to provide activities for Maths, Grammar and Spelling. To switch between the different activities, click 'tasks' and this should offer you the different areas.</p>  <p>You will have received a log in for Sumdog via Parentmail. To confirm, Your child's log in should be their first name and last initial, all lower case (natashal for</p>		

example) and the password will be WSM in capitals. The school code is welwynst (lowercase too).

When you first log in your child will be asked to complete some diagnostic assessments. Please allow them to try for themselves as the activities provided are based on their assessments and will be differentiated.

General EYFS activities


- Make rubbings of different textures inside and outside. What do the rubbings look like?
- Make pictures using natural objects. What can you make?
- Can you make your own instrument? You could make a drum, a shaker or a guitar?
- Make your own malleable materials such a playdough or cloud dough.


<https://theimaginationtree.com/the-z-of-play-dough-recipes-and/>



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. Please save these so we can see what you have been doing.

You could also explore a range of activities and save them in your area for us to see. Exploring the software is a skill in itself.

Family challenge project for the week beginning 11.05.2020:

Seas and Oceans

What interests you about this project? You could:

Understanding the World

Oceans of the world

Where are the oceans? How many oceans are there?

These videos explain where they can be found in the world. <https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zmqwscw>

<https://www.youtube.com/watch?v=j9elm85IBYA>

Make your own map of the world by using sheets, blankets, clothes. On the floor, mould them into the shapes of the 7 continents as best you can. Label the continents and the five oceans? Here is an link to a world map to help.

<https://www.twinkl.co.uk/resource/au-g-30-continent-and-oceans-mapp>

Find out more about each ocean. <https://www.twinkl.co.uk/resource/t-tp-5976-oceans-of-the-world-facts-powerpoint>
Create your own fact-file.

Ocean layers

What do living organisms need to survive? (i.e. energy, sunlight, food, etc.). How do they get these things? Think about whether these necessities are available in the deepest part of the ocean.

Use the link to find out about the different ocean layers.

<https://www.twinkl.co.uk/resource/t-g-357-the-layers-of-the-ocean-information-powerpoint>

<https://www.twinkl.co.uk/resource/t2-s-1327-ks2-the-layers-of-the-ocean-information-powerpoint>

You might want to look at this link too.

<https://www.nationalgeographic.org/activity/mariana-trench-deepest-place-earth/>

Complete these activities - follow the link.

<https://www.twinkl.co.uk/resource/t2-t-866-creatures-in-the-layers-of-the-ocean-read-and-draw-activity-sheet->

Make your ocean layer picture using any resources you have at home.

Learn about Earth's oceans in this excellent educational video from National Geographic. Around three quarters of the Earth's surface is covered in water, including the well-known Pacific Ocean, Indian Ocean and Atlantic Ocean. The water on Earth makes it unique compared to the other planets in our solar system. Learn the amazing story behind how the oceans first formed and the surprising role comets have played.

<https://www.sciencekids.co.nz/videos/earth/oceans.html>

Plastic and our oceans

Use the links below to find out about plastic in our oceans

<https://www.bbc.co.uk/newsround/47979998>

<https://www.bbc.co.uk/cbbc/joinin/the-deep-plastic-ocean-part-one> - this is an animated series with games from the BBC.

Older children could also watch Blue Planet 11

Younger children can watch an Octonauts which shows the dangers of plastic in the oceans. <https://www.bbc.co.uk/iplayer/episode/b03b6r3z/octonauts-series-3-6-pelicans>

As a family make a poster thinking about how we can reduce using the amount of plastic and how it is destroying our oceans.

Make a mini film using Lego/teddies to persuade people to use less plastic.

Put on a fashion show of clothes made out of rubbish.

Ocean creatures

Watch some the Blue Planet video clips - see link below. Focus on the animal ones.

<https://www.bbc.co.uk/programmes/b008044n/clips>

or research some ocean creatures - <https://www.natgeokids.com/uk/discover/animals/sea-life/strange-sea-creatures/>

Draw/paint/make a collage of your favourite creature/s - label it. Where in the ocean can it be found? What does it eat? Is it a predator or prey?

Create a PowerPoint or similar showing what you have found out about ocean creatures.

Design and make your own ocean creature - think about how it might swim, where does it live in the ocean, what will it eat?

2. Shark buoyancy - experiment set out below.

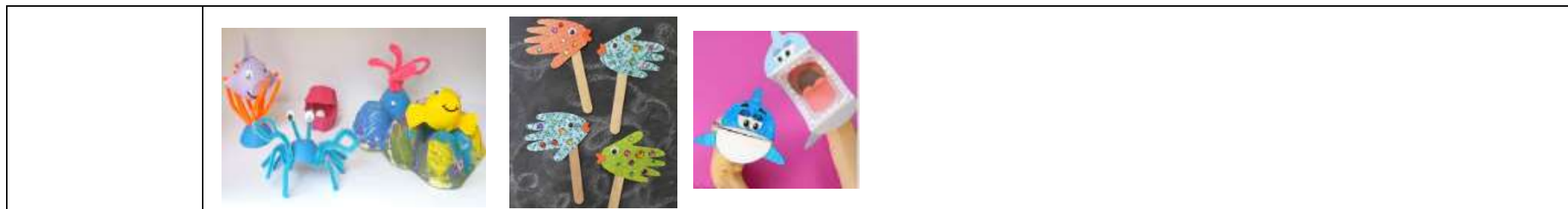
- **Jonah and the Whale**
- <https://www.bbc.co.uk/programmes/p06yppq04> On YouTube there are lots of Jonah and the Whale videos you could watch instead.
- A game for larger families - one person is picked to be the whale and he/she stands in the middle of the floor. Two 'dens' are picked (opposite each other) and the rest of the people are split between them. The people in the dens are the 'Jonahs'. The 'Jonahs' run between the two 'dens' trying not to get caught, but if they are caught they become whales. The game continues until all the Jonahs have been swallowed.
- Make your own Jonah and the whale. What do Christians learn from the story?
- They learn about Jonah and how he tried to hide from God. They learn that they can't hide anything from God. When they do something wrong, instead of trying to forget about it, or hiding from it, God wants them to tell him about it, and to ask him for forgiveness.



Expressive Art and Design

- Make a boat using recyclable or junk modelling resources. Will it float? Why? Can you test it in water? Can you add objects to the boat?
- Benjamin Britten composed a piece called 'Storm Interlude' from his opera, Peter Grimes. Listen to it here: <https://www.bbc.co.uk/programmes/articles/nbGMVskcL8FqFqxcHxgsd5/storm-interlude-from-peter-grimes-by-benjamin-britten> What can you find out about Benjamin Britten? Can you list his top 5 compositions and write a sentence about each of them?
- **Make an ocean in a bottle - this is also a science activity!**
- Follow the instructions here <https://www.natgeokids.com/uk/home-is-good/make-ocean-bottle/> or watch the YouTube video to see how to do this https://www.youtube.com/watch?v=AAfr031u_Zw
- You may need to be experimental with the resources!
- Once you have made your ocean in a bottle think about why it looks like an ocean - **the oil 'floats' on the water, because it is less dense. The two fluids won't mix together, even if you shake the bottle!**
- **Vincent Van Gogh**
- Vincent Van Gogh painted many ocean/sea scenes - see below for examples. Create your own ocean picture in the style of Vincent Van Gogh.
- You may want to watch this video link to get you started. https://www.youtube.com/watch?v=fpzKZcs_F0c
- **Crafts**
- Make your own sea creatures and put on a puppet show or create an ocean scene. There are so many creative ideas on line.





<p>Other</p>	<ul style="list-style-type: none"> - Watch Blue Planet, Octonauts (Cbeebies). - Find out about the seas around the UK. What are our coastlines like? - Have ago at the ocean activity mats below.
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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>

BBC Bitesize - daily lessons available. Have a look at the Year 1 lessons

<https://www.bbc.co.uk/bitesize/dailylessons>

Family Project Resources

SHARK BUOYANCY SCIENCE ACITIVTY

Materials

- Toilet paper roll
- Marker
- 3 pennies
- Balloon
- Vegetable oil
- Bowl
- Water
- Tape

1. Draw a shark on the toilet paper roll (or cut out a shark on paper and tape it on).
2. Tape 3 pennies, equally spaced, on the bottom of the toilet paper roll.
3. Fill the bowl with water.
4. **Ask:** what's going to happen to the shark? Drop the shark in the water and watch him sink. Discuss.
5. Fill a balloon with vegetable oil, tie closed.
6. Place the balloon inside the toilet paper roll, evenly.
7. **Observe:** it's much heavier now! **Ask:** what's going to happen to the shark? Place the shark in the bowl of water and watch him float. Discuss!



The oil in the shark makes him buoyant.

Application and explanation:

ASK: What is holding us to the earth? (gravity). What is gravity?

There is gravity on land AND in the ocean. All the animals in the ocean are being pulled down, just like you are. Gravity holds us to the floor, and all our houses, cars, and toys, too. It also holds the ocean and the animals in the ocean down. But they aren't on the bottom of the ocean floor like you're standing on the floor!

What are they doing? They're floating.

How is this possible? Buoyancy!

ASK: What in the world is buoyancy?

Gravity pulls us down and buoyancy pushes us up! So the fish have made it so they can balance, or float. Many of them have a bladder, kind of like a ball, inside their bodies that is filled with gas. Think of a balloon when it's filled with air. The balloon is that bladder and the air in the balloon is the gas inside it.

Sharks don't have a bladder filled with gas. So what is helping them float? Their bodies do not have ANY bones, instead, they have cartilage. This cartilage is less dense. Remember, when we saw how less dense items floated easier in the water? Your ears and tip of your nose is made out of cartilage, too! Sharks also have a very large liver, and fins that help them steer and stay afloat.

Their bodies are still pretty heavy, of course, heavier and denser than water. Their fins help them to move forward all the time. They never stop moving!

Their liver is much larger than ours. It's filled with oil, like what we just used in our experiment. It is similar to the bladder in the fish we just talked about. It gives the sharks neutral buoyancy. That means that it's not getting pushed up and it's not sinking down, but staying at the same level.

All of these things combine to help sharks stay afloat and not sink to the bottom of the ocean floor! Pretty cool, huh?!

Coral

Think

- What is this?
- What colours can you see?
- Where in the world might you see this?
- What do you think it feels like?



Solve

In every square metre of reef there are approximately 6 crabs. If the reef is 243m^2 , estimate the number of crabs.

There are approximately 14 fish per m^2 . Estimate how many on the reef.

There are approximately 36 coral per m^2 . Estimate how many on the reef.



Respond

Who or what could come out of the coral and what might happen next?



Reimagine

Draw a creature that could live inside the coral.



Discuss

Where do oceans start and stop?



Discover

Fact: Corals are alive! They are ancient animals related to jellyfish and anemones.

Question: What can you find out about corals? Where is the Great Barrier Reef and what is it?



Diver

[twinkl.com/imagine/oceans](https://www.twinkl.com/imagine/oceans)

Think

- Where is this person?
- What equipment has he got?
- Is he alone?
- Is this his job?
- What is this person trying to do?
- Would you like to do this? Why?
- Is he safe?



Solve

The diver has a 15 litre oxygen cylinder. He has been underwater for 45 minutes and used 60% of his tank. How many more minutes of oxygen does he have?



Discover

Fact: The world record for the deepest scuba dive is 332 metres.

Question: What is the world record for the deepest free dive (when the diver has no oxygen)? Who holds the record?



Respond

Write a report of what is seen and filmed by this diver.



Reimagine

Draw what the diver is recording. Think about what they can see.



Discuss

Is diving safe?



Lionfish

[twinkl.com/imagine/oceans](https://www.twinkl.com/imagine/oceans)

Think



- What is it?
- Where is this?
- Is it male or female?
- Is it alone?
- What is it doing here?
- Is it safe?



Solve



This fish eats plankton and seaweed in the ratio of 2g of plankton to 3g of seaweed. If the fish eats 45g of food in a day, how much plankton will it eat?

Respond



If fish could talk, what would this one be saying?

Discuss



Do fish only belong in the sea?
Should people catch fish?

Discover



Fact: The various fish groups account for more than half of all vertebrate species. There are almost 28 000 known species, of which almost 27 000 are bony fish, with 970 sharks, rays, and chimeras and about 108 hagfish and lampreys.

Question: What sort of fish is this? What is the biggest fish in the world? What is the smallest fish in the world?

Reimagine



Design a different pattern for this fish.

Wave

[twinkl.com/imagine/oceans](https://www.twinkl.com/imagine/oceans)

Think



- Where might this be?
- Is it near to where we are now?
- What is the weather like?
- What caused the wave?
- How can we tell the size of the wave?
- How might it feel to be in the sea when this wave breaks?



Solve



The height of this wave is 28.6m. What is the height in cm? What is the height in mm?

The next wave to break reached a height of 1940cm. What height was this as a percentage of the first wave to one decimal place?

Respond



Lots of poems have been written about waves and the ocean. Write a poem that conveys the movement of the waves?

Reimagine



Draw your own wave. How are you going to capture the action?

Discuss



Is the ocean alive? Why do we need to respect the ocean?

Discover



Fact: The highest wave ever recorded was during a tsunami in 1958 in Alaska - it was over 34m high.

Question: Can you find something that is 34m high to get a sense of the scale? Perhaps a building or a number of large objects or animals stacked on top of each other?



Welwyn Garden City Centenary

Schools Photography Competition 2020

A photo of your life in...

“LOCK DOWN”



Upload your photo to:
wgccsps.co.uk/school



DEADLINE: 17th July 2020

Open to all Welwyn Garden City Students KS1–KS5

Prize Giving Ceremony will be held on 26th November 2020

