

Home Learning 8	W/C: Monday 15 th June 2020	Year: Reception
	<p>See Miss Andrews' latest videos: The Special Edition Birthday One: https://youtu.be/DecyWn4UWZs The One With Lovely Work: https://youtu.be/UphRSdR7LwA</p> <p>I'm really sorry, but these will probably be my last videos as I am with my bubble at school all day now. The second video actually took me about 20 takes as I kept making mistakes because I was so tired! The final one I uploaded has errors in it, but it was the best of a bad bunch!</p> <p>I really want you to know that I am thinking about you all lots and really missing you! I would still love to see what you've been doing at home. I will send a little email to the children, via the school office, to let them know I've seen it.</p> <p>Take care.</p> <p>Miss Andrews ☺</p>	
Monday	<p>Phonics: Recap: Go to the website https://www.topmarks.co.uk/Flash.aspx?f=Spinners (If the link doesn't work, copy the address and paste it into the address bar of Google Chrome.) These are number spinners but will work with letters too. Select "One spinner, own values." In each box write the following graphemes- j, v, w, x, ng, sh, ch, th. Recap on how they all sound. Next, you and your child can both split a piece of paper into four and choose one grapheme to write in each box- it doesn't matter if you choose some of the same. <u>(Check letter formation to see which ones need to be practised on Friday.)</u> Spin the spinner to see which grapheme it lands on. If either of you have it on your sheet then you can cross it off. Whoever crosses off all four first can shout "Bingo!"</p> <p>Recap: Practise writing letters f and l (say these as letter names – only give sounds if they are stuck). Please refer to the guidance previously given in the Home Learning Plans W/C 20.04.2020 about how to hold a pen or pencil. <u>(Check letter formation for Friday.)</u></p> <p>Tell your child that today we are going to learn the consonant blend (say it as a sound) 'fl'. Watch:</p>	

<https://www.youtube.com/watch?v=bck9A2QawKo>

Ask your child to write a list of 'fl' words and add sound buttons (one dot underneath each letter that makes a sound and a line underneath two or three letters that make one sound) – flat, flop, flip, fluff, flash, flock, flight, flower.

Ask your child, "What does a sentence need?" (Start with a capital letter, finger spaces between the words, punctuation at the end). Tell your child that you are going to dictate a sentence, then they will write it down. Say, "This flag will not float." Say it again and your child repeats it. Say it again and raise a finger for each word to count how many words are in the sentence. Repeat it as many times as necessary until your child has finished writing it. When your child has finished, discuss any errors. Can your child make up their own sentence using a word/words containing 'fl'?

Sing the tricky words song: <https://www.youtube.com/watch?v=TvMyssfAUx0&t=13s>

English:

Tell your child that this week we are learning about Equality and Diversity. Briefly explain that 'equality' means that everyone should be treated fairly and 'diversity' means that all people are different from each other. Look at [understanding equality PDF](#), and pause to discuss the questions that are posed. Get your child to think about themselves and one other person (ideally somebody else that they can see and talk to at the moment – you could be the other person yourself.) Ask them to think about things that are the same about the two people and things that are different – focus on hair colour, hair length, curly or straight hair, eye colour, skin colour, where they live, who they live with, toys they like to play with/things they like to do, foods they like to eat, books they like to read, TV shows they like to watch. To extend your child you could ask them to record this information by drawing a table with the headings 'Same' and 'Different' and making a list under each heading.

Maths:

Recap: using their fingers, how many number combinations can your child think of to make 10? Eg $6+4=10$. Can they write them down as a number sentence?

Remind your child that addition means combining two groups and finding the total. Make two groups of objects, eg [small figures](#) etc, and ask your child to find the total by combining the two groups. Make sure they check their answer by counting again. When they are comfortable with this, show them a simple addition question e.g. $3+5=$

	<p>Ask them to hold the bigger number in their head and count on the smaller number using objects. For this example they would hold 5 in their head, and count on 3 objects from 5. Go through some more examples. Encourage your child to write the number sentence themselves if they can.</p>
<p>Tuesday</p>	<p>Phonics: Recap: Show your child the letters g, d, i written in that order. Ask them to identify the sound that each one makes. Tell them that they can be rearranged to make a word. See if they can write the graphemes in the correct order to make the word 'dig'. Repeat by writing the letters in the wrong order for the words 'bag', 'hat', 'run', 'leg', and 'sock'. Each time, ask your child to rearrange them to make a word. You can give clues about the meaning of the word if they are struggling. <u>(Check letter formation for Friday.)</u></p> <p>Practise writing letters S and l (say these as letter names – only give sounds if they are stuck). <u>(Check letter formation for Friday.)</u></p> <p>Tell your child that today we are going to learn the consonant blend (say it as a sound) 'sl'. Watch: https://www.youtube.com/watch?v=Efc38rbt09Q Go to: https://www.phonicsplay.co.uk/ Type in 'march20' as the username and 'home' as the password. Go to 'resources' – 'buried treasure' – phase 4 – 'enter your own words'. For the real words type: 'slip', 'sloth', 'sling', 'slam' and 'slug'. For the fake words type 'slad', 'sleng', 'slig', 'slom' and 'sluz'. Click 'play' and ask your child to read each word and drag the real words to the treasure chest and the fake ones to the bin.</p> <p>Use tricky words from the word sheet your child is currently working on. Write them on large pieces of paper and lay them out, one above the other, to form a ladder. Get your child to stand in front of the first word. If they can read it then they can move onto the next step of the ladder. How far can they go? You can also use words from previous word sheets to revise them as this will also be beneficial.</p>
	<p>English: Children to think back to their work yesterday about what made them and their chosen person the same and what made them different. Read through the 'We Are All Different' ebook. Your child could say how much like each statement they are. Introduce the term "unique." Tell your child that this means we are all one of a kind. Ask your child to think about different things that make them unique. These could be related to their appearance, things they like, things they are good at or hobbies they have. Give your child the sentence starter "I am unique because" to copy. Ask them to continue the sentence i.e. I am unique because I have blue eyes. If they can use</p>

	<p>the conjunction “and” to make their sentence longer, that would be great. i.e. “I am unique because I play football and like to eat pasta.” Ask your child to say their sentence out loud before writing it. Focus on using a capital letter, finger spaces and a full stop at the end. Encourage your child to read back their sentence to check that it makes sense.</p> <p>Maths: Recap: using their fingers, how many number combinations can your child think of to make a different number e.g. 6? Eg 2+4=6. Can they write them down as a number sentence?</p> <p>Recap addition from Monday. Show children some simple addition questions e.g. 4+3= Encourage the children to use some equipment to work this out or check their answer, for example buttons. Complete the Elmer addition to 10 sheet. If this is a bit tricky for your child, let them try the Elmer addition sheet pictures instead.</p>
Wednesday	<p>Phonics: Recap: Ask your child to think of as many words as they can with the ‘sh’ sound- where does the sound appear in the word?</p> <p>Recap: Ask your child to read these words and make up sentences (can they put 2 or more of the words in a sentence?: don’t, come, Mr, came, oh (practise arm-tapping these words before they write their sentence).</p> <p>Recap: Practise writing letters ‘s’ and ‘p’ (say these as letter names – only give sounds if they are stuck). <u>(Check letter formation for Friday.)</u></p> <p>Tell your child that today we are going to learn the consonant blend (say it as a sound) ‘sp’. Watch: https://www.youtube.com/watch?v=V2zNK1DA_34</p> <p>Look at sp pictures PDF. Can your child think of each sp word and write it down? (The words are: spell, Spot, spin, spit, speed, sport)</p> <p>Rap along with Jack Hartman: https://www.youtube.com/watch?v=3zJJ1S6-rMc</p> <p>English: Watch the story ‘What’s a Penguin to Think When he Wakes Up Pink’ https://www.youtube.com/watch?v=BnPuxeYDF2Y Discuss Patrick’s feelings at different points of the story- when he first woke up pink, when he saw the book of flamingos, when he was teased at school, when he first</p>

	<p>arrived in Africa, when the flamingos asked him to join them for lunch, when he couldn't get the food, when he couldn't stand on one leg, when the flamingos went to nest, when he arrived back home and saw his mum and dad and when he went back to school. Children to think about how Patrick and the other penguins are the same and how they are different. Next think about how Patrick is the same as the flamingos and how he is different. Recap on the word "unique" that you introduced yesterday – can your child remember what this means? How is Patrick unique? Give your child the following sentence starter to copy: "Patrick is unique because" Ask them to continue the sentence i.e. Patrick is unique because he is a penguin that is pink." Accept any phonetically plausible spelling for "penguin"! Ask your child to say their sentence out loud before writing it. Focus on using a capital letter, finger spaces and a full stop at the end. Encourage your child to read back their sentence to check that it makes sense.</p> <p>Maths: Recap: Practise counting backwards from different numbers.</p> <p>Remind your child that subtraction means taking some away from the bigger group and counting what is left. Using https://www.topmarks.co.uk/maths-games/mental-maths-train and some objects, for example blocks, ask your child to answer some subtraction questions. For example, for $7 - 4 =$ your child should make a pile of 7 bricks and then take 4 away and count the remainder of the pile to find the answer. If the first number is 10 or below, encourage them to use their fingers.</p>
Thursday	<p>Phonics: Recap: Twinkl June Phonics Calendar: Use the free access code: UKTWINKLHELPS at www.twinkl.co.uk/offer to search for June's calendar – choose which phase/s you'd like to do. Complete today's activities.</p> <p>Recap: Practise writing letters 'g' and 'r' (say these as letter names – only give sounds if they are stuck). <u>(Check letter formation for Friday.)</u></p> <p>Tell your child that today we are going to learn the consonant blend (say it as a sound) 'gr'. Watch: https://www.youtube.com/watch?v=piUksHAgQlc</p> <p>Ask your child to read the sentences in gr yes or no PDF and answer with 'yes' or 'no'.</p> <p>Go to www.phonicsplay.co.uk. Use the username: march20 and the Password: home. Click on 'Resources' then scroll down to find the game 'Tricky Words Trucks'. Start with Phase 2 Tricky Words and then move onto Phase 3</p>

	<p>Tricky Words.</p> <p>English: Watch Mrs Muir Reading the story of Elmer – https://www.youtube.com/watch?v=XG36llme2yY&feature=youtu.be Pause at the following times to pose these questions: 0:53- How are the elephants on this page the same and how are they different? 1:06- How is Elmer different from the other elephants? 1:19- How does Elmer make the other elephants happy? 1:41- Why is Elmer sad? 2:36- Why does Elmer roll himself in the berries? 2:53- Why didn't the other animals recognise Elmer? 4:06- How do the other elephants feel when they realise that Elmer has played a trick on them? 4:52- Why do the other elephants decorate themselves every year? At the end of the story, ask your child if they can remember what happens at the beginning, middle and end of the story? Look at the Elmer Sequencing PDF. These cards are already in the correct order so scroll through and use them to ask your child to verbally retell the story in detail. (The colour version was too big to upload to you, if you'd prefer to use that, please use the free Twinkl code and search 'Elmer Sequencing'.) Focus on using vocabulary from the story and using conjunctions such as 'and', 'but', 'so' and 'because' to lengthen their sentences.</p> <p>Maths: Recap: the names and values of British coins. How can we make 6p? etc</p> <p>Recap subtraction from Wednesday. Show your child some simple subtraction questions e.g. 8-5= Encourage your child to use some equipment (for example cars) to work these out or to check their answer. Complete the Elmer subtraction from 10 sheet. If they need more of a challenge, try Elmer subtraction from 20 sheet.</p>
Friday	<p>Phonics: Recap: Jolly Phonics Songs https://www.dailymotion.com/video/x2wpdvv <i>we don't actually learn 'ue', (the last song) in Reception, but it won't hurt them to sing along if they want to.</i></p> <p>Recap: Practise writing letters that have been formed incorrectly during the week.</p>

Recap on the blends learnt this week: fl, sl, gr, sp. Go to <https://www.ictgames.com/mobilePage/wordyWoods/index.html> Your child can drag the words to the space at the bottom to enlarge each one and read it. Give them a point for each word read correctly.

Write words from your child's **word sheet** on **large pieces of paper** and stick up around the room. Say one word at a time for your child to go and find.

English:

Recap what happened in the story of 'Elmer'. Look at the **Elephant Patterns PDF**. Describe one of the elephants and see if your child can tell you which one you are talking about. Swap roles by asking your child to describe one of the elephants and you have to guess which one it is. Tell your child that today we are going to be writing an invitation to invite the other elephants to Elmer's Parade. Recap on the invitations that your child wrote for VE Day and take another look at the **Invitation Examples PDF**. What information has been included? Look at the **Invitation Template PDF**. If you can print this off, that would be great but if not, copy it out onto an **A4 piece of paper**. Tell your child that we will be thinking about things from Elmer's perspective. Who will he be inviting? What is he inviting them to? Think of a time and date for the parade. Where would it be held? Get your child to think about the story setting (jungle). Remember to sign the invitation from Elmer! Encourage your child to use their best handwriting and to sound out each word carefully – you might need to give them the words 'elephant' and 'parade' to copy. Accept phonetically plausible attempts for all words.

Maths:

Recap: doubles using <https://mathsframe.co.uk/en/resources/resource/306/Maths-Fishing-Multiplication> Click on the 'Play game' arrow, click 'Start game', click 'Play', click 'New game', select Game 1: Recall and use doubles of all numbers to 10 (Y1).

Recap the + and – signs, checking that your child remembers what they mean. Using <https://www.ictgames.com/mobilePage/funkyMummy/index.html> switch between the '+ up to 20' and '- up to 20' games by using the back arrow every so often. Encourage your child to look at the symbol to know whether to add or subtract. Use equipment such as **blocks**, **buttons** or **cars** to work out answers. If your child needs lots of practise, keep doing this activity. You can also try the '+ up to 10' section if they are really struggling. If they need more of a challenge then complete the **Elmer addition and subtraction from 20 sheet**.

Enrichment Tasks

- Use the plastic milk bottles you saved to make an Elmer. Watch this video for instructions. You could always make a

whole Elmer family! <https://www.youtube.com/watch?v=eub7Pe6DZlc>

(Miss A's top tip: cut or tear up ALL the paper you need before you start gluing!)

- Draw an Elmer and use as many colours and patterns and materials as you can to decorate him in.
- During the story, Elmer realises that he likes being unique and special. What makes you special? Are you very good at doing something? Are you kind, funny or helpful? Draw a picture of something that makes you special and unique.
- Elmer lives in the jungle with lots of other animals. Can you think of any other animals that live in the jungle? Try making some noises like different jungle animals for your friends and family to guess! You could growl like a tiger, chatter like a monkey, roar like a lion or snap like a crocodile! Try doing some actions too!
- Can you find out some facts about real elephants to share? You could find out where they live, what they eat or what baby elephants are called. Ask an adult to help you use some books or the Internet to find out some information.