

Home Learning 6	W/C: Monday 1 st June 2020	Year: Reception
<i>Message from teachers:</i> <i>Hi everyone!</i> <i>We hope you had lots of fun during Diary week and the half term break! Did you write about what you did during half term?</i> <i>It was lovely to see how busy Henry had been learning about Pirates. Rowan was very busy too celebrating VE Day in his garden and Sunetra sent a video with information about her Great Grandpa Reg who fought in the World War 2! (Watch Miss Andrews' video to see the photographs of their fantastic activities). Penny made a huge pirate ship out of a cardboard box and a red, white and blue salad for VE Day. She has also been having three cooking lessons a week and takes part in an online junior medic course.</i> <i>This week we'll be looking at minibeasts. Do you have a favourite minibeast? How many minibeasts can you name off the top of your head?</i> <i>Have a lovely week.</i> Click on the link to see Miss Andrews' latest video: https://youtu.be/AX6eLvoiitg Here is what Mrs Griffiths and Mrs Elms have been doing at home – Hello everyone, It's been so long since we've all been together, you must all be so tall now. I hope you are all being good for your grownups, what have you been up to during this long school holiday? I have been trying to be a little bit healthier and doing lots of walking and gardening, (clearing up Mr. Griffiths, mess!) Maybe you could draw or paint a picture of your favourite activities! So until I can see you all again, Bye bye for now . Mrs. Griffiths xx		

Hello to everyone in Reception!!

It's Mrs Elms here! I hope you and your families are all safe and well.

I have missed seeing you every week, playing, laughing, learning and having fun with your friends and teachers, hopefully we'll be back soon.

However, I hope you're having fun and laughing and learning with your families at home.

The weather has been so lovely, I hope you've been enjoying some outside space going for walks and maybe looking for rainbows, riding your bikes and scooters or going for scavenger hunts to see what you can find in nature.

We wondered why a little robin kept visiting our garden and after investigating we found out he's built a little nest in a draw outside that my girls keep their toys in!! It was lovely to look at but we have left it in a quiet corner so we can watch him come and go, he's very cute - can you remember what colour a robin's chest is??

We've been learning at home but have done lots of learning in other ways too because doing a whole school day at home is tricky especially when you have younger siblings like my girl.

We have planted seeds, baked cookies and banana muffins, made wrap pizzas, made rainbows from different materials such as paint and tissue paper, talked about the weather, wrote letters to friends and family and played games. One of my little girl's favourite games is Twister and last week we played "Phonics Twister". We put a sound or word on each spot and each time she landed on a spot she either had to read the word or sound out the sound and then give me a word with that sound in it and then put into a sentence - she loved it and so I didI even had a go!!!! hehe

Let us know of any fun learning or activities you have been doing as we'd love to hear about it.

Please keep safe, well and happy and we really hope to see you again soon!

Take care

Mrs Elms

Look out next week to find out what Mrs Stoves has been doing!

	Dear Parents, We hope you are well and enjoying doing some, or all of the activities with your child. Please keep a washed, empty plastic milk bottle (with its lid) as your child will need this for an activity during Equality and Diversity week. Ideally a 4 pint sized bottle, but other sizes will work too. You could save all the bottles you empty; your child (or their family) might like to make more than one (details will follow). If school is open and your child is attending, they can bring it/them in with them to complete at school. Have fun, keep safe. The Reception Team ☺
Monday	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> Tell your child that you are going to say a phoneme and they should write the grapheme. Sound out 'y' – your child writes this down (check for correct formation), repeat with 'z' and tell your child to write the grapheme for the digraph 'ck'. Remind them that there are two letters in a digraph and this particular one comes at the end of words like 'sock' and 'tick'. (NB: Keep a note of any letters formed incorrectly this week to practise on Friday). On a large sheet of paper write the words 'I can' with space at the end to add an extra word/words. On smaller pieces of paper, write the words: 'jog', 'run' 'hop', 'bang nails' 'sing songs', 'mop up', 'fish with bait', 'cook food' and 'chop wood'. If you have Blu Tack, stick some on the back of each piece of paper. Ask your child to read the words 'I can' then get them to select one of the other words to stick onto the end. Get your child to read the whole sentence and do the action to match i.e. 'I can mop up.' Next, change the sentence opener on the large piece of paper to 'Mum can' or 'Dad can' depending on your relationship to the child. Do one of these actions yourself and get your child to pick the correct action card to finish the sentence. i.e. 'Mum can sing songs.' Extend your child by getting them to write some of these sentences down. Sing the tricky words song: https://www.youtube.com/watch?v=TvMyssfAUx0&t=11s

	English: Tell children that this week we are learning all about minibeasts. If possible, go outside to look closely at different minibeasts. If you don't have an outside space that you can go to, look at the photos in the Minibeast Photos doc. Can your child describe each minibeast to you? Are they long and thin or short and fat? What colour are they? Do they have antennae? How many legs do they have? Do they have wings? Where have you found them? When you come back inside, ask your child to draw pictures of any of the minibeasts they found and add labels i.e. wings, six legs, spots, black body, shell etc. Model how to draw a line to each body part. Encourage your child to sound out each word carefully and think of the correct grapheme to go with each sound. Read each word back to check. Discuss which minibeasts have the same body parts. Maths: Recap: counting back from 20. Watch: https://www.youtube.com/watch?v=ShqXL-zfLxY Look at Minibeast Subtraction PDF. If you can print these off great – bear in mind though that 3 of the pages are answer pages and the last page would be a real waste of paper if you printed that off! If you are unable to print them off, your child might be able to work from the screen and write down the number sentences on a separate piece of paper or, if you're feeling artistic, have a go at copying them. For each calculation, your child needs to write the number sentence and work out the answer. The second sheet goes beyond single digit numbers, so we don't need to do calculations like that, but if your child has completed the first sheet well and wants to, that's absolutely fine. I wouldn't recommend the last sheet where the child has to fill in the blanks at this stage, as they might give a number greater than the first number and this will only cause great confusion.
Tuesday	Phonics: Recap: Play Fishy Phonics (Phase 2 – choose a set, pick the easy option as it just catches the words far more easily; the hard version has no educational benefit and is frustrating!): https://www.phonicsbloom.com/uk/game/fishy-phonics?phase=2 Hunt for things around the home containing the 't' sound – one point if the item begins with a 't' sound, 2 points if the 't' sound can be heard somewhere else in the word. Can your child get 5 points or more? Ask your child to read the sentences on the Yes or No PDF and answer Yes or No depending on whether the sentence is true or not. Using a paintbrush and water, ask your child to 'paint' the words: was, my, you, her – on the pavement/patio outside (if it's not a dry day or you don't have a garden, is there a surface indoors they could use? If not, sprinkle some powder/rice (flour would be ideal if you have any!) and allow them to write the words in that.

	English: Recap on the minibeasts that you saw yesterday. Which describing words did we use? Look at the Minibeasts Caption Matching PDF. Can your child read each caption and point to the picture that it relates to? (Please note, on the second page the caption refers to a snail as an insect! Please inform your child that snails are not insects as insects have 6 legs, snails are actually classed as a mollusc.) Can your child write their own caption to go with the picture in the Minibeasts Caption Writing PDF? Encourage your child to say their sentence out loud, count all of the words and then sound out one word at a time. They might need prompting for capital letters, finger spaces and a full stop. Encourage your child to read their sentence back to check that it makes sense. Maths: Recap the four seasons: https://www.youtube.com/watch?v=BkkzF9z4-g Recap language of longer, shorter, longest, shortest. Show your child 3 items of different lengths. How can you check which is the longest? Discuss making sure one end of all the objects are in line with each other. If your child mentions a ruler and you have one, you can show them how to use it but this is not essential at this stage. Caterpillar measuring activity https://nrich.maths.org/8861
Wednesday	Phonics: Recap – ask your child to read these words and make up sentences (can they put 2 or more of the words in a sentence?) some, so, were, little, as (practise arm-tapping these words before they write their sentence). Sing the alphabet song: https://www.youtube.com/watch?v=75p-N9YKqNo (Remind your child of the correct pronunciation of ‘z’.) Look at Phonics caption drawing PDF. Get your child to read the caption and draw a picture to match. Practice reading High Frequency words by playing ‘Tricky Trucks.’ https://www.phonicsbloom.com/uk/game/tricky-trucks?phase=3 For some reason there is a glitch when selecting the words you want and they have muddled up ‘tricky’ and ‘decodable’ words. So if you want a challenge then click on ‘decodable’ but for easier words click on ‘tricky’! English: Read the ebook- ‘The Cautious Caterpillar’. Can your child remember the main events of the story? Which minibeasts were mentioned in this story? Ask your child to act out being the caterpillar and you can be the other characters – encourage them to think about what the caterpillar said to the other characters. As an

	extension, ask your child to draw the caterpillar and you can draw a large speech bubble next to him. Think of something that the caterpillar said and help your child to write it down. Remember to say the sentence aloud and count the words then sound out one word at a time. Prompt your child to include a capital letter, finger spaces and a full stop or exclamation mark. Encourage your child to read their sentence back to check that it makes sense. Maths: Recap: Curious George bug catcher – recap more (or fewer) https://pbskids.org/curiousgeorge/busyday/bugs/ (on Top Marks website = https://www.topmarks.co.uk/maths-games/3-5-years/counting) Sing Doubles (1-5) song – use fingers on each hand and bring them together, i.e. one plus one equals two – hold up one finger on one hand, one finger on the other and bring them together in the middle as you sing ‘equals 2’: https://www.youtube.com/watch?v=Ik_OAgzD-8 Complete Ladybird Doubles to 10 or 20 worksheet by putting the same number of dots on the other side of the ladybird then counting both wings to find double.
Thursday	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. Tell your child that you are going to say a phoneme and they should write the grapheme. Sound out ‘i’ – your child writes this down (check for correct formation). Now tell your child to write the grapheme for the digraphs ‘th’ and ‘sh’. Look at Phonics caption writing PDF. Think of a caption to go with each picture and get your child to write it. Look at these tricky words: https://www.youtube.com/watch?v=WxgVwdYm11A Can your child say the word before it is said on the screen? Give them a point for each one they say first. If they don’t get them all correct the first time then see if they can beat their score by playing again for a second time. English: Watch the video: https://www.bbc.co.uk/bitesize/clips/zwwndxs Pause after each minibeast to see which facts your child can remember. Dictate the following sentences for your child to write. Say the sentences and count the words. Sound out one word at a time. Prompt your child to use a capital letter, finger spaces and a

	full stop. Encourage your child to re-read each sentence to check that they have written exactly what you have told them. Not all spelling will necessarily be accurate but check that your child has made a phonetically plausible attempt i.e. it is readable. Slugs have lots of teeth. (Extension: Slugs have lots of teeth and eat plants.) A snail has a hard shell. (Extension: A snail has a hard shell and a slimy body.) (Pick out other facts from the video to dictate to your child if you want to challenge them.) Maths: Recap: play https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering Ordering = random numbers to be put in hierarchical order. Sequencing = putting consecutive numbers in the correct order. Sing Doubles (1-10) song – use fingers again as yesterday, but when it gets to double six, you and your child can work together to hold up 6 fingers each and bring them together, and so on: https://www.youtube.com/watch?v=8jOzhiACB68 Use some objects around the house to double, for example, pegs. Have 2 pegs on 1 side of a paper/washing line, then double them by putting 2 more on the other side and counting the total. Finish with the child saying ‘double 2 is 4’. Do this for other numbers too, up to double 10.
Friday	Phonics: Recap: Practise writing letters that have been formed incorrectly during the week. Write the following graphemes on separate pieces of paper and stick them up around the room: qu, oa, ee, sh, ng, ai, or. (Just individual letters if your child is struggling with the digraphs.) Say the phoneme and your child has to run to the grapheme. Tell your child that you are going to dictate a sentence, then they will write it down. Say, “This is a good shop for chips.” 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. Check for a capital letter, finger spaces and a full stop. Then ask your child to substitute the word ‘coats’ for one of the words in the sentence – which word would be the best one to change so that the sentence still makes sense? Let your child say the new sentence then write the new sentence. Now ask them to substitute the word ‘bad’ for one of the words in the new sentence – again think about which would be the best word to change. Your child should say the sentence out loud and then write it. Re-read all

	three sentences and discuss whether they make sense. Play 'Dinosaur's Eggs' https://www.ictgames.com/mobilePage/dinosaurEggsHF/index.html Choose the set of words your child can manage – or they might like to start at the first set and see which set they can get to without making a mistake – it would be good revision for them to go over previously learned words and gives them a chance to get to know the game before it starts getting challenging. English: Listen to Mrs Muir reading sections from the book 'Creepy Crawlies'. https://youtu.be/U--udU-olpk What type of book is it? How do you know? Which minibeasts are mentioned? Ask your child to choose one minibeast to focus on. Can your child remember any facts about them? Replay the relevant section of the video if your child is unsure and encourage them to retrieve the information. Ask your child to write down some of these facts. Remember to ask them to say the sentence out loud first, count the words and then sound out one word at a time. Prompt your child to include a capital letter, finger spaces and a full stop or exclamation mark. Encourage your child to read each sentence back to check that it makes sense. One fact is fine, two would be great and three would be excellent. Encourage the use of 'and', 'so', 'but' and 'because' to extend your child's sentences if they are finding it easy. Maths: Recap: Practise writing numbers that have been formed incorrectly during the week. Doubles song again, https://www.youtube.com/watch?v=8jOzhiACB68 Can they remember any doubles off by heart? Focus on the ones they cannot remember and repeat these together. Using a dice, (if you do not have a dice making a spinner with a pin and paper clip and drawing the dots around works just as well) get your child to roll it and work out the double by drawing the dots on some paper and count the total. If they find doubles to 6 easy, use 2 dice so they can double to 12.
	Enrichment Tasks
	Go outside and have a minibeast hunt. How many of each type can you find? You can use the Minibeast hunt sheet if you wish. If there are any minibeasts you do not know the name of, can you take a photo and try to identify it either in books or on the internet?
	Listen to the flight of the bumblebee https://www.youtube.com/watch?v=aYAJopwEYv8 by Rimsky Korsakov. Encourage your child to move to the music. How does it make them feel? What does it make them think of? Have they got any instruments they could play along as they listen again?
	Make a symmetrical butterfly by folding a piece of paper in half and painting one side then pressing both sides together and opening. Could they use different techniques to create different effects such as dipping string in paint then pressing them

between the paper? What about objects from outside, such as flowers or grass dipped in paint?
Play 'What Minibeast am I?' game with your child. Give some clues as to what minibeast you are thinking of such as: I have no legs; I live underground; I am the same shape as string. What am I? A worm! Take it in turns with your child so they also think of ways to describe a minibeast. Can they move in the ways of the minibeast described?
Move around to the Let's Move Minibeast series: 1. Bees do the waggle dance https://www.bbc.co.uk/programmes/b03g6vs6 2. Digging for worms https://www.bbc.co.uk/programmes/b03g6vs7 3. A dragonfly hovers in the garden https://www.bbc.co.uk/programmes/b03g6vs7