

Message from teachers:

Hi everyone!

We really hope you are enjoying spending so much time with your family. How are the beans doing? If you have been doing some, or all, of the enrichment activities, we hope that you have had fun and enjoyed doing them.

Each week we want to tell you a little bit about what we have all been up to. This week it is Miss Andrews' turn...

"I have been catching up with lots of jobs around the house that I never seemed to have time to do before. I cleaned my car and even found my spare tyre swimming about in a pool of water underneath my boot!"

I am so grateful for FaceTime so that I can catch up with my family and friends every day.

I'm lucky to have a garden, and have been enjoying looking at all the wildlife that visits it; although I have a big fox (I call a dog-fox because it's so big it looks like a dog!) that seems to think it owns my garden and lots of squirrels that have been digging up my plants to bury walnuts!

I have been following an online exercise programme (not Joe Wicks though, I was exhausted just watching that!). I have also been trying to learn French on a program called Duolingo. It's getting quite tricky now.

You'll be amazed to know that when I was at school looking after some of the children whose parents are key workers, I rode one of our tandem bikes for almost an hour each day! I have to admit they creak and squeak more than ever now, but I'll take some WD40 in next time to hopefully stop that.

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

Dear Parents,

We hope you are all well.

The activities below represent the sort of activities we would do with your child at school. We wouldn't do all of them in one sitting as it would be too much to ask of them, so please break up the suggestions to be done at different times during the day interspersed with time to play, have a snack and have rest breaks. Be guided by your child and their stamina for the activities.

The ideas given are based on the average child at this stage, please adjust accordingly so that your child can access the work, build solid foundations and understanding. For example, your child may only be able to write one or two words rather than whole sentences and only work with numbers to 5. On the other hand, your child might need to be extended by writing more interesting sentences or using bigger numbers if required. Please feel free to repeat a lesson if your child hasn't grasped a concept straight away – it sometimes trickles in and when they meet it again it then makes sense to them.

We really hope you are enjoying working and playing with your child as much as we did.

The Reception Team ☺

Monday

Phonics:

Recap – Watch and sing along to the Phonics songs: <https://www.youtube.com/watch?v=26uXtUYssuo> (This video has the vowels at the end which we had begun to look at in class, but they haven't seen this video at school before, so please discuss this with them.)

Recap – Practise writing the curly caterpillar letters (a, c) Write with a felt tip pen and please refer to the guidance previously given. Ensure your child is holding the pen/pencil correctly (Say, "Nip, flip and grip," to remind them how to hold it properly – lay the pen down on the table with the nib pointing to the hand they write with, the child NIPs with their thumb and index finger at the start of the barrel of the pen closest to the nib, lifts the pen up,

FLIPs the pen over ensuring their thumb and index finger don't move, then GRIPs by firming the grip with the thumb and index finger and the other three fingers underneath).

Ask children to independently read the sentences on the Yes No PowerPoint and answer Yes or No depending on whether the sentence is true or not. Some of these might create some interesting discussions!

English:

Model writing a recount of what you have done since school closed – just three sentences at the most. As you write, explain that you are starting with a capital letter. As you write a new word, say that we need a finger space and at the end of the sentence talk about your punctuation. The first sentence introduces the time, place, who was there and what you did. (ie, On Tuesday, I played Frustration with my family while we were at home.) Second sentence what you liked about it. (ie, The game was really funny because we kept landing on each other's counters and had to start all over again.) The final sentence will wrap up the recount. (ie, My dad won that game and I can't wait to play it again!) As we previously said, you can make the sentences shorter based on your child's ability. If your child is finding this too tricky then ask them to verbally recount what they have done and then choose some short words to practice writing. Here is a link to the sounds that your child will be most familiar with when writing these words. <http://www.letters-and-sounds.com/phase-2.html> To extend your child, use the conjunctions 'and', 'but', 'so' and 'because' to lengthen their sentences. Choose different words to use at the start of each sentence and use full stops or exclamation marks at the end. The children will not be able to spell many words correctly, as long as they have used some of the 'sounds' you can hear in the words.

Talk with your child about what they have enjoyed the most since being off school. Ask them to write about it. (Again three sentences at most) Remind them to start each sentence with a capital letter, a finger space between the words and end with a full stop, exclamation mark or a question mark if they are asking a question. Keep an eye on how they form their letters – give guidance at the time using the terms 'curly caterpillar', 'one armed robot', 'long-legged giraffe' or 'zig-zag monster' as per the guidance given previously (keep a record of 2 or 3 letters they form incorrectly for Friday's phonics lesson). Remind them to use their sounds to spell unfamiliar words. For some tricky words from Word Sheets 2 to 5, they know the arm-tapping technique to help spell them so encourage them to use this. It's amazing how this technique works!

	<p>Maths: Recap – Practise writing numbers https://www.youtube.com/watch?v=BHQ2MbcSRB8 (Remind children that we join up our 8 and don't go past the point where we started.) Say the patten as the digits are being drawn: 1 = start at the top and down we run, that's the way we make a one; 2 = round and back on the railway track, 2, 2, 2! 3 = around the tree and around the tree, that's the way we make a 3; 4 = down and across and down some more, that's the way we make a 4; 5 = down and around and a flag on high, that's the way we make a 5; 6 = down we go and make a loop, number 6 makes a hoop; 7 = across the sky and down from heaven, that's the way we make a 7; 8 = make an s and do not wait, when it joins up, we have an 8; 9 = make a loop and then a line, that's the way we make a 9.</p> <p>We would have been teaching the children how to add two single-digit numbers this week when counting on from a number to find the answer. Today's lesson is a refresher on an addition number sentence and what adding means. Ask your child, "If we are adding, would we expect the answer to be larger than the numbers in the number sentence or smaller?"</p> <p>Write the number sentence $3 + 2 =$ on a piece of paper. Ask your child, "What does this say?" They may say, "3 add 2 equals." Ask them, "Is there another way of saying this?" Or "What other words mean the same as 'add' and 'equals'?" Hopefully they'll use the words and phrases: 'plus', 'and', '3 and 2 more', 'same as', 'is', 'altogether', 'balances with'. Ask your child to then find the answer using resources, fingers, dots under each number, whatever they feel comfortable with. Repeat with other number sentences – up to an answer of 10. At this stage it is fine if they are counting "1, 2, 3, 4, 5" to get to the answer.</p>
Tuesday	<p>Phonics: Recap – Watch and sing along to the alphabet song: https://www.youtube.com/watch?v=jPVbJ-laHlw</p> <p>Recap – Practise writing the curly caterpillar letters (d, e)</p> <p>Write the sentence 'Mark fed the cat.' Ask your child to read the sentence and say whether it makes sense or is ridiculous. Play a game of word substitution. Rewrite the sentence underneath, but this time change the word 'cat' with 'dog' (Mark fed the dog.). Ask your child to read the sentence again and say whether it makes sense or is nonsense. Write this new sentence again, but this time changing the word 'fed' with the word 'hid' (Mark hid the dog.). Your child reads the sentence and tells you if it makes sense. In the next sentence, substitute the word 'Mark' with 'Gail'. Repeat reading and saying if it makes sense or not. Finally, write 'Gail hid the moon.' asking</p>

	<p>your child to read it and say if it makes sense or is nonsense. . Reverse roles with your child - ask them to substitute one of the words themselves, you read it and say whether it makes sense or is nonsense. See if your child can write at least one sentence that makes sense and one that is silly.</p> <p>English: Model writing a shopping list (3 to 5 things only)</p> <p>Tell your child that they are going to watch 'The Very Hungry Caterpillar' (or read the book if you have it) and that afterwards they are going to write a list of some of the foods that the caterpillar eats. Watch: https://www.youtube.com/watch?v=75NQK-Sm1YY</p> <p>Ask your child to write the list – it doesn't need to be in the correct order, it doesn't need amounts of food and it doesn't need to be every food the caterpillar ate. Ideally at least 3 different foods would be great. Encourage your child to 'use their sounds', to write the words. Go through errors with your child that they possibly should have got correct.</p> <p>Maths: Recap – Count forwards to 30 and backwards from 20. Use a number line (could be a ruler or the numbers written on a piece of paper) if necessary.</p> <p>Write the number sentence $4 + 3 =$ for your child to read using a variety of vocabulary. Place 4 objects in one pile and get 3 more objects set out so they can be counted easily. Show your child how you know there are 4 objects in the pile, so you can count on from 4 – place your hand over the pile and say, "4," then point to the other objects one at a time counting on from 4: "5, 6, 7. The answer is 7!" Write the answer at the end of the number sentence. Make up other number sentences for your child to calculate using objects to count (answers shouldn't go beyond 10 unless you notice that your child needs to be extended.).</p>
Wednesday	<p>Phonics: Recap – Practise writing the curly caterpillar letters (f, g)</p> <p>Recap – ask your child to make up a sentence for each of these words: she, his, all (practise arm-tapping these words before they write their sentence). If your child is struggling with this then just practise copy writing the</p>

	<p>words from their word sheets or doing 'Look, say, cover, write, check' where they look at one of the words at a time, cover it up, practice writing it then show them the word again to check.</p> <p>Write some animal words on separate pieces of paper – zebra, camel, flamingo, chimpanzee, panda, cow, sheep, goat, duck, hen. Create places for sorting – zoo animals and farm animals. Ask your child to read the words and place them in the correct place for where they are usually found. Discuss any that have been placed incorrectly. Once sorted, ask your child to try to think of some other animals that could be added to each section and for them to use their sounds carefully to write them and put them in the right place – don't worry if they're spelt incorrectly- if they make sense phonetically then that is perfectly acceptable.</p>
	<p>English: Recap – Watch or read 'The Very Hungry Caterpillar' again.</p> <p>Ask your child to retell you the story in their own words.</p> <p>Ask your child to act out the story – they could use things around the home or garden as props, or even make their own!</p>
	<p>Maths: Recap – the days of the week. Watch and sing along: https://www.youtube.com/watch?v=3tx0rvuXIRg Ask your child, what day is it today?"</p> <p>Recap counting on as yesterday's lesson using the resources.</p> <p>Look at the PowerPoint Counting-on-to-10-HL1. Ask your child to read each number sentence before revealing the answer. Draw attention to the first number in the number sentence being circled on the number line and where it jumps to when the yellow circle is clicked to reveal the answer. Count along this number line to check the answer. If your child is struggling then count out the two piles of objects for them to work out the total.</p>
Thursday	<p>Phonics: Recap – Practise writing the curly caterpillar letters (o, q, s)</p>

Complete today's activity on Twinkl <https://www.twinkl.co.uk> April Phonics Activity Calendar – choose Phase 2, 3 or 4 (or do all 3!).

Write the word 'sunset' on a piece of paper. Put a slash between the two syllables (sun/set). Sound talk the first syllable and blend it (s – u – n, sun). Sound talk the second syllable and blend it (s – e – t, set). Say both syllables (sunset). Repeat with your child joining in. Repeat with other words – raincoat, popcorn.

Say the word 'farmyard'. Clap the syllables. Ask your child to clap the syllables too. Tell them the first clap is for 'farm' and the second clap is for 'yard'. Ask your child to sound out and write down the first syllable adding sound buttons and checking. Then do the same for the second syllable and read the completed word. Repeat for other words – moonlight, deckchair. As an extension, you could ask your child to write a sentence for each of the words.

If your child is struggling with polysyllabic words then give them some of the words on this website to practice writing: <http://www.letters-and-sounds.com/phase-2.html> You can also click on Phase 3 resources on the left hand side of the page then scroll down to find Phase 3 words on trucks to get an idea of the next set of words the children would be asked to write. They get progressively harder as you scroll down.

English:

Either print off or draw some pictures of "The Hungry Caterpillar" for your child to put in the correct order. If you print off the mixed up version or draw the pictures mixed up then your child could also cut them out and glue them in order onto another sheet of paper which is great for developing their fine motor skills!
<https://www.twinkl.co.uk/resource/t-t-1220-the-very-hungry-caterpillar-story-sequencing-4-per-a4> Differentiate this task by using more or less pictures based on your child's ability.

Maths:

Recap – Play a quick-fire one more game: write the numbers 0-19 on separate pieces of paper, shuffle them and place face down. Time how long it takes your child to turn over one card at a time and say what is one more than that number. If your child is really struggling, start with single-digit numbers (0-4 first, then 5-9) and ask them to count out that many objects, add one more and then count again to find the answer. Check the answers using

	<p>your number line.</p> <p>Recap previous learning by completing a couple of number sentences up to a total of 10 using resources to count – always count on from the number of the bigger pile.</p> <p>Write the number sentence $5 + 4 =$ (or if you're feeling artistic, draw pictures for the number sentences like the ones in the PowerPoint!) Ask your child to read the number sentence using the variety of language. Using a numberline, put a toy on the number 5. Show your child how you can jump the toy on 4 places to get the answer 9 – write the answer to complete the number sentence. Repeat with other calculations up to an answer of 10. Each time allow your child to read the number sentence, place the toy on the first number in the calculation and then jump the toy on to find the answer.</p> <p>.</p>
Friday	<p>Phonics:</p> <p>Practise writing the 2 or 3 letters that you noticed were formed incorrectly on Monday.</p> <p>Play https://www.phonicsbloom.com/uk/game/flash-cards?phase=3 ask your child to say each phoneme, if they're correct click on the tick, if they're wrong click on the cross.</p> <p>Recap the 'ur' digraph. Ask your child if they can write down the grapheme for the phoneme 'ur'. (they may write 'er' too) Tell them that today we're going to be recapping the 'ur' phoneme. Watch: https://www.youtube.com/watch?v=9354FVli0nM</p> <p>Dictate the sentence for your child to write: 'Is it my turn to surf?'. Say it first, 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. Can your child make up their own sentence using a word containing 'ur'?</p> <p>Sing the Tricky Words song https://www.youtube.com/watch?v=TvMyssfAUx0</p> <p>English:</p> <p>Using the sequenced pictures from yesterday, ask your child to retell the story. Then they can write a sentence</p>

for each picture, either underneath or on another sheet of paper. Remind them about capital letters, finger spaces and punctuation at the end. If necessary, carry this on over the course of the next few days, or ask your child to choose two or three of their favourite pictures to write a sentence about. If your child goes away and comes back to it later, ask them to read what they have written so far before continuing with it.

Maths:

Recap – 2D shape names. <https://www.youtube.com/watch?v=svrkthG2950> (Remind your child that a rectangle is also called an oblong.) Unfortunately, there are some 3D shapes (ovoids) in this video that they name as if it's a 2D shape (oval). You can explain this to your child.

Recap yesterday's lesson using a numberline to count on.

Show the children a number sentence $6 + 3 =$ Show them how you can keep 6 in your head (actually place your hand on your head and say "6") then put three fingers up ready and count each finger on from 6. Repeat with others number sentences. Ask your child to show you how they do it.

Enrichment Tasks

- Create a piece of artwork – design your own caterpillar. You could make one out of cushions, bottle tops or any other resources you can think of! If you use resources that have to go back where they belong (like cushions) then take a photo of it before you dismantle it.
- Research in books (if you have them), or on the internet, what caterpillars really like to eat. Where do they usually live? Do they look like the 'very hungry caterpillar'? Do they all look the same? How many legs do they have? Do they all turn into beautiful butterflies?
- Draw a picture showing the life cycle of a caterpillar – can you label it? Remember to write a title!

Other activities you might like to do:

- ✚ Choose a story to listen to: <https://home.oxfordowl.co.uk/storyteller-videos/> Afterwards, ask your child to retell you the story and ask questions about its content. Also ask them questions such as: Did they like it? What did they like about it? Were there any bits they didn't like? Did it remind them of any other stories they know? Can they think of a different ending? We have seen a few of these stories, but it's always good to hear stories again if you have really enjoyed them.
- ✚ See if you can get your whole family dancing like a gummy bear! https://www.youtube.com/watch?v=KVE-T2_vLpY Let each member of your family choose a dance that you can all follow and learn – not only will it be lots of fun, it's great exercise too!
- ✚ Can you build a tower that's as tall as you? What about towers that are as tall as other members of your family or even your pet? See if you can use different resources for each person or animal. Take photos of each person (or pet if they'll stay there) standing next to their tower as we'd love to see them when we all go back to school!
- ✚ If you want to try the exercise programme that Miss Andrews is following, click on this link: <https://www.youtube.com/watch?v=enYITYwvPAQ> Now that I'm confident doing it, I add 'strong arm' movements when the walkers on the video don't and I often jog instead of just walking and add little jumps in when I can. If you search 'Leslie Sansone' on YouTube, you will find lots of programmes she offers.
- ✚ If you want to have a go at learning a different language, try Duolingo <https://www.duolingo.com/> It's free to use and quite a gentle program.

PREPARATION FOR NEXT WEEK: If possible, please try to have a variety of food in seven different colours as one of the activities will be making a rainbow salad (vegetable or fruit or both!). Foods such as strawberries, satsumas, pineapple, green grapes, blueberries, black grapes, red grapes, banana, apple, mango, plums, kiwi, lettuce, sweet corn, tomatoes, carrots, red pepper, green pepper, cucumber, etc.