

Message from teachers:

Hi again everyone!

We really hope you enjoyed completing the lessons last week. Did any of you try the exercise programme Miss Andrews uses? Have you learned any words in a new language using Duolingo? It'll be lovely to hear what you've learned when we all return to school or let us know now by sending us a message and photographs to office@fairways.southend.sch.uk !

Obviously, today (Monday 27th April) would have been our first big school trip to Barleylands. Many of the activities below replicate some of the activities we would have done that day. It's not quite the same, but we really hope you feel that you're getting a little taste of what the day might have been like.

As promised last week, here's a message from Mrs Muir:

"I hope you've all been enjoying yourselves at home. I've been missing you all lots but have been making the most of spending some time with my children. I've been showing them some of the activities that we do in school which they have really enjoyed. They particularly liked it when I froze some of their little toys and we had to break them out to rescue them. We have been lucky to spend a lot of time in the garden and even got the paddling pool out over the Easter weekend. We had fun finding all of the eggs that the Easter bunny had hidden although some had melted in the scorching hot sun! It's a shame that the weather has turned a bit cooler but hopefully it will brighten up again soon.

As well as Easter, we also celebrated my twin son and daughter's second birthday on 4th April. We had a lovely day playing with all of their new toys and eating all of their favourite foods- they even made their own chocolate birthday cake which was delicious! We missed seeing the rest of their family but were lucky enough to have a Zoom Video call which meant that all of their grandparents, aunts, uncles and cousins could sing happy birthday to them!

I have been trying to teach my biggest boy to ride his bike and he is getting better every day. It is very tricky though which made me realise just how amazing all of you are when you are zooming around the Reception garden on our trikes and bikes. Those of you who can manage without stabilisers are simply incredible so give yourselves a big pat on the back! He has also enjoyed playing some of the Phonics and Maths games that we do in school. Last week we found out which school he will be going to in September so he is very excited about that, although it is still a very long way away.

I haven't really had much time to do that much without my children but I have been reading a lot and watching films in the evenings which has been nice and relaxing.

I hope that you are all staying safe and I look forward to seeing you all again soon. Remember to keep being good for your grown-ups- I know that it's hard when you can't get out and about but it's hard for them too so look after them!"

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

Dear Parents,

We hope you are all still well.

Having uploaded our first Home Learning Plan and resources last week, we realised that PowerPoint presentations have to be converted to a PDF document, so any animation is lost, as you probably realised with the work given in Maths last Wednesday – apologies for this. We will do our best in future to ensure our documents work in a way that you are expecting as per the instructions on the plan. We hope this didn't cause you any undue problems.

As before, the activities below represent the sort of activities we would do with your child at school/on the school trip. 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.

This will be the first time that the children will have come across instructions in terms of learning the structure of them and writing them. Please give them time to think about what we're asking them and give them lots of support and guidance to point them in the right direction for success.

Please give your child feedback straight away if you notice that they form any letters or numbers incorrectly when completing written work and make a note of them so they can be recapped explicitly on Friday.

Just a reminder that 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, you might need to extend them by asking them to write more interesting sentences or use bigger numbers if required. Please feel free to repeat a lesson if your child hasn't grasped a concept straight away, if they're happy to do this – it sometimes trickles in and, when they meet it again, it then makes sense to them.

We really hope you are continuing to enjoy working and playing with your child.

The Reception Team 😊

Monday

Phonics:

Recap – Watch and sing along to the Phonics songs: <https://www.youtube.com/watch?v=26uXtUYssuo> (This is the video that has the vowels at the end.)

Recap – Practise writing the long-legged giraffe letters (i, j). 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.

Recap – Recap the 'ow' (as in **cow**) digraph (2 letters make one sound). Ask your child if they can remember and write down the grapheme (written form of letters) for this phoneme (sound). Tell them that today we're going to be recapping the 'ow' phoneme. Watch: <https://www.youtube.com/watch?v=9Ph6nnHrVwY> (Unfortunately, as with many of these videos, there are parts that aren't quite right – when the letters 'o' and 'w' first come on the screen, the phoneme is said for each of the letters, please tell your children that 'ow' is made up of the letters 'o' (oh) and 'w' (double-you) when put together make the digraph 'ow'.) As the children watch the video, ask them to repeat the sounds and the words.

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, "How did the cow howl?" 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 the fact that a question mark is needed at the end. Can your child make up their own sentence using a word/words containing 'ow'?

Remember, if your child is struggling with any of the phonemes that we are learning 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 are displayed in the order that they would have been taught.

Sing the Tricky Words song: <https://www.youtube.com/watch?v=R087IYrRpgY>

English:

Look at the Barleylands site <https://www.barleylands.co.uk/farm-park/> Click on 'Meet our animals.' Read the information about the animals. The talk at the farm sometimes includes what food is produced from the animals – we'll leave it up to you to decide how much information you feel comfortable telling your child about this subject.

Can your child write a similar piece of information about their pet, someone else's pet, or even a completely new made up creature? Draw a picture to go with the writing. Label the picture.

Maths:

Recap – Practise writing numbers <https://www.youtube.com/watch?v=BHQ2MbcSRB8> (Remind children that we join up our 8, we don't go past the point where we started.) Please refer to the guidance previously given in the Home Learning Plans W/C 20.04.2020 for the rhymes that accompany writing the numbers.

Recap – Count on from different numbers. Using **number cards 0-20** that you made last week, shuffle them and lay them face down. Your child turns over the top card and counts on five more numbers from that number.

Children in Reception are expected to be able to order and sequence familiar events. What could be more familiar than washing your hands at the moment?! Ask your child to tell you the steps they take to wash their hands. Then let them see if they can order the steps here <https://classroomsecrets.co.uk/category/eyfs/maths-shape-space-and-measures/sequencing-familiar-events/> Click on 'Free EYFS Ordering a Daily Routine IWB activity' link. There are 4 different pages to this activity – make sure your child clicks the little arrow at the bottom to complete all 3 activities and see the answers.

Tuesday

Phonics:

Recap – Watch and sing along to the alphabet song: <https://www.youtube.com/watch?v=jPVbJ-laHlw>

Recap – Practise writing the long-legged giraffe letters (l, t).

Recap the 'oi' digraph. Ask your child if they can write down the grapheme for the phoneme 'oi'. Tell them that today we're going to be recapping the 'oi' phoneme. Geraldine Giraffe is quite a favourite of ours. Watch: https://www.youtube.com/watch?v=IRTITdRL_cU Can your child write down the words that Geraldine said today? Add the sound buttons. ('voice' is really difficult! Accept 'vois' or 'voiss'. Don't dwell on that one too much.)

Play Picnic on Pluto go to: <https://www.phonicsplay.co.uk/PicnicOnPluto.html> click: Next, Phase 3, oi, Get snack. Obb eats the nonsense words, Bob eats the real words! Keep clicking 'Get snack' for more words. Can your child get 10/10? Some words may need discussing (i.e. the word 'toil' might come up).

Watch this sight words video: <https://www.youtube.com/watch?v=gIZircG9pW0> Can your child arm-tap as they spell?

English:

Read through the PDF 'How to make a sandwich' with your child.

Remind your child to wash their hands. Ask them, 'Why do we need to wash our hands before we make any food?'

Go back to the beginning of the PDF. Reread the title and then go to the 'You will need' page. Ask your child to get out everything they need first.

Ask your child to make their own lunch following the instructions (if they don't like sandwiches, they could make lunch for you!)

On the 'Method' pages, really draw their attention to the numbered steps and the time connectives (First, next, after that, finally).

If possible, take a photo and send it to office@fairways.southend.sch.uk We'd all love to see how you got on!

Enjoy your sandwich! ☺

Maths:

Recap – Using the language of 'more' and 'fewer'. Use small items you have at home (for example: toy cars, beads, Cheerios, etc). Create two separate piles. Your child can use a hand puppet, doll, teddy or such like to 'eat' the pile with 'more' in it. Change the number of things in each pile. This time the puppet, doll or teddy isn't very hungry so it will eat the pile with fewer things in it. What if the piles looked very similar? How could we find out which pile has more and which pile has fewer things in it? (count them) If the piles were just one or two items

	<p>different from each other, you could ask your child, “How many more does this pile need (the pile with fewer) to be the same / to equal the pile with more things in it?”</p> <p>This week, we are going to look at counting back (subtraction). First of all, count back from 10 to 0 – use fingers as you count.</p> <p>Ask your child, “If we are taking away, would we expect the answer to be larger than the first number we start with in the number sentence or smaller?” Write the number sentence $3 - 2 =$ on a piece of paper. Ask your child, “What does this say?” They may say, “3 take away 2 equals.” Ask them, “Is there another way of saying this?” Or “What other words mean the same as ‘take away’ and ‘equals’?” Hopefully they’ll use the words and phrases: ‘subtract’, ‘minus’, ‘fewer’, ‘same as’, ‘is’, ‘altogether’, ‘balances with’. Ask your child to then find the answer using resources (toys, teddies, etc). Once they’ve counted out 3 teddies, tell them to take 2 away. Ask, “How many are left?” Say the whole calculation and complete the number sentence: “So, 3 take away 2 equals 1.” Repeat with other number sentences – remember the largest number they should be taking away from at this stage is 9. Only go beyond this number if your child has a really good understanding of this concept.</p>
Wednesday	<p>Phonics:</p> <p>Recap – Practise writing the long-legged giraffe letters (u, y).</p> <p>Recap – ask your child to make up a sentence for each of these words: we, are, my (practise arm-tapping these words before they write their sentence). What does a sentence need?</p> <p>Recap the ‘ear’ trigraph (3 letters that make one sound). There isn’t a Jolly Phonics song for this. Class 2 like singing ‘Do Your Ears Hang Low’ https://www.youtube.com/watch?v=IYRvqUjhzXQ Our action is holding your ears and wagging them to and fro (gently!). Ask your child if they can write down the grapheme for the phoneme ‘ear’. (i.e. write ‘ear.’) Tell them that today we’re going to be recapping the ‘ear’ phoneme.</p> <p>Ask your child to think of as many words as they can that rhyme with ‘dear’ and to say them. Remind them that they can go through the letters of the alphabet (either you or your child could write the alphabet to refer to) to see which ones make real words and which ones don’t, ie aear (no), bear (no – discuss ‘beer’ is spelt differently and ‘bear’ is pronounced differently to say a real word), cear (no), dear we already had, ear (yes- but don’t double the e!), fear (yes!), etc. Your child could write the real words down then read them back to hear the rhyme.</p>

	<p>English: Reread the PDF 'How to make a sandwich' with your child.</p> <p>Go back to the title slide – you will create a blank template of a set of instructions with your child. (See 'Instructions Template' for guidance.) Your child will use your blank template to write their set of instructions for making a rainbow salad on Friday, so make sure there's plenty of space for them to write.</p> <p>Guide your child to noticing the features of a set of instructions – Title, You will need section using bullet points, Method (How to) section using numbers for each step and time connectives, a top tips section.</p> <p>Discuss the imperative verbs (bossy verbs/doing words) Play a game with your child where you use bossy words they have to follow – sit, stand, jog, smile, laugh, twirl, etc. They can also use bossy words for you to follow. Can your child now identify the imperative verbs in the set of instructions? Act these out (use, spread, put, cut).</p> <p>Maths: Recap – Look at the 2D Shape Word Mat PDF. If you're able to print it off, that's fine, if not, look at it on the screen. Ask your child to point to specific shapes – discuss their properties (number of sides, number of vertices).</p> <p>Quickly recap yesterday's lesson; write $5 - 2 =$ Ask your child to work it out using 5 teddies, then taking away 2. How many are left? Can they show you this with their fingers or drawing dots on a page and crossing them out? Look at Subtraction Cards PDF – your child can just look at these on the screen unless you want to print them out. Can they choose the correct answer for each number sentence? They can use teddies, fingers, dots, whatever they feel comfortable with. (There are a lot of calculations there, they don't have to do them all, maybe they could just choose their favourite animals to do.)</p>
Thursday	<p>Phonics: Recap – Practise writing the one-armed robot letters (b, h).</p> <p>Complete today's activity on Twinkl - Use the free access code: UKTWINKLHELPS at www.twinkl.co.uk/offer Search: April Phonics Activity Calendar – choose Phase 2, 3 or 4 (or do all 3!). Select today's date. We hope you are able to access this site freely at the moment.</p>

Recap the 'air' trigraph. Again, there isn't an official song and action for this phoneme, so we sing a lovely high-pitched version of this line: 'We're walking in the air' while waving our hand near our face so that we can feel the air against our cheek! Ask your child if they can write down the grapheme for the phoneme 'air'. Tell them that today we're going to be recapping the 'air' phoneme. Tell the children they are going to see a video with a song with 'air' words in it, ask them to try to identify the rhyming 'air' words. Discuss alternative spelling patterns and the fact that words don't always have to look the same to sound the same. Watch: <https://www.youtube.com/watch?v=OlxV-lgoY-o> You don't need to have an instrument – but you could always play an **air** guitar! ☺

See if your child can find the 'air' words in the Phonic Finder Wordsearch: <https://www.ictgames.com/mobilePage/phonicFinder/index.html> (Select 'air'.) Please note, there is a spelling mistake within the wordsearch – hairbrush is hairbush! Will your child find all the words and get to boogie with the dancing cow?

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:

Learn the colours of a rainbow with your child, sing the song: <https://www.youtube.com/watch?v=vvVMPfy-5Lg> (red, orange, yellow, green, blue, indigo and violet).

At Barleylands, the children would have made a rainbow salad. Ask your child what equipment they think they will need to make their salad. They will need a glass (or transparent container), a butter knife, a chopping board, possibly a cheese grater if they're using hard fruit or vegetables like carrot. Talk about the ingredients of the salad (the different coloured foods that were suggested last week).

Ask your child to make a rainbow salad. Ideally it would be made in reverse order so that violet coloured food is at the bottom of the glass and the red food ends up at the top. Remind your child of the importance of washing their hands and rinsing the food before they start 'cooking'. Discuss why we have to do these things.

At each stage discuss what they have to do to make their salad. Ensure they use time words such as First, Next, Then, Finally. Ensure your child explains the steps in full sentences, ie First, cut up the grapes and place them in the glass. Recap the bossy verbs being used as you do them.

Please take a photograph of their finished salad. If possible, send it to office@fairways.southend.sch.uk

Now enjoy eating it! Talk to your child about what makes these salads a healthy snack. Can they think of any other healthy foods? Can they name some unhealthy foods? What other foods could they put in their salad?

Maths:

Recap – Look at the [2D Shape Word Mat PDF](#) again. This time, ask your child to name the shapes that you point to. You can discuss the properties (number of sides, number of vertices) of shapes they weren't sure of yesterday.

Recap – complete some of the animal [Subtraction Cards](#) they either didn't do or got incorrect yesterday, or just enjoyed doing.

Write for your child:  - 3 = Ask them to count how many faces there are and then read it as a number sentence, "4 take away 3 equals." Ask your child to write the number sentence down (4 - 3 =). Show them how to use a [number line](#) to count back 3 from 4. They write the answer to complete the calculation. Look at [Fruit Subtraction PDF](#). If you can print these off great – bear in mind though that the last 3 pages are answer pages. 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 using the number line. If your child can complete the first and third sheet, that would be great! The second sheet already has the number sentence written, just use the number line to work them out.

Friday

Phonics:

Practise writing 2 or 3 letters that were formed incorrectly previously.

Play <https://www.ictgames.com/phonicsPop/index.html> Choose the sounds you would like to focus on and pop the bubbles! Can you turn the bubbles into rainbow bubbles? **Top tips:** **Don't** try to pop a bubble that goes near the 'ict games' logo in the top left-hand corner – it takes you out of the game; **Do** click on the aliens – you get

more of the stars at the bottom coloured in for clicking these; **Do** change the speed by dragging the green button on the slider, if you want the bubbles to go slower (to the left) or faster (to the right). It actually takes quite a while to turn the bubbles into different colours, so you might not want to mention this to your child; just let them have a little go. Note: Even when the bubbles and stars are coloured the game just carries on; it doesn't end.

Recap the 'ure' trigraph. Ask your child if they can write down the grapheme for the phoneme 'ure'. Tell them that today we're going to be recapping the 'ure' phoneme. We don't actually have a song or action for this trigraph – can your family make up a good idea that we could use in the future? Please let us know by sending your ideas to office@fairways.southend.sch.uk

Meanwhile, here's Geraldine to watch: <https://www.youtube.com/watch?v=YwCzf71f1BA>

Write the letters from the word 'cure' on separate pieces of paper. Muddle the letters up and give them to your child. Ask them to rearrange the letters to make the word 'cure'. Repeat with the words 'sure' (use the u, r and e from previous word if you wish), 'pure' and 'manure'.

Rap along with Jack Hartman! <https://www.youtube.com/watch?v=3zJJ1S6-rMc>

English:

Thinking back to yesterday's salad, ask your child to tell you the ingredients and equipment used and how it was made.

Ask your child to write these down on the instructions template you created on Wednesday. Remind them that for the steps of the method and the top tip, we still need a capital letter, finger spaces and a full stop at the end. Allow them to use their sounds and arm-tapping technique to try to spell any unfamiliar words themselves.

Maths:

Recap – Practise writing any numbers correctly.

Recap – 3D shapes on a flat screen/piece of paper are much more difficult for your children to visualise, if you have things around your house that are the shapes on the mat, they would be much better for your child to work with. If you don't have all the items, look at the [3D Shape Word Mat PDF](#). Again, if you're able to print it off, that's fine, if not, look at it on the screen. Ask your child to point to specific shapes – discuss their properties (number of faces and their 2D shape name). Can they point to the edges and vertices? (Counting edges and vertices of 3D

shapes is REALLY hard. If you have the items, they could stick bits of paper / BluTac on the ones they've counted to keep track.) If you have items, can your child match the item to the picture?

Today we're going to look at solving problems in Maths. Look at the [Solving Problems PDF](#). Again, it isn't necessary to print these off as your child could work directly from the screen. Some of the challenges, your child should be able to answer easily and quickly, others may cause a few problems – Number 10 requires them to know their left and right for example. If your child shows any misunderstandings or lack of knowledge, please help them to learn what is correct and why it is correct and watch out for general times in the day when you can check their knowledge and understanding in real life situations – this kind of learning is always the best.

Enrichment Tasks

- On our day trip to Barleylands, we would have gone on a tractor ride. Have a look at some tractors online. Can your child make a tractor out of things you have in the house that you can all sit in? (chairs, small tables, boxes, etc). Go on a virtual tractor ride – it is a very bumpy experience, so we want to see you really being bumped around! On your virtual journey, can your child say what sorts of things they might be able to see along the journey around the farm? What sounds would they hear? What would they be able to smell?
- At Barleylands, we would have found out where some of our food comes from and how it grows. Look at labels on packets of food. Discuss where in the world it has come from. You could look at a world map, point out where we are first, (see [World Map](#) attachment) and see if you can find the different places. Use the internet to find out how some of the vegetables and fruit used in your salad grow.
This song shows where some fruits grow <https://www.youtube.com/watch?v=oUGsMV-rphw>
This video is a song about vegetables growing <https://www.youtube.com/watch?v=cRhGOdqWlIo>
This is an amusing A-Z song of vegetables <https://www.youtube.com/watch?v=Ds6tUxatnTs>
- We would also have gone on a bug hunt at Barleylands. If you have a garden, have a look for bugs – first you may notice the bugs that are flying around, then have a look for any bugs that are milling around on the ground, then have a good hunt under things in the garden. Discuss what the environment is like where they live, ie, damp, dark, dry, etc. If you don't have a garden, look out of the window. What bugs can you see flying around? Do different bugs come out at different times of the day? If you go out for a walk, look around on the ground and on plants as you walk. What bugs can you see? Are they there every day? Did you spot any unusual bugs? How can we find out what they are?

We will be looking at minibeasts in greater depth later on, so don't worry if you don't have time to go hunting at the moment.

Other activities you might like to do:

✚ If you have any books with animals in, can you sort them out? – you could sort them using different criteria such as:

fiction or non-fiction
wild animals or pets
land animals or water animals
farm animals or zoo animals

- ✚ Have a look around your house for instructions – in a board game, in a cook book, with a toy. Can you spot any of the features you used in your set of instructions?
- ✚ Have you ever thought about putting the subtitles on on your television? It's a great way of reading when you're not actually reading! Your child will subconsciously read the words as they are being said. You could make it into a competition to see if they spot any errors in the subtitles (Do they match what's being said? Are spellings correct?). You might need to check that the subtitles are in time with what is being said on the programme otherwise it becomes very confusing!