

| | | |
|------------------|---|-----------------|
| Home Learning 10 | W/C: Monday 29 th June 2020 | Year: Reception |
| | <p>Dear Parents,</p> <p>We hope your child enjoyed learning about Elmer over the past two weeks. Which was their favourite story? Did any of them make up their own elephant story using the elephant stick puppets? If they did, and you videoed it, we would love to see them! If they joined in with ‘The Jungle Song’, we’d love to see a video of this too!</p> <p>We hope they enjoy learning about ‘Healthy Living’ and ‘Handa’s Surprise’ this week.</p> <p>Take care.</p> <p>The Reception Team 😊</p> | |
| Monday | <p>Phonics:</p> <p>Recap: Ask your child to write all three graphemes for the phoneme ‘c/k/ck’. Remind them that one is a digraph so has two letters. (Check letter formation for Friday.)</p> <p>Recap: Look at unscramble the caption phase 2 PDF. Look at the captions on page 2 and ask your child to write the words in the correct order. Get them to read each one back to check that they make sense. Don’t move on to any others as we will use these at a later date.</p> <p>Tell your child that today we are going to learn the consonant blend (say it as a sound) ‘dr’. Practise writing the individual letters and then together as a blend. Watch: https://www.youtube.com/watch?v=ig_0F45MPQ4 There is no sound to this video – as the words appear, pause the video, ask your child to read the word, play the video so that the picture appears – was your child correct? Make a list of words that were mentioned to keep for Friday.</p> <p>Go to: https://new.phonicsplay.co.uk/ Type in ‘March 20’ as the username and ‘home’ as the password. Go to ‘resources’- ‘picnic on pluto- phase 4- ‘enter your own words’. For the real words type ‘drum’, ‘dress’, ‘droplet’,</p> | |

'drown' and 'dragon'. For the fake words type 'drit', 'drog', 'drass', 'druzz' and 'dreff.' Click 'play' and ask your child to read each word – drag the real words to Bob and the fake ones to Obb.

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

English:

Tell your child that this week we are going to be learning about Healthy Living. Read **Healthy Living PDF** to your child and get them to answer the questions as you go. When you have finished, go back to Page 5 – Healthy foods. Think of the names of different foods that might belong in each of these groups and make sure your child knows that there is also a group for bread, pasta, rice and cereals. Look at the unhealthy foods on Page 6 – What other unhealthy foods do they know? Discuss the importance of eating a balanced diet by making sure that you have some foods from each of these groups and allowing one of the unhealthy foods every now and then. If you have **2 paper plates**, give them to your child, if not, just get a piece of **A4 paper** and draw a circle on the front and back. Tell your child that they are going to design a healthy meal – one plate is for the main course and the other is for the dessert. They need to include foods from each of the groups to make a meal. They can only have one unhealthy food in the meal. Ask your child to draw their meals and add labels underneath each food – accept any phonetically plausible attempts.

Maths:

Recap number recognition. Use <https://www.roomrecess.com/Tools/RandomNumberPicker/go.html> to show your child different numbers. Set the maximum number depending on your child's ability. Note down any difficulties for tomorrow's activity.

Recap coin names. Put 2 **coins** in front of your child and ask them to calculate how much is there. If they find this tricky, stick to just counting different amount of 1p coins. The **how much does it cost? PDF** will give you some ideas. Complete different examples. If using a variety of coins, make sure your child is clear on the value of the coin.

Tuesday

Phonics:

Recap: Play 'Phonics Pop' by clicking on the grapheme that is said:

<https://www.ictgames.com/phonicsPop/index.html> Choose whichever set you want. If you would like to pick your own sounds from the section on the right then please note that the ones we have taught are: 'sh', 'oa', 'igh', 'or', 'oo', 'th', 'ai', 'th', 'oi', 'oo', 'ur', 'ch', 'er' and 'ee'.

Recap: Go to www.phonicsplay.co.uk. Use the username: march20 and the Password: home. Click on

'Resources' then Click on Phase 1- Cake Bake. Choose the picture of the frog. Ask your child to look at the pictures and choose the three that rhyme with frog. Get them to write the words before clicking them (dog, log, fog). Check their spelling and their **letter formation for Friday**.

Tell your child that today we are going to learn the consonant blend (say it as a sound) 'tw'. Practise writing the individual letters and then together as a blend. Go to website: <http://www.abcfastphonics.com/letter-blends/blend-tw.html> Stay on this page and click through the words for your child to listen to. Make a note of these words to **use on Friday**.

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, "**The twins had lots of twigs.**" 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. (**Check letter formation for Friday.**)

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 on the healthy foods that were mentioned yesterday. Watch the video of Mrs Muir reading Handa's Surprise: <https://youtu.be/Q6aB4fyVtPM> Where is the story set? Which healthy foods were mentioned? Which group of foods do they belong to? (fruit) Tell your child that they are going to act out the story of Handa's Surprise. They can either do this with you taking on the role of Handa and them pretending to be the other animals and Akeyo or you could use the **Handa's Surprise Stick Puppets PDF**. If you do use this resource, ask your child to help you cut out the pictures and stick them to **lolly sticks** or **straws** if you have any. As your child is acting out the story, encourage them to use the repeated phrase: "Will she like the..." as they are taking the different fruits.

Maths:

Recap previous number recognition activity and any tricky numbers. Choose a number to say for your child to write it down.

Use the **money challenge sheet** to practise paying for items using 1p coins. You will need some **items to buy, coins and price labels** for this activity. If you want to extend this activity, give the children a mixture of 1p and 2p

| | |
|-----------|--|
| | coins. |
| Wednesday | <p>Phonics: Recap: Twinkl July Phonics Calendar: Use the free access code: UKTWINKLHELPS at www.twinkl.co.uk/offer to search for July's calendar – choose which phase/s you'd like to do. Complete today's activities.</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? could, house, old, by, day (practise arm-tapping these words before they write their sentence).</p> <p>Tell your child that today we are going to learn the consonant blend (say it as a sound) 'cr'. Practise writing the individual letters and then together as a blend. Look at cr pictures PDF. Ask your child to identify what each picture is and then write the words. (crab, crib, crash, crown, crack, cracker.) Keep list for Friday.</p> <p>Using a paintbrush and water, ask your child to 'paint' the words: be, she, all, was, my – 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).</p> <p>English: Recap on what happens in Handa's Surprise. Who are the characters? Which animals were mentioned? Which fruits were in the basket? Tell your child that they are going to change the story by having new characters and fruits. Open the Story Planning PDF. You can either print it or draw the grid onto A4 paper. Most children would use the first page with six boxes but you can use the one with eight boxes if you think your child needs a challenge. Firstly, ask your child to think of the main character – Is it a boy or a girl? What are they called? Where do they live? Draw a picture in box 1. Then ask your child to pick some different fruits that could go in the basket. Most children should pick three but get your child to choose five if you think they need a challenge. Draw one of these in box 2, one in box 3 and one in box 4. (If your child has the 8 box sheet then also draw a fruit in boxes 5 and 6.) Which words could they use to describe these fruits? (Think about size, shape, colour, taste or texture.) Your child should write at least one describing word in the box with the fruit. Next, get your child to think of a fruit that could end up in the basket when the goat bashes into the tree. Draw this happening in box 5. (Box 7 if you have the 8 box sheet.) In the last box, your child needs to draw a picture of their main character arriving at their friend's house. What is the friend called? Are they a boy or a girl? Where do they live? Your child will be using these plans to write this story tomorrow and Friday so feel free to make any notes on the plan if you think they are likely to forget their character names or fruits.</p> |

| | |
|----------|---|
| | <p>Maths: Complete the missing numbers activity.</p> <p>Continuing on from the money challenge from Tuesday, play shops. One of you is the shop keeper, the other is the customer, swap regularly. Make sure you do not involve giving change at this stage; exact money only. If your child is finding money a bit tricky, stick to just paying with 1p coins. If they need more challenge, ask for them to make an amount, for example 15p using a 10p coin and then asking what else they need. You will need some items to buy, coins and price labels for this activity.</p> |
| Thursday | <p>Phonics: Recap: Tell your child that you are going to say a phoneme and they should write the grapheme. Sound out 'e' – your child writes this down. Repeat with 'f' then tell your child to write the grapheme for the digraph 'ng'. (Check letter formation to see which ones need to be practised on Friday.)</p> <p>Recap: Write the words 'run', 'hop', 'nod', 'sit' and 'clap' on separate pieces of paper. Get your child to choose one at a time, read it and then do the action. Next you can do one of the actions and your child has to pick the word to match.</p> <p>Tell your child that today we are going to learn the consonant blend (say it as a sound) 'bl'. Practise writing the individual letters and then together as a blend. Look at bl words PDF. Ask your child to read through the list of words on the left and point to the picture that they match on the right. Keep list for Friday.</p> <p>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.</p> <p>English: Show your child the planning sheet that they completed yesterday. Tell them that today they will be writing the first half of the story and they will finish it tomorrow. Re-watch Mrs Muir reading Handa's Surprise (or read the story if you have it) to remind your child of the structure. Get a piece of lined paper (or draw lines on plain paper.) Recap on their main character's name and the friend that they are going to visit. How many fruits did they put in their basket? Support your child to write the sentence: [Main character] put [three/five] fruits in a basket for [his/her] friend, [name]. Next, show your child a question mark and remind them that we use one at the end of a</p> |

question. Look at the fruit and describing word in box 2. How could it be described? Support your child to write a sentence about it using the format: Will [he/she] like the juicy pear? Repeat for box 3 (and 4 if your child is using 8 boxes.) Your child will only be writing sentences for the top row of boxes on their plan today and will continue with their story tomorrow. For each sentence, remind your child to use a capital letter, finger spaces between words and punctuation at the end. Encourage them to sound out the words if they can or you can write particularly difficult ones down for them to copy. After writing each sentence, encourage your child to re-read it to check that it makes sense. In school we only write on every other line to make it a bit clearer to read. Keep your child's sentences to continue tomorrow on the same sheet of paper.

Maths:

Using some **fruit** or **coloured blocks**, ask children to make a repeating pattern. Start with 2 colours/fruit, then move to 3 and 4. The children know to describe a repeating pattern as 'A' for one colour/item, 'B' for another colour/item, so if the pattern is apple, orange, apple... etc, they would describe this as an A,B repeating pattern. If the pattern is red, red, blue, red, red... it would be described as an A,A,B repeating pattern. If 3 different objects/colours are involved they would be described as A,B,C, etc.

Using **ordering coins sheet** or real coins, discuss the value of each coin and put them in order, lowest/smallest value to the highest/largest value. Discuss how many 1p coins you would need to be worth the same as the 1p coin and other the coins.

Friday

Phonics:

Recap: Jolly Phonics Songs <https://www.dailymotion.com/video/x2wpdvv> *we don't actually learn 'ue', (the last song) in Reception, but it won't hurt them to sing along if they want to.*

Recap: Practise writing letters that have been formed incorrectly during the week.

Look at the **lists of words** from this week. Ask your child to draw 2 lines to split a piece of paper into four and choose one word to write in each box. (You can also do the same using different words to make it a bit more exciting!) You and your child can cut the word lists up and make one pile. Turn one word over at a time from the top of the pile and ask your child to read it. If they have it on their paper (or you have it on yours) then they can cross it off. When they have crossed off all four they can shout Bingo!

Ask your child to read the questions on **yes or no PDF** and answer yes or no.

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:

Get the **sentences that your child wrote yesterday** and read through them together. Using your child's **plan**, look at the 4th box. (5th if they are using the 8 box plan.) Recap on what a question mark looks like and support them to continue from where they left off yesterday by writing a sentence to match the fruit in their plan. Use the format: Will [he/she] like the sweet apple? (If your child has 8 boxes then write a sentence about the fruit in box 6 too.) For box 5 (or 7 if using the 8 box plan), support your child to write the sentence – A goat bashed into the tree and [chosen fruit] fell into the basket. For the last box, introduce your child to an exclamation mark and tell your child we use it for something exciting or surprising. Support your child to write the following sentence using their chosen fruit and friend's name: Plums! said Harry. My favourite fruit! Read back the whole of the story with your child. Check that it makes sense and make any changes as necessary.

Maths:

Recap repeating pattern activity from Thursday. Ask your child if they can make an A,B,C repeating pattern. Can they make an A,B,C,D pattern? etc. Can they make a 3 part repeating pattern using only 2 **fruits/ colours**? For example banana, banana, apple, banana, banana, apple (A,A,B) What about a 4 part repeated pattern using 3 fruits? For example banana orange apple orange, banana orange apple orange (A,B,C,B).

For those finding money tricky: show them a **5p coin**. Explain this is worth the same as 5 **1p coins**. Ask your child to count out 5 1p coins next to the 5p coin. Do this for other values of coins.

For other children, discuss how you can use different coins to make the same amount. How can we make 10p? Discuss all the different ways of making 10p, for example 5p, 2p, 2p, 1p or 5p, 5p etc. Use **coins** to help with this activity. If they need a challenge, ask them to make a different amount, for example how many ways can they make 17p?

Enrichment Tasks

- Use a variety of media to create some still life art of fruit or vegetables. You could use **paint, colouring pencils, crayons, felt pens, collage** or a mixture!
- Use the **healthy food sorting activity** to sort foods into healthy and unhealthy.
- Use the following links to join in with Handa's Hen on BBC's Let's Move.
- <https://www.bbc.co.uk/programmes/p0440jc5>

- <https://www.bbc.co.uk/programmes/p0440jp0>

- Try some new healthy foods. Are there any fruits or vegetables that you haven't tried before? Write a list of healthy foods you enjoy.

- Use the **Handa's Surprise playdough mats** to create different shapes and sizes with playdough. Here is a playdough recipe if you do not have any at home <https://www.bbcgoodfood.com/howto/guide/playdough-recipe>