

Home Learning 7	W/C: Monday 8 th June 2020	Year: Reception
<p>Here is what Mrs Stoves got up to during lockdown-</p> <p>I have really enjoyed having the extra time to spend with my three dogs; Oreo (who is the colour of the biscuit) is six years old, Riley is five years old and Eva is only three. They have loved going on long walks, playing hide and seek with their toys and playing catch with a ball or stick.</p> <p>I decided that I wanted to do some extra exercise so I thought that I would have a go at riding my bike as I hadn't been on one for a very long time. So I put on my helmet (as it is very important to protect your head!) and cycled to the local park. I soon got back into the swing of things and became a bit adventurous so I decided to cycle down a hill... however this was a bit too much too soon and I ended up going far too fast and almost fell head first into a bush! There was a crowd of people nearby who saw it all and thought it was hilarious! Luckily I had my helmet on and was completely unscathed but, needless to say, I made a swift exit!</p> <p>To keep myself busy I have been doing lots of housework and looking after my garden. The one thing I haven't done for ages and have really enjoyed getting back into is reading. I have even invested in a new kindle because I am getting through my books so quickly! I have also played lots of games of scrabble and did some homework that was sent to me by Mr. Pinchback! I have kept fit by joining in with Joe Wicks and I also started to learn line dancing by following a class on You-Tube- it was brilliant fun but I almost fell over again! Whoops!</p>		
	<p>Dear Parents,</p> <p>We hope you are well and enjoying doing some, or all of the activities with your child.</p> <p>Please remember to keep a washed, empty plastic milk bottle 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 your child is attending school, they can bring it/them in with them to complete there.</p>	

	<p>Now that we're back at school and busy in our bubbles, we hope you'll understand that there will not be news from staff to pass on to the children, but we're all thinking of them and look forward to seeing them as soon as possible!</p> <p>Have fun, keep safe.</p> <p>The Reception Team ☺</p>
Monday	<p>Phonics: Recap: Go to https://new.phonicsplay.co.uk/ Use the username: march20 and the Password: home. Click on 'Resources' then scroll down to find the game 'Grab a Giggling Grapheme.' Select 'All Phase 2' Your child should click on the grapheme which matches the phoneme that is said.</p> <p>Tell your child that today we are going to be learning to read polysyllabic words. Tell them that this means words with more than one syllable and describe a syllable as each part of the word that you can clap on. Clap the number of syllables in their own, family members' and friends' names. Look at the Reading Polysyllabic Words PDF. Tell your child that each syllable is written in a different colour. Encourage your child to read each syllable separately and then put them together to read the whole word. Get them to draw a picture to match each word.</p> <p>Rap along with Jack Hartman: https://www.youtube.com/watch?v=3zJJ1S6-rMc</p> <p>English: Tell your child that we are continuing to learn about minibeasts this week. Listen to Mrs Muir reading the story 'Superworm' - https://youtu.be/9fuAeW-eay0 Can your child tell you which minibeasts are mentioned? Ask your child to pick out any pairs of rhyming words in the story – replay the video if necessary and if your child is struggling then tell them the first word in the rhyming pair and see if they can identify the other one that rhymes. Can your child write down any of the rhyming pairs? (The ones that they should be able to manage phonetically are: can/plan, well/tell, bugs/slugs, grim/him, cross/boss, thump/dump, long/strong, tail/fail, night/fright, oak/croak, road/toad, cork/fork, coil/soil.) Encourage your child to sound out each word carefully and think of how they might write each sound they hear i.e. which grapheme represents the phoneme? Can your child think of any other words that would continue the rhyming string? In school we tend to go through the alphabet and change the first letter until we make a real word. Write the rhyming words as a list i.e. can, plan, ban, Dan, fan, Jan, man, nan, pan, ran, tan, van (highlight the fact that names need to begin with a capital letter). Which letters stay the same in the words? Which letters change?</p>

	<p>Maths:</p> <p>Recap: number recognition. – Show child a number, child identifies. Say a number, child writes it down. Start with numbers 0-20, increase if able.</p> <p>This week the children will be learning about halving and sharing. Discuss what halving means; sharing something into 2 equal groups. Make sure they understand what equal groups means. Get the children to practise cutting some objects in half. This can be done using anything from the list below, or any other ideas you have:</p> <p>Food Play dough formed into different shapes, such as long thin shapes, a ball or flat shapes. Paper Objects from outside such as snapping a stick in half, ripping grass or leaves in half etc.</p>
Tuesday	<p>Phonics:</p> <p>Recap: Write the following graphemes on pieces of paper and stick them up around the room: 'ng', 'qu', 'ai', 'ee', 'igh', 'oa', 'oo'. Say one of the sounds and tell your child to go and find it in the room. Next, say each of the sounds for your child to practise writing them. <u>Make a note of any letters that they are struggling to form so that they can practise them on Friday.</u></p> <p>Remind your child what the term 'polysyllabic' means. Tell your child that today we are going to practise writing some polysyllabic words. Look at the pictures in the Writing Polysyllabic Words PDF. Chn to identify what each picture is and then clap the number of syllables (cobweb, zigzag, sandpit, bedroom, lunchbox, sandwich, handstand, windmill, morning, market). Encourage them to sound out one syllable at a time to write the whole word. Read each word back to check. Get them to underline any digraphs (two letters that make one sound). <u>Make a note of any letters that are formed incorrectly so that your child can practise on Friday.</u></p> <p>Recap: Go to https://new.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 Tricky Words.</p> <p>English:</p> <p>Introduce the term 'habitat'. Recap on last week's enrichment activity where the children had to tick whereabouts they found each minibeast. Read through the Microhabitats PDF to your child. Ask your child to tell you where each minibeast lives. Scroll back through the information if they need to be reminded. Then ask them the</p>

	<p>following questions to further check their understanding of what you have read:</p> <p>How do ants 'hear'?</p> <p>What do worms eat?</p> <p>How do spiders catch small insects to eat?</p> <p>How do ladybirds keep warm when it gets cold?</p> <p>What are beehives made out of?</p> <p>Why do snails stay close to rocks?</p> <p>How do woodlice protect themselves from predators?</p> <p>Finally, complete the matching habitats PDF by working your way down the minibeasts on the left and getting your child to point to their habitat on the right. The first page will be fine for this exercise but if you want to print off the third sheet and get your child to write in the names of the minibeasts and habitats to extend them then that would be fine too.</p> <p>Maths:</p> <p>Recap: Clap, click or stamp 5 times, getting your child to count and say how many you have done. Repeat for different amounts. Get your child to jump, clap or march 7 times. Repeat for different amounts.</p> <p>Remember what halving means from yesterday. Discuss that you can halve a number of objects. Have some objects, such as raisins, and 3 bowls. Start with all the objects in one bowl, you must have an even number of objects and start with a small number like 6. Have one empty bowl in front of your child and one in front of yourself. As you take an object from the bowl, say, 'One for you,' and then putting one in your bowl say, 'One for me.' Repeat until all are shared. Emphasise the importance of checking that you both have the same number in each bowl to ensure it is 'fair'. Repeat with other even numbers up to 10.</p>
Wednesday	<p>Phonics:</p> <p>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>Look at the Yes or No PDF. Encourage your child to read through each question for themselves and then answer 'yes' or 'no'.</p> <p>Sing the tricky words song: https://www.youtube.com/watch?v=e2dx65u59aw&t=11s</p> <p>English:</p> <p>Tell your child that today we are going to be looking at a water habitat. Watch the video clip:</p>

	<p>https://www.youtube.com/watch?v=T-OUdFXuq88 (Unfortunately adverts appear in the middle so just make sure you skip them!)</p> <p>At 3:02, pause and ask your child to tell you which minibeasts they caught – make sure they know that a fish is not a minibeast.</p> <p>At 3:24, pause and ask your child to tell you how the water boatman can breathe under water.</p> <p>At 3:44, get your child to join in with the game of eye-spy.</p> <p>At 8:00, pause and ask your child to tell you how a dragonfly nymph changes as it gets older.</p> <p>At 8:40, pause and ask your child to tell you how a dragonfly nymph breathes.</p> <p>At 10:15, pause and ask your child to tell you how a dragonfly and damselfly are different.</p> <p>At 10:40, pause and ask your child to tell you how a dragonfly can see behind them.</p> <p>At 14:21, pause and ask your child to tell you how pond skaters eat their lunch.</p> <p>At 15:46, pause and ask your child to tell you which minibeasts they have found in the pond.</p> <p>As an extension, ask your child to make a list of all the different minibeasts that were found in the pond. Accept any phonetically plausible attempts to spell them! Make sure they write the words underneath each other.</p> <p>Maths:</p> <p>Show minibeast I spy attachment. Get your child to practise counting each of the types of minibeast, ensuring accurate counting and checking.</p> <p>Recap the halving activities from Monday and Tuesday. Repeat the activities if necessary. Complete bees in the garden worksheet, this can be drawn if no printer is available.</p>
Thursday	<p>Phonics:</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? one, do, when, looked, very (practise arm-tapping these words before they write their sentence).</p> <p>Look at the Caption Matching PDF. Ask your child to read each caption by themselves and match it to the correct picture.</p> <p>Use tricky words from the worksheet 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: Tell your child that today they are going to be looking at a jungle habitat. Watch: https://www.youtube.com/watch?v=xFmQkSPLhA8 Ask your child to choose between the millipede, tailless whip scorpion or the Chilean rose tarantula. Replay the relevant section so that your child can listen again to the facts about their chosen minibeast. Also encourage them to look closely at the minibeast and think of words that they could use to describe their appearance. Ask your child to write some sentences about their chosen minibeast. Encourage them to say their sentence out loud and count the words. Then get them to write it down by sounding out one word at a time and include a capital letter, finger spaces and a full stop or exclamation mark at the end. Ask your child to re-read their sentence to check it makes sense. One sentence would be fine, two would be great and three would be excellent!</p> <hr/> <p>Maths: Recap: if you have number cards use them or write the numbers 0-20 on post-its. Muddle them up. Ask your child to order them; concentrate on 0-10 if this is tricky. If they can do this easily, remove 1 or more numbers before ordering them and see if your child can identify the missing numbers as well as order the rest. If this is too difficult, ask your child to close their eyes, remove 1 or 2 numbers from the line of ordered numbers and close the gaps and see if your child can see which number/s are missing.</p> <p>Recap halving, explain that to half something you are sharing. Discuss how you can share into more than 2 groups, but you must make sure it is fair and all the groups are equal. Repeat the halving activity from Tuesday but this time share into more groups, making sure the number of objects you start with are divisible by the number of groups you are sharing into, so there are no remainders. For example, Share 9 into 3 groups. Share 12 into 4 groups. Share 10 into 5 groups. Share 6 into 6 groups. Again emphasise checking each group contain the same number of objects.</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>Practise writing letters that have been formed incorrectly during the week.</p>

	<p>Tell your child that you are going to dictate a sentence, then they will write it down. Say, “The sheep are in the shed.” 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.</p> <p>Then ask your child to substitute the word ‘farmyard’ 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 ‘cars’ 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. Finally, substitute the word ‘carpark’ by choosing an appropriate word to change. Re-read all four sentences and discuss whether they make sense.</p> <p>Sing the tricky words song: https://www.youtube.com/watch?v=TvMyssfAUx0</p> <p>English: Start by asking your child to remember any of the minibeasts that they have learnt about in the last two weeks. Can they remember any facts about them? Open minibeasts true or false PDF and encourage your child to read each question for themselves. Get them to answer by stating whether each fact is true or false.</p> <p>Maths: Recap: using some of the objects used in the sharing activities, ask your child to add 2 groups together to find the total. If they can, get them to write this as an addition number sentence.</p> <p>Recap yesterday’s sharing activity, repeating if necessary. Complete minibeast sharing sheet.</p>
Enrichment Tasks	
<ul style="list-style-type: none"> • Play a game where one person says the name of a minibeast and the other person has to move like that minibeast. If the minibeast makes a sound, you could include that too! You can use the attachment minibeast action cards for some ideas. 	
<ul style="list-style-type: none"> • Learn the song ‘If I were a minibeast’. https://www.youtube.com/watch?v=-eajwaH0_2c Can you make up actions to go with the words as you sing? 	
<ul style="list-style-type: none"> • Make a model of a minibeast. You could use play dough or junk modelling, or any other materials you can think of! 	
<ul style="list-style-type: none"> • Choose your favourite minibeast to make a fact-file or presentation about. Use the minibeast information cards attachment for ideas and information. Choose how you want to present your information; on a poster, as a song, a dance, on the computer or just talking about it. 	

- Any activities that were not completed last week can also be done this week.