

Reception Remote Learning wb 18.01.2021

Theme: Superheroes!

Zoom Meetings

In our Zoom meetings we will share the work you have completed at home. We will recap the sounds you have been learning in Phonics and have a go at reading and writing some words and sounds. We will then share a story or a song. Please bring with you some work that you have been completing at home, we may ask you to bring a specific piece of work for the next meeting. You will also need paper and a pen/pencil. This is also an opportunity to ask any questions you may have about the remote learning and share any news with your friends and teachers.

The classes have been split into 3 groups for our Zoom meetings and remote learning. You should know which group your child is in. If you are not sure or have any questions please email us at class1@fairways.southend.sch.uk or class2@fairways.southend.sch.uk Please look at the plan below and find your child's group's activity.

Monday	<p><i>Resources needed: Optional print and cut out the 'Monday Theme' document, coloured pens/pencils.</i></p> <p>All Groups</p> <p>If you have it, read Supertato by Sue Hendra with your child again, if not, you can watch it together here:</p> <p>https://www.youtube.com/watch?v=QlaMeNmTG6c</p> <p>If your child has any superhero costumes ask them to dress up as a superhero – don't worry if they don't have any!</p> <p>Tell your child they are going to become a superhero! The first thing they need to decide on is what their super power will be. Remind your child about the superheroes we talked about last week and ask them to tell you the different powers super heroes have. Ask your child to think of what their superpower would be and explain why they would like that power. It might be a good idea for you to write down what your child says in case they forget as they'll need this tomorrow!</p> <p><i>Optional:</i> Thinking about your super power you might like to ask your child to design their own super hero mask using the resource 'Monday Theme' if you have been able to print it – don't worry if you haven't been able to.</p>
Tuesday	<p><i>Resources needed: Pencil, coloured pencils/pens and paper</i></p> <p>All Groups</p> <p>Today your child will draw themselves as a superhero.</p> <p>First, have a look at the book/video Supertato and on the internet at famous superheroes and talk about the different costumes. Talk</p>

	<p>about why they might use those colours/outfits/accessories. If your child designed a mask yesterday, they might like to wear it for this lesson to get into character! Ask your child to tell you what their costume will look like, what colours they will use and why, if they will have a cape/shield or other accessories and why.</p> <p>Ask your child to draw themselves as a superhero. Encourage them to make it as big as the piece of paper and include as much detail as they can. Ask them questions as they draw about what they are drawing and how it will help their super power.</p> <p><i>Optional:</i> Encourage your child to use junk modelling (clean and safe recycling such as empty boxes or packages) to create an accessory to go with their superhero mask, such as a shield, x-ray glasses, cape, magic watch etc.</p>
Wednesday	<p><u>All Groups</u></p> <p>Today your child will become a superhero again! Allow them to dress up as a superhero if they want to.</p> <p>With your child, create an obstacle course using furniture or toys or anything you'd like to! Explain to your child that you will have to direct each other carefully around the obstacle course to get to freedom! Model to your child by asking them to start at one end of the course and you give them instructions to follow to get through the course. Such as: take 3 steps forward, take 2 steps to the left then step over the bear.</p> <p>Then swap and ask your child to guide you through the course. Be sure to follow their instructions exactly – so if they say, "Walk forward," keep walking until they say stop!</p> <p>You can play as many times as you'd like, changing the course and making the instructions more complicated or simple depending on how your child responds! Have fun!</p>
Thursday	<p><i>Resources needed: 'Thursday Theme' PowerPoint. Pencils and paper.</i></p> <p><u>All Groups</u></p> <p>**Prepare for tomorrow's science experiment now! Using a small plastic container and a handful of peas (or any small toys if no peas are available!) fill the container with water and add the peas then place in the freezer to freeze overnight. **</p> <p>Today we will think about the type of diet a superhero might have. Ask your child to tell you what they think a superhero might eat and why. Do you think they would eat healthy or unhealthy food? Discuss your child's opinions.</p> <p>Look at the PowerPoint 'Thursday Theme'. Ask your child to decide</p>

	<p>whether each food is healthy or unhealthy and talk about them to sort them into the correct boxes. Discuss each food item as you sort it. The next slide will show you if you were right!</p> <p>You can complete this task in two ways, please feel free to decide which would work best for you:</p> <p>Option 1: Tell your child they are going to make a 'super salad'! They will make a meal fit for a superhero like themselves using healthy food! Ask them to choose 5 foods that they think will make them strong and super like the superhero they are. Ask them to write a shopping list for their 'super salad'. Then (if it is safe to do so) take their shopping list into a shop (or sit with your child and add them to your online shop!) and buy the items needed for their super salad. When you have the items use the shopping list again to prepare a 'super salad' with your child. This does not have to be a salad but can be any combination of healthy food (could be pasta with different vegetables, a fruit salad, a healthy meal).</p> <p>Option 2: Tell your child they are going to make a 'super salad'! They will make a meal fit for a superhero like themselves using healthy food! Ask your child to look through your food cupboards and fridge/freezer and write down 5 foods that they think will make them strong and super like the superhero they are. Then you can use their list to find those healthy food items from your kitchen. Work together with your child to prepare a 'super salad' with your child. This does not have to be a salad but can be any combination of healthy food (could be pasta with different vegetables, a fruit salad, a healthy meal).</p>
Friday	<p><i>Resources needed: frozen peas from yesterday, variety of utensils, small amount of salt, sugar, flour, pepper (anything you like!), small cups of water-one warm and one cold.</i></p> <p>All Groups</p> <p>The Evil Peas have been frozen! (If you froze anything else tell your child the Evil Peas must have frozen them!)</p> <p>Put the frozen block on a suitable surface in front of your child and tell them they need to work out how to free the peas. Show them the variety of items or allow them to choose items themselves. Let them explore the ice and talk to them about how the peas got inside, how will they get them out and what they need to do.</p> <p>Ask them to think of a way to melt the ice or free the peas. Allow them to come up with their own ideas and discover how different methods work. If you wanted to, you could show them how salt can melt ice and explore if the warm and the cold water work just as well.</p>

Phonics:

Monday	<p><i>Resources Needed: pencil and paper. PowerPoint 'Phonics Sight Words'</i></p> <p><u>Groups 1 & 2</u></p> <p>Sing songs up to the letter 'ng': https://www.dailymotion.com/video/x2wpdvv Pause after 'ng' and introduce 'ai'. Explain that the sounds we learn in Phonics get a bit trickier now, but it's OK because we are all ready to learn! Play the song for 'ai' several times over and ask your child to sing along. Point to the 'ai' spelling at the top of the screen – that is what we will learn today.</p> <p>The following video will take your child through the process of learning 'ai', reading words containing it and writing words with the sound in. https://www.youtube.com/watch?v=sivkXoEQDNC&list=PLuGr6z2H2KNG4XgGr7UylwowIcDLr-T-k&index=94</p> <p>Look at the PowerPoint 'Phonics Sight Words' and ask your child to read all the orange words and the first 2 purple words. Look at the third purple word 'we' and remind your child about the video that explained this word. Ask them to read it to you. Show them the next purple word 'me' and ask your child to read it and tell you the similarities it has with 'we' and 'he' and 'she' – do they spot that the 'e' is pronounced the same in all these words?</p> <p><u>Group 3</u></p> <p>If your child is in Group 3 for their Zoom calls then get them to watch and join in with this video instead of the above learning: https://www.youtube.com/watch?v=OTf2tLeX5A8&list=PLuGr6z2H2KNGLy2Tckcy8Kk8u10mXgcmi&index=79 (Lesson 6). Encourage them to pause the video and write down some of the sounds and words as they watch.</p> <p>Look at the resource 'Phonics Sight Words' and help your child to read the orange words.</p>
Tuesday	<p><i>Resources Needed: pencil and paper. PowerPoint 'Phonics Sight Words'. If possible, print the orange (and purple if in Group 1 or 2) tricky words from the PowerPoint, if you do not have a printer then please write these words clearly on separate pieces of paper prior to this lesson. Keep these to use in other lessons!</i></p> <p><u>Groups 1 & 2</u></p> <p>Sing songs up to the letter 'ai': https://www.dailymotion.com/video/x2wpdvv Pause after 'ai' and ask your child to tell you what they remember about the sound they learnt yesterday. Play the song for 'ai' again and ask your child to sing along and do the action.</p>

	<p>Follow this link to play the game. Choose the option 'set 3 +ai' and ask your child to sound out the words and blend the sounds together to read each word. They must feed real words to Bob and fake words to Obb. Discuss the meaning of the words with your child. https://www.phonicsplay.co.uk/resources/phase/2/picnic-on-pluto</p> <p>Watch this video. Each time the word disappears, pause the video and ask your child to tell you what the word said, tell you the sounds in that word and then write the word down. Remind them that the word has the digraph 'ai' in. https://www.youtube.com/watch?v=K-vehzhMSEg</p> <p>*If your child is struggling, then watch this video with them which will take them through practicing to read and segment words https://www.youtube.com/watch?v=afRd7WA3RMQ</p> <p>Use the tricky words you have written or printed. Show each one in turn to your child and ask them to read them. Once they have read them all, place each one in a different place around the room (or house!). Call out a tricky word, your child must find that word as quickly as they can and bring it back to you!</p> <p>Group 3 If your child is in Group 3 for their Zoom calls then get them to watch and join in with this video instead of the above learning: https://www.youtube.com/watch?v=OTf2tLeX5A8&list=PLuGr6z2H2KNGLy2Tckcy8Kk8u10mXgcmi&index=79 (Lesson 7)</p> <p>Use the tricky words you have written or printed. Show each one in turn to your child and ask them to read them. Once they have read them all, place each one in a different place around the room (or house!). Call out a tricky word, your child must find that word as quickly as they can and bring it back to you!</p>
Wednesday	<p><i>Resources Needed: pencil and paper. The tricky words printed/written yesterday.</i></p> <p>Groups 1 & 2 Sing songs up to the letter 'ai': https://www.dailymotion.com/video/x2wpdv Pause after 'ai' and introduce 'ee'. Play the song for 'ee' several times over and ask your child to sing along. Point to the 'ee' spelling at the top of the screen – that is what we will learn today.</p> <p>The following video will take your child through learning to read the sound 'ee', words and sentences containing it and writing words with the 'ee' sound in. Watch it with your child and help them to join in. https://www.youtube.com/watch?v=hBFFUCraDt8&list=PLuGr6z2H</p>

	<p><u>2KNG4XqGr7UylwowIcDLr-T-k&index=93</u></p> <p>Use the tricky words you have written or printed. Show each one in turn to your child and ask them to read them.</p> <p>Group 3</p> <p>If your child is in Group 3 for their Zoom calls then get them to watch and join in with this video instead of the above learning: https://www.youtube.com/watch?v=vYoS9o7pXi0&list=PLuGr6z2H2KNGLy2Tckcy8Kk8u10mXgcmi&index=77 (Lesson 8)</p> <p>Help your child to read the orange tricky words you wrote or printed this week.</p>
Thursday	<p><i>Resources Needed: pencil and paper. The tricky words printed/written earlier this week. The PowerPoint 'Thursday Phonics'</i></p> <p>Groups 1 & 2</p> <p>Sing songs up to the letter 'ee': https://www.dailymotion.com/video/x2wpdvv Pause after 'ee' and ask your child to tell you what they remember about the sound they learnt yesterday. Play the song for 'ee' again and ask your child to sing along.</p> <p>Follow this link to play the game. Select the sounds 'th', 'sh', 'ai' and 'ee' then click go. Your child must listen to what the target sound is and pop the bubbles for this sound. https://www.ictgames.com/phonicsPop/index.html</p> <p>Look at the PowerPoint 'Thursday Phonics'. Show your child the first slide and ask them to point to words containing today's sound 'ee'. Then ask them to find any tricky words in the sentences. Ask them to read what the tricky words are and the word containing the target sound 'ee'. Once they have read these words ask them to read the sentences. They can do this initially by sounding out the words one at a time but once they have done this, encourage them to read each word by sight to encourage 'fluent reading'. Repeat this for the other two slides on the PowerPoint.</p> <p>*If your child is finding this tricky then watch the following video and encourage your child to join in with the lesson https://www.youtube.com/watch?v=t_oHKp8xZ1w&list=PLuGr6z2H2KNHwnu179dNafu7_mj4Nvjqp&index=6</p> <p>Look at the tricky words that you have printed/written, ask your child to read each of them to you. Lay them all face down on the table so you can play a game of 'pairs'. You can take it in turns to turn over two tricky words, if you can read both words then you can keep the pair. Play with your child and deliberately read some wrong and encourage your child to correct you. When all the words have been</p>

	<p>read the person with the most pairs is the winner!</p> <p>Group 3</p> <p>If your child is in Group 3 for their Zoom calls then get them to watch and join in with this video instead of the above learning: https://www.youtube.com/watch?v=-91wZedIs6E&list=PLuGr6z2H2KNGLy2Tckcy8Kk8u10mXgcmi&index=76 (Lesson 9)</p> <p>Look at the tricky words that you have printed/written, ask your child to read each of them to you. Lay them all face down on the table so you can play a game of 'pairs'. You can take it in turns to turn over two tricky words, if you can read both words then you can keep the pair. Play with your child and deliberately read some wrong and encourage your child to correct you. When all the words have been read the person with the most pairs is the winner!</p>
Friday	<p><i>Resources Needed: pencil and paper. PowerPoint 'Phonics Sight Words'. PowerPoint 'Friday Phonics'. Colouring pencils</i></p> <p>Groups 1 & 2</p> <p>Sing songs up to the letter 'ee': https://www.dailymotion.com/video/x2wpdv Pause after 'ee' and ask your child to tell you what they remember about the sound they learnt yesterday.</p> <p>Ask your child to write the digraphs learnt this week 'ee' and 'ai'. Once they have done this ask them to write the digraphs we learnt last week, one at a time, 'ch' 'sh' 'th' 'ng'.</p> <p>Look at the PowerPoint 'Phonics Sight Words'. Ask your child to read the orange and purple words to you.</p> <p>Show them the first slide in the PowerPoint 'Friday Phonics' and ask them to identify all the pictures (ring, rain, sheep, thumb, chips) then ask them to write the words one at a time. <i>Extension: if your child finds this easy then ask them to choose a picture and tell you a short sentence about the picture (eg. The sheep is on the grass.) and ask them to have a go at writing that sentence.</i></p> <p>Look at the next slide. Ask your child to identify any tricky words and read them. Then ask them to find any words containing 'ai' or 'ee' and ask them to read those too. Next, ask them to read the sentence to you. Encourage them to read this fluently by reading as many words as they can by sight. Repeat this for the next three slides. Ask your child to choose one of the sentences, read it again and use their coloured pencils to draw a picture to match the sentence.</p>

	<p>Groups 3</p> <p>If your child is in Group 3 for their Zoom calls then get them to watch and join in with this video instead of the above learning: https://www.youtube.com/watch?v=91wZedIs6E&list=PLuGr6z2H2KNGLy2Tckcy8Kk8u10mXgcmi&index=76 (Lesson 10)</p> <p>Look at the PowerPoint 'Phonics Sight Words' ask your child to read the orange words to you.</p>
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Maths: Counting and Number	
Monday	<p><i>Resources needed: Number cards 1-20, pencil and paper, 20 small objects eg Lego blocks.</i></p> <p>All Groups</p> <p>Begin by practising counting to 20. Count claps, jumps, hops etc.</p> <p>Play Caterpillar ordering together, discussing with your child which number comes next and why: https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering</p> <p>Practice ordering your number cards together. Lay them out in a muddle on the floor and encourage your child to order them 1-20. If your child finds this tricky, you could start with 1-10. Using the objects, you could then have a go at counting out the correct number to match a card. Choose a number and ask your child to count out the correct number of objects. If you have enough, you could do this for 1-20 and make a row underneath each number. Make sure your child touches each object as they say a number to encourage good 1:1 correspondence.</p>
Tuesday	<p><i>Resources needed: pen and paper, optional: 10-20 superhero toys/objects.</i></p> <p>All Groups</p> <p>Follow this link to watch 10 Little Superheroes by Mike Brownlow (or if you have the book, you could read it together!) https://www.youtube.com/watch?v=xFVDZcoqt9o Your child will be familiar with this text from our Zoom calls so encourage them to remember what is happening to the superheroes in the story – that there is one less on each page. Practice counting backwards with your child from 10-0. If your child is confident counting backwards from 10, then you could try counting backwards from 20.</p>

	<p>Tell your child a number of superheroes to draw; initially between 1 and 10, then moving on to numbers up to 20 if they are confident. Once they have drawn their superheroes, encourage them to check how many they have drawn by counting them, touching one at a time as they say the number. You could then tell your child a number of toys to line up (initially between 1 and 10) and pretend that a villain has come along and knocked them over one at a time while they count backwards to see how many are left.</p>
Wednesday	<p><i>Resources needed: Ten objects (Lego, socks, balls etc). A container for these such as a jar/basket.</i></p> <p>All Groups</p> <p>Today we are going to be thinking about estimating. Explain to your child what estimating means: making a clever/sensible guess as to how many objects there are in a group. Show them an example by placing two objects in the container and asking what a sensible guess would be – would 15 be a sensible guess? No. Encourage your child to make a guess as to how many there are – now check by counting.</p> <p>Place a higher number of items in the container and ask your child to estimate how many are in it. Ask your child to check their answer by counting the objects.</p> <p>Now place objects on the floor – is it easier to estimate when they are spread on the floor? Why? Ask your child to explain how they can check their answers (by counting).</p>
Thursday	<p><i>Resources needed: Lego/building blocks, coins, an item of food that can be cut.</i></p> <p>All Groups</p> <p>Carry out a selection of activities to practice estimating with your child. You can complete all of these or just pick one or two.</p> <ul style="list-style-type: none"> - Build a tower with some Lego or blocks. Estimate how many bricks you have used and then count them to check. Take it in turns to build a tower and estimate how many bricks used. Can you build a tower with more bricks? Estimate how many bricks are in the new tower. - Play a game using coins. Place some coins on the palm of your hand and show them to your child. Ask them to estimate how many coins are in your hand then count to check. You could take turns in playing this game together. - Help your child cut some food up into pieces (eg a banana, pizza, orange, cake). Estimate how many pieces of food are now on the table, then count to check – were you close? What happens if you eat a piece?
Friday	<p><i>Resources needed: small objects to count, such as pasta, Lego bricks, buttons etc.</i></p> <p>All Groups</p>

Place 8 objects into a clear container and ask your child to estimate how many are in it. Tip them out and count to check. Challenge your child to tell you what would be one more? What would be one less? Use the objects to show your child one more and one less. Repeat the activity using a different number of objects. If your child is confident with this activity you could try using teen numbers.