

Home Learning	W/C: 22.3.21	Year: Reception
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Theme: Jasper's Beanstalk

Mon	<p>Theme: Resources needed: Monday – Theme;</p> <p>Ask your child if they know the days of the week.</p> <p>Read the story 'Jasper's Beanstalk' (Monday - Theme). Ask them to let you know if they hear a day of the week being mentioned.</p> <p>Ask questions: What happened on Monday? Which day did Jasper plant the bean? What did Jasper do on Wednesday? How many things did Jasper do on Thursday? When did Jasper pick up all of the slugs and snails? What did he try to do on Saturday? Do you think he waited a short or a long time on Sunday? How many days are there in a week?</p>
	<p>Maths: Resources Needed: Monday - Maths, an analogue clock (if you don't have a clock with moveable hands, use this link: https://www.topmarks.co.uk/time/teaching-clock)</p> <p>Count forwards to and backwards from 20.</p> <p>Talk about what happens in a day and our daily routine.</p> <p>Show the first picture on Monday - Maths of the girl waking up in the morning. Ask your child what time they wake up for school, do they know the time? Say you wake up at 6 o'clock. Show a clock with moveable hands. Can they explain what a clock is and what we use it for? Explain and then show 6 o'clock on the clock. Talk about what we do at this time (waking up) in the morning.</p> <p>Continue through the pages talking about when you do each of the different stages of their daily routine, is it morning,</p>

	<p>afternoon or night time? Use the clock to show a different o'clock time for each event and talk about how if the time is in the morning – we call it 'am' and the afternoon and evening we call 'pm'. Ask your child to input their own ideas as to what they do during the day and when they do it.</p> <p>Phonics: Resources needed: Word sheet words; Groups 1 & 2: Monday – Phonics; Phase 2 & Phase 3 Flash Cards (see week commencing 8.3.2021) Group 3: Phase 2 Flash Cards (see week commencing 8.3.2021)</p> <p>Groups 1 & 2 Sing alphabet song: Phonics Song 2 (new ZED version) - YouTube Using Phase 2 & Phase 3 Flash Cards, chn say letter name and sound. Get your child to write 'j'. Write a sentence for your child to read and draw a picture- 'The man went for a jog.' Look at Monday- Phonics. Dictate the following captions for your child to write: 'The jam is in the jar.' 'I see a big jet.' Stick your child's word sheet words up around the room and say one for them to run to.</p> <p>Group 3 Sing alphabet song: Phonics Song 2 (new ZED version) - YouTube Using Phase 2 Flash Cards, chn say letter name and sound. *Play 'Picnic on Pluto' using 'all Phase 2' https://www.phonicsplay.co.uk/resources/phase/2/picnic-on-pluto *Choose some of the words from the game for your child to practise writing. (real and nonsense words) Stick your child's word sheet words up around the room and say one for them to run to.</p>
Tues	<p>Theme: Resources needed: pencil; paper; Tuesday – Theme; Discuss what we did when we planted a bean: put soil in a bag; put the bean in the soil; watered it.</p> <p>Show children Tuesday – Theme talk through writing instructions for planting a bean – begin with a 'You Will Need' section – ask your child what we needed (bean, bag, trowel, soil, water).</p>

Children write this as a list with bullet points for each item.
Look at the picture and ask what is happening at first – children put the number one and write the first instruction. Continue until complete.

Maths

Resources Needed: **Tuesday - Maths**, an analogue clock (if you don't have a clock with moveable hands, use this link: <https://www.topmarks.co.uk/time/teaching-clock>)

Everybody:

Play 'What's the time Mr Wolf'

Look at **Tuesday - Maths**. Ask your child to decide if each activity happens during the day or night? When decided, challenge them to decide at which o'clock time the event might happen. When a time is agreed upon, make that time on the clock with your child.

Continue through the pages. After several goes, challenge your child to show the time that the activity might happen on the clock.

Phonics: Resources Needed: Word Sheet words

Groups 1 & 2

Point to things around the house – ask your child to say the initial sound of the word and do the action.

Recap on 'v'. Get your child to write the grapheme.

Watch 'Get Squiggling' video for 'v'.

https://www.google.com/search?q=get+squiggling+v&rlz=1C1GCEB_enGB890GB890&oq=get+squiggling+v&aqs=chrome.0.69i59j0j0i22i30l2j69i60.2621j0j4&sourceid=chrome&ie=UTF-8

Get your child to write 'vet' and 'vest'. Can they think of a sentence with these words? Dictate: The vet had a red vest.

Lay your child's word sheets out as a ladder and see how many they can read.

	<p><u>Group 3</u></p> <p>Play the video so that they can only hear the songs. Children write the grapheme for each phoneme being sung about. For s, ss, c, k and ck, l, ll – write all graphemes. https://www.dailymotion.com/video/x2wpdv Stop after ‘Lick our lollipops’ song.</p> <p>*Play Bingo using ‘Phase 2’ CVC words using satpinmd (Game 1)- https://www.ictgames.com/mobilePage/bingoOriginal/index.html</p> <p>To pick your child’s Bingo card, go to https://www.ictgames.com/mobilePage/bingoOriginal/index.html. Click on ‘Get the Bingo Cards’ and choose one set of words from ‘Game 1 Phase 2.’</p> <p>*Ask your child to practise writing words from the Bingo game.</p> <p>Lay your child’s word sheets out as a ladder and see how many they can read.</p>
Wed	<p>Theme: Resources needed: none</p> <p>Watch seeds being planted, etc: https://www.youtube.com/watch?v=cRhGOdqWIlo</p> <p>Ask: What do plants need to grow?</p> <p>Discuss the function of the soil (provide nutrition), the need for water, light and air.</p> <p>Watch a time lapse of a bean growing: explain that this is the way a seed grows but it’s been really sped up. Describe what’s happening using words: root, shoot, seedling, stem, leaves, flower, bean/pod. Growing Cranberry Bean Time Lapse - Seed To Pod in 42 Days - YouTube</p> <p>Maths</p> <p>Resources Needed: Various ways to measure time: sand timer, clock, stop watch etc. Any that you have at home. Use this link for an online sand timer if you do not have a 1 minute sand timer at home. Set it to one minute https://www.online-stopwatch.com/eggtimer-countdown/full-screen/, building bricks or Lego – anything to build a tower; Thursday - Maths</p> <p>Everybody:</p> <p>Quick Quiz – What takes longer? Your child must decide which activity will take longer.</p>

Compare: brushing your teeth Vs swimming lessons; reading a book Vs one star jump; a day at school Vs getting dressed; watching a film Vs eating dinner.

Talk about measuring time: How can we measure how long it takes us to do something? How can we measure how old we are or when we can go home at the end of the day? What kinds of things do we use to measure time? We can measure a minute, an hour, a day and even a year in different ways.

Show a sand timer, stop watch, clock (whatever you have to measure time) and explain that these are some ways that we can measure time. We can use these to measure shorter periods of time such as one hour or one minute. Which do you think would be longer? Tell your child we are going to see how many star jumps we can do in one minute. Use the sand timer (online) and see how many we can do. Did that feel like a long or short time? Take ideas from your child to see what else we could measure in a minute and experiment using different methods of timing.

Challenge your child to see who can build the biggest tower in one minute. Use the online sand timer and race with your child. Repeat as much as needed.

Ext. Look at **Thursday - Maths** and talk about anything in the picture that could be used to measure time.

Phonics: Resources Needed: Groups 1&2: **Phase 2 & Phase 3 Flash Cards** (see week commencing 8.3.2021);

Wednesday - Phonics Group 3: **Phase 2 Flash Cards** (see week commencing 8.3.2021)

Groups 1 & 2

Sing alphabet song: [Phonics Song 2 \(new ZED version\) - YouTube](https://www.youtube.com/watch?v=ZEDversion)

Using **Phase 2 & Phase 3 Flash Cards**, ask your child say letter name and sound.

Recap on 'w'. Get your child to write the grapheme. Look at the **Wednesday - Phonics**. Get your child to **highlight** the words with 'w'. Make a thought shower. Cover one of the words and your child to write the one that is missing.

Get your child to think of their own sentence about the events on the spotter sheet. Dictate for them to write.

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

	<p><u>Group 3</u></p> <p>Sing alphabet song: Phonics Song 2 (new ZED version) - YouTube</p> <p>Using Phase 2 Flash Cards, chn say letter name and sound.</p> <p>Play 'Pick a Picture' using Phase 2 words: https://www.phonicsplay.co.uk/resources/phase/2/pick-a-picture</p> <p>Draw pictures and get your child to write word to match- sun, cup, dog, man</p> <p>Model writing a sentence about one of the pictures for the class to read e.g. I had a big cup.</p> <p>Tricky words song: https://www.youtube.com/watch?v=TvMyssfAUx0</p>
Thur	<p>Theme: Resources needed: pencil; paper; Thursday – Theme pictures cut out and muddled (you may not want to use them all, just the root, shoot, seedling and bean plant)</p> <p>Recap on how a plant grows – seed/bean, roots, shoot, leaves, plant, flower.</p> <p>Show your child Thursday – Theme muddled up. Can they put the pictures in the correct order? Your child could write a caption underneath each picture using time words, ie First, the root grows, Then the shoot grows, Next it is a seedling, Finally, it's a bean plant.</p> <p>Maths Resources Needed: Thursday - Maths; the days of the week written on separate pieces of paper.</p> <p>Everybody:</p> <p>Sing the days of the week song: https://www.youtube.com/watch?v=8GKmCQOy88Y</p> <p>Show your child the days of the week names. Can they identify which day comes first? Order the days together. Sing the song again pointing out each day. Talk about what day it is today, what day it was yesterday and what day it will be tomorrow.</p> <p>Look at Thursday - Maths and talk about some of the different ways the images show time.</p>

	<p>Phonics: Resources Needed:</p> <p>Groups 1 & 2</p> <p>Play the video so that they can only hear the songs. Chn write all the graphemes for each phoneme being sung about. https://www.dailymotion.com/video/x2wpdvv Don't play 'ue' song. Check for correct formation. Sing: Do your ears hang low; We're walking in the air; and You're gorgeous, I'll do anything for you. For your child to write the 'ear', 'air' and 'ure' graphemes.</p> <p>Recap on 'x'. Chn to write grapheme.</p> <p>Play 'Picnic on Pluto using Phase 3 + x: https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure</p> <p>Dictate sentence for your child to write: The big fox was on the black box.</p> <p>Lay out your child's word sheet words as a noughts and crosses grid. Decide who will be noughts and who will be crosses. Take it in turns to read a word and put a nought or cross depending on who reads it correctly.</p> <p>Group 3</p> <p>Play the video so that they can only hear the songs. Ask your child to write the grapheme for each phoneme being sung about. For s, ss, c, k and ck, l, ll – write all graphemes. https://www.dailymotion.com/video/x2wpdvv Stop after 'Lick our lollipops' song.</p> <p>Write down the following words for your child to read and find objects around the house- pan, mat, tap, pin, peg, hat, sock. Can your child write any of these words themselves?</p> <p>Lay out your child's word sheet words as a noughts and crosses grid. Decide who will be noughts and who will be crosses. Take it in turns to read a word and put a nought or cross depending on who reads it correctly.</p>
Fri	<p>Theme: Resources needed: <i>none</i></p> <p>Ask your child if they know why we have Christmas. Ask them if they know why we have Easter.</p>

Discuss and explain why they are very important times to Christians.

Watch Easter video: [The Christian Story of Easter | Religions of the World - YouTube](https://www.youtube.com/watch?v=JyfJyfJyfJy)

Maths

Resources Needed: pen and paper, Months of the year names and season names written on separate pieces of paper. Draw symbols to represent key events throughout the year (christmas, halloween, easter, valentines day, mothers day, fathers day, first day of school, pancake day, summer holidays, bonfire night. Include any specific to your child too)

Everybody:

Sing the months of the year song.

Show the Months of the Year, can your child help you to order them? Show the Key Event pictures, can they identify which months they happen in? Stick the pictures onto the correct months. Ask your child to think about when their birthday is, which month is it in? Ask them to write their name on some paper and stick their name onto their birthday month. What month are we in now? Next month will be, last month was.

Point out the seasons names, can your child identify the seasons? Draw pictures next to the names to represent the seasons (eg sun for summer) Ask your to name them and stick the season names up above the corresponding months, draw pictures onto the month names to represent each season it belongs in. Talk about what happens during each season. What season are we in now? How do we know? What will happen this season? What will happen next season?

Phonics: Resources Needed: *felt tip pens; Groups 1&2: Friday Phonics 1. Group 3: Friday Phonics 2.*

Groups 1 & 2

Print one sheet and complete **Friday Phonics 1.**

Group 3

Print one sheet and complete **Friday Phonics .**