

Reception Remote Learning wb 25.01.2021 Week 4

Theme: Rainbow Fish

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 You are also able to share the work your child has been doing each week to these email addresses.

Please look at the plan below and find your child's group's activity.

| Theme: | |
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| Monday | <p><i>Resources needed: Optional pencil and paper.</i></p> <p><u>All Groups</u> If you have it, read The Rainbow Fish by Marcus Pfister with your child. If not, you can watch it together here:</p> <p>https://www.youtube.com/watch?v=Nb2msIQo6TI</p> <p>Discuss the story together. Who were the different characters in the story? (e.g. Rainbow Fish, Little Blue Fish, the octopus). How are they feeling? Why? Why might Rainbow Fish not want to give away his sparkly scales? Why is it important to share? Can your child think of something they could share with a friend?</p> <p>Optional: Your child could have a go at sounding out and writing words to describe how the characters in the story are feeling.</p> |
| Tuesday | <p><i>Resources needed: Pencil, paper, glue and scissors. Tuesday - Theme resource.</i></p> <p><u>All Groups</u> Re-read or watch again the story of The Rainbow Fish.</p> <p>Today your child will have a go at sequencing the story of The Rainbow Fish. You can either use the sequencing pictures provided (see Tuesday - Theme) or you could create your own pictures based on these if you are unable to print them!</p> <p>Cut up the pictures and jumble them for your child. Ask them to decide which picture shows the beginning of the story, discussing</p> |

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| | <p>each picture and what might come next.</p> <p>Optional challenge: Your child could stick the pictures down in order and have a go at writing some words underneath each one to describe what is happening!</p> |
| Wednesday | <p><i>Resources needed: Wednesday - Theme 1 resource, pencil, paper, coloured paper, scissors, glue, paint.</i></p> <p><u>All Groups</u></p> <p>The Rainbow Fish needs your help! Tell your child he has been feeling poorly, and all his scales, usually bright and colourful, have turned white! He is feeling very sad, and needs their help to make him bright and colourful again!</p> <p>Provide your child with the Rainbow Fish template (Wednesday - Theme 1) or you could draw your own. They could collage it using different coloured pieces of paper/tissue paper or sequins, or they could print scales using paint (celery makes a good scale shape!). They could use pompoms dipped in paint, bubble wrap or even the end of a pen to print the scales – make it as bright and colourful as you can!</p> <p>Send a photo of your fish to the class inbox so that we can share them with your group.</p> <p><u>E- Safety</u></p> <p>Now that we are using the internet a lot more at home, it is really important to remind ourselves about keeping safe online. Show your child the Smartie the Penguin online safety story (Wednesday - Theme 2 resource). There are questions to discuss with your child and ideas to help you stay safe when using the internet.</p> |
| Thursday | <p><i>Resources needed: Pencils and paper, a computer/tablet or phone to use for research!</i></p> <p><u>All Groups</u></p> <p>Today you are going to research other creatures that live in the sea! Using Kiddle (https://www.kiddle.co/) which is a child safe search engine, allow your child to research an underwater creature of their choice (eg crab, seahorse, lobster, starfish etc!). See if they can find out what it looks like, where it lives, what it eats, and any interesting facts about it!</p> <p>On a piece of A4 paper, encourage your child to draw a picture of their chosen creature, adding as much detail as possible! Look carefully at colours, shapes and size. Remember – it is important to allow your child to be creative – even if it doesn't look like what they are saying it is, allow them to describe their picture to you 😊</p> <p>As an extra challenge, around the outside of the photo, support</p> |

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| | <p>them to write any words/sentences to describe their creature. You can help with this if they are struggling with longer words, getting them to just write the initial sounds they hear.</p> <p>For example, if they chose a crab, they might write things like 'red', 'claws', 'The shell is hard.'</p> |
| Friday | <p><i>Resources needed: pencils, paper, if you have them – wax crayons and some watered-down blue paint.</i></p> <p><u>All Groups</u></p> <p>Look at the photos of sea creatures from yesterday. Discuss with your child where they live. What does it look like under the sea? Today we are going to create a picture of where their creature lives under the sea. What colours do they think they will need to use?</p> <p>If you have crayons and watered-down paint, you can create a wax resist painting. Explain that first we need to draw the underwater scene using the crayons. They can draw their creature from yesterday, adding additional details such as fish, sand, seaweed etc. Once they have drawn the details with the crayon, they can then add the sea by painting on the blue paint. Ask them what they think will happen? (the paint will not cover where they have drawn with the wax crayons). You might even want to experiment with a wash of blue and then some green!</p> <p>If you do not have crayons/paint, you can create your underwater scene using pens/pencils, thinking carefully about what colours to use.</p> |

Phonics:

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| Monday | <p><i>Resources Needed: pencil and paper.</i></p> <p><u>Groups 1 and 2:</u></p> <p>Get your child to read through this comic to revisit sounds previously taught. Link in to our work on 'The Rainbow Fish'. https://phonicsplaycomics.co.uk/comic_ph3_i_can_spot.html</p> <p>Sing songs up to 'ee': https://www.dailymotion.com/video/x2wpdvv Pause after 'ee' and introduce 'igh'. Un-pause and play song for 'igh'. Practise writing 'igh' using your finger in the air. Explain that 'igh' is a trigraph – this means that three letters make one sound. Ask your child to write the trigraph 'igh' on their paper.</p> <p>Watch this video: https://www.youtube.com/watch?v=QFVxjSke60Q&list=PLuGr6z2H2KNHwnu179dNafu7_mj4Nvjgp&index=5 (Learning to blend Lesson 11) up until 8 minutes 25 seconds. When each word appears and disappears again pause the video and ask your child to write this word by bouncing the sounds and then writing them on their paper.</p> |
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| | <p>Using two copies of the words on your child's Word Sheet (either printed or handwritten), play a game of snap. Can your child read the words?</p> <p>Group 3: Sing songs up to the letter 'd': https://www.dailymotion.com/video/x2wpdvv Pause after 'd' and introduce 'g'. Un-pause and play song for 'g'. Practise writing 'g' using your finger in the air. Ask your child to write the 'g' on their paper.</p> <p>Watch: https://www.youtube.com/watch?v=R6cOcSJLXo0&list=PLuGr6z2H2KNGLy2Tckcy8Kk8u10mXgcmi&index=73 (Lesson 11 Part 1)</p> <p>Using two copies of the words on your child's Word Sheet (either printed or handwritten), play a game of snap. Can your child read the words?</p> |
| Tuesday | <p><i>Resources Needed: pencil and paper. Group 3- Word Sheet words</i></p> <p>Groups 1 and 2: Sing songs up to 'igh': https://www.dailymotion.com/video/x2wpdvv Recap on the fact that 'igh' is a trigraph. Ask your child to write the trigraph 'igh' on their paper.</p> <p>Watch: https://www.youtube.com/watch?v=-lcE8bEdvHI Pause once the words have gone off the screen for children to practise writing them.</p> <p>Sing the tricky words song: https://www.youtube.com/watch?v=TvMyssfAUx0&list=PLCLKSf1kRDSRP6OCf-lm0wAr2s7Y1LfkO</p> <p>Group 3: Sing songs up to the letter 'g': https://www.dailymotion.com/video/x2wpdvv Pause after 'g' and introduce 'o'. Un-pause and play song for 'o'. Practise writing 'o' using your finger in the air. Ask your child to write the 'o' on their paper.</p> <p>Watch: https://www.youtube.com/watch?v=w0GvbRAYqpU&list=PLuGr6z2H2KNGLy2Tckcy8Kk8u10mXgcmi&index=72 (Lesson 12 part 1)</p> <p>Sing the tricky words song: https://www.youtube.com/watch?v=TvMyssfAUx0&list=PLCLKSf1kRDSRP6OCf-lm0wAr2s7Y1LfkO</p> <p>Read through your child's Word Sheet words together.</p> |
| Wednesday | <p><i>Resources Needed: pencil and paper. Word Sheet words</i></p> <p>Groups 1 and 2: Sing songs up to the letter 'igh': https://www.dailymotion.com/video/x2wpdvv Pause after 'igh' and</p> |

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| | <p>introduce 'oa'. Un-pause and play song for 'oa'. Practise writing 'oa' using your finger in the air. Explain that 'oa' is a digraph – can your child remind you what a digraph is? Two letters that make one sound together. Ask your child to write the digraph 'oa' on their paper.</p> <p>Watch https://www.youtube.com/watch?v=xV3aj4F6v0I&list=PLuGr6z2H2KNHwnu179dNafu7_mj4Nvjgp&index=4 (Learning to blend Lesson 12) up until 8 minutes 31 seconds. When each word appears and disappears again pause the video and ask your child to write this word by bouncing the sounds and then writing them on their paper.</p> <p>Stick your child's Word Sheet words up around the room. Say a word for them to run to.</p> <p>Group 3: Sing songs up to the letter 'o': https://www.dailymotion.com/video/x2wpdvv Pause after 'o' and introduce 'c'. Un-pause and play song for 'c/k'. Remind your child that there are two ways to write 'c/k' and today we are focussing on 'curly c' or 'clicking castanets'. Practise writing 'c' using your finger in the air. Ask your child to write the 'c' on their paper.</p> <p>Watch: Lesson 13 (part 1) - Reception - YouTube</p> <p>Stick your child's Word Sheet words up around the room. Say a word for them to run to.</p> |
| Thursda y | <p><i>Resources Needed: pencil and paper. Thursday - Phonics sheet, Phonics Sight Words resource. Group 3- Word Sheet words</i></p> <p>Groups 1 and 2: Sing songs up to 'oa': https://www.dailymotion.com/video/x2wpdvv Pause after 'oa' and get your child to practise writing this digraph using their finger in the air. Ask your child to write the digraph 'oa' on their paper.</p> <p>Look at the Thursday - Phonics document. Get your child to identify each word and write it down, either on the sheet if you can print it or on a piece of paper if not. The words are: soap, boat, road, loaf, coat and toad. Next, write the sentence: 'The toad was on the boat.' Get your child to read this sentence and draw a picture to match. As an extension they could copy the sentence for themselves underneath or even have a go at writing it by themselves.</p> <p>Look at the resource 'Phonics Sight Words' and ask your child to read all of the orange and the first two purple words. Extension: if your child can confidently and quickly read these words then choose three at random and ask your child to spell them and write them on their paper.</p> <p>Play: https://www.ictgames.com/mobilePage/dinosaurEggsHF/index.html</p> |

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| | <p>Click on number 1 to start the game.</p> <p><u>Group 3:</u> Sing songs up to the letter 'c/k': https://www.dailymotion.com/video/x2wpdvv Remind your child that there are two ways to write 'c/k' and today we are focussing on 'kicking k' or 'kites are flying'. Practise writing 'k' using your finger in the air. Ask your child to write the letter 'k' on their paper.</p> <p>Watch: Lesson 14 (part 1) - Reception - YouTube</p> <p>Hide your child's Word Sheet words around the room. When they find one, can they read it to you?</p> |
| Friday | <p><i>Resources Needed: pencil and paper. Friday - Phonics, Word Sheet words</i></p> <p><u>Groups 1 and 2:</u> Recap: Sing songs up to 'oa': https://www.dailymotion.com/video/x2wpdvv Pause</p> <p>Open the Friday - Phonics document. Either print it out and cut the four cards out, giving one to your child and keeping one for yourself. If you don't have a printer, you could choose one of the four cards for yourself and one for your child and write the words out. Use: https://www.ictgames.com/mobilePage/bingoOriginal/index.html Click on the red button next to '8. igh & oa'. Once this has opened click on the red circle to pull the lever. Get your child to read the word and check whether it's on either of your cards. Tick it off if it is. The first person to get all six should shout, "Bingo!"</p> <p>Arrange your child's Word Sheet words one above the other with a space in between as if to form a ladder. Starting with the word at the bottom, see how many your child can read. Can they get all the way to the top?</p> <p><u>Group 3:</u> Sing songs up to the letter 'c/k': https://www.dailymotion.com/video/x2wpdvv</p> <p>Go to the website: www.phonicsplay.co.uk Use the username 'jan21' and the password 'home'; to log in. Click on 'Resources', 'Grab a Giggling Grapheme', then select '+ g o c k'. Your child should then click on the alien that is holding the sound which is said. These will be all of the sounds covered so far, not just ones from this week.</p> <p>Next, see if your child can find any objects around the house that start with 'g', 'o', 'c' or 'k'. Can they sort them based on their initial sound? Talk to them about 'c' and 'k' sounding the same but being different letters. Make sure that the initial sounds match the ones from the songs i.e, George starts with 'g' but doesn't make the same sound as in the song.</p> |

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| | <p>Arrange your child's Word Sheet words one above the other with a space in between as if to form a ladder. Starting with the word at the bottom, see how many your child can read. Can they get all the way to the top?</p> |
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| Maths | The Language of More and Fewer & 1 more and 1 less |
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| Monday | <p><i>Resources needed: number cards 1-20 (or up to the number your child can recognise if it's less than 20); More and Fewer pdf; small objects (as identical as possible, ie all buttons, all cubes – don't worry if they're different colours or slightly different sizes)</i></p> <p><u>All Groups:</u></p> <p>Recap: Using shuffled number cards, hold up one card at a time for your child to say each number.</p> <p>Activity: Tell your child that today we're going to look at the language of 'more'. Can your child explain what 'more' means without using the word 'more'? This is quite a difficult thing to do, but you could make it fun by giving a big Family Fortunes wrong answer type of sound every time they say the word 'more'. Discuss this.</p> <p>Look at the resource More and Fewer on the screen. Ask your child to point to the jar that is holding more each time.</p> <p>Next, place two piles of small objects (one with 4 objects in, one with 9 objects) in front of your child. Just by looking, ask your child to point to the pile that has more in. Ask them: How can we check? Allow your child to count them – if they try to count them as a pile, remind them that they can move one at a time as they count to ensure more accurate counting or they can set them out neatly in a row and then count them touching each one as they go. Repeat this activity a couple more times with piles that are clearly different.</p> <p>Now repeat the activity, but one pile has 5 objects and the other pile has 6 objects. Ask: Which pile has more? What can we do to be sure? Count them. Were you correct? Repeat this activity a couple of times.</p> |
| Tuesday | <p><i>Resources needed: small objects (as identical as possible, ie all buttons, all cubes – don't worry if they're different colours or slightly different sizes); More and Fewer pdf;</i></p> <p><u>All Groups:</u></p> <p>Recap: Place two piles of small objects (one with 7 objects in, one with 11 objects) in front of your child. Ask them: What can you tell me about these piles of [insert name of objects]. Hopefully they'll say, "This pile has got more [objects] than this pile." Ask: How can</p> |

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| | <p>we check? Allow your child to count them – if they try to count them as a pile, remind them that they can move one at a time as they count to ensure more accurate counting or they can set them out neatly in a row and then count.</p> <p>Activity: Tell your child that today we're going to look at the language of 'fewer'. Can your child explain what 'fewer' means without using the word 'fewer'? This is quite a difficult thing to do, but you could make it fun by giving a big Family Fortunes wrong answer type of sound every time they say the word 'fewer'. Discuss this.</p> <p>Look at the resource More and Fewer. Ask your child to point to the jar that is holding fewer each time.</p> <p>Place two piles of small objects (one with 3 objects in, one with 8 objects) in front of your child. Just by looking, ask your child to point to the pile that has fewer in. Ask them: How can we check? Allow your child to count them – if they try to count them as a pile, remind them that they can move one at a time as they count to ensure more accurate counting or they can set them out neatly in a row and then count them touching each one as they go. Repeat this activity a couple more times with piles that are clearly different.</p> <p>Now repeat the activity, but this time, one pile has 10 objects and the other pile has 9 objects. Ask: Which pile has fewer? What can we do to be sure? Count them. Were you correct? Repeat this activity a couple of times.</p> |
| Wednesday | <p><i>Resources needed:</i> Wednesday - Maths pdf; 20 small items.</p> <p><u>All Groups:</u></p> <p>Recap: Ask your child to listen to the instructions and point to the correct answer on Wednesday - Maths. After your child has pointed to the correct answer, please model saying the sentence, e.g. "There are more bricks than dolls," or "There are fewer trains than soldiers." Encourage them to answer using whole sentences too.</p> <p>Activity: Say that today we are going to be looking at more and less again. Using the items, make a pile with 4 objects in it. Challenge your child to make a pile next to it with more objects in it. Ask them: How can you be sure your pile has more in it? Encourage them to check they are correct each time by counting the number of objects in each pile. Encourage them to say a sentence that explains they are correct, for example: My pile has got more in it because I've got 6 things and your pile has only got 4 things in it. Repeat a few times with different amounts in your pile.</p> <p>Then make a pile using 9 objects, but this time ask them to make a pile with fewer things in it. Ask: Can you prove that your pile has</p> |

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| | <p>fewer items? Encourage them to check by counting and explain why they are correct with a sentence. Repeat a few times with different amounts in your pile.</p> <p>Ask your child to make a pile of objects and instruct you to make your own pile with more or fewer in it – occasionally get it wrong – your child could then correct you!</p> |
| Thursday | <p><i>Resources needed: 10 small items.</i></p> <p><u>All Groups:</u></p> <p>Recap: Complete yesterday's activity a few more times, but interchange between asking them to make their pile have more or fewer items than yours.</p> <p>Activity: Tell your child that today we are going to be looking at one more and one less. Set out 3 objects in a row. Ask your child: How many are there? (They should be able to subitise, i.e. just say how many are there just by looking; without having to count them individually.) Now add an extra item and say: If I add one more, how many are there now? Repeat a couple more times with other amounts of objects up to a maximum of 10. Encourage your child to say whole sentences to explain the process, i.e. One more than (x) is (y).</p> <p>Next, set out 3 objects, ask your child how many are there. Now take an item away and say: If I take one item away, how many are there now? Repeat a couple more times with other amounts of objects up to a maximum of 10. Encourage your child to say whole sentences to explain the process, i.e. One less than (a) is (b).</p> <p>Set out a number of objects, asking your child to add one more, or take one away. Each time your child should say the whole sentence: One more than (x) is (y), or One less than (a) is (b).</p> |
| Friday | <p><i>Resources needed: a number of small items (this depends on how many are playing the game); small sheets of paper with 'one more' written on some and 'one less' written on others (if you have a printer you can print the Friday - Maths sheet off and cut it up (your child could help make them and cut them up).</i></p> <p><u>All Groups:</u></p> <p>Recap: Set out a number of objects, asking your child to add one more, or take one away. Each time your child should say the whole sentence: One more than (x) is (y), or One less than (a) is (b).</p> <p>Activity: Shuffle the One More/One Less cards saved as Friday - Maths and place them in a pile face down between you and your child (and any other members of the family who'd like to play!). Each person starts with 3 items in front of them. Youngest person</p> |

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| | <p>goes first and turns over the top One More/One Less card. If it says 'One More', they take another item from the 'bank' (a pile of spare items at the side) and add it to their items. If the card says 'One Less', they can put one of their items back in the main pile. Just return the cards to the bottom of the pile and give them a shuffle every now and then. The next person then has their go. The object of the game is to get rid of all the items in front of you.</p> <p>Please keep questioning your child about how many items they have and how many they then have when one more is added or taken away. Can they tell you what the answer will be before they physically add one or take one away?</p> <p>You could make this game more competitive by saying that if a player gets a 'One Less' card, they could give one of their items to someone else instead of putting it back in the bank of items! Have lots of fun while you learn!</p> |
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