



Reception Home Learning Week Beginning 18th May 2020



Please above all have fun with your child and remember that children learn best through play and repetition. Please upload your photos and observations onto Tapestry.

Phonics/ Read Write Inc.

1. Please practise your child's flashcards in their green zip wallet.
2. Say a sound and ask your child to write it.
3. Select some sounds for your child to make words with. Say a word and ask your child to find the letters to make the words. See sounds and possible words in the grid below.
4. Say a word and ask you child to hold up that many fingers (e.g. say cat and ask your child to hold up three Fred fingers). Then repeat the word (e.g. cat) and ask your child to pinch the sounds, they will pinch a finger as they say each sound (e.g. c-a-t). Lastly ask your child to write the word. Show your child how to write the word and give your child the opportunity to tick any letters they got right or fix their word so that it looks like yours. Repeat with 3-4 words from the words in the grid below.
5. Hold a sentence - (see daily sentence suggestions in the grid below)
 - a. Say the sentence/phrase and ask your child to repeat it back to you
 - b. Repeat this until your child can remember the whole sentence
 - c. Show your child how to write the sentence on a piece of paper
 - d. Hide the sentence and ask your child to have a go at writing the sentence on a different piece of paper
 - e. Show your sentence again and ask your child to check if their sentence looks the same. If their sentence doesn't look the same your child can change their sentence until it matches, this is a good time to talk to your child about any sounds or words they might have missed.

Day	Sounds	Words	Sentence/ caption
Monday	z, a, g, i, p, f, o, x, b, s, r, m, l, a	Zag, zip, fox, box, fix, six, frog, from, flag, flop	Sit in the mud.
Tuesday	ch, i, n, o, p, a, t, r, s, e, d, h, j, u, m	Chin, chop, chat, rich, send, hand, jump, spin, stop, spot	He had a red hat.
Wednesday	sh, i, p, o, n, f, w, b, e, d, s, k, t, r, a	Ship, shop, shin, fish, wish, bend, trip, trap, best, skin	I can stick with my hands.
Thursday	th, i, n, ck, s, qu, z, t, b, l, a, d, p, k	Thin, thick, this, quiz, quit, black, slid, slip, skip, slap	I can skip in the sun.
Friday	s, i, ng, b, a, th, w, g, r, n, c, l, p, d, o, ck	Sing, bang, thing, wing, gran, grin, clip, drip, drop, back	Can I have hot chips?

Reading

Please read the 'Minibeasts' simple sentences (see below).

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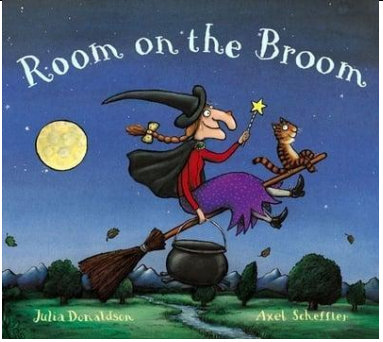
English

Last term the children thoroughly enjoyed our Julia Donaldson topic. We have decided to plan some home learning activities based around their favourite Julia Donaldson stories over the next few weeks. This week we will be focusing on 'Room on the Broom.'

If you don't have the Room on the Broom story at home you can watch the animation on BBC iPlayer

<https://www.bbc.co.uk/iplayer/episode/p0102qfj/room-on-the-broom>

Alternatively you can watch a reading of the story on You Tube <https://www.youtube.com/watch?v=cWB0goTWZic>








	Monday	Design a new and improved broom for the witch and her friends. Draw a picture of your idea and label it's key parts.
	Tuesday	Create a potion the witch can use to make the new broom. What ingredients would you need to make the potion, can you write them in a list? Write a recipe for your potion.
	Wednesday	Create a magic spell for the witch to say as she mixes the potion for her new broom.
	Thursday	In the story a terrible beast protected the witch from the dragon. Who is the 'terrible beast' made up of? How did the 'terrible beast' save the witch? Write some simple sentences to explain your answers. You could also draw your own 'terrible beast.'
	Friday	Where should the witch and the other characters travel to next on their new broom? What could their next adventure together be? Write some simple sentences about your ideas for the next part in the story and draw a picture to illustrate your thoughts.

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Maths

Please continue to complete the activities set on Education City.

Below are some practical Maths activity ideas.

<p>123</p> <p>Roll a dice.</p>  <p>Find the number that is one more.</p> 	<p>123</p> <p>Roll a dice.</p>  <p>2</p>  <p>Show one less.</p> 	<p>123</p> <p>Roll two dice.</p>  <p>What is the total?</p> 
<p>Children roll a dice and count the spots. Then identify the number that is one more and go on a 'number hunt' for that number. For example, number 6 on a clock.</p>	<p>Children roll a dice and count the spots. Then identify the number that is one less. Encourage children to show one less in different ways. Write it, draw it, find it and show it.</p>	<p>Children roll two dice and count the spots to find the total. Encourage children to write the number sentence.</p>

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<p style="text-align: center;">123</p> <p style="text-align: center;">Put the cards in order.</p> <p style="text-align: center;"></p>	<p style="text-align: center;">123</p> <p style="text-align: center;">What is the answer?</p> <p style="text-align: center;"></p>	<p style="text-align: center;"></p> <p style="text-align: center;">Play number bond pairs.</p> <p style="text-align: center;"></p>
<p>Lay out playing cards 1 to 10. Children to put the card in order from smallest to largest. Children to count the number of objects on the card, to see what comes next.</p>	<p>Children to pick two cards. For addition, count the total number of objects. For subtraction, discuss taking away the <i>smallest</i> number from the <i>largest</i>.</p>	<p>Lay out playing cards 1 to 10 (the Joker card could be used as 0). Play a number bond pairs game. After each turn, count the total of the two cards. Does it equal 10?</p>

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Below are some printable Maths activity ideas.

	Object	How many?

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Cut out the pictures
and then put them
into the right order.



Classroom
secrets★



Classroom
secrets★



Classroom
secrets★



Classroom
secrets★



Classroom
secrets★

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Classroom
secrets+



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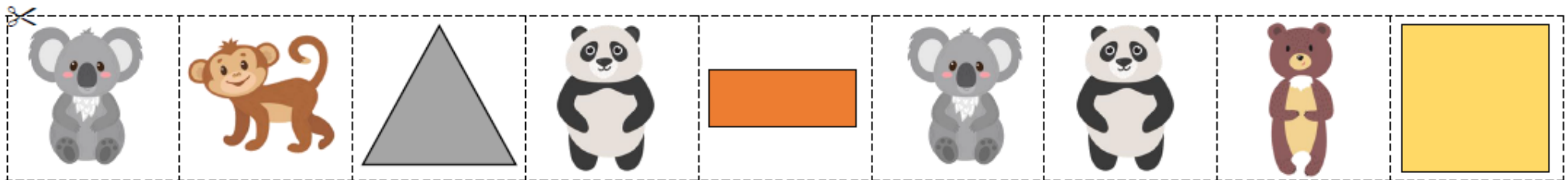
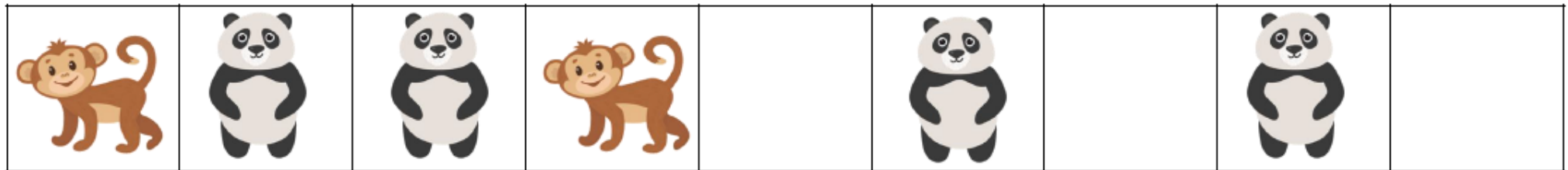
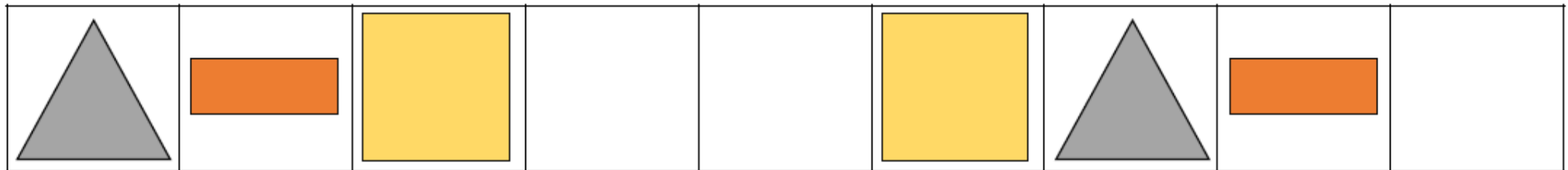
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secrets+



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Maths – Patterns – Complete the patterns and make your own



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Mini-beast Sentences:



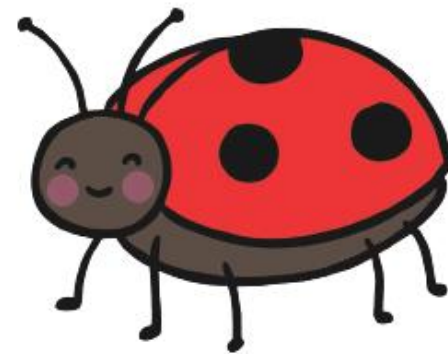
It is a bug.



The bug has wings.

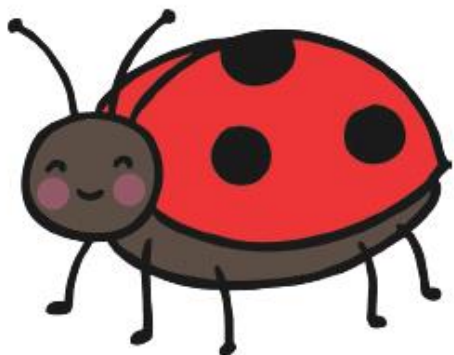


The bug has six legs.

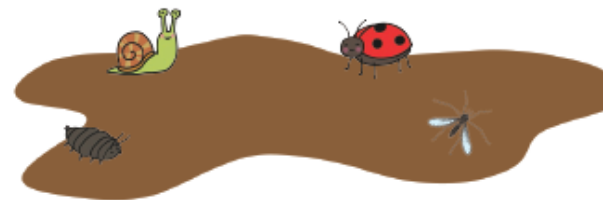


The bug has spots.

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The bug is red.



They are in the mud.



It can jump in the air.



The bug is on my hand.