



## Reception Home Learning Week Beginning 11<sup>th</sup> 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.

**Pointing to objects** - Fred talk to ask your child to point to various things in the room

1. Say "Fred wants you to point to the 'c-l-o-ck"
2. Ask your child to repeat the sounds 'c-l-o-ck'. Pause to see if they can blend the sounds and then point to the clock.
3. Say 'c-l-o-ck, clock'. Ask your child to repeat.
4. Repeat with different objects in the room (e.g. c-u-p/ m-a-t/ l-a-m-p/ w-i-n-d-ow)

**Selecting the correct object** - Fred talk to ask your child to point to select the correct object

1. Lay out 3 objects/ pictures of objects (e.g. Pen, mop, dog)
2. Ask your child "Can you give me the d-o-g?"
3. Ask your child to repeat the sounds d-o-g. Pause to see if they can blend the sounds and then give you the correct object/ picture
4. Say "d-o-g, dog" and ask your child to repeat
5. Repeat with different objects

**Following instructions** - Fred talk when giving your child an instruction

1. Say "Fred wants you to get a p-e-n"
2. Ask your child to repeat the sounds p-e-n. Pause to see if they can blend the sounds and then follow the instruction
3. When they return say "p-e-n, pen" and ask your child to repeat.
4. Repeat with different instructions.

### Reading

Follow the link below to read the sound blending and red RWI books on the Oxford Owl website (you will need to subscribe to the website for free before accessing these resources)

[https://www.oxfordowl.co.uk/library-page?view=image&query=&type=book&age\\_group=&level=&level\\_select=&book\\_type=&series=Read+Write+Inc.#](https://www.oxfordowl.co.uk/library-page?view=image&query=&type=book&age_group=&level=&level_select=&book_type=&series=Read+Write+Inc.#)

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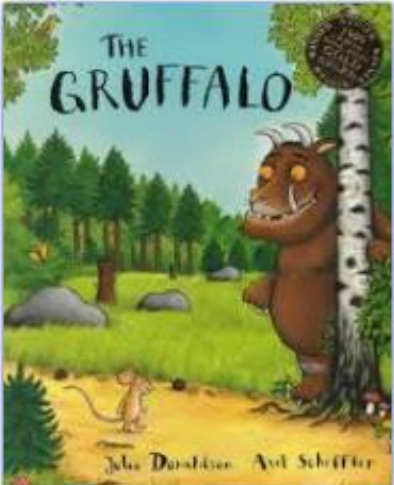
## English

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 'The Gruffalo.'

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

<https://www.bbc.co.uk/iplayer/episode/b00pk64x/the-gruffalo>

Alternatively you can watch a reading of the story on You Tube <https://www.youtube.com/watch?v=s8sUPpPc8Ws>

	<b>Monday</b>	Write a list of how the animals describe the Gruffalo in the story e.g. <ul style="list-style-type: none"> <li>• turned out toes</li> <li>• orange eyes</li> <li>• purple prickles</li> </ul>
	<b>Tuesday</b>	Create a Gruffalo menu. Throughout the story, the mouse talks about the Gruffalo's 'favourite foods.' Use these foods to make a menu for the Gruffalo café.
	<b>Wednesday</b>	Think about what you would do if you met the Gruffalo. What would you say to him? Would you trick the Gruffalo like the mouse did? Would you be the Gruffalo's friend? Where would you go with the Gruffalo? Write about your ideas using the opening sentence 'If I met the Gruffalo...'
	<b>Thursday</b>	Create your own Gruffalo. Draw your own Gruffalo with different features to the original character. Colour in your picture and label the main features of your Gruffalo.
	<b>Friday</b>	Identifying rhyming pairs within the story. Can you spot the rhyming words in the story? Write down any rhyming pairs you find.

We have also attached two activities:

1. b and d activities - these will help your child to identify the difference between b and d
2. Under the sea animal tracing - this will help your child to develop their pencil control. Can they stay on the lines?



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## Maths

Please continue to complete the activities set on Education City.

Below are some additional Maths activity ideas.

<b>Numbers</b>	<p><b>Addition using objects found within your home</b></p> <p>If we have 5 spoons and 3 forks, how many do we have altogether?            Include missing numbers e.g I have 5 buttons. How many more do I need to make 10?            Feel free to make up your own addition word problems.</p>	<p><b>Subtraction using objects found within your home</b></p> <p>If we have 7 biscuits and I eat 2 how many biscuits are left?            I went to the shop with 5p and I bought an apple which cost 2p, how much money do I have left?            Feel free to make up your own subtraction word problems.</p>	<p><b>Adding two single-digit-numbers</b></p> <p>See attached document where your child can work through the various additions. It may help your child to use a number line or counting objects when finding the total. When you have completed all the additions cut them up and then sort them into groups e.g. which additions total 5? Which additions are doubles? (doubles are when you add two of the same number e.g. 3+3)</p>
<b>Shape, Space &amp; Measures</b>	<p><b>Capacity</b></p> <p>At bath time give your child a selection of different containers (e.g. jugs, Tupperware). Encourage your child to use capacity language such as full, nearly full, half full, nearly empty and empty. Ask your child to experiment whether the water in their container would fill over overfill another container? Show your child two containers and ask "which container will hold the most water?" and then test out their idea to see if they were right.</p>	<p><b>Patterns</b></p> <p>Use everyday objects around the home to create patterns e.g. pen, fork, sock, pen, fork, sock. Can your child copy and then continue your pattern? Can they make their own pattern 2-part pattern? E.g. fork, pasta, fork, pasta            Can they make their own 3-part pattern? E.g fork, pasta, spoon, fork, pasta, spoon</p>	<p><b>Length and height</b></p> <p>Find three objects from around the home. Can your child order them from smallest to largest? Use your feet to measure the length of items in your home (e.g the sofa). How many feet long is it? Use smaller household objects e.g. pasta to measure objects. You could also support your child to use a ruler/ tape measure to measure objects.</p>