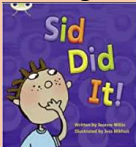
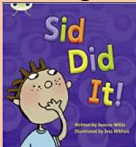




## Home Learning Reception- WB: 7<sup>th</sup> December 2020

<u>English</u>		<u>Completed by...</u>
<b><u>Spelling/Phonics:</u></b> 	<p><i>This week in phonics we will be recapping all of the sounds previously taught in phase 2. <a href="https://www.bbc.co.uk/bitesize/topics/zcqqtftr">https://www.bbc.co.uk/bitesize/topics/zcqqtftr</a></i></p> <p><i>This is a link to a phonics BBC bitesize page with videos to demonstrate each sound we will be teaching during phase 2 and how to pronounce them correctly. In phonics we are looking at lots of CVC words with the children such as cat and dog. We name each sound we can see in the word and then say them using robot arms to try and get the children to orally blend the word. Get them to show you how we do it.</i></p> <p><i>Please complete the attached sheet and see if your child can write a cvc word, encourage them to listen for each sound in the word.</i></p>	Monday 14 <sup>th</sup> December
<b><u>Reading:</u></b> 	<p><i>As well as reading your child's reading book with them at least 3 times a week it is important that they also read a phonics book. For this week's learning please read the book 'Sid Did It' on Bug Club. Please look at the guidance attached on the sheet to give you some tips on how to read the book with your child.</i></p>	3 times per week
<b><u>Writing:</u></b> 	<p><i>Please work with your child to write the letters of the alphabet. Whilst your child is writing please encourage them to use the correct pencil grip and form their letters correctly using the rhymes provided e.g. slither down the snake for s.</i></p>	Monday 14 <sup>th</sup> December
<u>Maths:</u>		
<b><u>Maths</u></b>	<p><i>For this week's maths learning we are continuing our learning into shapes. Please get your child to complete the attached maths sheet and colour in all of the 4 sided shapes. See if they can tell you the names and the properties of these shapes.</i></p>	Monday 14 <sup>th</sup> December
<u>Curriculum</u>		
<b><u>Art and Design</u></b> 	<p><i>Last week as part of our topic learning we learnt about the story 'Whatever Next'. As part of this learning we would like the children to design their own rocket to take them to the moon on purple mash. This activity will be set as a 2Do on your child's home page.</i></p>	Monday 14 <sup>th</sup> November
<b><u>On-going project-</u></b>	<p><i>Complete a 'Night and Day' picture or piece of artwork using items from your home such as an owl made out of cardboard boxes and bottles or a hedgehog made from sticks.</i></p>	

Don't forget- we love seeing your home learning. You can always take a photo and email to school on [info@greenhill.theharmonytrust.org](mailto:info@greenhill.theharmonytrust.org) or tweet us @Greenhill\_HT

We are looking forward to seeing what you have been up to.

Thanks,

Miss Savage and Miss Bradshaw

## Before and during reading

### 1 Say the sounds

s a t p i n m d

### 2 Blend the sounds

a	did	in
it	mad	nips
pin	Sam	Sid
sits	is	

Blend?  
Say the sounds,  
then the word,  
e.g. m-a-d → mad!



### Story comprehension

Ask the children to read the title and the text on the back cover. What do they think Sid might have done?

### Vocabulary check

Point out that Sid and Sam are names of characters in the story. Do the children know what it means if we 'nip in' somewhere? Check the children understand that 'mad' can sometimes mean 'angry'.

### Reading the story

- Listen to the children reading the story. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- On pages 2–3, make sure the children can identify which character is which.
- On pages 4–5, ask the children to read the text first and then to look at the picture. What does Sid 'nip in' and do? Can they predict what might happen next? Read on to see if they are right.
- On page 7, ensure the children understand why Sam is 'mad'.



## After reading

### Story comprehension

- Can the children retell the story in their own words?
- Why was Sam mad with Sid?
- Look back at page 8. What do the children think might happen next?
- Do they think Sid was naughty in this story? What would they say to Sid about this?

### Picture detective

Ask children to find the object in the picture that contains the:

/m/ sound (page 3 – mug)



Remember  
to prompt  
and praise!

## Follow up

### Speedy reading

Return to the words on the front inside cover (section 2) and check children can sound out and blend these words confidently. Ask them to practise blending them until they can read them quickly.

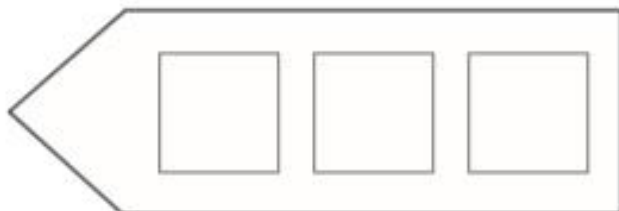
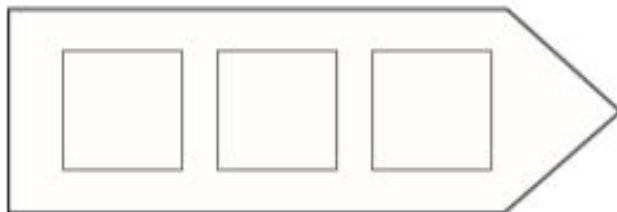
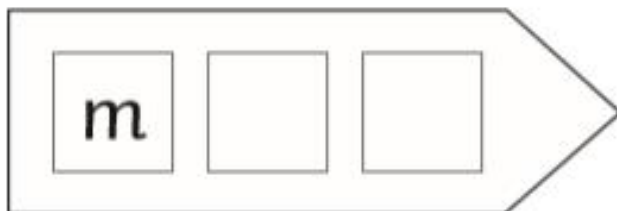
### Segmenting for spelling

Practise this spelling routine using the words in section 2.

- Say the word in a sentence, then on its own and ask the children to repeat it.
- Children say the sounds all through the word (segment) and either write a dash or hold up a finger for each sound.
- Children select magnetic letters or write down the grapheme for each sound, saying the sound quietly as they do so.
- Model the spelling by saying each sound as you write the word for the children to see.
- Children give themselves a tick for each grapheme in the correct place.

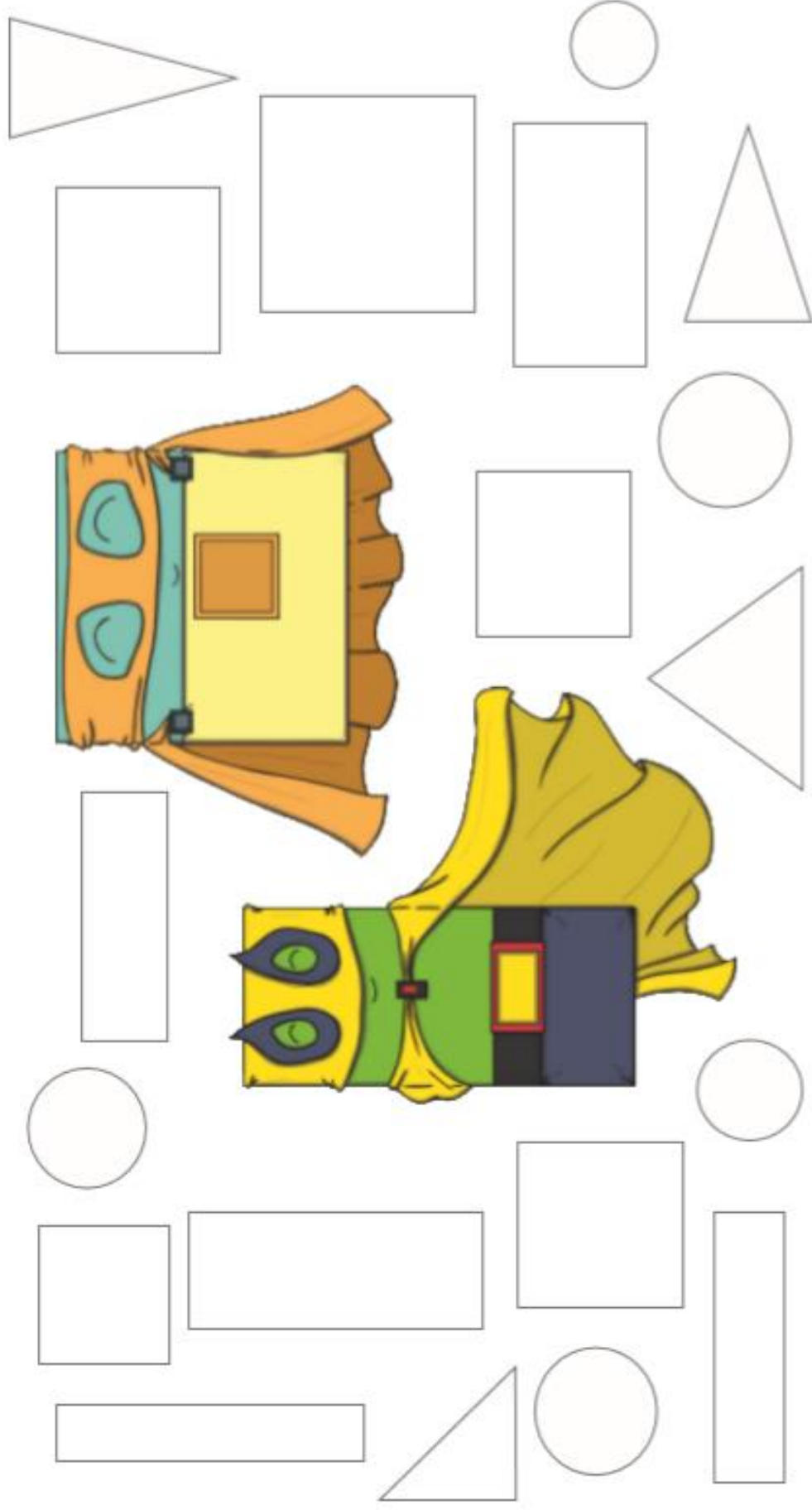
## Phase 2 CVC word Building


Cut out the letters from the burglar's bag and put them back where they belong.



# Shapes with 4 Sides to the Rescue!

Can you help Rectangle and Square to find all of the shapes with 4 sides? Can you colour all of the shapes with 4 sides?



<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curly around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck &amp; down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>qu</p>  <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				

## Letter Formation Practice Sheet

a b c d e f g h i

j k l m n o p q r

s t u v w x y z