

Reception Remote Home Learning – Week beginning 4th January 2021

<u>English</u>		<u>Time to spend on activity</u>
Phonics:	<p><u>Before you start:</u> This is a video from YouTube with a demonstration of each sound and how we want the children to say them. https://www.youtube.com/watch?v=DlpcaxNSU4</p> <p><u>How to start each session:</u> https://www.youtube.com/watch?v=74klrFdOaPw Listen to the jolly phonics song, encourage the children to sing along and do the actions for each letter.</p> <p><u>Tuesday:</u> Phonics: Recall /s/a/t/p/i/n/m/d/g/o/c/k new sound of the day: 'e' Tell the children the name of the letter and focus on the sound. Get the children to write the following words, see if they can hear each sound in the words get, met, set, egg Parents write out the following words and get the children to read them and say if they are real or pretend words (alien words) med, des, pen, ten, egg, deg, set Shared writing- help a puppet from home to write the following sentence. I can get a pen.</p> <p><u>Wednesday:</u> Recall /s/a/t/p/i/n/m/d/g/o/c/k/e and then play quickwrite letters Phonics: new sound of the day: 'u' Tell the children the name of the letter and focus on the sound. Get the children to write the following words, see if they can hear each sound in the words Sun, mud, dug, tug, nut Teach reading She Parents to write out the following words and get the children to read them gut, pug, mug, cut Children to read the following sentence She sat in the sun</p> <p><u>Thursday:</u> Recall /s/a/t/p/i/n/m/d/g/o/c/k/e/u Phonics: new sound of the day: 'r' Tell the children the name of the letter and focus on the sound. Get the children to write the following words, see if they can hear each sound in the words Rug, rat, rep, red, rot Teach reading he Parents write out the following words and get the children to read them and say if they are real or pretend words (alien words) ret, rit, ruc, ref, ran, rap Shared writing- help a puppet from home to write the following sentence He sat on the red rug.</p> <p><u>Friday:</u> Recall /s/a/t/p/i/n/m/d/g/o/c/k/e/u/r and then play quickwrite letters Phonics: new sound of the day: 'h' Tell the children the name of the letter and focus on the sound. Get the children to write the following words, see if they can hear each sound in the words Had, him, has, his, hut, hit, hat Play action game with actions/sounds for hat, hot, hop, hit, hum, and hug. Perform the action and ask the children to sound the word out.</p>	20 Minute s daily

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Reading:	<p>Remember to read your reading book with a family member at least 3 times throughout the week. Please ensure that you allow the children to hold the book themselves and encourage them to turn the page as this is part of their learning in reception.</p> <p>Before you even open the book ask the children about what they can see on the front cover. Do they recognise any of the characters? What do they think the story is going to be about? Can they guess the title?</p> <p>Then on each page ask the children what is happening in the pictures and ask them to predict what is going to happen next.</p> <p>With the words the children cannot read them yet but they might be able to recognise some of the sounds they have already learnt about in phonics. If you tell them the words, get them to repeat them and see if they can recognise any repeating words.</p> <p>They may also recognise the high frequency words that they have been taught in phonics this week (a, at and as)</p> <p>Then after finishing the story try re-telling the story to check if your child has understood what has happened in the story and see if they can remember any characters.</p> <p><u>Questions to ask when reading at home</u></p> <ul style="list-style-type: none">• What is the story about?• What did the character just do? Why?• What do you think will happen next?• Who is your favourite character? Why?• What is your favourite part of the story? Why? <p>Inside the front cover of your child's Oxford Reading Tree book there is a prompt page with guidance and questions relating to that particular book and each page.</p> <p>Here are some links to some other books on your child's stage from YouTube</p> <p>Six in a bed https://www.youtube.com/watch?v=q7m7H6E1Ay8&list=PLYzbpQvDeMyh8jwe8pcuPrNrQYmHIV4bj</p> <p>A good trick https://www.youtube.com/watch?v=akPlcbPLKTE&list=PLYzbpQvDeMyh8jwe8pcuPrNrQYmHIV4bj&index=2</p> <p>Fun at the beach https://www.youtube.com/watch?v=mvT8pEsE2L8&list=PLYzbpQvDeMyh8jwe8pcuPrNrQYmHIV4bj&index=3</p> <p>It is also important that your child reads a Bug Club book so that they can use the skills taught in the phonics sessions above. These books are also perfect to get your child to sound out the cvc words such as cat and dog and then blend them together.</p> <p>Your child should have a Bug Club book in their book bag, they can also log onto their Bug Club account with their own personal login and password to read lots of books that we have set for them. Here is a link to some guidance for parents on what Bug Club is and how to access it from our school website.</p> <p>https://www.greenhill.theharmonytrust.org/news/bug-club-guidance-for-home-learning/58394</p>	15 minute s daily
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Writing:

This week in Literacy we are learning about the traditional tale 'Goldilocks and the Three Bears' by Miles Kelly. Here is a link to the story on YouTube.

<https://www.youtube.com/watch?v=W8qHnzi6Pgk>

30
minute
s daily

Tuesday:

Learning Objective: To match pictures and words

In your learning pack there is a page with lots of pictures from the story along with a sheet of sentences. Get the children to cut out the sentences (if you do not have appropriate scissors then you can cut them out for them) and then match the sentences to the pictures. Encourage the children to look at the initial sounds in the words for example Goldilocks, ask the children if they can think of a character from the story whose name begins with the 'G' sound. Lots of the words in the sentences are tricky words that we learn in phonics so your child may need help with these such as 'the' and 'he'.



Goldilocks sat on the chair.	Goldilocks went to bed.	She said it was just right.
Goldilocks ran off.	The three bears.	He said it was hot.

Wednesday:

Learning Objective: To write a letter using my phonics knowledge to form recognisable letters.

In your learning pack there is a letter format, get your child to think about what Goldilocks would want to say to the three bears in a letter. Maybe she would need to apologise and say sorry for breaking baby bears chair. Ensure your child uses their phonic knowledge and writes the sounds they can hear in words. Remember this won't be how we would write it for example bear would be ber or could even be br if your child is only hearing the initial and final sound in the word. We have included a phonics mat in the pack to help them. Some children find it easier to find each sound they can hear on the mat before they write it.

Meadow Cottage
Over the Hill
Oldham

Dear Three Bears

Love from Goldilocks

Thursday:

Learning objective: To sequence a familiar story.

In your learning pack there is a sheet with 6 boxes and 6 pictures from the story. Get your child to cut out the pictures (if you do not have appropriate scissors then you can cut them out for them) and then ask them to stick the pictures in the correct order (if you do not have glue at home just place them on the sheet and take a picture). Then ask your child to think of a sentence for each picture and write it underneath.

Can you put the pictures in order?



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Friday:

Learning objective: To describe a story setting, characters and describe how the story is structured.

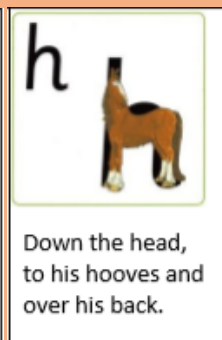
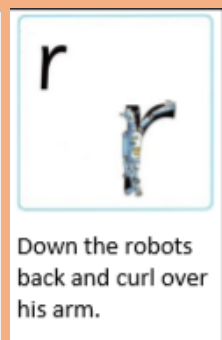
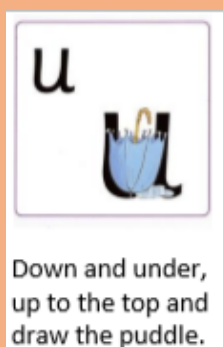
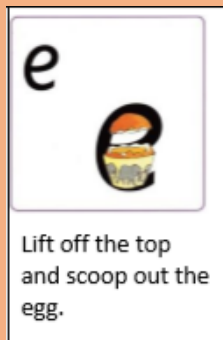
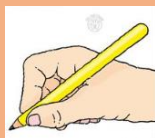
In your learning pack there is a sheet with five boxes on it, ask the children to draw pictures in the boxes and use their phonic knowledge to label the pictures. Setting- where is the story set? Characters- which character appear in the story? Beginning/ Middle/ End- get your child to draw a picture in each of these boxes to show what happens. Here is an example-



Handwriting

This week we are writing the letters we have learnt about in phonics 'e' 'u' 'r' and 'h'. Use the handwriting sheets provided and take your time practicing the letter formation. Use the rhymes below to help your child to form the letters correctly.

Whilst your child is writing please encourage them to use the correct pencil grip.



15
minute
s every
other
day.

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Maths:

Maths

This week in maths we will be learning about introducing zero and comparing numbers to 5. If you follow the link there are videos of what we would be doing in class.

<https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-1/>

How to start sessions:

- **Practice counting forwards and backwards to 20 from different starting points.**
- Now using your fingers do simple number sentences

$$2+1=3$$

$$2+3=5$$

$$1+9=10$$

And switchers-

$$1+2=3$$

$$3+2=5$$



$$9+1=10$$

Tuesday- Alive in Five Week 1 Session 2

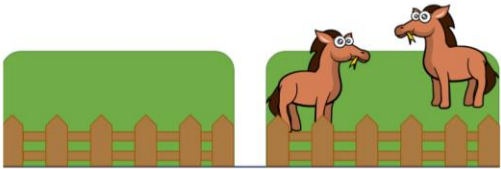
Learning objective: I can identify different numbers of objects.

Watch the video Week 1 session 2 and then complete the activity below which is included in your learning pack.

<https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-1/>

 **#MathsEveryoneCan** 

Can you draw some pictures to represent the numbers to 5
How would you represent 0?



You could even go on a walk and look to see where you can spot zero.
You might spot 0 cars on the road or 0 horses in the field.
How many 0s can you find?

White Rose Maths



Wednesday- Alive in Five Week 1 Session 3

Learning objective: I can compare amounts.

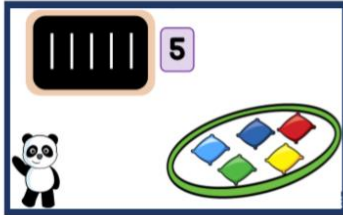
I can say which animal has the most and which has the fewest.

Watch the video Week 1 session 3 and then complete the activity below which is included in your learning pack.

<https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-1/>

 **#MathsEveryoneCan** 

Now it's your turn to have a go at the throwing game.
You will need a target, such as a hoop, and five objects to throw.



How many land inside the hoop? How many land outside the hoop?
Now record your score and then have another go!
Did you score more or less this time?

White Rose Maths

30
minute
s daily

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Thursday- Alive in Five Week 1 Session 4







Learning objective: I can compare amounts.

Watch the video Week 1 session 4 and then complete the activity below which is included in your learning pack.

<https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-1/>

#MathsEveryoneCan

Why not play your own comparison game with a friend.
If you don't have your own cards, cut out and use the cards below.

Look out for who has more!

White Rose Maths

Friday- Alive in Five Week 1 Session 5



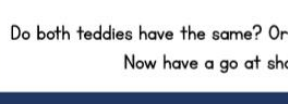

Learning objective: I can share amounts equally.

Watch the video Week 1 session 5 and then complete the activity below which is included in your learning pack.

<https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-1/>

#MathsEveryoneCan

Set up a teddy bears picnic and gather some food or objects to share.
Explore sharing the food or objects between 2 teddies.

Do both teddies have the same? Or does one teddy have more or fewer?
Now have a go at sharing between 3 teddies.

White Rose Maths

Number blocks series 1 on BBC iplayer is linked to our current learning, here is a link!

<https://www.bbc.co.uk/iplayer/episode/b08bzzns/numberblocks-series-1-one>

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Curriculum

<u>Topic-</u>		
<u>Topic-</u>	<p><i>The World- Introduction to winter.</i> Similarities and differences to winter and other seasons. What changes in winter? https://www.youtube.com/watch?v=X0Bv6hchrg0 This week we were going to talk with the children about the season winter. Watch the video above on youtube and have a discussion with your child about what they notice? Complete the sorting activity that is in your learning pack, which pictures happen in the summer and which happen in the winter?</p> <p><i>PE- Yogabugs</i> https://vimeo.com/showcase/7488612 Password: schoolbugs321* Follow the above link and complete 'The Three Little Pigs' yoga activity which is linked to our learning into traditional tales.</p> <p><i>PSHE- Dreams and goals</i> Set the children a hard challenge for example build a tall tower using only spaghetti and marshmallows or wooden bricks, build a tower from cards, a bowl of small objects e.g sequins and beads and blindfold a child: can they only pick out the sequins? Find a challenge that is hard to complete. After completing the challenge as them, how did you find that challenge? How did it make you feel? https://www.youtube.com/watch?v=-yGD2k4UHGg Watch the story linked above. Questions: How did you find that challenge? How did it make you feel? What sorts of things do we everyday that are tricky? Do you ever have any problems with your friends? How do you sort these out? Talk about how sometimes we may come across things that are hard. Discuss how we could overcome them. If we were to do the challenges again, what could we do to help us achieve them? What sorts of things do we every day that are tricky? Do you ever have any problems with your friends? How do you sort these out? Task- What sort of things are tricky to do at home? Can you challenge yourself to overcome them e.g. tying up shoelaces, putting clothes away or dressing yourself.</p>	<u>Each Afternoon</u>

Don't forget- we love seeing your home learning. You can always take a photo and email to school or tweet us! We are looking forward to seeing what you have been up to. If you have any issue please contact school and we can get you some help.

Miss Savage and Mrs Ali

Miss Bradshaw and Miss Seddon