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|  | w/b 20.04.2020 | Reception – Home Learning | | Week 2 |
| Day | Phonics | English | Maths | Targeted Activities |
| Mon | **Phase 3** – Logon onto phonics play and play ‘Grab a giggling grapheme’ with all of phase 2 sounds.  Find the oa sound on your jolly phonics strip and recap the sound and action. Listen to and join in the song. Write the sound.  <https://audioboom.com/posts/1166165-jolly-phonics-oa-song> Have a go at the read and reveal oa words in the weeks resources.  **Phase 4** – Logon onto phonics play and play ‘Grab a giggling grapheme’ with all of phase 3 sounds.  Adult to write the tricky words ***were, there, little*** and ***one*** on word cards. Children to practise reading them. Practise writing the words on a line.  Adult to write the following sentences onto word strips and children to read them: ***Were there some chimps at the zoo? There was a paintbrush in the coffee cup! One little brown toad got stuck down a drain.***  **Phase 5** – Recap the ***or*** sound by finding it on the jolly phonics strip and doing the action. Teach ***aw*** as an alternative or spelling. Watch Geraldine the Giraffe – aw.  <https://www.youtube.com/watch?v=7xvdbR6g060>  Complete the aw real and non-sense word sheet in this week’s resources. As you read each word add sound buttons.  Read the or / aw phoneme spotter postcard in this week’s resources and use a pen to highlight the or / aw sound. | **We’re Going On A Bear Hunt**  Open the Reception Hamilton Trust English folder and click on We’re going on a Bear Hunt.  ***Activities 1 and 2***  Listen to the story and order the  pictures.  **Extension –** Create a story map. | Start the week off by counting to 20. You can join in with our song <https://www.youtube.com/watch?v=0VLxWIHRD4E> or count by yourself.  **Addition**  This week we are looking at addition.  Watch these clips to remind you how we add and what symbols we use to make a number sentence.  <https://www.bbc.co.uk/bitesize/topics/zwv39j6/articles/z8hyfrd>  Gather together 20 small objects. These could be buttons, raisins etc.  Take a random handful and put it to one side. Do this again. Now have a go at adding the two together. Ask a grown up to test you by giving you different amounts to add together.  If you find that fairly easy, have a go at adding together the numbers in your head without counting each item. You should use your knowledge of your learn its to help with this. | ***Understanding the world***  Have a look in your garden and see what’s growing – chat to your mums and dads about the names of plants and flowers you can see. Have a go at making some prints of some of the leaves and petals you find.  ***You will need –***  A small hammer,  Plain paper (as rough and thick as you can find)  Kitchen roll  ***What to do-***  1.Choose a leaf, petal or flower and place it on the paper on a flat surface outside.  2. Put the paper towel over the top.  3. Hammer the leaf / flower all over until the colour starts to come through the paper towel.  4. Take off the paper towel and item to reveal the print.  5. Label what you have printed. |
| Tues | **Phase 3** – Find the oo sound on the phonics strip and remind yourself of the action.  ***oo OO Move head back and forth as if it is the cuckoo in a cuckoo clock, saying u oo, u oo (short and long oo).***  Print off the words in the weekly resources. Add sound buttons to the words, read them and sort them into two groups (long oo and short oo).  **Phase 4** – Logon onto phonics play and play ‘Flashcards: Time challenge’ with phase 3 sounds.  Adult to write ***lunchbox*** and clap the two syllables. Adult to say a word and children to have a go at sound talking to write it – splitting the word into two syllables to help. ***starlight, desktop, sandwich, sandpit, windmill, helpdesk.***  **Phase 5** – Login to phonics play and click on phase 5 sentences. Click on the aw sentences and have a go at reading them. Next play buried treasure with aw words. Adult to write the tricky word Mr, Mrs, looked, called, asked. Children to pretend to be the teacher and teach you how to write them. | **We’re Going On A Bear Hunt**  Open the Reception Hamilton Trust English folder and click on We’re going on a Bear Hunt.  ***Fun time extra activities (part 2)***  Imagine you were going on a bear hunt and choose three things you would take. Draw each item and describe it either verbally or written in sentences. Think about why it would be useful. | Open up the power point labelled Reception maths Tuesday and have a go at answering the questions.  Take your blank number sentence and your number cards from your home learning pack.  Have a go at making some number sentences using these numbers. Use items to help you count if you need to. | ***Creative learning***  Watch the youtube clip to find out about the artist - Yayoi Kusama.  <https://www.youtube.com/watch?v=YvVABrPWxSI>  Read what you thiunk is appropriate for your child.  Have a look at this clip to see what other children make of her artwork.  <https://www.youtube.com/watch?v=Z4OhwL7WyHg>  Have a look at the giant flower sculptures by the artist in this week’s resources.  **Have a go**  Can you paint a picture or make a sculputree of a flower in this style of this dotty artist?  Make sure your flower has a stem, roots, leaves and petals. |
| Wed | **Phase 3** – Find the ar sound on your jolly phonics strip. Recap the sound and action.  ***ar Open mouth wide and say ah, as if at the doctors.***  Practise writing the sound on a line, with chalk outside or with a paintbrush and water.  Adult to write the following sentences onto strips: Will it be hard to park my car on this road? Will a dog bark if it sees a shark? Is it dark on the moon? Children to read them with adult support if needed.  **Phase 4** – Adult to say the following sentence and children to write it. Look at corrections together. ***Ring the helpdesk and tell them my cat is stuck. The chimpanzee did a handstand. This frog is chomping on pondweed.***  **Phase 5** – Teach the wh sound by watching Geraldine does wh. <https://www.youtube.com/watch?v=vuYZVrh1iPc>  Practise writing the wh sound making sure h is a tall letter.  Adult to say a word and children to write them on a line. when, wheel, which, whisper.  Have a go at making the wh sliders in this week’s resources. | **We’re going on a lion hunt**  Open the Reception Hamilton Trust English folder and click on We’re going on a lion hunt.  ***Activities 1 and 2***  Listen to the story and discuss how it is similar or different to the bear hunt story. Read and discuss the questions about the story.  number bonds | Watch the number bonds to 10 rhyme:  <https://www.youtube.com/watch?v=B_CI6__DvII>  These are all the different ways we can make 10.  Have a go at trying to remember all the different ways by saying the rhyme. Don’t forget to do the actions! Maybe you can think of some different rhymes and actions to make number bonds to 10.  Have a go at making some ladybirds that have number bonds to 10 on them. You can use the sheets included in the resource file, labelled reception maths ladybirds or you can make your own out paper or even play dough.  Make sure your ladybird ends up with 10 spots on each time! You can have a go at writing the number sentences to go along with each ladybird if you like. | This week we are thinking about woodland habitats. Have a watch of these videos to explain what that is. Try the quiz afterwards.  <https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zc42xnb>  We have lots of wooded areas around us in this country. Can you remember what our country is called?  Make a woodland picture. You could draw, paint or use things you might find on a walk like leaves and twigs. See if you can put some animals you would find in the woods into your picture. |
| Thurs | **Phase 3** – Adult to write the tricky words no and go. Children to read them then have a go at practising writing them.  Adult to say a word then children to have a go at writing it on a line: look, foot, too, zoom, food, card, hard, jar, park.  Give children post-its and ask them write the following sentences: This book is fun. This book is good. This book is cool. Ask them to stick them onto their books.  **Phase 4** – Adult to write the words ***they, all*** and ***are*** onto big pieces of paper. Children try to sound talk words to read. Put a zigzag line under the tricky parts of each word – the bits that can’t be sounded out. Set a timer for 30 seconds and see how many times they can write each word in 30 seconds.  **Phase 5** – Teach the ph sound by watching Geraldine does ph. <https://www.youtube.com/watch?v=z1bseW0nI2k>  Have a go at writing the ph words and the other words onto the sheet in this week’s resources. | **We’re going on a lion hunt**  Open the Reception Hamilton Trust English folder and click on We’re going on a lion hunt.  ***Activity 3***  Try this if you fancy doing some acting: send your videos to class dojo so that we can share them.  **Extension –** Try the fun time extra activities. Choose your favourite African animal and label the features of the lion as told in the story. | Have a go at the bubbles bond game on purple mash. It is set as a to do for you.  See if you can complete one of the mats labelled Reception Thursday maths. Ask a grown up to chose one for you. | <https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zc42xnb> Read the book “The Gruffalo” If you haven’t got the book you can watch it on BBC Iplayer.  Think about the animals you might find in the woods. This is a different habitat to the Arctic that we looked at last week and the animals that live there are different too.  Write me a list of animals that you might find in a woodland habitat and draw a picture to go with each animal. If you want to extend your work you could write a fact about each animal. |
| Fri | **Phase 3** – Adult to cut up some strips of paper with lines onto write sentences on. Adult to say the sentences and ask children to write them on the strips. Then to give a thumbs up or down for the answer: Is a fork sharp? Will a fish forget things? Is a boot short? Is a tail for wagging? Can a coat get torn on a thorn? Is a torch bright? Is corn red? Do bees buzz in the morning?  **Phase 4** – Adult to read one, two or three sentence/s and children to write them. ***They had a sandwich and some crisps for a snack. The windmills are all near the farm. They are all jumping for joy***. Look at any corrections together.  **Phase 5** – Sentence dictation. Adult to say the sentence and children to write them: ***Which is a dolphin better at, jumping or swimming? Phonics is about sounds. I can whisper them or say them loud.***  Remind children of where each letter is positioned on the line and to use capital letters and full stops. | **Arnside Archive**  The Arnside Archive Group have invited the people of Arnside to write a diary about their experiences during the Covid-19 Pandemic. Each week the children could write a diary entry for the week. This could be a family diary, photos, pictures, jokes, practical tips etc.  **Activity** – To write a diary entry for this week. You can do this in a scrap book style or use template provided. | <https://pbskids.org/curiousgeorge/busyday/ten/>  Have a go at playing the Curious George game to help you with your number bonds to 10.  Open up the Reception maths Friday work sheet and have a go at completing it. If you cannot print it, you can write it out on blank paper. | <https://www.bbc.co.uk/teach/class-clips-video/pshe-early-years-foundation-stage-ks1-feeling-better/zm2st39>  Watch the above clips. They are about all the different types of emotions we can feel. Have a look at the worksheet labelled emotions. Have a go at drawing faces to match the emotions.  Choose three of the emotions and try and remember a time when you have felt that way. If you want to you could write me some sentences explaining how you felt and why you felt that way. Use your phonics mat to help you and remember your finger spaces. |