




Dear Parents and Pine Class children,

I am so excited to be back in school and have been carefully thinking of fun activities to keep you busy at home as well as in school. It's been lovely to see all the hard work happening in the classroom but also seeing emails of your home learning has been really great. Just a reminder that the phonics, English and maths learning is really important to focus on every day and if you are finding these hard to do please email me. I have not created a worksheet for every lesson as lots are practical so please read the plans carefully to find out what you should be doing. Please be aware that in school the learning provision would look slightly different. In our classroom we are differentiating learning and inputs, children will have some interventions and plenty of safe resources to use as would be expected in a school environment. These home plans are to accommodate children learning from home during this period. I hope you enjoy our new theme: Under the Sea! ☺

Please carry on working hard and if you need me I'm only an email away ☺ thinking of you all!

From Miss Khokhar

Reception Home Learning Menu - Week beginning 8.06.20	
P.E.	Creative (Music, Art, Drama)
<p>Follow along with Joe Wicks on you tube at 9.00am everyday to keep fit and healthy. If you have not access to You tube, can your child make up their own workout or dance routine.</p> <p>'Go noodle', 'Cosmic Yoga' and 'Just Dance' are also great alternatives.</p> <div>    </div>	<p>Think about your favourite story. Your challenge is to retell a story this week. Dress up if you can and see if you can change your voice when you change character in your play. Try and get your family to join in too.</p> <p>Create a seaside song or rap - sing or rap and perform to your family using actions and you best singing voice</p>

## Understanding the World: Seasides and Beaches

Key Tasks: What would you see at the beach? (seagulls, crabs, food, sand, seaweed, shells) What can you do at the beach? Show pictures of a seaside from the past and then photos of a modern beach. What is different, what is the same? Discuss the similarities and differences. Try and write some sentences about the seaside.



### Suggested tasks:

- Write sentences describing the similarities and differences between a beach from the past and a modern beach
- Write a list of things you can do at the beach and another list of things you can see at the beach

## Phonics – recapping previous sounds that have already been taught in school.

**l / ll** - <https://www.youtube.com/watch?v=AdyrIMpwXSg> - create a lazy ladybird puppet before reading the story. Read/listen to the story and pretend to yawn and fall asleep. The ladybird is very lazy and likes sleeping. Play sleeping ladybirds with your family. See which ladybird moves first. Then practice writing the 'l' sound in red or black paint. Then sound out the words: lap, lip, logs, lamp. Then write a sentence with one of these words

**ss** - <https://www.youtube.com/watch?v=8M90vXOMqIw> - dress up as a knight/prince or princess for this lesson. Listen to the story about the kiss that missed. Using lipbalm or lipstick (ask an adult first) draw the letters 'ss' together on paper. Two sounds together are called a digraph. Its two letters that make one sound. Practice sounding out these words and blow a kiss after you do each one. (kiss, miss, hiss) then write a sentence with one word.

**u** - <https://www.youtube.com/watch?v=ADnAGBWlqzE> - find some big underpants or shorts and put them over your clothes before you listen to the story. If you have any alien ears like I have at school put them on. Pretend you are in space with the aliens and practice writing the 'u' letter in moon dust (flour). Then practice sounding out these words: pug, dug, slug. Then write 3 sentences for each of these words.

Letters and sounds which is a different phonics scheme are setting up daily lessons on your tube. They have different actions and captions however the sounds are the same as ours. If you would like to use this as an **additional** phonics session please use the following link:

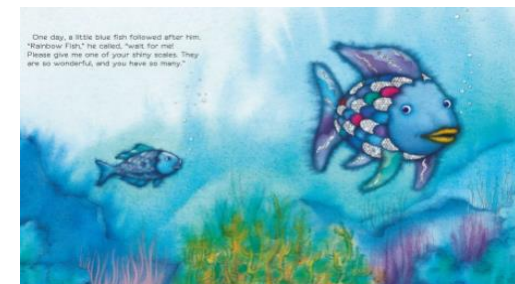
<https://www.youtube.com/watch?v=siVkJXoEQDNc> Do not use this as your only phonics lesson but refer to the above sounds for this week.

## Reading: Inference Task

Read a book for 15 minutes a day and discuss the story thinking about the plot, characters, setting, problems and solutions in the story or have a go at using your inference skills to discuss this picture.

One day, a little blue fish followed after him. 'Rainbow fish,' He called. 'Wait for me! Please give me one of your shiny scales. They are so wonderful, and you have so many.'

1. Which characters are in this picture?
2. Spot all the adjectives on this page
3. What do you think the rainbow fish will say to the blue fish?



**English: The Rainbow Fish** - LO: To speak in full sentences. To use adjectives in a sentence - <https://www.youtube.com/watch?v=QFORvXhub28>

Monday: Show the book 'The Rainbow Fish' or follow the link above. **Who is the main character?** Show front cover for support. Explain that the rainbow fish has visited you and gave you some of his special scales. Hand them out and children can touch and look at the scales. Children to think about what they look like. Collect them in and hold one up, ask children to share the words they would use to describe the scales. Model saying it in a sentence. Eg: the scale is shiny. The scale is shimmering, The scale is green.

Tuesday: teach the word 'adjective' **what is an adjective?** Show the scales from the previous lesson - **can you say a sentence using an adjective?** Eg: the scale is shimmery. Then write one sentence and circle the adjective. Explain that this word describes the scales. Show another sentence - **which is the describing word?** Children to practice writing an adjective or a sentence to describe the scale.

Wednesday: show a page of the story, either of the ocean or the fish. Write sentences together using adjectives. Children should highlight/spot the adjective in each sentence you write together

Thursday: Read the book - recap what an adjective is. Children write out sentences using adjectives to describe their favourite picture in the book.

Friday: sort adjectives - play adjective jumble.

## Maths: Positional Language (next to, behind, in front, beside)

Monday: Show pirate/parrot/rainbow fish puppet - put the object in various places in the room - *where is it? Can you describe where it is?* Write positional language words down as chn say them. Rpt moving the object around the room covering all keywords.

Tuesday: Show pictures of a pirate on a ship - *which word can you use to describe where he is?* TTYP

Wednesday: Adult to hide an object in the room - encourage your child to only ask questions using key language to guess where the object is *Eg: is it next to x?, is it under x?, is it behind x?*

Thursday: Give your child a 'pirate jewel' (stone/plastic gem) - go outside and hide the jewel. Ask your child to find it by asking questions using keywords and following the language. - *is it next to? Is it behind?*

Friday: child to set up a few simple obstacle courses outside using crates, skipping ropes, hoops, beanbags, cones, footballs etc - *can you use positional language to get your siblings/parents across the course?*

## Continuous Provision

Roleplay: pretend you are at the beach, dress up in your beach clothes, take a towel and sunglasses and enjoy sunbathing in the sun (with sunscreen on)

Small world: create an under the sea scene - use sea animals, boats and water if you can. Maybe use your paddling pool outside.

Gross motor: Time yourself and see how many times you can throw and catch a soft object in 30 seconds. Can you beat your score?

Art: create your own under the sea animal. try and make a paper plate jelly fish or a toilet roll octopus.

Understanding the world: find out facts about shells - can you draw a shell? Use your adjective knowledge to describe them

Maths: if you have a pirate ship, use a coin (golden treasure) to hide it and describe where it is. If you haven't got a pirate ship, hide your golden treasure in the garden and create your own treasure map to find it using positional language. (in between, next to, left, right, under, above, on top)



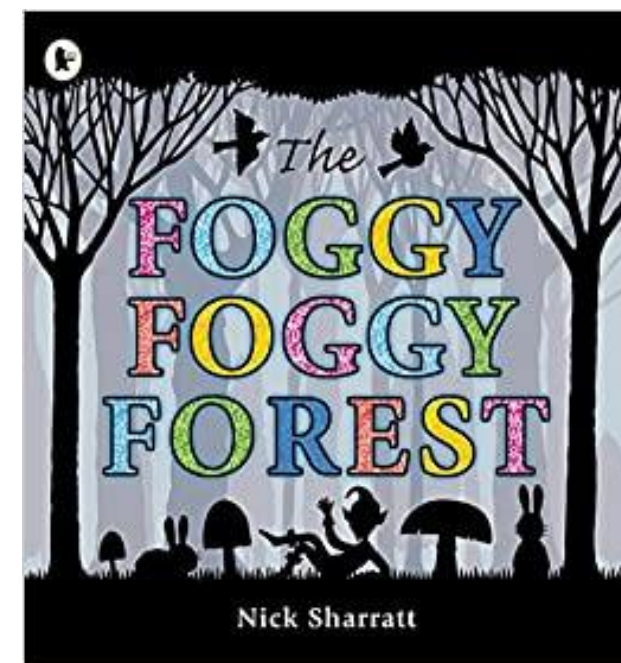
These phonic sheets are to consolidate the previous week's phonic sounds. The children should write words with the matching sound and use their phonics to spell the words correctly.

Names: \_\_\_\_\_ Date: 6/20 I/S Phonics PD English CIL

LO: To form letters correctly. To know the 'f' sound. To say the 'f' sound in words.

## Foggy Forrest

Practice writing words that have the 'f' sound in them.





Name:

Date:

.06/20

I/S

CIL

Phonics PD

C&L

LO: To form letters correctly. LO: To use phonics to sound out CVC words. LO: To write CVC words using phonics



NS: Put a CVC word in a sentence

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Names \_\_\_\_\_

Dates \_\_\_\_\_

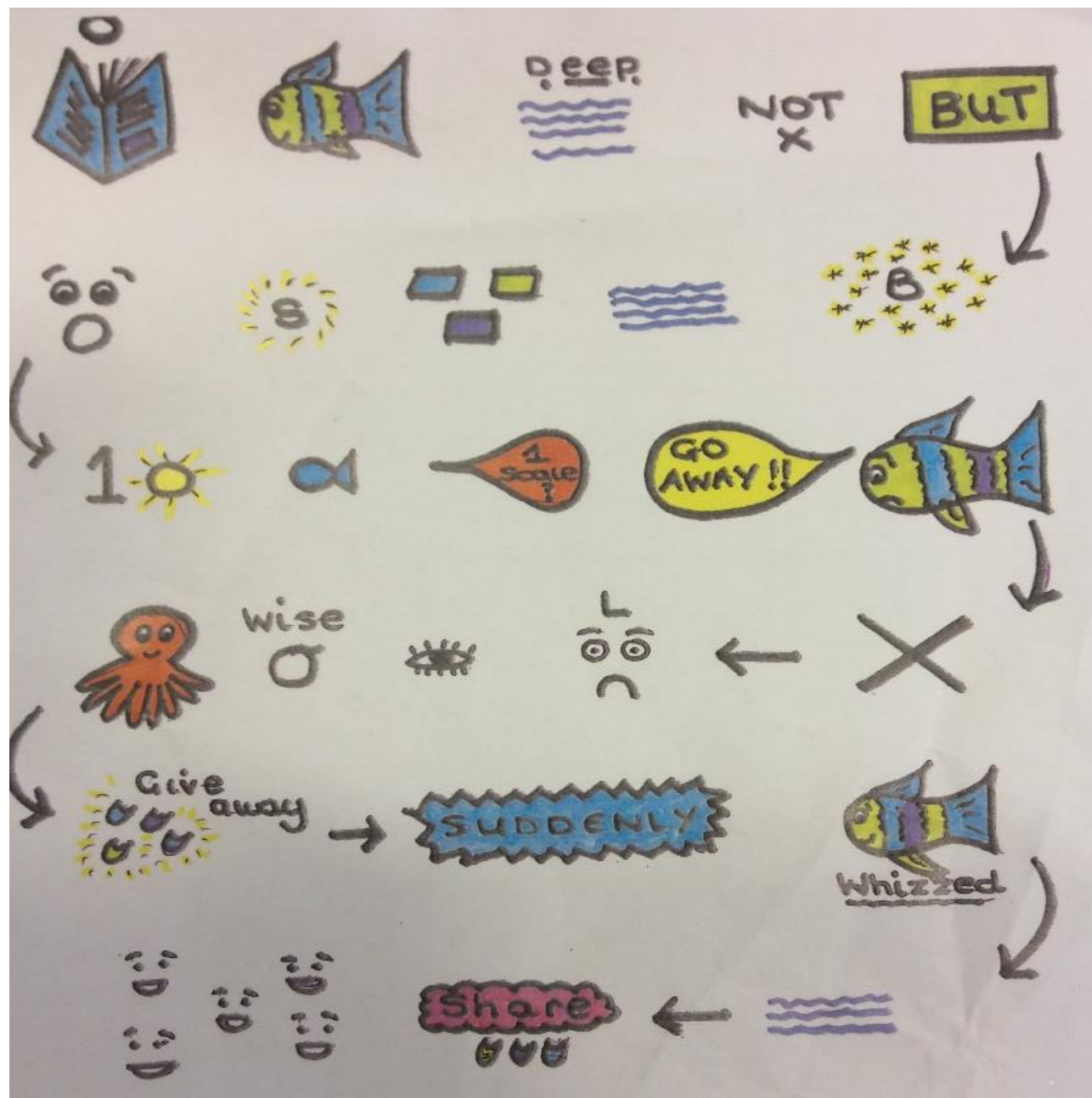
.06.20 I/S CIL Phonics PD C&L

LO: To form letters correctly. LO: To use phonics to sound out CVC words. LO: To write CVC words using phonics.



NS: Put a CVC word in a sentence

\_\_\_\_\_



Once upon a time there lived a fish in the deep blue sea. Not just an ordinary fish, but the most beautiful fish in the entire ocean. His scales were every shade of colour. His scales were blue, green and purple with sparkly scales among them. The other fish were amazing at his beauty. One day a little blue fish said 'can I have one of your scales please'. 'Go away!' said the Rainbow Fish. From that day on no one wanted to be friends with The Rainbow Fish. He was lonely. He saw a wise old octopus. He said 'give away your scales and you will be happy. Suddenly The Rainbow Fish whizzed through the ocean to share his scales. Everyone was happy and so was he.



LO: To use adjectives in a sentence. To use a conjunction 'and'. To write a sentence correctly including full stops, capital letters and finger spaces - 4•



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Name:

Date: .6.20 ALA I/S PD C&L L

LO: To use adjectives to describe a character - 1\*



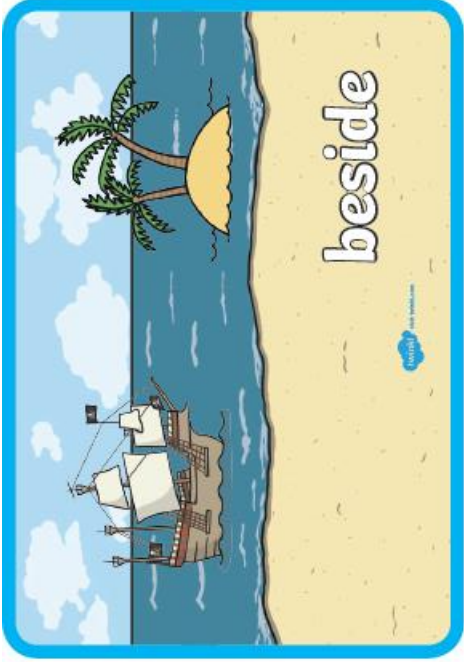
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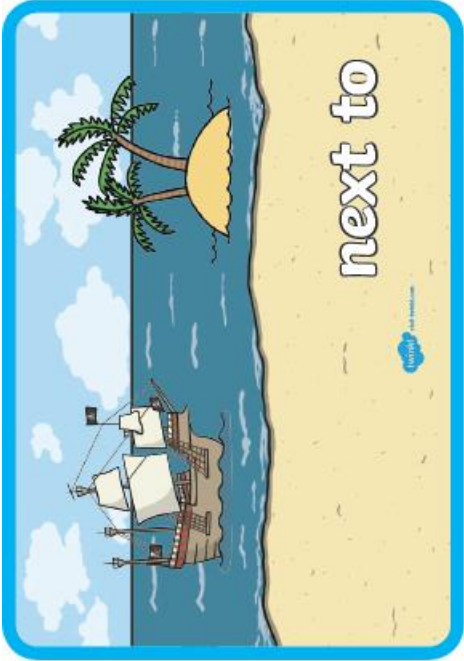
L.O: To use positional language

I used pirate-themed cards to describe the position of pirates and their objects. Here are the words I can use:





beside



next to



between



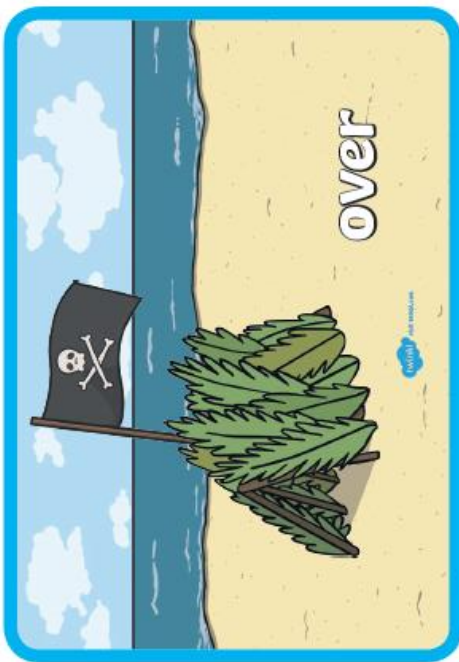
on top of



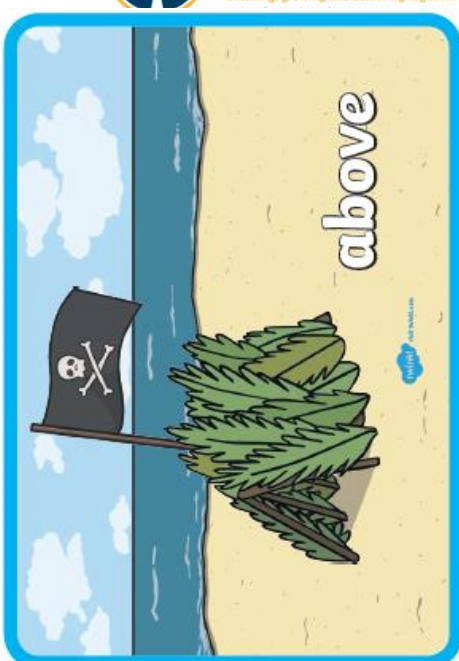
below



under



over



above





Where is the pirate? – LO: To use positional language

