

Dear Pine Class,

Last week was the busiest week so far in Pine Class. We had so many visitors again and we started off with a visit from the queen on Monday! On Tuesday we went bird spotting and on Wednesday we went on an egg hunt and found a chicken in the playground! It was eventful to say the least. With visitors, learning, talk time, lunch in the classroom and challenge time we were very busy and are had a great week in school. I hope you are also getting on with your learning at home. Reception children are allowed back into school so it's really important you keep up with your learning if you are at home too. It's was lovely being in our bubble last week, we enjoyed learning about the church in R.E and thought carefully about families in PSHE. We thought about different types of families and how we are all special in our own way. I have really enjoyed planning this week's new challenges and activities so please work hard on them and watch the You Tube challenge videos as well. I filmed the classroom for you to see in case you have been missing our lovely room. Send me an email if you are finding the work tricky and I look forward to seeing you all soon!

Thinking of you all ☺

From Miss Khokhar ☺

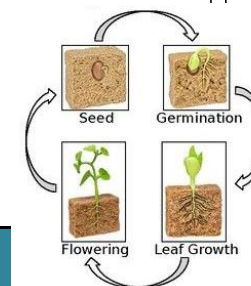
Reception Home Learning Menu - Week beginning 6.7.20	
P.E.	Creative (Music, Art, Drama)
Follow along with Joe Wicks on you tube at 9.00am every day to keep fit and healthy. If you have not access to You tube, can your child make up their own workout or dance routine. 'Go noodle', 'Cosmic Yoga' and 'Just Dance' are also great alternatives.	Have a go at leaf printing. Paint leaves and see if you can make a pattern. Or draw pictures of your plant seed that you will grow this week in theme. What does it look like? Draw it each day and see if changes. Add colours using pencils, paint or collage paper and glue.

## Understanding the World: Growing

Key Questions: the children in school have taken a great interest into growing and planting. This week we will be planting seeds. Discuss the life cycle of a bean. You could also discuss what a plant needs to grow and talk about why. You could try growing your own plants and see what happens!

### Suggested tasks:

- Complete the life cycle of a bean
  - Label plants
- Write facts about plants – what do they need to grow



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

**th:** <https://www.youtube.com/watch?v=qvB83oaGVSs>. Dress up as a pirate and sing: <https://www.youtube.com/watch?v=QVfVIcWlalo>. Highlight the 'th' sound in this way, that way. Then make a list of words that start with th (thumb, think, that) and the words that end with th (mouth, south, north). Then practice writing the digraph 'th' in water or gold glitter (gold dust) with your finger. Then practice writing these words: thing, this, that, think, than

**ng** - <https://www.youtube.com/watch?v=-moaFGEduOw> - wear a kimono if you have one and pretend you are a Chinese lady called Ching. Tell your child you have lost all your rings and say 'ng ng, Chings rings'. Then hide some rings with words on around the room, as you find them sound out the words for Ching. Then practice writing: Ching, ring, thing, fling, running, jumping and singing. Ching lost all of her rings. I am singing.

**ai** - <https://www.youtube.com/watch?v=XsCgl6DobN4> - take a walk to see if you can find any snails or watch a video about snails. Follow a fake snail trail with words on - use phonics to decode the words: pail, snail, trail, hail, mail, wail, fail, rail, bail, sail. Write some of these down in slime (green paint) and then practice writing 3 sentences that include the 'ai' words.

Practice these sounds **Monday-Wednesday** and then recap them all together on **Thursday and Friday**. To ensure they are engaged please prepare the lessons as much as possible and don't hesitate to **be creative**! If you need online videos watch the links or listen to

<https://www.youtube.com/watch?v=iUlnOEengBM>. These are phonics lessons on you tube but these are **not part of our scheme or plans**.

## Reading: Inference Task – listen to: The snail and the Whale

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 read the text on the attached page (Snail and the Whale) and answer the questions with an adult. You may want to listen to the whole story before you start this activity.

<https://www.youtube.com/watch?v=x887mPO9X9c>

## English: Jasper's Beanstalk LO: To write instructions

[https://www.youtube.com/watch?v=Da6lxY\\_8jmU](https://www.youtube.com/watch?v=Da6lxY_8jmU)

Monday: show a plant pot, some soil, a spade, gardening gloves and a seed – what might our story be about today? Show a cat puppet and read the story 'Jaspers Beanstalk' – sequence the story using pictures or verbally retell the story in order using time language (first, then, next, after that, finally)

Tuesday: recap the story – discuss growing the seed – how do we learn how to do things? How do you make sure you don't miss out a step or make a mistake? Show an example of instructions (see sheet) – look carefully at how the instructions are written. Are they all in one line like a story? Are they numbered? Read them and highlight the key features of instructions (numbered, time words eg: First, next, then, bossy words eg: put, mix, cut, pour)

Wednesday: show a set of instructions without bossy words – what is missing from the instructions? Why do we need bossy words? (imperative verbs) fill them in together to make sense of the instructions.

Thursday: show a set of instructions without time words – what is missing from the instructions? Why do we need time words? (first, next, finally) – fill them in together to make sense of the instructions.

Friday: follow the instructions and plant your own bean – highlight the bossy words and time words as you read them and plant your seed.

**Maths: Time LO: Telling the time to the hour. To use language related to time. To sequence time**

**Monday:** Read the book 'Jasper's Beanstalk' how do we know when Jasper planted the seed? Which words in the story tell us the order? Highlight the days of the week. Can you say the days of the week in order? Sing along with: <https://www.youtube.com/watch?v=spi77By9-iA>.

**Tuesday:** make your own train timetable - draw pictures for what you do in the day. Then use mathematical language related to time to talk about your day. Use the words: morning, evening, daytime, night time) or order the pictures (attached sheet) thinking about when you do the activities shown.

**Wednesday:** Show a clock - what can you see? Highlight the numbers around the edge and the minute lines in between. Then look at the hour hand and the minute hand - what do these tell us? Make a clock using numbers and put them around in a circle. Add hands made of paper or use your bodies to show different times

**Thursday:** show a clock with O'clock times can you tell the time? How do you know? Discuss where the hour hand and the minute hand are pointing.

**Friday:** <https://mathsframe.co.uk/en/resources/resource/116/telling-the-time> - O'clock only. Then chn show time times on the mini clocks to match the given time eg: 1 O'clock, 3 O'clock.

Website/game to use this week if you want to : <https://www.topmarks.co.uk/time/teaching-clock>.

**Continuous Provision**

**Roleplay:** create your own ice cream palour - use old recycled boxes and create your own ice cream. You can use food or tissue paper to make scoops of ice cream. Make cones with paper or use bowls in your house.

**Small world:** use your imagination to create fantasy or everyday worlds. You can use any small toys you have at home - barbies, cars, lego, dolls, teddies. In school we are going to have a police station with a police car, jail, police people, and a finger print station using paint and paper.

**Gross motor:** see how well you can balance/ score a goal - make a goal post in your garden and kick a ball through it. Stand further back each time to make it harder.

**Understanding the world:** plant seeds in your garden with an adult - make a growing diary. Label a plant. Talk about what a plant needs to grow

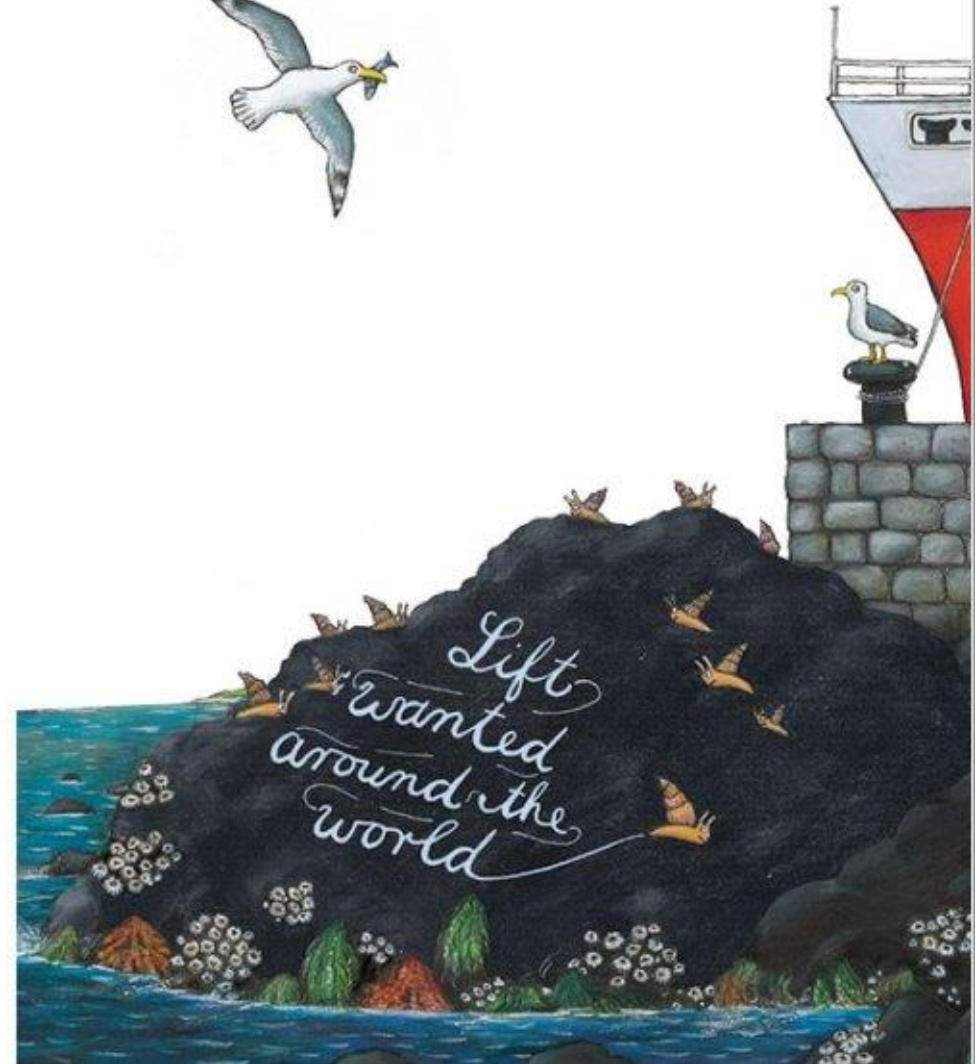
**Construction:** use only empty toilet roll tubes, sellotape/masking tape and scissors to see what you can construct and build

# Guided Reading Inference Task



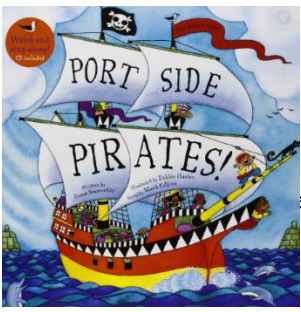
These are the other snails in the flock,  
Who all stuck tight to the smooth black rock  
And said to the snail with the itchy foot,  
“Be quiet! Don’t wriggle! Sit still! Stay put!”  
But the tiny sea snail sighed and sniffed,  
Then cried, “I’ve got it! I’ll hitch a lift!”

This is the trail  
Of the tiny snail,  
A silvery trail that looped and curled  
And said . . .



1. Find all the rhyming words in the text
2. Predict how the snail might get a lift
3. Why did other snails want him to be quiet, sit still and stay put?
4. Which adjectives describe the rock?





es:

Date: 7.20 I/S Phonics PD English CIL

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

Th, th, this way and that way

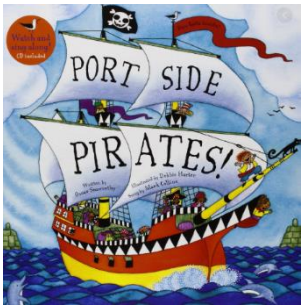
Practice writing your sounds and 'th' words

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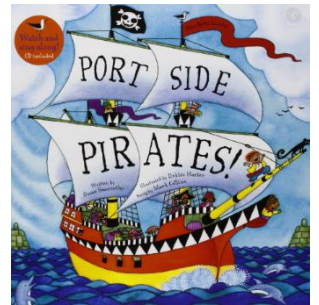
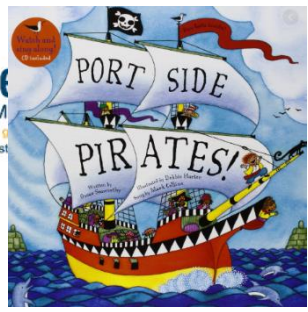
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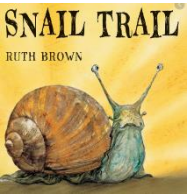
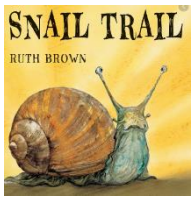
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Name: \_\_\_\_\_

Date: 2.20 CIL I/S Phonics

We have been learning about words with the 'ai' sound in them. Read, blend and write them down in the boxes. LO: To use phonic knowledge to read and spell words

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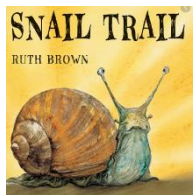
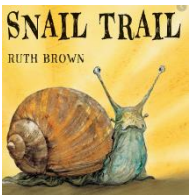
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Name:

Date: .3.20 CIL Phonics PD C&L I/S

Sound out the words with the 'ng' sound and write them in side Ching's rings.



Ns: Write a sentence using a word containing the

grapheme 'ng'

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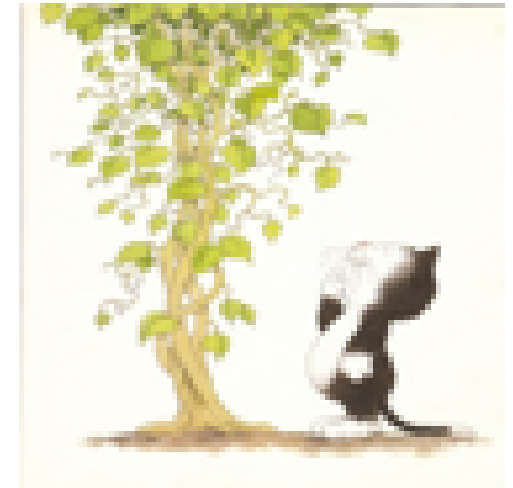
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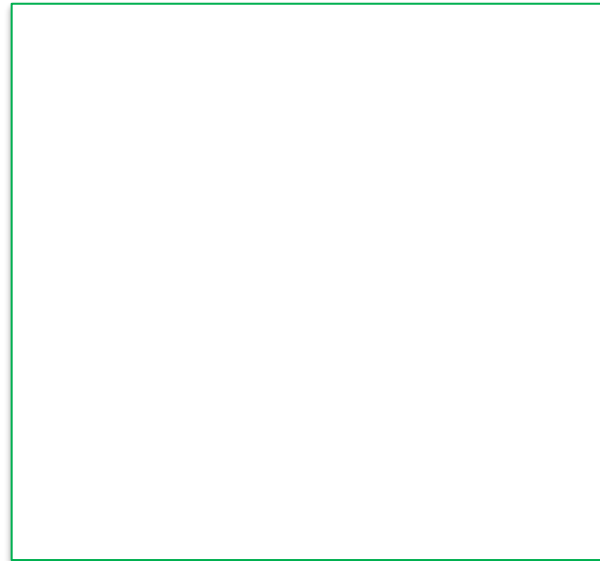
Name:

Date: 6.7.20 ALA C&L PD Literacy LO: To sequence a story.



Name:

Date: 6.7.20 ALA C&L PD Literacy LO: To sequence a story. I\*



Name: \_\_\_\_\_

Date: 7.7.20 ALA C&L PD Literacy LO: To sequence a story. - 2\*



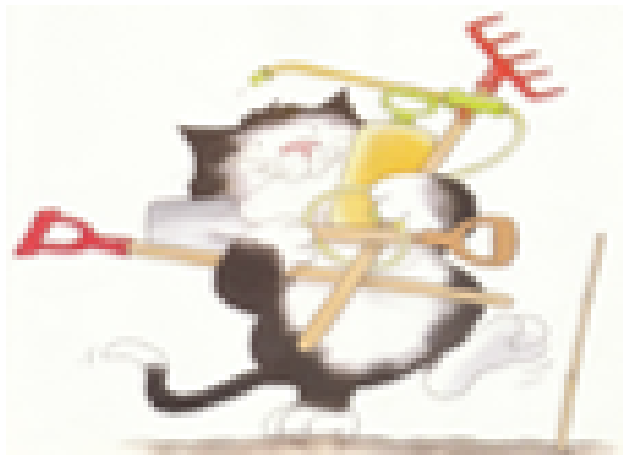
5. \_\_\_\_\_ find a bean



1. Then \_\_\_\_\_ the bean



2. \_\_\_\_\_ water the bean



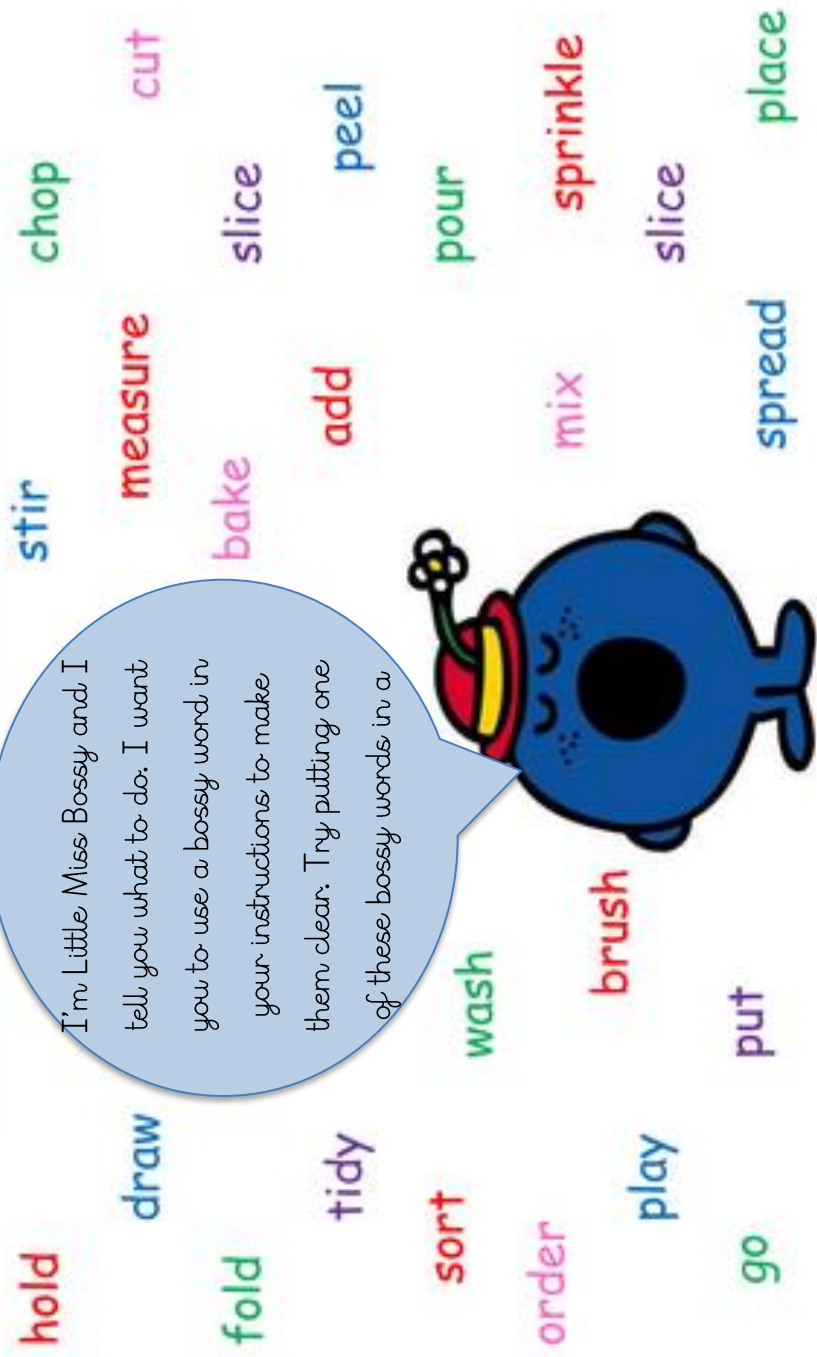
3. After that \_\_\_\_\_, \_\_\_\_\_  
and \_\_\_\_\_ the bean



4. \_\_\_\_\_ your bean has  
grown into a beanstalk!

Use this sheet to support your child using bossy words  
and time words

# Bossy Words (Imperative Verbs)



## Time Order Words

### Before

Earlier  
Formerly  
In the past  
Not long ago  
Once  
Preceding  
Previously  
Prior to  
Up until that time  
Yesterday

### First

At first  
At the beginning  
At the onset  
Before  
Commence  
Embark  
From this point  
In the first place  
Starting with  
To begin

### Next

After  
After a few days  
After a while  
After that  
As soon as  
Consequently  
Following  
Henceforth  
In time  
In turn  
Later  
Momentarily  
Not long after  
Right after  
Second  
Third  
Shortly  
Since  
Soon  
Soon after  
Then  
Tomorrow  
When  
Presently

### Sometimes

At times  
From time to time  
Gradually  
Occasionally  
Periodically  
Rarely  
Seldom  
Some of the time

### Last

After a long time  
Afterwards  
At last  
At the end  
Eventually  
Final  
Finally  
Hereafter  
In conclusion  
In the end  
Last of all  
Later on  
Thereafter  
To conclude  
To finish  
Until

Name:

8/7/20 ALA I/S PD C&L Reading Maths

Jasper's Beanstalk - LO: To sequence a familiar story 3\*

	On Monday
	On Tuesday
	On Wednesday
	On Thursday
	On Friday



Name:

8/7/20 ALA I/S PD C&L Reading Maths

Jasper's Beanstalk - LO: To sequence a familiar story 4\*



Name:

Date: 6.7.20 I/S ALA C&L Maths Say the days of the week in order - 1\*

**Monday**



**Tuesday**



**Wednesday**



**Thursday**



**Friday**



**Saturday**



**Sunday**



Name:

Date: 7.7.20 ALA Maths PD C&L I/S

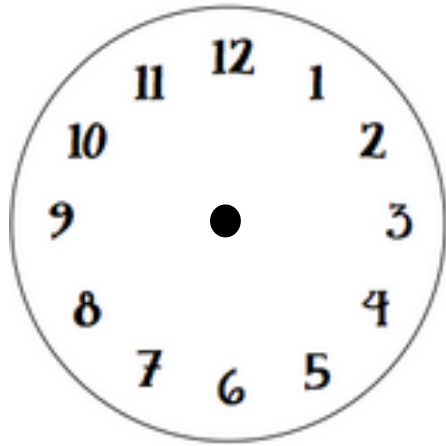
LO: To say the days of the week in order. LO: To use language related to time to sequence events. Draw your own train (timetable)  
of your morning and use the time language to talk about your day in order. 2\*


Morning    midday    afternoon    evening    bedtime    dinnertime    lunchtime  
                         sunrise           sunset

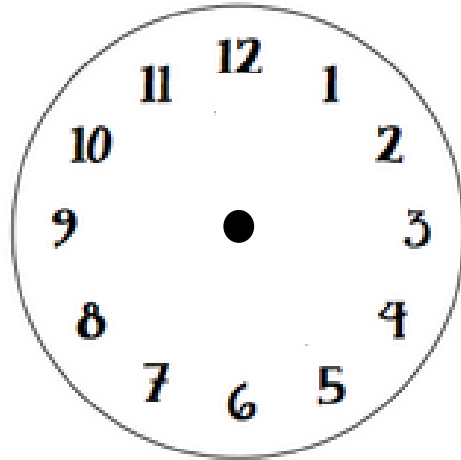
Name:

Date: 8.7.20 ALA Maths PD C&L I/S

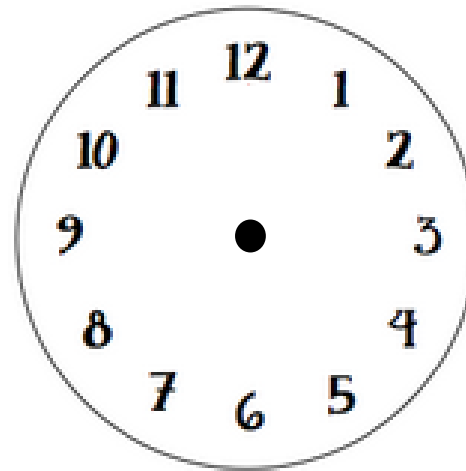
LO: To use language related to time to sequence events. To tell the time to the hour Draw the hands on the clocks (o'clock) - 3\*



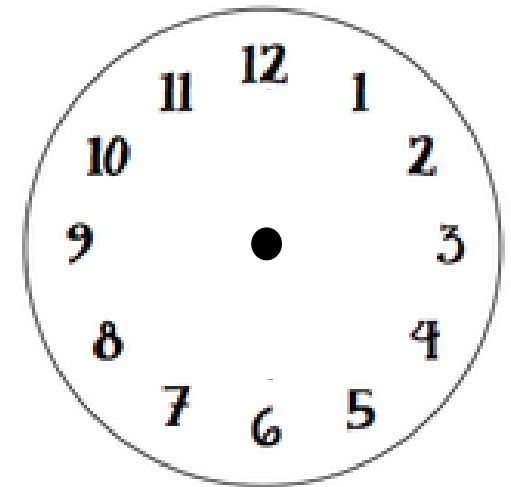
5 o'clock



2 o'clock



6 o'clock



3 o'clock



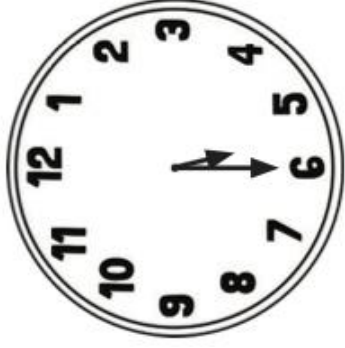
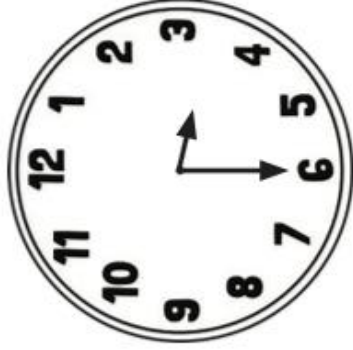
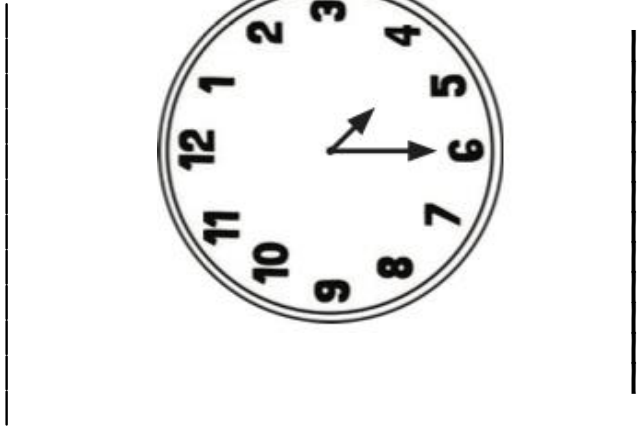
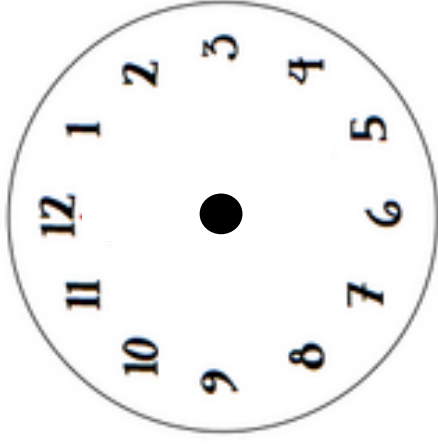
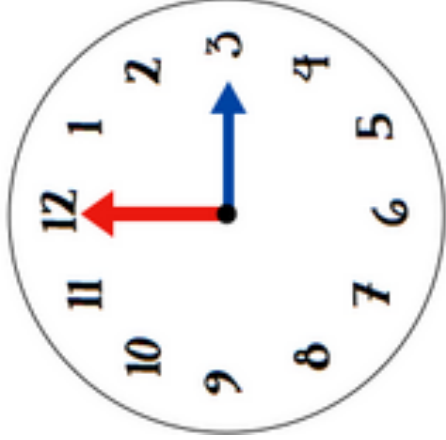
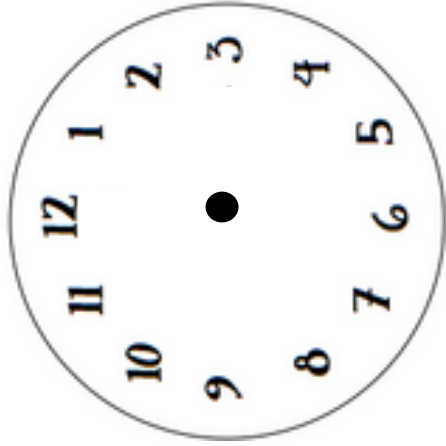
The children used mini clocks to show various times: 3 o'clock, 4 o'clock, 6 o'clock, and 9 o'clock. We talked about the numbers around the edge and the big and small hands on the clock.

Name:

Date:

ALA I/S Maths PD

LO: To tell the time to the hour and half past the hour. 4\*



Time problems:

How many minutes in an hour?

How many seconds in a minute?

If I left school one hour before 3 o'clock - what time did

I leave school?



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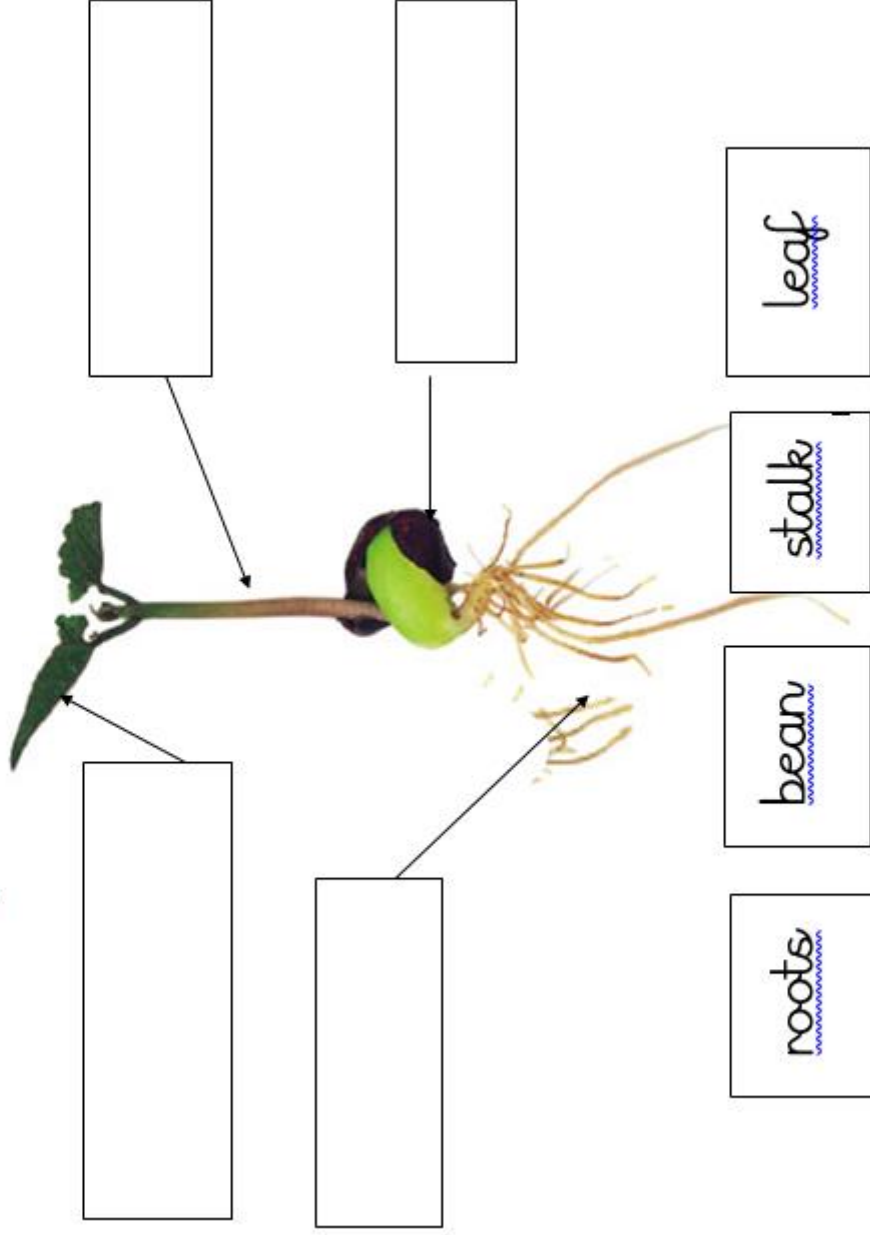


Name:

Date: 7.20 I/S CIL UW C&L PD Phonics Literacy

LO: To label a picture

# Jasper's Beanstalk



Write facts about beans or plants




# Jasper's Beanstalk

## Home Learning Challenge



Create your own beanstalk. How tall can you make it? How many leaves can you add? You could make your beanstalk out of old boxes, bottles and cardboard tubes.



Draw a picture to show what you think would be at the top of Jasper's beanstalk. Write some short sentences to describe what you think you might see.



Jasper planted 11 beans but he got fed up and dug 4 beans up, how many beans are left to grow? You could draw a picture or use your fingers to help you work out the answer!

Take a walk around your local area, park or gardens – what can you find growing? You could take a pen and paper to draw what you find.



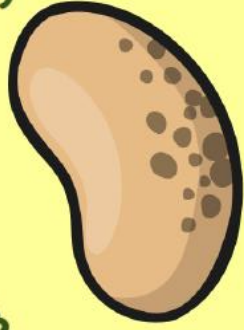
How tall are the people in your house? Find something to measure them with – this could be boxes, blocks, bottles etc. Measure the height of your family members, then talk about the size difference – who is the tallest? How tall are they?



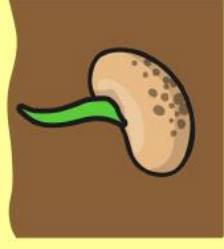
Keep a diary for a week like Jasper did – this could be about anything. What toys you play with each day? How you get to school? What you eat for breakfast?



# Bean Plant Life Cycle



The planted bean seed germinates and a shoot emerges. This will usually begin after 2-3 days.



The bean seed will start to take root and a stem will appear. The bean uses the food in the seed to grow taller.



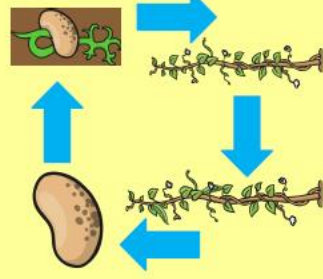
The bean plant will then flower and wait to be pollinated.



After pollination, the ovary of the plant will gradually form in to a pod of beans, which is what we pick and eat!



## Bean Life Cycle



### Some interesting facts

- The world's largest bean pods can grow up to 5 feet long.
- Beans are the only farmed plant that are good for the soil as its roots add Nitrogen to it.
- A bean is a Pulse, which is part of the Leguminosae family. It also includes peas and lentils.



Name:

Date:

.7.20

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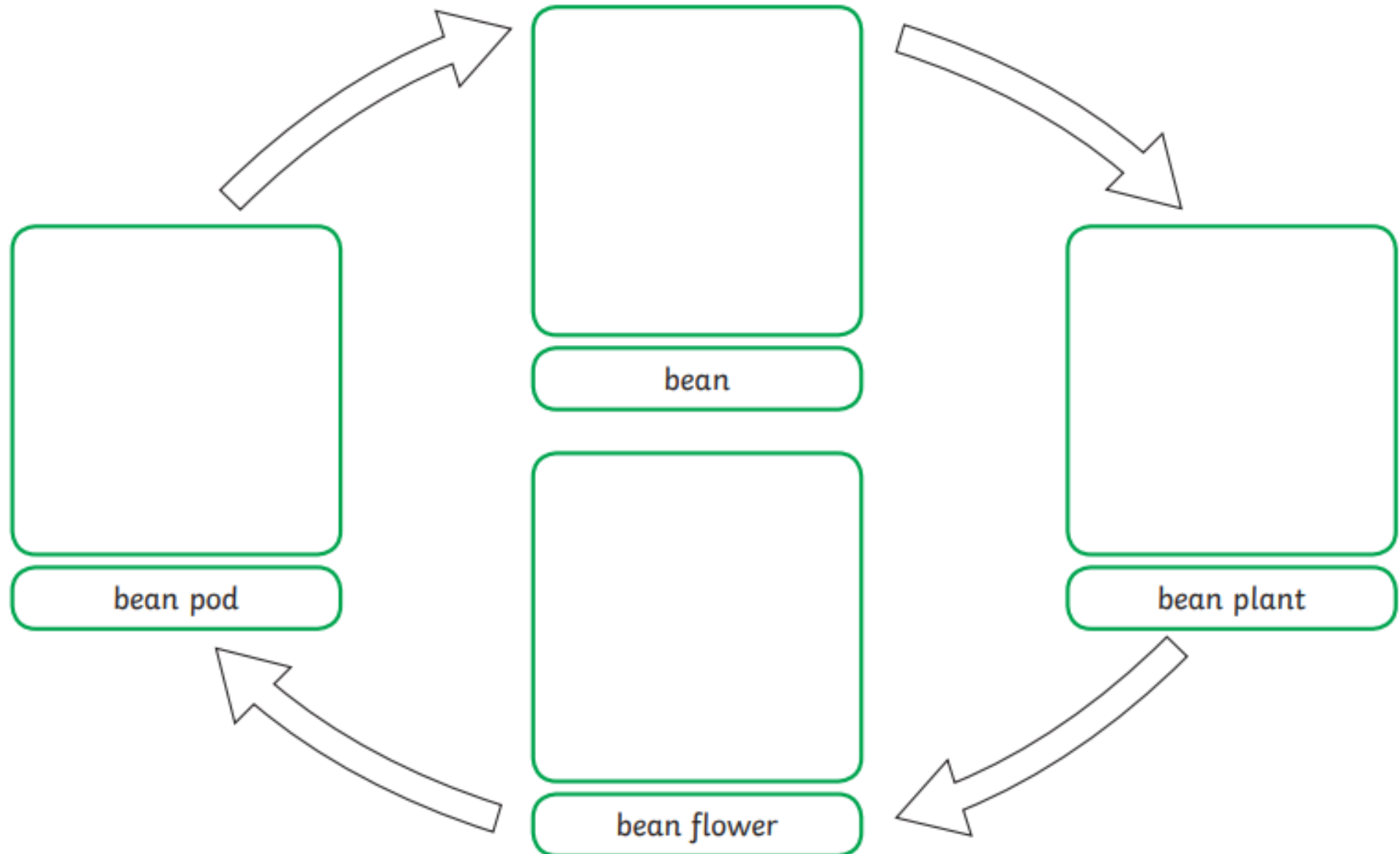
UW

C&L

PD

LO: To know the life cycle of a bean. To understand the world around them

## Life Cycle of a Bean





Use these pictures to order the life cycle of a bean on the previous page. Cut them out and stick them in order.