

To my lovely Pine Class children,

I hope you have had a busy and fun week. I have been missing you all and hope you are all safe and happy. I miss seeing your smiling faces but It's been fantastic being in school in our little pine bubble. We have been enjoying the sun and working hard in school. We have been following our new rules to keep safe really well. The children have been fantastic and have been really happy back in their classroom. Last week we really enjoyed creating our pirate portraits, we had a pirate ship roleplay outside and we were visited by so many people this week! We had a pirate who helped us with adding sentences, we had a racing car driver and a smelly wolf called Whiffy Wilson. We also watched the jelly wiggle and jiggle in phonics and have been working hard at writing our words. I have been busy in the evenings getting things ready for you and spending time with my family. I hope you are doing the same. It's important to make time to laugh, hug and relax with your family after you have had a busy day of learning. The children in my bubble would like me to pass on this message 'We miss you so much, the virus will stop soon and we can all be together again'.

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 22.06.20	
P.E.	Creative (Music, Art, Drama)
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. 'Go noodle', 'Cosmic Yoga' and 'Just Dance' are also great alternatives.	See if you can create your own pirate song. Imagine you were working on a big pirate ship - what song would you sing to keep your crew working hard? Watch this to give you an idea: https://www.youtube.com/watch?v=oe_HDfdmnaM



Understanding the World: Under the Sea Animals

Key Questions: *which animals would you find on a beach? Which animals live in the sea?* Make a list of the sea animals the children know. Share facts about the animals they mention. Discuss what these animals eat, what they look like? Show an animal (see sheet). Children to label the animal.

Suggested tasks:

- Label the sea animals, Make a list of sea animals
 - Caption the animal pictures
 - Write facts about sea animals

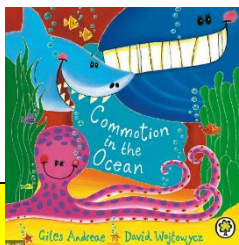
Phonics – recapping previous sounds that have already been taught in school.

x - Show a cardboard box with a teddy hiding inside. Tell the children they need to come up with magic words to open the box of tricks. Wave a magic wand and reveal the teddy. Model writing the letter 'x' on the box and let the Children can have a turn. Then pull out items/words for the children to sound out (box, fox, ox, six, fix). Practice writing them on the box and then write a sentence.

y - <https://www.youtube.com/watch?v=8Uf9GGhZ6dI> - dress up as a yeti (furry blankets and an imagination work well) make the y letter with your hands in the air. Model the action 'y, y, yeti'. Then use your finger to write the letter in fake snow (salt or sugar). Then go on a yeti hunt - find words with the 'y' sound in on your trip but be quiet or the Yeti might wake up... then practice writing the words in the snow (yam, yet, yes, yesterday, yawn)

z - <https://www.youtube.com/watch?v=k6ASkGUzKqw> - pretend to be asleep in the garden, hide in a blanket with some alien ears on. Wake up and read/listen to the story with the children. Practice writing the letter 'z' in the air and then practice writing the words (zoom, zap, zip, zig-zag,) then write a sentence with these words in.

Please practice these sounds **Monday-Wednesday** and then **recap** them all together on **Thursday and Friday**. The children can practice writing more words or sentences. Please remember that these phonic lessons are really **key to the children's development of reading**. To ensure they are engaged please prepare the lessons as much as possible and don't hesitate to **be creative**! I would love to see photos of the children taking part in these lessons.



Reading: Inference Task - listen to: <https://www.youtube.com/watch?v=9pRhgz8Jffs> Commotion in the Ocean

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 in the box. It's a section from the book 'sharing a shell'. Then answer these questions below.

There is a curious commotion
At the bottom of the ocean
I think we ought to go and take a
look.

1. What does curious mean?
2. Why do you think the author wants us to take a look? What does he want us to see?
3. Which two words rhyme from the boxes?

You'll find every sort of creature
That lives beneath the sea
Swimming through the pages of
this book.

English: The Rainbow Fish - To use language to create a story. To link statements to a theme in a narrative. To introduce a story line with ideas, feelings and events in a sequence

Monday: discuss story structure - most stories have 4 important things. Characters, settings, a problem and a solution. Fill in the boxes to pick out the 4 important parts of our rainbow fish story. If you are finding this hard to explain, watch: <https://www.youtube.com/watch?v=a0qg0h4xN34>

Tuesday: look at the setting of our rainbow fish story - where is it set? (under the sea) watch: <https://www.youtube.com/watch?v=G52dUQLxPzg> and ask the children to write down words to describe the setting? Can you say those adjectives in a sentence? Draw a picture of the setting and describe it.

Wednesday: focus on the problem in the story - why do you think the rainbow fish didn't want to share his scales? Is that kind? How did the other fish feel when the rainbow fish didn't share? Roleplay the problem in the story and then see if you can think of any problems you have had with friends?

Thursday: focus on the solution in the story - the rainbow fish was told to share his scales and he did. Did this fix the problem? How did the fish feel when the rainbow fish shared his scales? Match the problem and solution cards. What could the rainbow fish say to the other fish? (speech bubble task)

Friday: write your own under the sea story using the story structure (characters, setting, problem and solution. Use the rainbow fish story as a guide)

Maths: Subtraction (minuend, subtrahend, difference, subtract, take away, minus)

Monday: Model key vocab for subtraction using pirate puppet. Show 'pirate gems' (any items you have at home) in a 'treasure chest' (box) – count out some gems and children to write down the minuend (first number in the sentence), then show 1 gem being taken – *can you write out the number sentence? $4-1=$* . Repeat this with different amounts of gems each time using the language minuend, subtrahend and difference when explaining.

Tuesday: pick two cards out of a pile – find the biggest number and create a subtraction sentence – solve it together.

Wednesday: Show subtraction number sentences Eg: $10-4$, $13-2$, $8-3$. Children to solve these independently using objects

Thursday: go outside and create your own subtraction sentences, throw balls into a bucket, take some away – how many are left? You can use sticks, beanbags, flowers, water to make various subtraction sentences.

Friday: go outside and use chalk to draw a numberline on the floor – children can add the numbers to 20. Then give them subtraction questions to solve – children can jump backwards to find the answers.

Continuous Provision

Roleplay: create your own pirate ship, use a cardboard box to create the front of a ship. Can you paint or decorate it. Make a crew with puppets or ask your siblings to join in. make a plank, ladder, sails and imagine life on deck, can you create your own pirate adventures? ☺

Small world: create an aquarium – which animals would you want to see? Use sea animals in a bowl of water to use your imagination and creativity

Gross motor: play skittles – how many can you knock down each time? If you don't have skittles use empty bottles filled with sand or water.

Understanding the world: compare two sea animals – write sentences about them. Visit an online aquarium or find sea animal facts online.

Art: create pirate ship flags on black card or material or Make a treasure map

Construction: build a pirate ship using lego, duplo, wooden blocks or anything you have at home.



Name: _____

Date: 620 CIL I/S Phonics

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

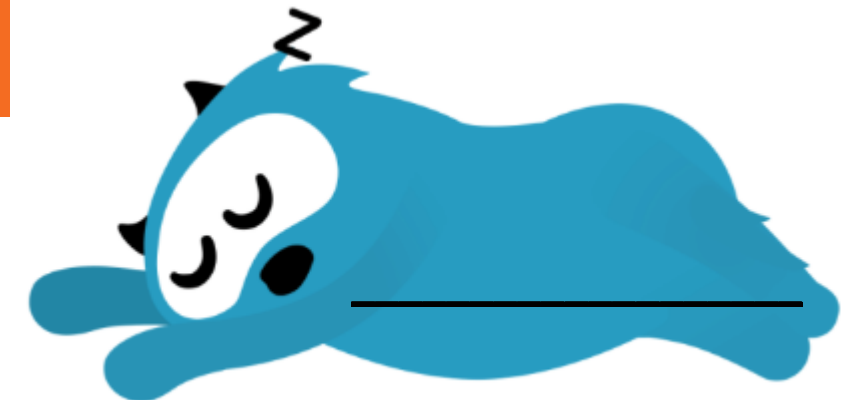
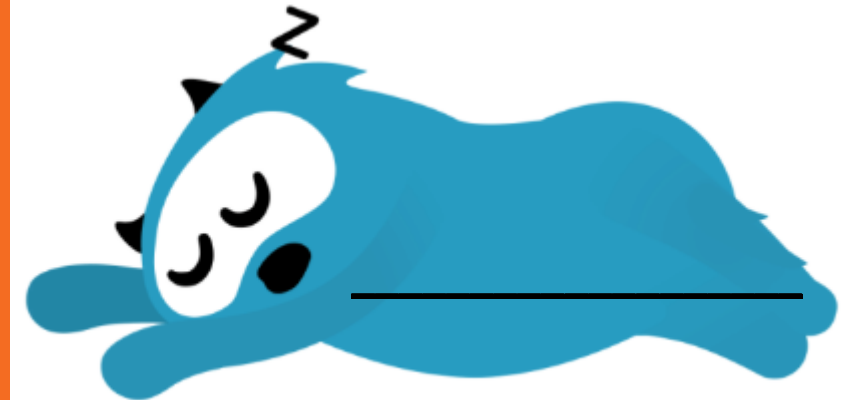
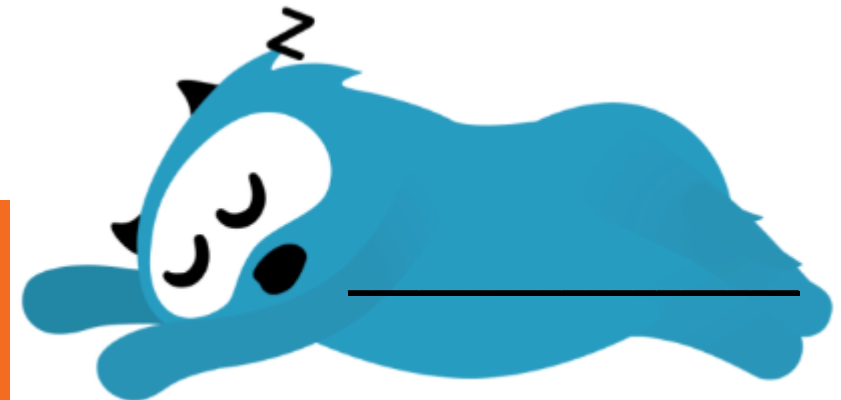
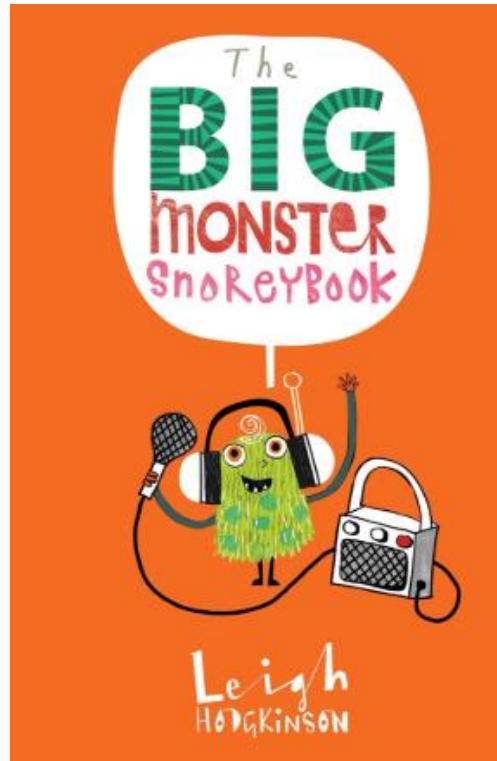
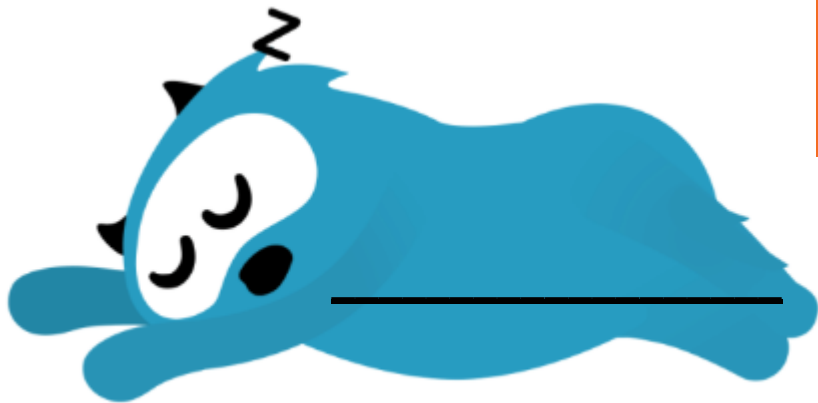
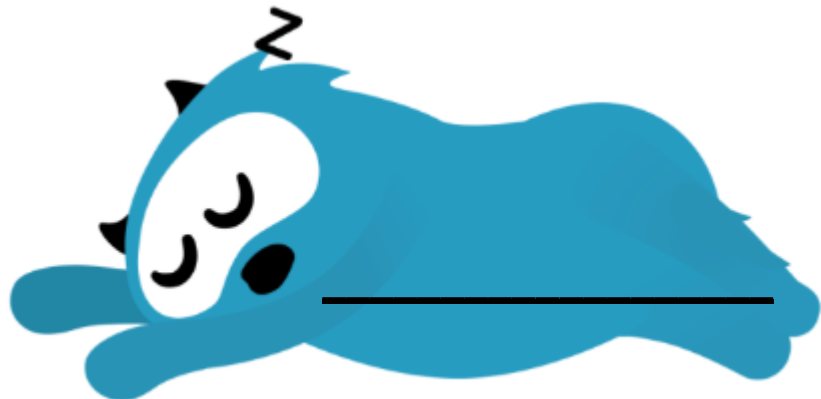
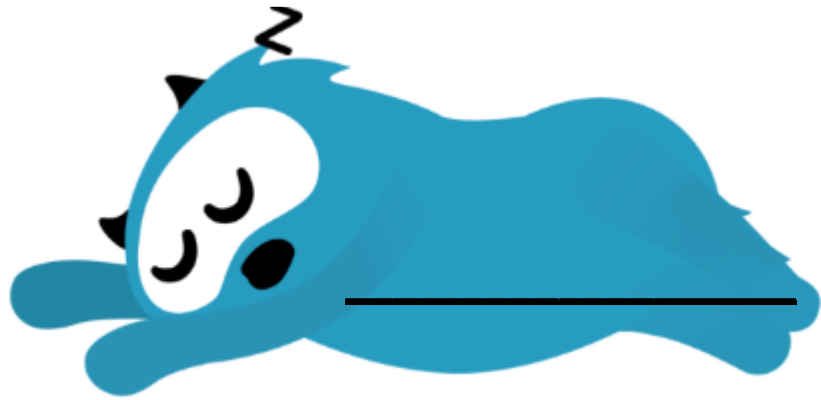


NS: Put one of the words with the 'x' sound in a sentence

Name: _____

Date: 6.20 CIL I/S Phonics PD C&L S&L

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



Name:

Date: 6.20 CIL I/S

LO: To use phonics in my writing. To
recognise phonic sounds in words.

vos

Vit

Read the road signs for
Rory the racing car. Then
put the words in sentences.



vest

van



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Name:

Date:

6.20

I/S

PD

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UI

W

LO: To understand story structure. To link ideas to a narrative.

Breakdown the story - draw and write about the 4 important parts of a story



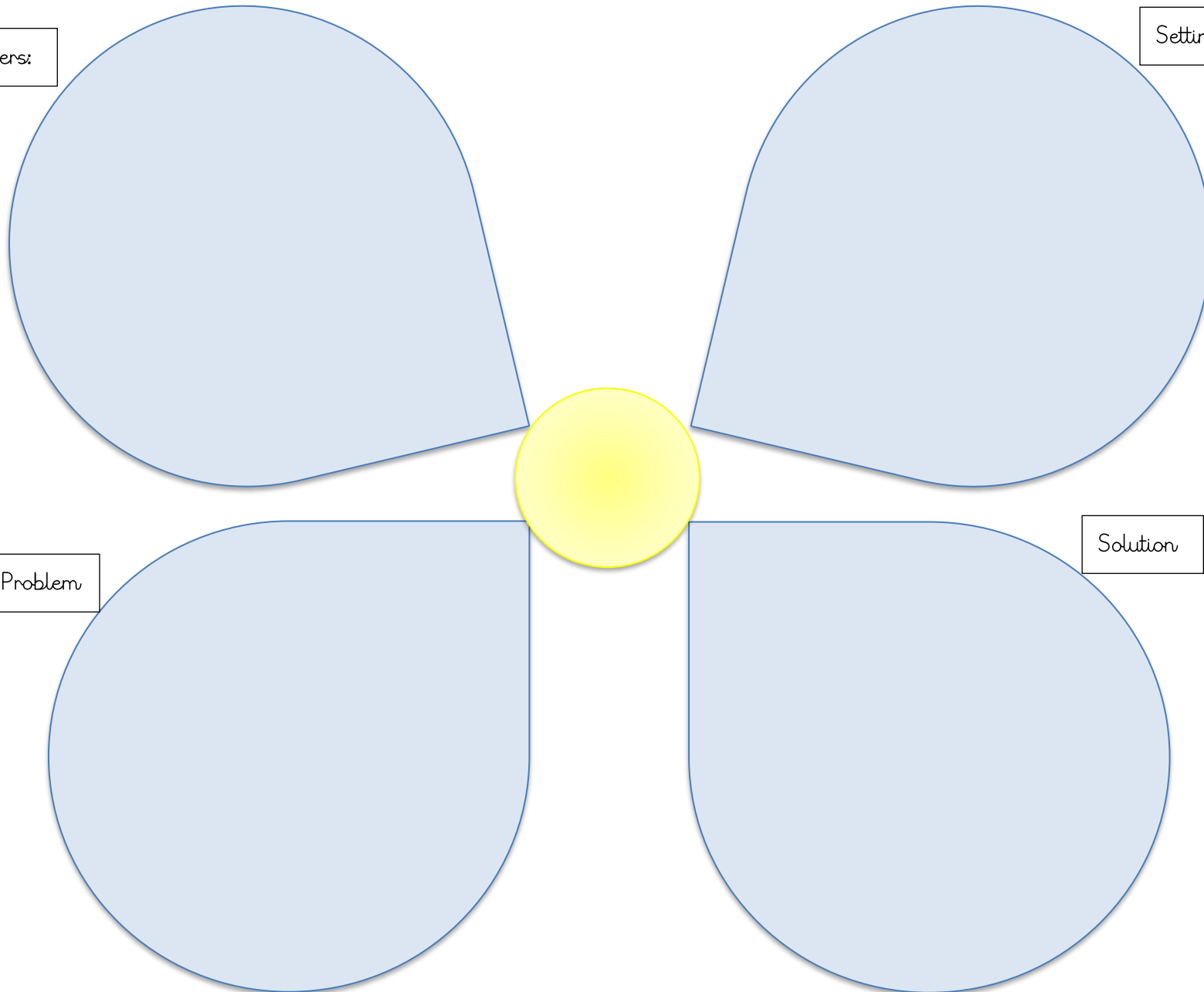
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Characters:

Setting

Problem

Solution



Name:

Date:

6.20

I/S

PD

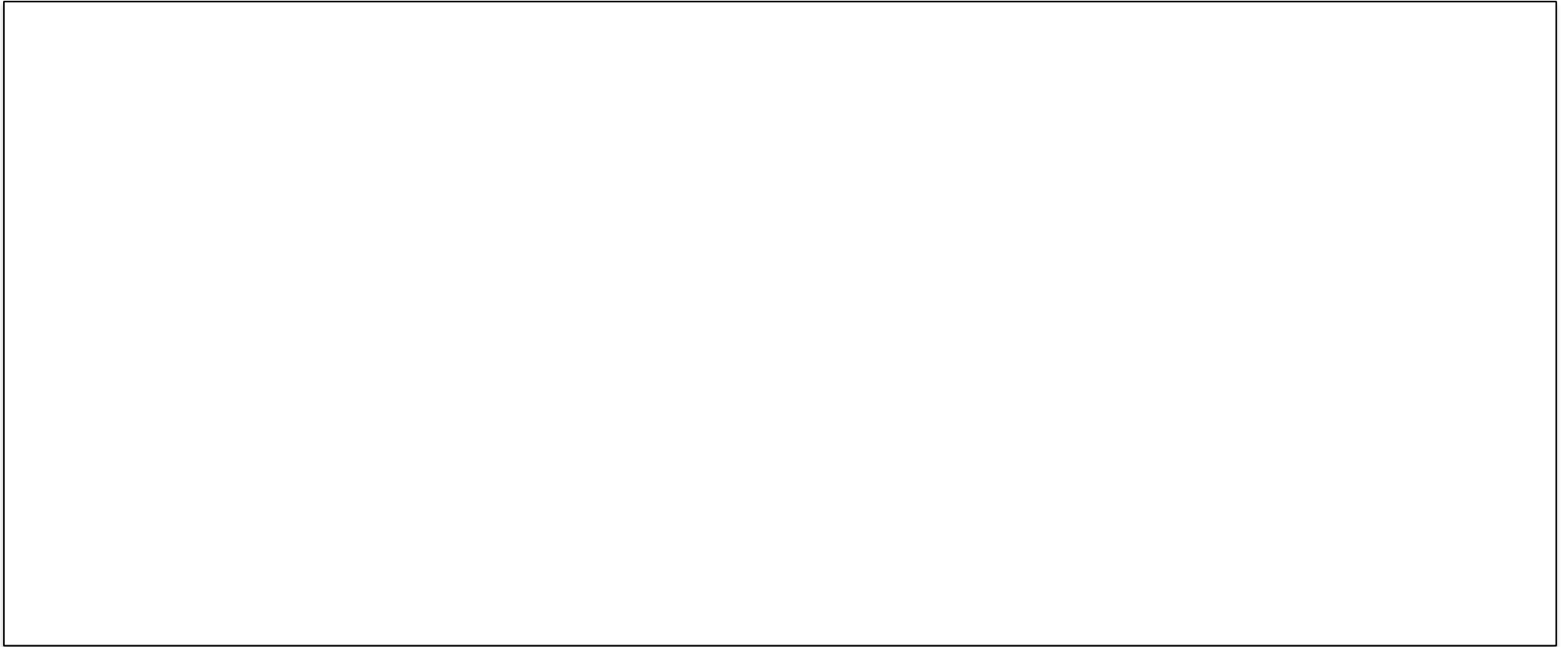
C&L

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W

LO: To extend vocabulary. To speak in full sentences. To write a sentence using full stops, capital letters, finger spaces and adjectives.

Draw the setting from the story of 'The Rainbow Fish' - write sentences describing what it would be like



What is the problem in the story? Was the rainbow fish being kind? Why not? Why didn't he want to share? What was he worried about? Write down what you think he was thinking in the bubble or act out the problem in the story



Name:

Date: 6.20 I/S PD C&L UI W

LO: To form sentences to create a short story

R2: include setting, R2: include characters, R2: include adjectives, R2: link all parts of the story, R2: speak in full sentences, R2:

Check your story makes sense

Character



Setting



Problem



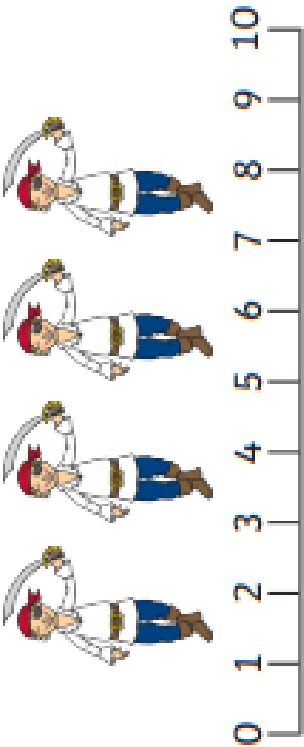
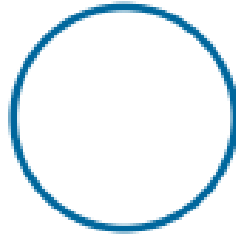
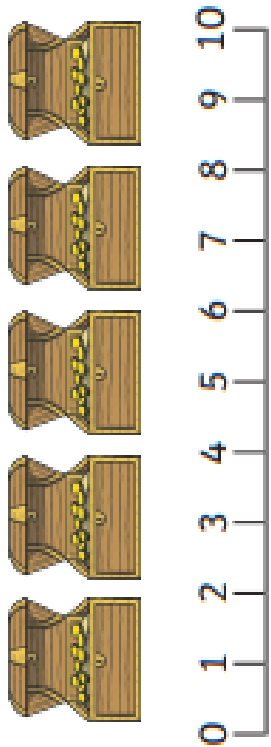
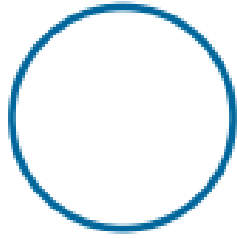
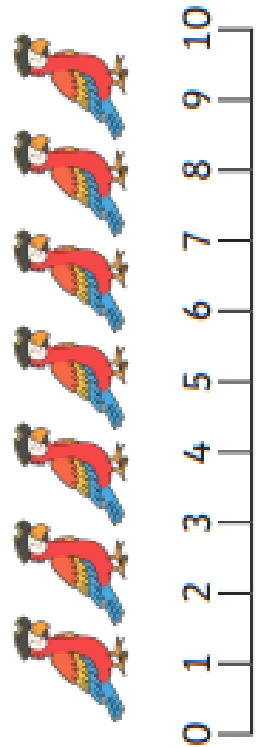
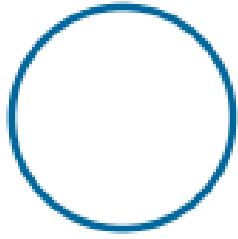
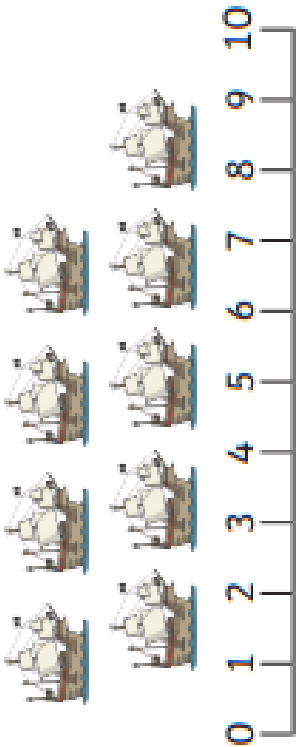
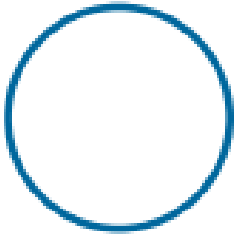
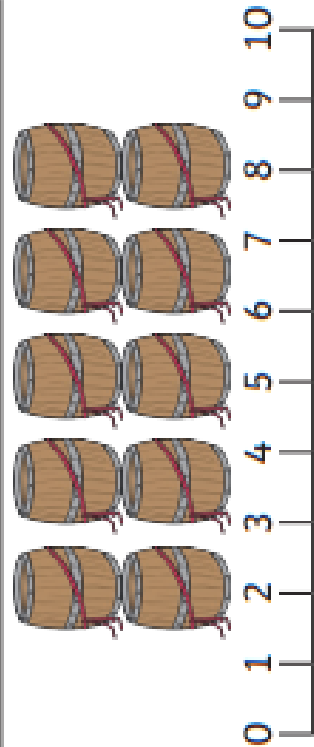
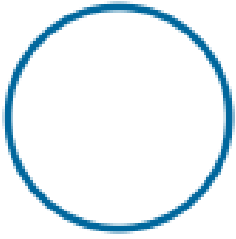
Solution



Name:

Date: .6.20 ALA I/S Maths

LO: To solve simple subtraction sentences using pictures, objects and a numberline - 4*

 <p>0 1 2 3 4 5 6 7 8 9 10</p> <p>- 2 =</p>	
 <p>0 1 2 3 4 5 6 7 8 9 10</p> <p>- 4 =</p>	
 <p>0 1 2 3 4 5 6 7 8 9 10</p> <p>- 2 =</p>	
 <p>0 1 2 3 4 5 6 7 8 9 10</p> <p>- 5 =</p>	
 <p>0 1 2 3 4 5 6 7 8 9 10</p> <p>- 3 =</p>	

Name:

Date:




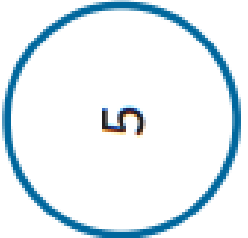
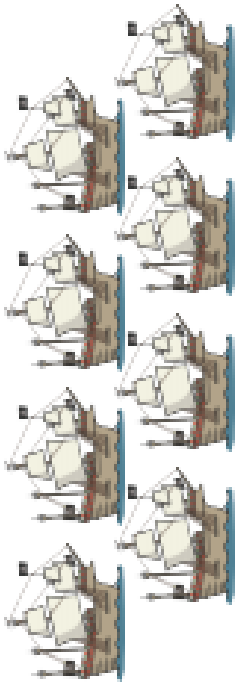

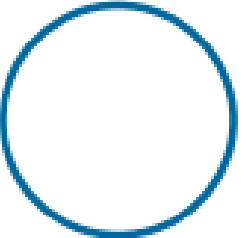

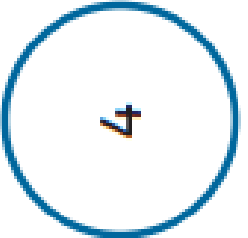

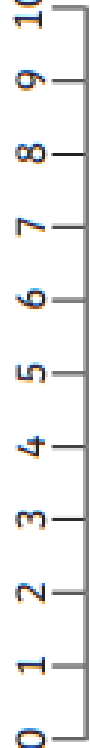
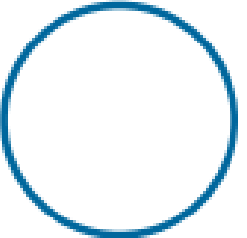

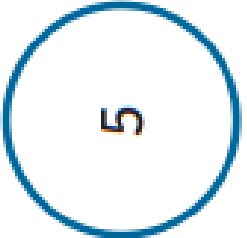
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CIL

I/S

Maths

LO: To solve simple subtraction sentences using pictures, objects and a numberline

  0 1 2 3 4 5 6 7 8 9 10	 =	
  0 1 2 3 4 5 6 7 8 9 10	- 6 =	
$7 -$ 	=	
  0 1 2 3 4 5 6 7 8 9 10	- 2 =	
 - 4 =		

Make number sentences with your cards - remember the
bigger number is always the minuend.

1

2

3

4

5

6

7

8

9

10

Name:

Date:

.6.20

ALA

I/S

PD

Maths

C&L



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LO: To solve subtraction problems. To form letters correctly. To use mathematical language related to subtraction (minuend, subtrahend and difference) Use objects to solve this problems.

$4 - 2 = \square$

$6 - 0 = \square$

$8 - 4 = \square$

$7 - 4 = \square$

$6 - 3 = \square$

$11 - 2 = \square$

$5 - 5 = \square$

$9 - 1 = \square$

$10 - 7 = \square$

$8 - 3 = \square$

$10 - 5 = \square$

$12 - 5 = \square$

$14 - 7 = \square$

$13 - 9 = \square$

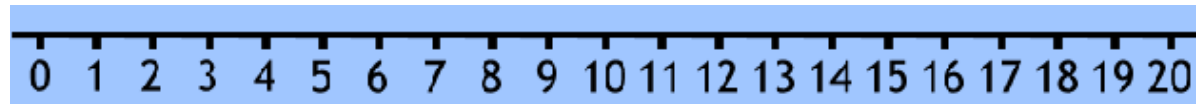
$16 - 10 = \square$

Name:

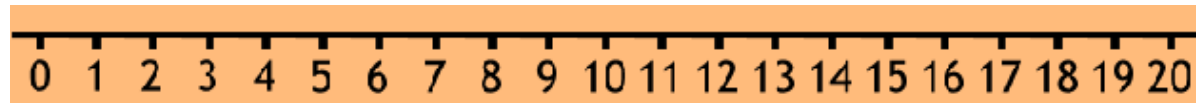
Date: .6.20 ALA I/S Maths PD C&L

LO: To solve subtraction problems. LO: To use mathematical language correctly.

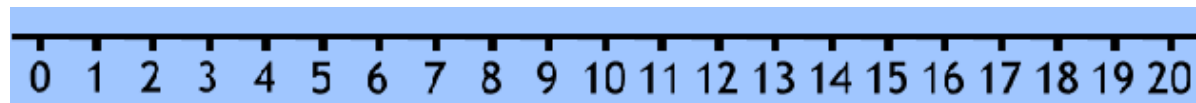
$$4 - 2 =$$



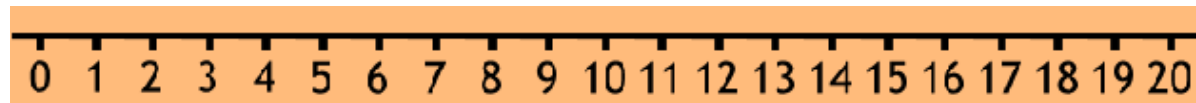
$$16 - 3 =$$



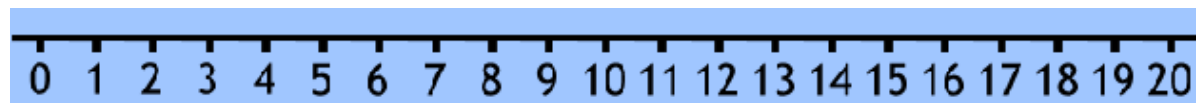
$$11 - 1 =$$



$$20 - 8 =$$



$$10 - 10 =$$



Stupendous: $14 - 1 = 13$

_____ is the minuend

_____ is the subtrahend

_____ is the difference

Subtraction:

$$8 - 3 = 5$$

Minuend Subtrahend Difference

