



## Reception Home Learning

W.B: 22.06.2020



### Daily Activities

<b><u>Writing Activity</u></b> This can be from below or can be letter formation practice.	<b><u>Maths</u></b> Doubling and halving. See below for more information	<b><u>Phonics</u></b> See below for daily calendar	<b><u>Computing/Maths</u></b> Numbots & Maths Games	<b><u>PE</u></b> Joe Wicks on Youtube at 9:00 every day	<b><u>Reading</u></b> Sharing a favourite book, reading book, cumulative text or from Oxford Owl
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This term's themed learning is based around our topic question:

### What will I find in the water?

This week, the topic will have a focus on learning about the issue of pollution in the sea and looking at even more things that live in the sea.

We have also included daily Maths/Phonics & Literacy activities. Please use these to help you structure your day & don't forget to post your pictures on Teams!!!

	<b><u>Monday</u></b>	<b><u>Tuesday</u></b>	<b><u>Wednesday</u></b>	<b><u>Thursday</u></b>	<b><u>Friday</u></b>
<b><u>Phonics</u></b>	OW sound – How do we write it? <b>Can you write: blow, snow, tow, below, rainbow</b> Write sentence: The goat was cold in the snow. <b>Cumulative text = Can you find the OW sound?</b> Alternative = Can you find any other OW sounds e.g. OA & O-E. Can you underline them in the text?	OW Sound – Introduce to children. Show how to write on paper etc. <b>Sound out &amp; read: grow, throw, glow, elbow, arrow</b> Use Phonics Play: Buried Treasure (OW Words)	EW sound – How do we write it? <b>Can you write: blew, threw, grew, stewing</b> Write sentence: I like to read books about beasts and sheep. <b>Cumulative text = Can you find the EW sound?</b> Alternative = Can you find any other EW sounds e.g. OO or UE. Can you underline them in the text?	EW Sound – Introduce to children. Show how to write on paper etc. <b>Sound out &amp; read: new, crew, chew, few</b> Use Phonics Play: Odd & Bob (EW Words)	OU sound – How do we write it? <b>Can you write: loud, proud, out, clouds</b> Write sentence: The loud noise makes the clown frown. <b>Cumulative text = Can you find the OU sound?</b> Alternative = Can you find any other OU sounds e.g. OW .Can you underline them in the text?
	Oxford Owl = Can you find a story with the OW sound?		Mr Thorne Does Phonics =EW sound – View on Youtube		How many cumulative texts can you read in 5 minutes?
<b><u>Literacy</u></b>	<b><u>Monday:</u></b>				

Go on a rhyming walk around your house or garden. Take a pen & paper. Write down 5 things that you see. Can you write a rhyming string for each word e.g. dish, fish, wish, swish? Can you make up some silly rhymes too? Parents/carers to give them some words that don't rhyme with their chosen word and get children to see if it rhymes or not.

**Tuesday:**

Can you write some rhyming sentences? Parents to give some openers to sentences and children to write these and then complete the sentence with a rhyme e.g. A fish on a red dish. Use the openers below:

- I will bake.....
- The caterpillar will crunch.....
- I have a red car.....
- In the garden is a bee....

Use Phonics Play & access Cake Bake to find more rhyming words. Can you write the words needed to make the cake?

**Wednesday:**

Use a 2 minute timer (on phone or online) – How many sea creatures can you name or write? Read or listen to the story ‘Commotion in the Ocean’ on Youtube. After watching the story, ask your child to recall some of the facts that they recall from the text. Can they write these facts?

**Thursday:**

Re-watch/re-read the text and after every section, pause and ask the children to identify the rhyming words in the story. Use the What can you see under the sea sheet and children to write sentences about all the things they find under the sea. Encourage them to write in full sentences with some descriptions. Try & vary openers and encourage them to write with some independence.

**Friday:**

Use Commotion in the Ocean clues sheet. Children to read the sentences independently to try and figure out which sea creature it is describing. Children to write a label and draw a picture to match. Choose one of the creatures from the story. Can you write a fact file about this creature using full sentences? Write sentences about what it looks like, where it lives, what colour it is, what it eats and other interesting facts. You could use information from the text but also complete online research.

**Maths** Please use the PowerPoint presentation in assignments for this week's work. Ensure the slides are shown as a slide show. The lessons are sequenced so please complete from the beginning.

**Monday**

Explain that we will be focusing on teen number. Show the number line and explain that the numbers are between 10 and 20. Ask- do you recognised these numbers? Point to 15, 17 etc.

Show the teen numbers on the number square. Ask -Where are the teen numbers on the number square? What do you notice? (change in the tens)

**Activity – write down different teen numbers for your child and see if they can name them. Now say a teen number and see if your child can write it.**

**Tuesday**

Ask your child to count the number of apples on the screen. Explain that there 13 – 13 ones. Can your child show a group of ten within the 13 ones?

Ask your child to describe the number using this stem sentence – **There is one ten and \_\_\_\_\_ ones.**

For the balloons, encourage your child to count on from tens. ‘We know there is ten there. How many more are there?’

On the next slide, show the place value chart and explain that we have one group of ten and 5 ones. Use the stem sentence – **This 1 means one ten and \_\_\_ means \_\_\_ one(s).**

On the pencils slide, explain this time we cannot see the tens individually but there are still ten. Repeat using the stem sentence – **This 1 means one ten and \_\_\_ means \_\_\_ one(s).**

**Activity – play this [counting to 20](#) game. Ask your child to place the dots into a group on ten first and then how many extra ones.**

### **Wednesday**

The first slide shows the last slide from yesterday. Remind your child of the stem sentence – **This 1 means one ten and \_\_\_ means \_\_\_ one(s).**

Once your child is confident with the ‘ten and a bit’ structure, show the next slide and explain how the numbers are named. Draw attention to the fact that the ones are first and then the tens.

Show the table on the next slide and go through the numbers. Start with fourteen, sixteen, seventeen, eighteen and nineteen as these are easier to understand. Explain that thirteen and fifteen that 3 and 4 can be seen but are not spelt in the normal way. For eleven and twelve explain that these don’t have ‘teen’ in the name but eleven means one ten one and twelve means one ten two.

**Activity – [Play the Blast Off game](#). (Direct 10 to 20) Encourage your child to complete the stem sentence \_\_\_\_\_ is \_\_\_\_\_ ten and \_\_\_\_\_ ones, each time they click the correct answer.**

### **Thursday**

Remind your child of the ‘tens and a bit’ and explain that how we can work out how many objects there are in a group without counting, by placing them onto two ten frames. Explain that we fill one ten frame completely first before moving on to the next.

Go through the next few slides and ask your child to say the number sentences e.g.  $15=10+5$

Show the next slide and show that it doesn’t have to be ten frames that are used but other representations such as the dienes where there is one tower of ten (one ten) and ones. It still shows 19.

**Activity – complete the tens and ones activity in assignments.**




### **Friday**

Recap yesterday and explain that we can see teen numbers using different representations. Go through the cakes, pens and straw slides and ask them to say the number sentence e.g.  $10+2=12$  or  $12=10+2$

On the fingers slide, explain to your child that it doesn’t matter which way round we see the ones and the tens e.g.  $8+10=18$

Go through the slides showing the part-part whole model. Can your child work out the missing numbers? (the whole or a part)

**Activity – Ask your child to create their own [part-part whole model](#) which show teen numbers.**

<p><b><u>Maths</u></b> <b><u>problems</u></b></p>	<p>Complete the Big Maths CLIC 2 sheet (in assignments)</p>	<p>Which numbers are next? 2 3 4 <input type="text"/> <input type="text"/></p>	<p>Can you work out the answer?</p> 	<p>Which activity would you do at night?</p> 	<p>Can you write one more and one less than 12?</p>  <p>one less                      one more</p>
<p><b><u>A Story a day</u></b></p>	<p><a href="#">The Coral Kingdom by Laura Knowles</a>  <a href="#">Tiddler by Julia Donaldson</a>  <a href="#">Splash, Anna Hibiscus! by Atinuke &amp; Lauren Tobia</a>  <a href="#">One Day on our Blue Planet</a>  <a href="#">The Big Book of the Blue</a></p>				

**Art (EAD) – Jelly Fish Plastic Bag**

Instead of binning a plastic bag can you cut strips from the bag to make tentacles and use an old paper plate to create the body. (see picture below) Can you decorate your jelly fish.



**PE (PD) = Starfish and Crab**

How many star jumps can you do in 20 seconds? Start with your feet close together. Jump and land with your feet wide apart. Stretch your arms out above your head. Jump your feet back together and bring your arms down.

Can you walk like a crab? This is a great workout for your whole body! Sit on the floor and put your hands on the ground behind you. Lift your hips up off the ground so that you are on all fours but with your tummy facing upwards. Now try moving on your hands and feet. Can you move forwards, backwards and side to side like a crab?

**Computing (UTW) = Purple Mash**

**Sea or not** - Sort the items according to whether they should be found in the sea or whether they should not be found in the sea.  
**Recycling Park** – complete the activities in the Recycling Park  
**Sea creature** – create your own sea creature.

**PSED = What makes me special**

Have a look at We Are All Different book (document in assignments) Discuss how you are different to your friends and how they are different. Create a picture and write about how you are different. What makes you special and unique?

**EAD/Science = Butterfly Feeder**

Using the instructions in assignments can you create your own bottle butterfly feeder? After making it, can you write your own instructions in your own words using the template?

**Science (UTW) = Salt water experiment**

Have you ever been swimming in the sea and noticed that the water is salty? Have a go at this salt water experiment. Fill two glasses with tap water. Add about 6 tablespoons of salt in one container and stir it well with a tablespoon until the salt has completely dissolved in the water. Place one egg in each of the containers and observe what happens.

**Science = Sea Creature descriptions**

Choose one of the sea creatures from the document in assignments. Research that sea creatures and write a description.

**Geography = UK.**

Have a look at a map or globe. Can you find the UK? Can you find where you live? Notice that there is sea surround the UK. It is an island. Label the UK map (see assignment documents)

**UTW – sea pollution continued/ Recycling**

From last week’s learning, you will know that plastic pollution is a huge problem. It is really important that we reduce plastic pollution and recycle at home to play our part. Can you sort the waste into recyclable waste and non- recyclable waste? (see assignment documents)  
Have a look at the coloured bins you have at home. Do you know what waste goes in what bin? Have a look at <https://www.tameside.gov.uk/whichbin/binswap> to help. Make sure you help recycle to play your part at protecting our planet

**Music (EAD)= BBC Music**

Watch and learn - <https://www.bbc.co.uk/teach/school-radio/music-ks1-sun-sea-song-3-my-ship-rolls-over-the-ocean/zkx3y9q>  
Learn Verse 1, 2 and the Chorus of the song. Note how the lines in the chorus are repeated. Talk about how this is a slow song and it starts off quietly, as it is a lovely calm day.

**Science (UTW) = Sorting Materials**

Look at different objects around your house and discuss what materials they are made from. Can you sort them into the table? (see assignment documents)

#### Other Possible Activities

- Research the Dead Sea.
- Create other craft made from recyclable materials.
- <https://www.bbc.co.uk/programmes/p01114gy> Describe the sea creatures in this video clip.
- <https://www.bbc.co.uk/cbeebies/radio/spot-bots-under-the-sea> Guess the sounds in this podcast.
- <https://www.bbc.co.uk/iplayer/episode/p06tmn51/andys-wild-workouts-series-1-1-under-the-sea> Do one of Andy's workouts.
- Create a sea creature from playdough
- Talk about the sizes of different creatures you might find under the sea.
- <https://www.youtube.com/watch?v=49o2V2TZiow> Create an ocean in a bottle.