



Reception Home Learning

W.B: 29.06.2020



Daily Activities

<u>Writing Activity</u> This can be from below or can be letter formation practice.	<u>Maths</u> Number facts. See below for more information	<u>Phonics</u> See below for daily calendar	<u>Computing/Maths</u> Numbots & Maths Games	<u>PE</u> Joe Wicks or Cosmic Kids. (Youtube)	<u>Reading</u> 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 different transport that we find in the sea. We will talk a lot about boats, ships, submarines and even hovercraft. We will also be thinking about the Titanic, perhaps the most well-known ship in history and also be looking at the scientific concept of floating & sinking.

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!!!

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>Phonics</u>	OU sound – How do we write it? Can you write: loud, proud, out, clouds Write sentence: I can shout and be loud when I am out and about. Cumulative text = Can you find the OU sound? Phonics Play: Buried Treasure 'Ou' words	IR Sound – Introduce to children. Show how to write on paper etc. Sound out & read: girl, birds, twirl, dirty Use Phonics Play: Odd & Bob (IR Words)	IR sound – How do we write it? Can you write: twirl, sir, shirts, skirt Write sentence: The boy had a dirty shirt and the girl had a green skirt. Cumulative text = Can you find the IR sound? Alternative = Can you find any other IR sounds e.g. UR or ER. Can you underline them in the text?	AW Sound – Introduce to children. Show how to write on paper etc. Sound out & read: law, awful, jaws, claws Use Phonics Play: Dragon's Den (AW Words)	AW sound – How do we write it? Can you write: paws, Write sentence: The boy had a dirty shirt and the girl had a green skirt. Cumulative text = Can you find the IR sound? Alternative = Can you find any other IR sounds e.g. UR or ER. Can you underline them in the text?
	Phonics Play = Phase 3 Flashcard challenge		YouTube: Mr Thorne Does Phonics = IR sound Sentence Reading (Phonics Play)		Mr Thorne Does Phonics = AW Sound

			Tricky Word Trucks (Phonics Play)
<u>Literacy</u>	<u>Monday</u>	<p>Play the children sounds recorded by deep sea divers as they explore underwater worlds, such as: <input type="checkbox"/> https://www.youtube.com/watch?v=j0yr0eAeMIs <input type="checkbox"/></p> <p>Ask the children what the sounds make them think about. Where is this? What would be there? How does it make you feel? What would it look like?</p> <p>Provide the children with pens, pencils, chalk or crayons and paper and ask them to draw the shapes and pictures that come to mind as they listen to the soundscape. As they draw, they will be thinking so children could be encouraged to talk about and annotate their drawings with further descriptive words and phrases.</p>	
	<u>Tuesday</u>	<p>Show front cover of story 'Hooray for Fish' = Cover the text so that the children only respond to the illustration. <input type="checkbox"/> Allow the children time to look and respond to what they can see: - Who is this fish? - Where does it live? What does it do there? - Who does it live with? - Where is it going? Where has it come from? - How is the fish feeling? How do you know? - Does this picture remind you of anything in real life or stories? - Would you like to ask the fish anything? <input type="checkbox"/> Ask your child to write a prediction about what they think will happen in the story.</p>	
	<u>Wednesday</u>	<p>Draw children's attention to the author of this book. Read the title together making links where possible to the letters and sounds in the children's names. Explore the title and illustration on the front cover, eliciting from the children what they think the book will be about. <input type="checkbox"/> When would you shout 'Hooray!?' Why 'Hooray for Fish!?' <input type="checkbox"/> Where will the fish be swimming? What will they be doing? How will they look? Listen/read the story with your child – Were your predictions correct? Who are the main character? What are the main events in the story?</p>	
	<u>Thursday</u>	<p>Read the story several times, encouraging the children to remember and chime in as they become more confident with the rhymes and repetition within the text. <input type="checkbox"/> Occasionally, you might hide some of the adjectives with a post-it note, asking the children to refer to the illustration for ideas and providing further clues by revealing the initial grapheme. Some words will be phonetically decodable, depending on the children's knowledge of grapheme-phoneme correspondence; however, children are enabled to attempt to join in with adults perhaps covering up words/adjectives to help children continue the rhyming string. Choose a character and write at least 3 sentences to describe this character.</p>	
	<u>Friday</u>	<p>What can you remember about the story? What happened? Can you retell it to an adult? Children to try & rewrite the story independently. Children to try and write sentences without adult support. Can you read it out to your adult?</p>	
<u>Maths</u>	<u>Monday</u>	<ol style="list-style-type: none"> 1) Ask your child to count in ones to 20 and back again. Repeat put start at another number e.g. 3 and count forward, 12 and count backwards. Ask your child to numbers between 4 and 20. 2) Ask your child to complete Monday's addition number sentences (see assignment) using equipment (counters, buttons, small toys) if needed. 3) Learn the days of the week – https://www.youtube.com/watch?v=mXMofxtDPUQ&vl=en 4) Show your child the sheet which shows the calculation $3+4=7$ and $4+3=7$. Explain that you are adding the same numbers each time and that they add up to 7. Ask your child to add together the groups of cats, dogs, aliens and circles.(see assignments) Ask them to count the number in the first group, then the second group and how many altogether. 	

Tuesday

- 1) Use the 0-20 number cards (see assignments) or create your own and mix them up. Ask your child to order them from 0-20. Next take 5 card and mix them up ask you child to order them from smallest to biggest. Repeat but this time from biggest to smallest.
- 2) Ask your child to complete Tuesday's addition number sentences (See assignment) using equipment (counters, buttons, small toys) if needed
- 3) Can your child say the names of the days? Ask your child what day is after Wednesday? Repeat with other days.
- 4) Show your child the sheet which shows the calculation $2+4=6$ and $4+2=6$. Explain that you are adding the same numbers each time and that they add up to 6. Ask your child to add together the groups of rabbits, caterpillars, leaves and crosses. Ask them to count the number in the first group, then the second group and how many altogether.

Wednesday





- 1) Ask your child to say what one more than a given number is. Can they write down this numbers?
- 2) Ask your child to complete Wednesday's addition number sentences (See assignment) using equipment (counters, buttons, small toys) if needed.
- 3) Learn the months of the year - <https://www.youtube.com/watch?v=5enDRrWyXaw>
- 4) Show your child the sheet which shows the calculation $2+7=9$ and $7+2=9$. Explain that you are adding the same numbers each time and that they add up to 9. Ask your child to add together the groups of dinosaurs, cakes, flowers and squares. Ask them to count the number in the first group, then the second group and how many altogether.

Thursday

- 1) Ask your child to say what one more than a given number is. Can they write down this numbers?
- 2) Ask your child to complete Thursday's addition number sentences (See assignment) using equipment (counters, buttons, small toys) if needed
- 3) Can your child say the names of the months in order from January Ask your child what month is after May? Repeat with other months
- 4) Show your child the sheet which shows the calculation $5+3=8$ and $3+5=8$. Explain that you are adding the same numbers each time and that they add up to 8. Ask your child to add together the groups of lions, keys, monkeys and triangles. Ask them to count the number in the first group, then the second group and how many altogether.

Friday

- 1) Using the sheet, estimate and then check your answer by counting.
- 2) Ask your child to complete Friday's addition number sentences (See assignment) using equipment (counters, buttons, small toys) if needed
- 3) Learn about the seasons. <https://www.youtube.com/watch?v=VYpGBtR8Lbs> Discuss what the weather might be like in those months and what clothes they might wear.
- 4) Show your child the sheet which shows the calculation $8+2=10$ and $2+8=10$. Explain that you are adding the same numbers each time and that they add up to 10. Ask your child to add together the groups of bees, sweets, cars and pentagons. Ask them to count the number in the first group, then the second group and how many altogether.

<p>Maths problems</p>	<p>Which shape has four sides?</p> 	<p>How much money is in the purse?</p> 	<p>Which spaceship weighs more?</p> 	<p>Can you estimate how many bees there are?</p> 	<p>Complete the Number bonds to 10 sheet (see assignments)</p>
<p>A Story a day</p>	<p> Super Submarines by Tony Mitton Mister Seahorse by Eric Carle Dougal's Deep Sea Diary by Simon Bartram A Hole at the Bottom of the Sea by Jessica Law The Storm Whale by Benji Davies </p>				

<p><u>Art (EAD) – Transport Modelling</u> Research different types of transport that travels in or on water. Using items from around the house make a junk model of one of the transport that you researched.</p>	<p><u>PE (PD) = Under the sea yoga</u> We would like you to complete the under the sea yoga routine using this link https://www.youtube.com/watch?v=qC83oFEeVZA</p>	<p><u>Computing (UTW) = Purple Mash</u> Paint a boat - Can you create a boat fit to sail the seven seas? Angry Sea - You look out on an angry sea, with booming, crashing waves. Describe the scene. Sailor - Put yourself into the role of a sailor from the past. Write down what the sailor might be saying to his crew.</p>
<p><u>Music (EAD)= BBC Music</u> Watch and learn - https://www.bbc.co.uk/teach/school-radio/music-ks1-sun-sea-song-4-suki-over-the-ocean/zdvdkmn Talk about what has happened so far. Suki and Nigel were caught in a big storm last time, but today they are rowing out to Golden Island to find the treasure. Learning Verses 1 to 3, noting that Verse 1 has two sections. Recognise the different rhythms in each verse. Note how the first half of each verse is different from the second half of each verse - the second half describes the actions of whatever Suki has caught - eg ‘big fish snap!’ / ‘Octopus wiggle!’</p>	<p><u>Design Technology = floating boat</u> Can you create a simple boat that can float? Think about the materials you will need and the shape of your boat. Test your boat out in the bath or the sink. Perhaps your grown up could also build a slightly different boat & you could hold your own boat race in the sink or bath tub.</p>	<p><u>Science (UTW) = floating and sinking</u> Fill a bowl with water. Drop in something that will float and something that will sink to show your child. Ask your child what are the words we use to talk about when things are held up in water or fall to the bottom? If they are unsure introduce the words floating and sinking. Choose some items which can be tested. Ask your child to predict what they think might happen and then test the item. Write down your observations and results.</p>
<p><u>History = Titanic</u> The Titanic set sail a very long time ago, but it was a doomed journey. Use the internet to research and answer the following questions</p> <ol style="list-style-type: none"> 1. When did the Titanic set sail? 2. What happened to the ship? 3. Why did the ship sink? 4. Where is the ship now? <p>Can your child create an information poster about the Titanic and give everybody the key information about this legendary ship?</p>	<p><u>Geography = A journey</u> Look at the map (see assignments) and identify the parts that are land and which is the sea/ocean. Look at all the different countries and choose one that you would like to travel to if you could. Once you have decided, draw a path for the journey you would take if you were traveling by boat to that destination from the country where you live. Can you remember the name of the country where you live and the other names of the countries which make up the United Kingdom?</p>	
<p><u>UTW – Submarines</u> Research submarines and Watch - https://www.youtube.com/watch?v=c3W937dORLI. Write down three facts that you find out.</p>	<p><u>Communication and Language = Journeys</u> Discuss different journey that you have been on. Where did you go? Who did you go with? How did you get there? What did you see?</p>	<p><u>UTW =</u> Label the different parts of a boat (see assignments)</p>

Other Possible Activities

- Research the country that you choose to travel to for your Geography activity
- Ask every member of your family to create a boat that will float. Have a race to see who can get the boat across the bath the quickest without touching it. What could you use help you?
- Find out about different boats from the past?
- Continue the rhyming strings: boat, goat, throat...../ship, dip, trip.....
- Find out about Christopher Columbus
- Use origami to create your own paper boat. There are lots of videos & instruction guides online – Will you boat float? Why? Why not?
- Name and label other transport that you might see on or in the sea.
- Use the internet to research cruise ships = Can you find the largest cruise ship in the world? Where does it go? What does it have? Can you build your own model cruise ship?