



Reception Home Learning

W.B: 06.07.2020



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 pirates. We will be thinking about why some people feared pirates and talk about what they were looking for. We will think about pirate ships and even learn why the Skull & Crossbones was such a fearful symbol.

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>	EER Sound – Introduce to children. Show how to write on paper etc. Sound out & read: steer, cheers, beer, deer Use Phonics Play: Odd & Bob (EER Words)	EER sound – How do we write it? Can you write: Deer, cheerleader, jeer, career Write sentence: The meerkat was near the cheerleader on the beach. Cumulative text = Can you find the EER sound? Alternative = Can you find any other EER sounds e.g. EAR. Can	ARE Sound – Introduce to children. Show how to write on paper etc. Sound out & read: Rare, stare, glare, hare Use Phonics Play: Dragon's Den (ARE Words)	ARE sound – How do we write it? Can you write: Fare, nightmare, spare, aware Write sentence: Are you aware that you have gum in your hair? Cumulative text = Can you find the ARE sound? Alternative = Can you find any other ARE sounds e.g. AIR. Can you underline them in the text?	Tricky key word focus. Can you write: you, my, we, she, was, be, he, me, her, they, have, one, come, some are? Choose cumulative text – Can you find a tricky word Phonics Play: Tricky Word Trucks Practice writing key words that children have struggled with.

		you underline them in the text?			
	YouTube: Mr Thorne Does Phonics = EAR sound & Alternatives Sentence Reading (Phonics Play)		Sentence Reading (Phonics Play)		Tricky Word Trucks (Phonics Play)
Literacy	<p><u>The current Literacy text is: Surprising Sharks by Nicola Davies. Link here: https://vimeo.com/59767498</u></p> <p><u>Monday</u> Encourage children to create an under the sea scene on large pieces of paper. Invite children to come up and draw pictures of things that they would expect to see under the sea. Encourage children to talk about what they are drawing and use a variety of mark making equipment. Try playing music or under the sea sound effects and ask the children to listen to the sounds as they make their marks. Ask your child to draw a shark. Do you think sharks are scary or friendly? Why?</p> <p><u>Tuesday</u> Demonstrate to the children what a surprise is. Perhaps arrange for a parcel or letter to be delivered or find something hidden beneath your chair to excite the children and demonstrate the element of surprise. Ask the children to talk about surprises that they have had in pairs. Through shared writing list their ideas asking them to help you when spelling key words. □ Look together at the title of the book and discuss the word surprising. □ Are surprises always a good thing? Can anyone think of a nasty surprise? □ Can anyone think or guess what surprises we might find out about sharks? Ask your child to write a description of the shark on the front cover. Can they write 3 sentences independently?</p> <p><u>Wednesday</u> Ask children what kind of book they think it will be and make some predictions. Will it be a story about sharks or will it give us some facts and information? □ Ask the children to listen out for any facts or information as you read aloud. Read only the main text up to page 13. Stop and ask the children if they heard any facts about sharks. Return to the book to get further information. Now read the captions that go with the illustrations and the labelled diagrams to add to what the children have remembered. Ask your child to write down some of the facts that they remember on a blank sheet. This will be added to over the next few days.</p> <p><u>Thursday</u> Begin session by re-reading from the beginning to the end of the book (main text only). Encourage the children to join in with you. Pick up on the size and shape of some of the text used. □ Ask children what else they would like to find out about sharks. What questions do they have? write down the children's questions. Look at the labelled diagram of the outside of the shark. What are the different features of the shark? Talk with your child about it – Do they have anything similar to us? Close the book/video and ask your child to draw & label a shark from their memory with labels of features.</p> <p><u>Friday</u> Show children a selection of shark and various under the sea photographs that can be found online. Ask them to talk about the image and say what comes into their minds. Choose one of the pictures and children to write sentences to describe the picture. Remind children about using Phonics & using capital letters & full stops.</p>				

Maths

Monday – Decrease by size

Sing ‘5 currant buns’ <https://www.youtube.com/watch?v=c9bkEqA4x8o> Talk about the numbers being one less each time.

Next, Sing the song without the clip but this time pay 2p and take 2 away starting with 5.

Sing the song again with different starting numbers and different amounts being paid for and taken away, writing up the number sentence each time. eg. 6 currant buns in a baker’s shop . . . along came . . . with 3p one day, paid 3p and took 3 away. Ask how many left. Write the subtraction sentence eg. $6-3=3$.

Tuesday

Using a number track (see assignments), ask your child to recognise the numbers especially the teen numbers and talk about one tens and extra ones. Count back from 20 and repeat from other numbers.

Using a number track, place a number of cubes, counters, small toys etc on to the track. Ask your child to take away an amount. Ask how many are left. Write a number sentence to show your subtraction.

Play <https://www.topmarks.co.uk/subtraction/subtraction-to-10>

Wednesday

Give your child a number line and ask one more and one less questions. Try a few with +/- 2.

Using a number track, show your child how to use the track to count back to get the answer for $8-4=$ Repeat with different subtraction sentences.

Play <http://www.sheppardsoftware.com/math/subtraction/fruit-splat-game/> (Level 1 relaxed mode)

Thursday

Using the ten frame and different amount of counters <http://www.ictgames.com/mobilePage/tenFrame/index.html>, see if you child can work out how many there are without counting. Repeat but with two ten frames.

Using the same ten frame demonstrate how to subtract using the ten frame e.g 15 counters on the frames and take away 4 leaves 11 counters on the ten frame. Write the matching subtraction. Repeat with different numbers.

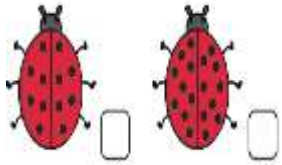
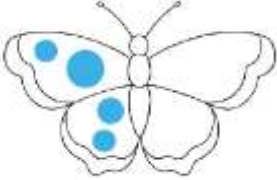



Play the subtraction bus game (see assignments) Use the ten frame to help.

Friday

Use fingers to make different numbers. Ask your child to show that number using different fingers e.g. make 7 by using 4 fingers and 3 fingers and then using 2 fingers and 5 fingers.

Use different buttons, cubes, small toys show how a number of objects can be partitioned into two groups of different sizes. E.g. 8 can be split up into 2 and 6 Relate this to addition and subtraction (number fact families) e.g. $2+6=8$, $6+2=8$, $8-2=6$, $8-6=2$ Repeat by partitioning different numbers. Ask your child to think of number sentences to show this.

Use <https://www.ictgames.com/mobilePage/partPartWhole/index.html> (cubes or counters) and partition an amount. Write down the number facts that go alongside.

<p>Maths problems</p>	<p>How many spots does each ladybird have?</p> 	<p>What is double 4?</p> 	<p>Which is the longest snake?</p> 	<p>Share the cakes between the teddies.</p> 	<p>Make the glass half full.</p> 
<p>A Story a day</p>	<p> Cats Ahoy by Peter Bentley The Pirates Next Door by Jonny Duddle The Night Pirates by Peter Harris Pirates Love Underpants by Claire Freedman Pirate Boy by Eve Bunting </p>				

<p><u>Art (EAD) – Make your own pirate flag</u> Most pirate ships had a skull & crossbones – Can you plan and make your own pirate ship flag. What will you draw onto it? Will it be scary or cheerful? What colours will you use? Why?</p> <p>Think about</p> <ul style="list-style-type: none"> • What media will you use? – Pencils, crayons, paint, felt tips? • What materials you will you use? – Card, paper, sequins, glitter? • Are you going to use hot or cold colours? • Are you going to use dark or light colours? 	<p><u>PE (PD) =</u> Pretend to be onboard a pirate ship. Fire commands and children to act out: <u>Main Deck</u> – Jog on board <u>Port</u> – Jog to the left <u>Starboard</u> – Jog to the right <u>Stern</u> – Walk backwards <u>Scrub the Deck</u> – Crouch down & pretend to scrub the ship deck <u>Climb the Rigging</u> – Pretend to climb a rope ladder <u>Shark Attack</u> – Clap hands to make shark noise <u>Walk the Plank</u> – Hop & balance in a straight line</p>	<p><u>Computing (UTW) = Purple Mash</u> <u>Pirate labelling Quiz</u> - Can you complete the labelling activity? <u>Treasure Map</u> -Can you draw your own treasure map? <u>Pirate Pairs</u> – Can you match the pirate pictures?</p>
<p><u>Music (EAD)= BBC Music</u> Watch https://www.bbc.co.uk/teach/school-radio/music-ks1-sun-sea-song-5-a-sailor-went-to-sea-sea-sea/zrktxy A sailor went to sea, sea, sea Nigel and Suki arrive on Golden Island and follow the map to a cave. Should they go inside? Practise singing ‘sea, sea, sea,’ very clearly with a strong ‘S’ sound. Practise the ‘slow, slow, fast, fast, fast,’ clapping. Practise the rowing actions in ‘Row, boys, row’. Do it in time to the music. Spot how the second verse of ‘Row, boys, row’ is different to the first verse. Which words change?</p>	<p><u>Design Technology = Pirate ship</u> We’re looking for amazing pirate ships this week. Look online and see lots of examples and make your own pirate ship using any materials that you fancy. If you post a picture on Teams, you will instantly get 10 dojo points Extra = How can you make your pirate ship float?</p>	<p><u>Science (UTW) = Waterproof your pirate ship</u> Ask your child to draw out a pirate ship. Use various squares of different materials e.g. tissue, toilet paper, kitchen paper, paper, card, cardboard to decorate the ship. Add drops of water to each material. What do you notice? Which materials are waterproof?</p>
<p><u>History = Pirate research</u> Choose a pirate from the list below to research online. What did they do? What was their ship called? Were they a friendly or nasty pirate? Write some sentences about your chosen pirate.</p> <ul style="list-style-type: none"> • Blackbeard • Anne Bonny • William Kidd • Grace O’Malley 	<p><u>Geography = Treasure map coordinates</u> This activity will introduce your child to map coordinates. Use the treasure map and objects in assignments. Ask your child to colour in the objects, cut them out and place them in one of the grids on the map. Explain how to read coordinates. Explain that a point on a grid contains two numbers to let us know a position. These numbers are the coordinates. They are provided by first giving the number of steps across (x-axis) followed by the steps up or down (y-axis). For example, if the parrot was on the second grid across</p>	

and the third grid up we will say (2,3). Ask your child to say which position a certain object is or where the object is by giving them the coordinate.

UTW – Skull & Crossbones

Can you use the internet to research the skull and crossbones that was usually found on a pirate ship flag. Why was this symbol used? What colours were used? What did other pirates do if they saw this flag coming towards them?

Communication and Language = Stealing

Pirates loved to steal and pillage lots of coins and jewels. Talk to your child about stealing and why its naughty. You could talk about what pirates did and what would happen to them if they did it today. You could also watch Arthur episode: Nerves of Steal or read/watch 'Burglar Bill'

PSED = Treasure

Pirates hunted treasure each & every day, look around your home – What are your treasures? Why are they treasured by you? Are they the same as pirate treasures? Talk about the importance of 'treasuring' family and friends above objects.

- Create your own pirate map – Hide some treasure in your house & in your garden and get somebody to follow your map to find it
- Create a wanted poster for a pirate – Can you write 3 sentences on your own to describe a pirate?
- Find a large cardboard box and decorate it as a pirate ship. Pretend you are the captain on the ship
- Create a treasure chest from an egg box
- Take about having a healthy diet and how pirates got a disease called scurvy because they had a poor diet whilst sailing the seas.
- Find places around the world on a map where pirates would travel to.

My 1 to 20 Number Track

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
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Subtraction to 20 School Bus Ride

The path consists of the following subtraction problems in order:

- 16-1, 13-5, 18-2, 15-3
- 12-2, 13-5, 7-6
- 16-4, 14-4
- 13-6, 11-1
- 8-3, 9-8
- 17-8, 12-3
- 12-8, 7-6, 14-5
- 7-3, 20-8, 9-2
- 13-5, 12-6
- 13-2, 20-1
- 2-1, 8-4
- 14-6, 5-2, 10-1

Illustrations include a red double-decker bus with 'START' written on it, a group of six children walking, a tree, a sheep, a school building with 'Finish!' written above it, and a school crossing guard.

Treasure Map

Put an **X** where the treasure is buried.

