



## Reception Home Learning

W.B: 13.07.2020



### Daily Activities

<b><u>Writing Activity</u></b> This can be from below or can be letter formation practice.	<b><u>Maths</u></b> Number facts. 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 or Cosmic Kids. (Youtube)	<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 beaches and how to stay safe on the beach & in the sun. We will be thinking about what we might find at the beach, and talk about some beach towns as well as our own experiences of visiting beaches. We will also think about how to stay safe whilst in the water.

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>	CE Sound – Introduce to children. Show how to write on paper etc. <b>Sound out &amp; read: dance, chance, prince, glance</b> Use Phonics Play: Odd & Bob (CE Words)	CE sound – How do we write it? <b>Can you write: Chances, fence, pence, bounce</b> Write sentence: My sister likes to dance when she has the chance. <b>Cumulative text = Can you find the CE sound?</b> Alternative = Can you find any other CE sounds e.g. S. Can you	EA Sound – Introduce to children. Show how to write on paper etc. <b>Sound out &amp; read: bread, threads, head. dead</b> Use Phonics Play: Dragon's Den (EA Words)	EA sound – How do we write it? <b>Can you write: Weather, feather, heavy, dread</b> Write sentence: I had toasted bread for breakfast this morning. <b>Cumulative text = Can you find the EA sound?</b> Alternative = Can you find any other EA sounds e.g. E. Can you underline them in the text?	Tricky key word focus. <b>Can you write: you, my, we, she, was, be, he, me, her, they, have, one, come, some are?</b> Choose cumulative text – Can you find a tricky word <b>Phonics Play: Tricky Word Trucks</b> Practice writing key words that children have struggled with.

		underline them in the text?			
	YouTube: Mr Thorne Does Phonics = Soft C sound Sentence Reading (Phonics Play)		Sentence Reading Phase 3 & Phase 4 (Phonics Play)		Tricky Word Trucks (Phonics Play)
<b>Literacy</b>	<p><b><u>The current Literacy text is: Surprising Sharks by Nicola Davies. Link here: <a href="https://vimeo.com/59767498">https://vimeo.com/59767498</a></u></b></p> <p><b><u>Monday</u></b> Ask the children to listen out for more facts. Read from p 18, stopping to read the labels captions etc. Read to the end. Discuss function of the index and talk to the children about how one is used. Does your child have any more questions about sharks? How can we find out the answers to the rest? Make a list of different sources of information such as non-fiction books &amp; internet sources. Children to write a factfile about a shark. What does a shark look like? What does it eat? Where does it live? Any other interesting facts?</p> <p><b><u>Tuesday</u></b> Read from page 23-27 and look closely at all the different reasons why humans kill sharks. □ Do the children think that sharks are as dangerous as before they read the book? Who should be more afraid of who? Talk about possible reasons why humans kill sharks. Create a poster about why we should not kill sharks. Try &amp; encourage your child to write captions/sentences independently.</p> <p><b><u>Wednesday</u></b> Pretend to be scared of sharks, explain how it is your child's job to persuade you that sharks are not as scary as we think. Look again at the shark scale from last week – Are sharks more or less scary than we thought? Research online different types of sharks e.g. hammerhead sharks, tiger sharks &amp; basking sharks. Choose one and children to write sentences to describe the shark. How is it different to other sharks?</p> <p><b><u>Thursday</u></b> Research 'Shark Trust' online – What does this company do to help sharks? Write a letter to the Shark Trust to ask what can be done to stop so many sharks being killed by humans. Talk to your children about how letters should be laid out. Talk about where to put the address and what information to include. Maybe you could post it to the Sharks Trust so you can help the sharks in the world.</p> <p><b><u>Friday</u></b> Read the spotter story listed under assignments. Can your child read it themselves? Can you underline any tricky key words? Any words with AR sound</p> <ul style="list-style-type: none"> <li>• Why did they not take the car to the park?</li> <li>• What was the weather like on the day they went to the park?</li> <li>• Where did they spot the fin?</li> <li>• Why did Marvin &amp; Arthur leave the park?</li> </ul> <p>Ask your child these questions and ask them to answer them verbally to develop comprehension skills.</p>				
<b>Maths</b>	<p><b><u>Monday</u></b> Watch Double Trouble Numberblocks. Ask your child what they notice about the numberblocks each time they look into the mirror. Place cubes or other objects you can find in front of a mirror and discuss what they notice. Discuss as doubling e.g. double 2 is ____</p> <p><b>Complete the doubling pairs game <a href="http://www.maths-games.org/ladybird-doubles.html">http://www.maths-games.org/ladybird-doubles.html</a></b></p>				

**Tuesday**

Remind your child about doubling e.g. double 4 is 8. Ask your child what double 1 is and repeat for different numbers. Ask your child to write down their answers. **Using the butterfly template on teams. Ask your child paint a certain amount of dots on one side of the butterfly and fold it over and open to see the double. If you haven't got paints colour one side and repeat on the other side.**

**Wednesday**

Using cube towers or make towers using small objects e.g. buttons and ask them to double the length. Repeat a few times with different amounts. Do this again but ask your child to half the amount.

Play <https://www.topmarks.co.uk/maths-games/hit-the-button> (doubling to 10 and halving to 10)

**Thursday**

Watch 'The Doorbell Rang by Pat Hutchins' [https://www.youtube.com/watch?v=ESH92\\_rBw](https://www.youtube.com/watch?v=ESH92_rBw) and discuss the sharing that is seen.

**Using paper plates and small objects ask your child to share the objects between the number of plates. Change the number of plates and objects each time ensuring that they can be equally shared.**

**Friday**

Ask your child to choose a number between 1-20 and get that amount of cubes/objects. Ask them to share the objects between you both. Have you got the same amount? Is it fair? Ask them to complete the table (see assignments)

**Maths problems**



How many children would be on the bus if you added 3 more?



How many shells would you have if you took 3 away?



Estimate how many ducks are in the pond and then count them to see if you were correct.



Double the amount of sausages in the pan.



How many children are there? Is it an odd or even number?

**A Story a day**

The Ocean Alphabet book by Jerry Pallotta  
<https://m.youtube.com/watch?v=8CM3PcRQ8NI>  
Way Down Deep in the Deep Blue Sea by Jan Peck  
<https://m.youtube.com/watch?v=HZJ3OzwPiNA>

Hello Ocean by Pam Muñoz Ryan

<https://m.youtube.com/watch?v=NMbN3INUqyg>

What Lives in a Shell? By Kathleen Weidner Zoehfeld

[https://www.youtube.com/watch?v=0GMq0uLD5\\_Q](https://www.youtube.com/watch?v=0GMq0uLD5_Q)

Over in the Ocean by Marianne Berkes

[https://www.youtube.com/watch?v=\\_Tbtd3mdRHs](https://www.youtube.com/watch?v=_Tbtd3mdRHs)

<p><b><u>Art/DT (EAD) – Beach Art</u></b>  Can you create your own picture of a beach scene? Can you add a lighthouse on a cliff to your scene? What colours will you use? What will you add to the sand and the sea? What media will you use? Paint, pencils, crayons, pens or chalk?</p>	<p><b><u>PE (PD) = Creatures of the Sea</u></b>  <b><u>Stan the Starfish</u></b> = How many star jumps can you do in 20 seconds?  <b><u>Colin the Crab</u></b> = Sit on the floor and put your hands 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?  <b><u>Fleeing Fish</u></b> = Use your arms to do front crawl, breast stroke &amp; backstroke  <b><u>Snail Trail</u></b> = Place your hands down on the ground in front of you. Walk your hands away from your feet until you are in a press-up position. Then, walk your feet in towards your hands again and repeat.  <b><u>Easy Eels</u></b> = Lie down on the ground and wriggle your body like a slimy eel. Try doing this on your front and then on your back.</p>	<p><b><u>Computing (UTW) = Purple Mash Under the Sea</u></b> - Read the story about under the sea.  <b><u>Subtraction up to 20</u></b> - Answer the questions to get to the end.  <b><u>Busy Beats</u></b> - Experiment with sound and create real music with Busy Beats</p>
<p><b><u>Music (EAD)= BBC Music</u></b>  Play when I was one I sucked my thumb - <a href="https://www.bbc.co.uk/teach/school-radio/music-ks1-sun-sea-song-6-when-i-was-one-i-sucked-my-thumb/znktxyc">https://www.bbc.co.uk/teach/school-radio/music-ks1-sun-sea-song-6-when-i-was-one-i-sucked-my-thumb/znktxyc</a>  Learning Verses 1 to 4 of the song.  Recognise the high notes in the chorus - which descend - or get lower.  Spot how Verse 1 and Verse 2 are similar. Identify which lines are repeated</p>	<p><b><u>Design Technology = Sandcastles</u></b>  Can you create your own sandcastle? You could use sand if you have some or maybe even kinetic sand. If not, think about how you can make a brilliant castle you might find at the beach. What materials will you use?</p>	<p><b><u>Science (UTW) =</u></b>  Watch <a href="https://www.bbc.co.uk/bitesize/clips/z3mb9qt">https://www.bbc.co.uk/bitesize/clips/z3mb9qt</a>  Talk about what a light source is and draw and write 5 light sources.</p>
<p><b><u>History = How has the seaside changed?</u></b>  Visiting the seaside in 2020 is very different to how it used to be. Use the Seaside comparison activity. Print out the pictures and talk about which pictures show the beach in the past and which are now – Can you identify anything that has stayed the same? It would be lovely to look online at videos or pictures of the beach in the past. Maybe research Blackpool in the past to see how it has changed.</p>		<p><b><u>Geography = Locating Blackpool</u></b>  We don't live near the beach in Hyde but we are not a million miles away from the beach. Using the maps you have used in the past few weeks or online, can you identify Blackpool? Where is it? Is it near the sea? What can you find out about Blackpool Tower? Use the map &amp; internet to research other seaside towns such as Brighton. Can you write or make a video about the seaside town you have researched.</p>

**UTW/PSED – Beach Safety**

It's really important to stay safe when you visit the beach. What do you need to wear when you go the beach in Summer? Why would you not wear a sweater? How can you stay safe? Research online or read the Seaside safety poster in assignments. Ask your child to create their own poster or leaflet explaining how to stay safe on the beach.

**Communication and Language = A Trip to the Beach**

Have you ever been to the beach? How did you get there? What did you do? What did you wear? Did you go in the sea? How did you stay safe? Did you make any sandcastles?

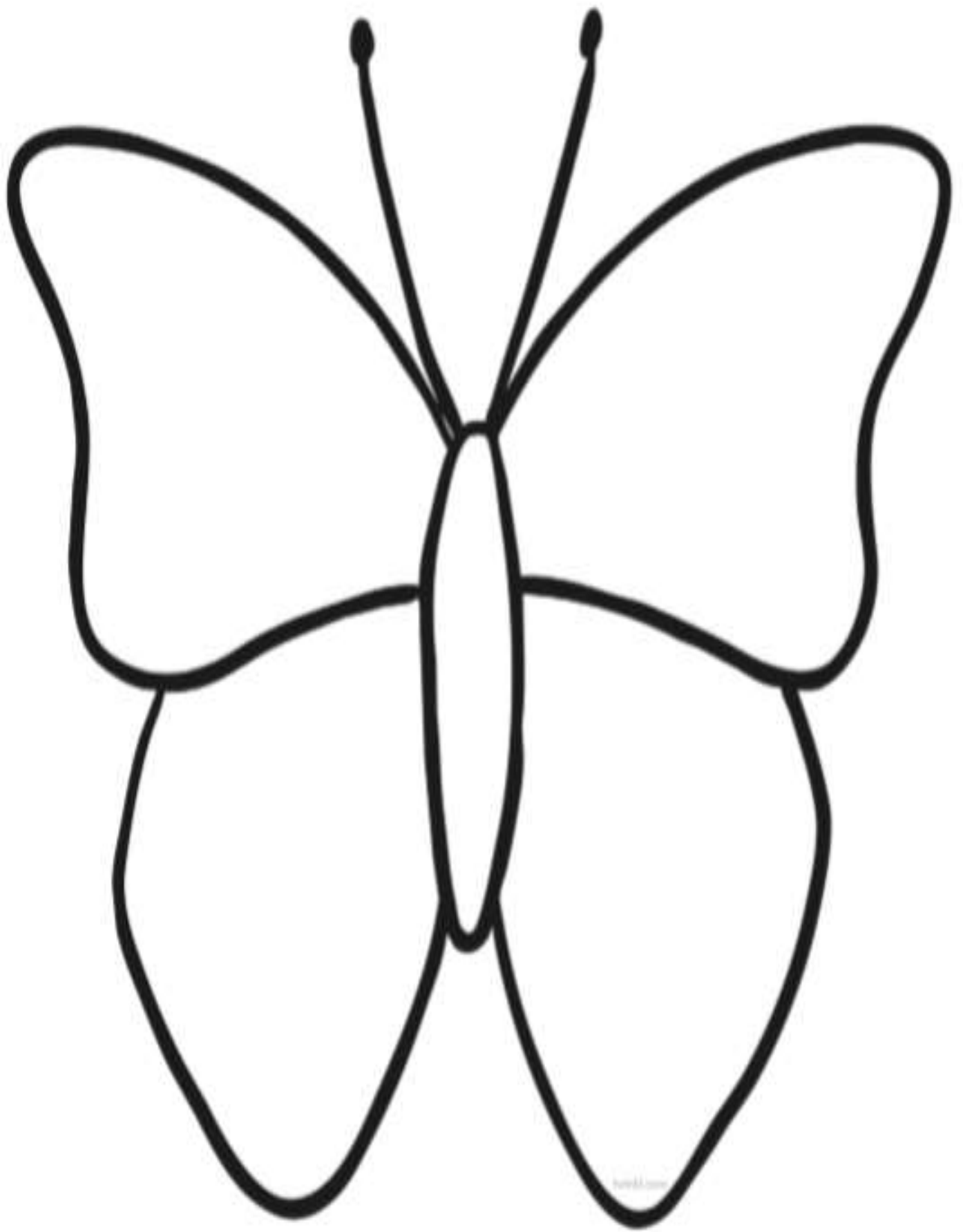
**History -Grace Darling**



Watch <https://www.bbc.co.uk/teach/class-clips-video/true-stories-grace-darling/z4y7pg8>

What would have been the good things about living in a lighthouse, and what not so good?

After rescuing the people from the storm, Grace says that 'perhaps she was brave.' Do the you think she was brave? Did she deserve all the attention from newspapers and painters? Do you agree with Grace that the attention and fame was because she was a girl?

- Create your own set of instructions for staying safe when visiting the beach
- Message in a Bottle = Pirates loved sending messages in bottle = Can you write a message to somebody you know? Maybe put it into a plastic bottle and?
- Beach in a bottle. Use some sand and push into a plastic bottle. Maybe use materials to make chairs, sea creatures and other things.
- Sand Art = Put some sand into a plate/bowl and use your finger to create your own Sand art
- Research the different flags that we find on the beach for safety reasons



Numbers that can be shared equally	Numbers that can't be shared equally
	



# Safety at the Seaside

Remember to drink plenty of water on a hot day so you don't dehydrate.

Remember to wear sunscreen if it's a sunny day. Also wear a sunhat and sunglasses to keep cool and protect your eyes from the sun.

Don't walk through rock pools or throw anything into them as you could harm wildlife living in them.

Don't play near cliffs or on large rocks as you could slip and hurt yourself.

Be careful of Jellyfish and Weever-fish as they can cause you harm when touched.

Be careful of any sharp objects or litter hidden in the sand as you could hurt yourself.

Be aware of strong tides and large waves as they could pull you out to sea.

Don't wander around the beach on your own. Always stay with an adult.



# A Shark in the Park

Marvin and Arthur went to the park on a bright day. The park was not too far so they did not need the car.

At the park, the sun went in and it started to get a bit dark. Marvin and Arthur went to the far end of the park. In the pond, they spotted a fin. They went to the pond and there was a shark. The shark had a lot of sharp teeth and was swimming to Marvin and Arthur.

The shark swam to harm them so they left the park.



# Seaside Comparison: Past and Present

Think about all the things you have learnt about seaside holidays in the past and what they are like now, in the present. Complete the table by sorting the things into the right columns.

past	both	present

You may want to use some of these pictures to sort on to your table.

