



Reception Home Learning

W.B: 11.05.2020



Daily Activities

<u>Writing Activity</u> This can be from below or can be letter formation practice.	<u>Maths</u> Exploring pattern work. 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 on Youtube at 9:30 every day	<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:

Where will my imagination take me?

This week, the topic will have a focus on **Magic and Potions**. We would like the children to think about how to cast magic spells and what ingredients they would put into their magic potions? We would also like the children to think about the people who they admire and talk about how they are 'magical' as well as looking at and describing witches and wizards. Please look at the activities below to find out all the fantastic activities we have planned around this. Don't forget to post on Teams so we can see your learning & give you Dojos & praise.

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!!!

	Monday	Tuesday	Wednesday	Thursday	Friday
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Phonics	AIR sound – How do we write it? Can you write: fair, pairs, stairs, chairs Write sentence: You can sit in a rocking chair. Cumulative text = Can you find the AIR sound?	ER Sound – Introduce to children. Show how to write on paper etc. Sound out & read: litter, better, matter, letter, farmer Use Phonics Play: Buried Treasure (ER Words)	ER sound – How do we write it? Can you write: spanner, hammer, ladder, mixer Write sentence: Cumulative text = Can you find the ER sound?	EAR Sound – Introduce to children. Show how to write on paper etc. Sound out & read: herd, fern, her, mermaid Use Phonics Play: Buried Treasure (ER Words)	ER sound – How do we write it? Can you write: Herbs, term, nerve, perm Write sentence: You might have herbs with dinner. Cumulative text = Can you find the ER sound?
		Youtube: Mr Thorne Does Phonics: AIR Sound Oxford Owl: Can you find a story with AIR sounds?	Youtube: Mr Thorne Does Phonics: ER Sound Oxford Owl: Can you find a story with ER sounds?		
Literacy	Look up the story & listen to: The Elves & the Shoemaker. This could be a book or on Youtube. Who are the characters? What happens to them? Can you write a letter to the elves thanking them for their hard work?	The elves were great helpers in making the shoes. Can you design your own shoes and write some facts about them? What colour are they? What special features do they have?	Look up the story & listen to: Rapunzel This could be a book or on Youtube. Who are the characters? What happens to them? Can you write some instructions about how to climb up the tower & save the princess? What should you do first, next, last? What equipment will you need?	Look up the story & listen to: The Billy Goats Gruff. This could be a book or on Youtube. Who are the characters? What happens to them? Can you write a description of the troll? Which words will you use to describe the troll?	Can you rewrite the story of the Billy Goats Gruff? Can you write a beginning, middle and ending? What are the main events in the story?
Maths	<u>This week's maths resource.</u> Please copy and paste the link into your internet browser http://go.pardot.com/e/749453/PowerMathsYear0/59b36/116888559?h=IWQ_M5wpgfIC0DlpVYrqlvP5sFa-N8w-HFXtzbc				
	Length, Height and Distance 1- <u>Look at pg 81.</u> Ask the questions- Which stick has more cubes? How do you know? Are all the cubes the same size? How many cubes does each stick have? Which	Length, Height and Distance 2- <u>Look at pg 83 and 84.</u> Ask the questions- What can you see on the table? Which pencil is longer? Which pencil is shorter? How could you check? Who is taller? Who is shorter? Look at the pot	Length, Height and Distance 3- <u>Look at pg 87 and 88.</u> Ask the questions- Picture 1 : Which item is shorter? How can you find out? 1 : How can you check if the items are lined up? 1 : Why do you need to line up the items? 1 : How else	Volume and Capacity 1 <u>Look at pg 103 and 104</u> Ask the questions- How many buckets can you see? What do they have in them? Look at the buckets of sand. Do they both have the same amount of sand in them? Could you fit any more sand in this one? What about this one?	Volume and Capacity 2 <u>Look at pg 107 and 108</u> Ask the questions- Picture 1 : Are the buckets the same? Can you see a bucket that is full? 1 : What does empty mean? Which bucket is empty? 1 : How could you describe the other bucket? Picture 2 : Are the buckets the same? Can you see a

	<p>stick is longer? Do you think you could build a longer stick? How many cubes could you use?</p> <p><u>Activity – Can you create different sized snakes from playdough or paper? Can you put them in length order?</u></p>	<p>of crayons. Can you see which crayon is the longest? Can you see which crayon is the shortest?</p> <p><u>Look at page 85 and 86</u> Ask the questions – How could you compare the pencils to find which is longer? Draw attention to what Flo says. How will lining up the pencils help? Can you line up two pencils to compare them? How will cubes help Dexter to see which is longer?</p> <p><u>Activity- Show an object from the house or garden. Ask children to find an object that they think is shorter, taller or longer than your object. Get them to measure by lining up the items to prove it is longer or shorter. Ask the children to say the follow sentence as the compare. The spoon is longer than the _____. The _____ is shorter than the Pencil.</u></p>	<p>could you compare the items? [Using cubes.] 1 : Which is shorter? Which is longer? Picture 2 : How can you tell the cups are lined up? [using the table] 2 : What is different in this picture? What does taller mean? 2 : If shorter is the opposite of longer, what is the opposite of taller?</p> <p><u>Look at page 89 and 90</u> Ask the questions- Which ribbon do you think is longer? Why? Are they lined up at a starting point? Why is this important? Why does Dexter think the ribbons are the same length? Do you think he is right? Are both of the ribbons straight? If you straighten the spotty ribbon, will it be longer or shorter than the plain one? Draw attention to what Flo is saying. Why does Flo think she can use something bigger to measure them? • How many cubes do you think you would need to measure the straight ribbon? What could you use instead of cubes? [Items that are larger than cubes.]</p>	<p>Which one is full? Look at the buckets of water. Do they both have the same amount of water in them? Could you fit any more water in this one? What about this one? Which one is full? Let’s look at the picture again. Which buckets are full?</p> <p><u>Look at pg 105 and 106</u> Ask the questions – Which buckets are full? How many buckets are full? Which other words could you use to describe the buckets that are not full? [Empty, nearly full.] Can this full bucket hold any more water/sand.</p> <p><u>Activity - Provide sets of different-sized containers for your child to describe and order. Encourage them to find out which container holds the most by filling the containers with water and pouring them from one to another. Are any the same? Can you put the containers in order, from the one that holds the most to the one that holds the least?</u></p>	<p>bucket that is full? 2 : Which bucket has more sand in it?</p> <p><u>Look at pg 109 and 110</u> Ask the questions – What do you notice about the glasses? Can you describe them? Is there any water in the glasses? Which glass do you think will hold the most water? Do you think Dexter is right to look for the tallest glass? What else might mean the glass can hold more water? If you pour a full glass of water into another glass and it overflows, what does that tell you? If you pour a full glass of water into another glass and it is not full yet, what does that tell you?</p> <p><u>Activity – complete volume and capacity practice activity in files (If you can’t print, just complete on the screen and draw on separate paper).</u></p>
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			Activity – complete length, height and distance practice activity in files (If you can't print, just complete on the screen and draw on separate paper).		
Maths problems	Whilst you are out for a walk, look at the house numbers on your side of the street. What do you notice about the numbers? On your way back, have a look at the house numbers on the opposite side of the street. What do you notice about these numbers? Can you spot a pattern?	Find a pair of socks for everyone in your house? How many socks do you have altogether? Practise writing these numbers at home.	Hide your teddy. Use words to describe where teddy is hidden, e.g. behind, on top, underneath, in between.	Look in your food cupboard. What is the heaviest food? Which is the lightest? How do you know?	Can you write about your week? Can you write the days of the week in order? Can you put the activities you have done in order? Can you write down the times you did the activities, each day?
Books to listen to Please choose 1 a day to listen to 😊	Winnie's Magic Wand by Valerie Thomas https://www.youtube.com/watch?v=Fko2bV1X6Z4 Spells by Emily Gravett https://www.youtube.com/watch?v=XqUOsRP7bPg The Paperbag Princess by Robert Munsch https://www.youtube.com/watch?v=hIPrb-sA6Uo Keith, The Cat with the Magic Hat by Sue Hendra https://www.youtube.com/watch?v=aLrL6OosUHK How to Catch a Unicorn by Adam Wallace https://www.youtube.com/watch?v=WNdkWvhiV-0&list=PL3gBRxwIIAz2BbBle5CLBuAyj3dh2q60j				

PSED: Friendship Potions

We're all missing our friends now but we can still think about why we like our friends. Can you write out what you need to make a good friend to create your own 'friendship potion'?

DT= Magic Wands

If you go out walking, can you find a stick. Bring it home and decorate it to turn it into your own magic wand. You could add glitter, paper, sequins or anything else to make it extra magical

Can you write out your own magic spells – What will you turn people into? Can you make your spell rhyme?

Computing (UTW) = Purple Mash 2Dos

Create a magic wand: What spells would you cast with a magic wand? Can you show me what it would look like?

Mirror, Mirror: Put yourself into the role of a fairy tale character looking into a magic mirror. Show their thoughts and character in the speech bubble.

The Elves and the Shoemaker puzzle: Can you piece together this illustration?

Art = A Witch's portrait

Witches were wicked!!! Can you create your own picture of a witch? What colours will you use? Why? Can you make her look really evil? Why would we not use colours such as yellow or orange to paint a witch?

PSED – What makes your hero magical?

What makes a hero? Who are your heroes/heroines? Why is this? What sort of questions would you ask your hero if you could? What sort of 'magic' do they do?

Music = John William's music

A composer is someone who writes music. John Williams is a famous, American composer. He has written many soundtracks for films. Listen to this [piece of music](#) and imagine what the film might be about. (Try to hide the title on the screen and the colouring sheet if you can) Is it fast or slow? Can you hear any singers in the piece of music? Is it a loud or soft piece of music? Can you hear the beat? Can you hear lots of different instruments or just a few? What instruments can you hear? The piece of music is Hedwig's Theme from Harry Potter. **Complete the listening colouring sheet in this week's home learning pack.** After you had done this, you could search for other well-known John William's film soundtracks. Have you heard any of them before? How are they different to Hedwig's Theme?

History = Happy Birthday Florence

This week, we celebrate Florence Nightingale's birthday. Florence Nightingale was a famous nurse who was born on 12th May 1820. Look at this [clip](#) to find out some facts about her. Florence was also called The Lady with the Lamp. Can you find out why she has this nickname?

Science – Changing potions

Can you make your own potions? Use some food colouring to add to water and see if you can create your own magical potions? What else could you add to your potion? What changes can you see happening? How can you make your potion fizz or change? What will the magic words be?

Note: Lots of potion ideas are online 😊

Outdoors = Fairy hunt

Shh, there might be fairies in your garden on your walk. Can you create an area for them, maybe you could make your own Fairy garden? Can you create things to put in your own fairy garden? Can you make some signs for your fairies? If not outdoors, why not make your own indoor fairy garden?

Outdoors = Garden potions

Can you create your own outdoor potion? Go on a hunt in your garden or on your walk and collect them and mix them together – What will your magic words be?

Some other activities you might want to try:

- Collect some magic wands (sticks, straws) – Can you order them by length from shortest to longest?
- Can you write your own Magic potions? What will be in your bubbling cauldron?
- Using sticks or other garden toys – Can you pretend they are your broomstick – Can you set up a broomstick race?
- Can you order numbers 1-20? How quickly can you do it? Can you go further than 20? Can you begin to count in 2s, 5s & 10s?
- Can you make your own witches/wizards hat using card?
- Can you research a famous wizard such as Harry Potter or Merlin? – Can you write some facts about them?