



Reception Home Learning

W.B: 18.05.2020



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 **dragons**. 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
Phonics	UE sound – How do we write it? Can you write: Cue, due, glue, true, statue Write sentence: The king will rescue the mermaid from the monster. Cumulative text = Can you find the UE sound?	UE Sound – Introduce to children. Show how to write on paper etc. Sound out & read: rescue, blue, duel, muesli Use Phonics Play: Buried Treasure (UE Words)	URE sound – How do we write it? Can you write: Cure, sure, pure, manure Write sentence: If you smell manure, then it might give you a fright. Cumulative text = Can you find the ER sound?	URE Sound – Introduce to children. Show how to write on paper etc. Sound out & read: injure, mature, lure, figure Use Phonics Play: Buried Treasure (URE Words)	TURE sound – How do we write it? Can you write: Mixture, picture, adventure, Write sentence: The witch had an adventure with a vulture. Cumulative text = Can you find the TURE sound?
	Youtube: Mr Thorne Does Phonics: UE Sound		Youtube: Mr Thorne Does Phonics: URE Sound		

		Oxford Owl: Can you find a story with UE sounds?	Oxford Owl: Can you find a story with URE sounds?		
Literacy	Look up the story & listen to: The Ugly Duckling. This could be a book or on Youtube. Who are the characters? What happens to them? Can you imagine you are the duckling and write about what you will see & what you will do as you swim around?	Ducklings need nests. Can you look online at duck and birds nests? What materials do you need to build nests? Can you write some instructions to make a nest? Maybe you can build a nest in your garden for local birds or ducks? Maybe you could even make a bird feeder?	Look up the story & listen to: Rumpelstiltskin. This could be a book or on Youtube. Who are the characters? What happens to them? Can you write a character description of Rumpelstiltskin? What does he look like? What does he wear? What might he say?	Can you rewrite the story of the Rumpelstiltskin? Can you write a beginning, middle and ending? What are the main events in the story?	Tricky key words practice. Keep practising all of your tricky words. There are games on Phonics Play & lots of other activities on Twinkl. You could: <ol style="list-style-type: none"> 1. Read, cover, write 2. Read the words & put them into a sentence 3. How many times can you write a key word in a minute? 2 minute?
Maths	This week's maths resource. Please copy and paste the link into your internet browser http://go.pardot.com/e/749453/PowerMathsYear0/59b36/116888559?h=IWQ_M5wpgfIC0DlpVYrqlvP5sFa-N8w-HFxtzZbc				
	Number bond to 10 (1) Watch Number Bonds to 10 video and sing along. Repeat the video but this time ask you child to say the number pair before it comes up on the screen (pause each time if more time is needed) <u>Activity – See Purple Mash 2Dos: Number bond pairs to 10 (quiz)</u>	Number bonds to 10 (2) – Read the number bonds to 10 questions to your child. Ask your child to use a ten frame (in files or draw out) to draw coloured dots to represent the objects in the word problems. What is the answer? <u>Activity – See Purple Mash 2Dos: Purple Mash Number bond pairs to 10 (game)</u>	Numbers to Twenty (1)- <u>Look at pg 43 and 44</u> Ask the questions- How many trays have stars in the first unit? How did you know there were 10? How many trays have stars in the second unit? How did you count them? How many trays have stars altogether? How can you count them? Do you need to start from 1? How many stickers are on the chart in the background? How do you know? Can you show other teens numbers using either ten frames or with a family	Numbers to Twenty (2)- <u>Look at pg 47 and 48</u> Ask the questions- Picture 1 : How many trays are on the shelves? How can you count them? 1 : How many more are being added? 1 : Can you count on to find out how many there are now? 2 : How many trays are on the shelves? How many trays are taken away? Picture 2: Do you need to count forwards or backwards? Pictures 1 and 2 : Are there more or fewer trays than before? <u>Activity - Make a number on two ten frames (see files). Can you repeat making a number that is more or fewer?</u>	Numbers to Twenty (3)- <u>Look at pg 49 and 50</u> How many trays are there? How did you count the trays? What does 'fewer' mean? If there are fewer children, will the number be more or less than 20? How could you find numbers less than 20? How could counting backwards help you find an answer? Is _____ fewer than 20? How do you know? <u>Activity – complete numbers to twenty practice activity in files (If you can't print, just complete on the screen and draw on separate paper).</u>

member using your fingers?
Look at pg 45 and 46 Ask the questions-
 What do the units look like? [Ten frames.] Can you represent the star trays with ten frames and counters? Why are there two ten frames? How many counters are there in a full ten frame? Do you need to start counting from 1? Where could you start counting from? Why? How will you know when to stop counting? How many trays are there altogether? How can you count them?

Activity – Using natural materials, create a two ten frame (see picture) and create different teen numbers.



			<p>member using your fingers? <u>Look at pg 45 and 46</u> Ask the questions- What do the units look like? [Ten frames.] Can you represent the star trays with ten frames and counters? Why are there two ten frames? How many counters are there in a full ten frame? Do you need to start counting from 1? Where could you start counting from? Why? How will you know when to stop counting? How many trays are there altogether? How can you count them?</p> <p><u>Activity – Using natural materials, create a two ten frame (see picture) and create different teen numbers.</u></p> 		
<p>Maths problems</p>	<p>Can you time yourself getting dressed? You could ask an adult if you could borrow their mobile phone if you</p>	<p>Write the numbers 0 to 20 on a sheet of paper. Ask your child secretly to choose a number on the paper. Then ask him / her</p>	<p>How old are you now? How old will you be when you are 1 year older? How old were you last year? How old will you be</p>	<p>Play a board game where you need to roll a dice like Snakes and Ladders. If you haven't got a board game at home, play one</p>	<p>Count how many trees are on your street. Count how many cars are on your street.</p>

	<p>haven't got a stop watch (most mobiles have a stopwatch feature). Make a note each day and see if you can improve your time.</p>	<p>some questions to find out what the secret number is, e.g. Is it less than 10? Is it between 10 and 20? Does it have a 5 in it? He / she may answer only yes or no. Once you have guessed the number, it is your turn to choose a number. Your child asks the questions.</p>	<p>10 years from now? Can you adult ask you any more questions about your age?</p>	<p>online. Here is a link to Snakes and Ladders: Snakes and Ladders</p>	<p>Can you add these two numbers together? Practise writing these numbers at home.</p>
<p>Books to listen to</p>	<p> Zog by Julia Donaldson Zog and the Flying Doctors by Julia Donaldson Winnie's Midnight Dragon by Valerie Thomas East Dragon, West Dragon by Robyn Eversole There's No Such Thing as a Dragon by Jack Kent </p>				

Art (EAD) – Dragon model

Look at some images of dragons (files). Can you use empty packaging to create your own dragon? Make sure you write down the features and attach it to your model.

Science (UTW) = Dragon habitats

A habitat is a special place where a plant or animal lives. Just like you have a home or place to live, so do plants and animals. Have a look at some of these [clips](#) and discuss what the habitats are like. We would then like you to design a habitat for a dragon. Where might a dragon live? You could draw the habitat or make it in a shoebox (examples in files)

Computing (UTW) = Purple Mash

Complete the 2dos on Purple Mash.
Dragon and Knight: Decorate the dragon and knight.
My Dragon - Can you create your own dragon? Will he be kind or scary?
Zoo- Have a go at the different tasks. Can you put the animals in the correct place on the zoo scene and label them by moving the letter?

PSED/CL = Kindness

Watch the [film](#) of Zog or listen to it being read [here](#)
The girl (Princess Pearl) in Zog showed kindness by giving first aid to Zog and the other dragons. What acts of kindness can you show at home?
Think about one nice thing you could do each day for a member of your family.

History (UTW) = Florence Nightingale continued

Watch the [Magic Grandad video](#) about Florence Nightingale. What have noticed and learnt from the video? If you were at the hospital at Scutari what would you see, hear, feel and smell before Florence Nightingale began to change things? What are hospitals like now? Can you make a senses list for the hospitals then and now?

Geography (UTW) = Maps

Where can you find a dragon? Do they really exist? The answer is yes and no: while the magical fire-breathing creatures are mythical, there are some huge lizards alive today that are called dragons. One of these lizards is the Komodo Dragon which live in Indonesia's Lesser Sunda Islands. Can you find Indonesia on a map? Is it close to the UK? Can you find out some facts about Indonesia? Is Indonesia similar or different to the UK?

Music (EAD) = Dragon music

Listen to [Ravel's 'Empress of the Pagodas'](#). As you listen to the first section of the piece, we would like you to imagine a princess walking, dancing and taking a bow. Can you create a dance or create movements inspired by the music?
In the middle section of the piece, we meet the dragon. Listen carefully. Can you imagine what the dragon looks like? What is it doing? How does it move? What words can you use to describe the dragon music? The third section returns to the princess. Can you notice a change in the music?
Create your own princess or dragon music using a homemade instruments or experiment with [Arpeggios Music Lab](#) or [Song Maker Lab](#).

Get Active (PD) = Workouts

Try one of these [superhero](#) or [Disney](#) workouts. Ask an adult to film you and add it onto Teams.

- Design a dragon's egg/ create a paper mache egg.
- Make a den for a dragon out of construction toys or outside.
- Create a dragon dance.
- Make a dragon ice egg. Place water into a balloon and put it in the freezer for at least a day. Take off the balloon and observe.
- Write about the features of a dragon.
- Find out about Komodo dragons and other lizards?