



## Reception Home Learning

W.B: 15.06.2020



### Daily Activities

<b><u>Writing Activity</u></b> This can be from below or can be letter formation practice.	<b><u>Maths</u></b> Doubling and halving. 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 on Youtube at 9:00 every day	<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 the vast amount of creatures who live in the sea.

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>	OY sound – How do we write it? <b>Can you write: toy, enjoy, boys, destroy</b> Write sentence: Roy will point to his choice of toy. <b>Cumulative text = Can you find the OY sound?</b> Alternative = Can you find any other OY sounds e.g. OI. Can you underline them in the text?	EA Sound – Introduce to children. Show how to write on paper etc. <b>Sound out &amp; read: read, beasts, sea, leaf</b> Use Phonics Play: Odd & Bob (EA Words)	EA sound – How do we write it? <b>Can you write: heater, beats, seat, treats</b> Write sentence: I like to read books about beasts and sheep. <b>Cumulative text = Can you find the EA sound?</b> Alternative = Can you find any other EA sounds e.g. EE or E-E. Can you underline them in the text?	IE Sound – Introduce to children. Show how to write on paper etc. <b>Sound out &amp; read: lies, died, fries, tie</b> Use Phonics Play: Odd & Bob (IE Words)	IE sound – How do we write it? <b>Can you write: cried, tried, die, pies</b> Write sentence: Dad put on a green tie last night. <b>Cumulative text = Can you find the IE sound?</b> Alternative = Can you find any other IE sounds e.g. IGH or I-E. Can you underline them in the text?
	Phonics Play: Tricky Word Trucks	Oxford Owl = Can you find a story with the EA sound?		Mr Thorne Does Phonics = IE sound – View on Youtube	

<p><b>Literacy</b></p>	<p><b>Monday:</b> Re-read the story from the beginning, stopping at “Seven sea lions and a walrus,” said Billy. “Of course there are, Billy,” laughed his mum and dad’. □ Talk about the different things that Billy saw in his bucket. Watch a video, such as: <a href="https://www.youtube.com/watch?v=9kj_vwleR6Q">https://www.youtube.com/watch?v=9kj_vwleR6Q</a> to explore and extend children’s knowledge of underwater animals. Can your child write a list of the sea creatures, applying their Phonics?</p> <p><b>Tuesday:</b> Re-read the whole text with your child. □ At the end discuss what they liked and didn’t like and focus on anything that puzzled them to help children understand what happened in the story. Talk through the main events in the story to show the children how to summarise the key events on a story map. □ Add words and phrases, including in speech bubbles, that the children can remember from the book.</p> <p><b>Wednesday:</b> Go back to the last two spreads in the book, where Dad releases the whale from the bucket. □ Ask the children why they think it took six hours, three fire engines, four cranes and a shoe horn to get the whale back into the bucket. Show picture of the Whale online. What is bigger than a whale? Can you write some comparative sentences e.g. A whale is bigger than.....? A Whale is smaller than.....?</p> <p><b>Thursday:</b> Write a review about the story. Can the children write some sentences about the text? What were their favourite parts? What characters were in the story? What events? Would you recommend the story? Why? Why not?</p> <p><b>Friday:</b> Can you write your sequel to the story? What might happen to Billy next? Use your imagination to write some sentences about what might happen next to Billy – It could be anything? Can you use any features of narrative such as ‘once upon a time’ and ‘happily ever after’</p>
<p><b>Maths</b></p>	<p><u>This week’s maths resource.</u> Please copy and paste the link into your internet browser  <a href="http://go.pardot.com/e/749453/PowerMathsYear0/59b36/116888559?h=IWQ_M5wpgfIC0DlpVYrqjvIvP5sFa-N8w-HFXtxZbc">http://go.pardot.com/e/749453/PowerMathsYear0/59b36/116888559?h=IWQ_M5wpgfIC0DlpVYrqjvIvP5sFa-N8w-HFXtxZbc</a></p> <p><b>Identifying equal groups and introducing doubling.</b>  Monday = Look at page 51 and ask the questions:  What is different about the two groups? What is the same about the two groups? How many apples are there? How many oranges are there?  Which group has more? [Neither.] How do you know both groups are the same? Does the pattern look familiar? Where have you seen it before?  <u>Look at page 53 and 54</u>  Can you find a double domino? How do you know it is a double? How many spots are there on each side? How can you tell that there are the same number of spots on each side? How could you describe a double? [Two equal groups. Use the stem sentences: __ and __ is a double. Double __ is __.]  <b><u>Activity – Adult calls out an instruction, for example: Show me double 3. Children hold up 3 fingers on each hand making 6 fingers altogether and say the stem sentence: 3 and 3 is 6. Double 3 is 6. Repeat for different doubles.</u></b></p> <p><b>Doubling</b>  Tuesday = Look at page 55 and 56 and ask the questions:  Why is Astrid looking for equal groups? How many spots are on each side of the domino? Does each side have the same number of spots? How can you use the counters and five frames to check that they are the same? Draw children’s attention to what Flo is saying. How many spots are there altogether?  What is double 4? Use the stem sentences: There are 2 groups of __.  2 groups of __ is __. Double __ is __.  <u>Look at page 57 and 58</u>  Picture 1: What is a double? Where can you see a double? 2: How do you know it is a double? Why does the other set not represent a double?  1: What do you notice about the spots on the dice? Where have you seen this pattern before?  Picture 2: How many balloons are in each group? 2: What is the same about the groups? What is different about the groups? 2: Is it still a double if the balloons are different colours? 2: How many balloons are there altogether? How</p>

did you work it out?

**Activity – Adult Call out pairs of numbers, for example: 2 and 3, 5 and 1, 5 and 2, 3 and 3. Children listen and wait to hear a double. When they hear a double, for example: 3 and 3, they jump up and say the stem sentence: Double 3 is 6.**

Wednesday = Look at page 59 and 60 and ask the questions:

What pattern can you see? Can you describe the pattern? What will come next in the pattern? What is double 1? What is double 2? Can you complete the five frames to show double 3? Can you say all the double facts?

**Activity – complete doubling journal activity**

**Halving and Sharing**

Look at page 61 and 62 and ask the questions:

How many counters are there on each five frame? How many counters are there altogether? What double can you see? Are the counters in equal groups? Can you remember any other doubles facts?

Thursday = Look at page 63 and 64 and ask the questions:

How many strawberries are there altogether? How can you share them into two groups? Can each child have the same amount? How many strawberries will each child get?

What does half mean?

**Activity - Set up a picnic for 2 teddies and share out plates, cups and food between them so that each teddy gets half of everything.**

**Halving and Sharing**

Look at page 65 and 66 and ask the questions:

How many strawberries are there altogether? How can you make sure you have equal groups? How does sharing the strawberries one at a time help you to make equal groups? Will each child get the same amount? Why is it important to line up the five frames?

Friday = Look at page 69 and 70 and ask the questions:

Which foods will you start with? How can you find half? What do you think half of 2 will be?

How can you check that both groups are equal? What pattern do you think Ash can see? What do you think half of the next number will be? Which doubles can you see? What does Sparks mean? How might using doubles facts help you to predict halves?

**Activity – complete halving and sharing journal activity**

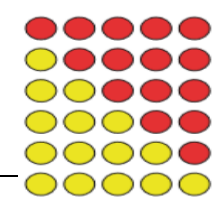
**Maths problems**

Write the numbers in the correct order

4	12	6	3	17
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Can you say what is one more/one less for each of the numbers?

Use the pattern to complete the number sentences.



I'm thinking of a number. I've subtracted 5 and the answer is 7. What number was I thinking of? Explain how you know.

I am thinking of a number. I've added 8 and the answer

Look at the coins in a purse or wallet. Discuss the differences and similarities. Can you name the different coins? Remember to wash your hands after looking at the coins.

Wendy thought of a number. One more than her number was 18. What was her number?  
Wendy thought of a number. Ten more than her number was 15. What was her number?

	Complete <table border="1" data-bbox="293 229 591 264"> <tr> <td>13</td> <td></td> <td>15</td> <td>16</td> <td></td> </tr> </table>	13		15	16		$0 + 5 = 5$ $1 + \square = 5$ $2 + \square = 5$ $3 + \square = 5$ $4 + \square = 5$ $5 + \square = 5$	is 19. What number was I thinking of? Explain how you know		
13		15	16							
<b><u>A Story a day</u></b>	<a href="#">The Snail and the Whale by Julia Donaldson</a> <a href="#">Somebody Swallowed Stanley by Sarah Roberts</a> <a href="#">The Rainbow Fish by Marcus Pfister</a> <a href="#">Barry the Fish with Fingers by Sue Hendra</a> <a href="#">A house for Hermit Crab by Eric Carle</a>									

<p><b><u>Art (EAD) = Paper Mache sea creature</u></b> Using scrunched up paper/newspaper can you create a shape of one of the sea creatures we have been looking at. Create a paste using PVA glue or a paste made from flour, water and little bit of salt. Dip strips of newspaper/ paper into the paste and place on your sea creature shape. Build up layers of paper and leave to dry. When it has dried, paint and decorate your sea creature.</p>	<p><b><u>Science (UTW) = Life cycle of a sea turtle</u></b> Watch <a href="https://www.youtube.com/watch?v=-zsymWRHEKU">https://www.youtube.com/watch?v=-zsymWRHEKU</a> and complete the life cycle worksheet. (see assignments)</p>	<p><b><u>Computing (UTW) = Purple Mash Rockpool</u></b> -Can you draw a rockpool? <b>Crab</b> – complete the crab jigsaw <b>Diver</b> – create your own diver.</p>
<p><b><u>PSED = Rainbow Fish</u></b> Read or watch the <a href="#">Rainbow Fish</a>. Discuss the importance of friendship and make a list of qualities that friends have or should have.</p>	<p><b><u>DT (EAD) = Periscope</u></b> A periscope is an instrument which allows people inside a submarine, under the sea, to see above the water. Using the instructions (see assignments) create a periscope. If you haven't got mirrors you could use smooth tin foil on card.</p>	<p><b><u>Science (UTW) = Sea creature fact file</u></b> Research a sea creature and create a fact file about it. (see assignments)</p>
<p><b><u>History = History of the Seaside</u></b> How has the seaside changed in years gone by? Look online for some pictures of Blackpool in 2020 and in 1920 = What are the key differences?</p>		<p><b><u>Geography = coastal town</u></b> Research one of the UK coastal towns and talk about what features and attractions you might find there. Write down three facts about the coastal town you choose.</p>
<p><b><u>PSED/UTW = Sea Pollution</u></b> Sea pollution is a massive problem for our sea creatures Many creatures can choke or get caught in plastic. Watch <a href="https://www.youtube.com/watch?v=Our5CZz5qoU">https://www.youtube.com/watch?v=Our5CZz5qoU</a> (an adult might need to read the writing to you). Have at think about different ways we can reduce pollution to save the sea creatures. Produce a poster to show the different ways we can help the sea creatures.</p>	<p><b><u>Music (EAD) = There's a hole at the bottom of the ocean.</u></b> Watch and learn- <a href="https://www.bbc.co.uk/teach/school-radio/music-ks1-sun-sea-song-2-theres-a-hole-in-the-bottom-of-the-sea/zvr7jhv">https://www.bbc.co.uk/teach/school-radio/music-ks1-sun-sea-song-2-theres-a-hole-in-the-bottom-of-the-sea/zvr7jhv</a> Can you identify how the first line of each verse gets longer. Can you spot the lines in the verses which are the same?</p>	<p><b><u>PE (PD) = Under the Sea dance</u></b> Watch the video of sea creatures. <a href="https://www.youtube.com/watch?v=hXtrIy95V80">https://www.youtube.com/watch?v=hXtrIy95V80</a> Can you mimic the movements of the different creatures? Can you come up with a dance using these movements?</p>
<p>Other Possible Activities</p> <ul style="list-style-type: none"> <li>• Investigate materials you have around the house to see if they are waterproof</li> <li>• Learn the song 'Under the Sea' from the Little Mermaid.</li> <li>• Read or watch <a href="#">The Snail and the Whale</a> and talk about the similarities and differences of the places they visit.</li> <li>• Create a salt dough sea creature</li> <li>• Write clues so that your family can guess the sea creature you are thinking about.</li> <li>• Watch and play with the <a href="#">Octonauts</a></li> <li>• <a href="#">Old Jack's Boat: Rockpool Tales</a> -explore rockpools and meet some new friends with Old Jack and Salty.</li> </ul>		