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| Key Stage: EYFS HOME | |
| **Daily Learning: Year Reception** | **Date: Monday 29th June 2020** |
| Hello,  It was lovely seeing so many of you on the Zoom call and hearing about your favourite minibeasts.  Please email me if you have any questions or queries today.  r.doran@tssfirst.co.uk  The zoom meeting is for everyone and will at 1.15 pm on Thursday with both myself and Miss Cope. This is now the time for all meetings this term. Please have some learning ready to show. We will send out an invitation as you will require a password to join. Also don’t forget to send us ‘secret’ emails about ‘wow’ moments at home and some of those children will get a special shout out, instead of certificates at the end of the week that we usually do. This could be school learning related but doesn’t need to be. It could be about excellent behaviour, being super kind, extra helpful or all of these! Don’t forget to remind Miss Cope if your child has a birthday this week. | |
| **Sports Festival Timetable**  This week is sports week and Miss Pugh has been busy organising a whole school sports event that we can all take part in. More details to follow but each day there will be a new activity.  Please don’t forget to take lots of pictures of the children being sporty during the week. It would be great if you could email them to: [k.pugh@tssfirst.co.uk](mailto:k.pugh@tssfirst.co.uk) so they can be included in a special sport’s blog for that week.  **Monday 29th June 2020**  9.30 am Special Zoom assembly to introduce the children to our sports festival (Zoom details will be emailed out nearer the time)   |  |  | | --- | --- | | Sports Star of the day | Usain Bolt- see Power Point | | Warm up/down activity | Jump the river- | | Family sport activity | To try and go for a family walk, jog or run! | | Sports competition event | How many star jumps can you do in a minute?  Don’t forget to record your total on the table that has been emailed as they count towards your final house score! | | |
| **Phonics (20mins):**  Daily: Recap flashcards of all sounds (phase 2&3). Either make flashcards by copying the sounds from your child’s sound book, download a free set from <http://www.letters-and-sounds.com/>or buy them from Amazon. Please practise reading the tricky words everyday with your child. Either use the mini flashcards at the back of the sound book or look at them on <https://www.phonicsplay.co.uk/> **(free access).**  Find the Phonics section on – <https://central.espresso.co.uk/> there are Phase 3 and Phase 4 sections. Today find the **‘oa’** section.  **Today’s focus:**  **I am learning to read and spell the Phase 3 tricky words – *be, he, me, she, we, my, by, you, was, they***  ***OR***  **I am learning to read and spell the Phase 4 tricky words –*went, said, have, like, so, do, some, little, there, were, come, one, when, out, what,***  **I am practising reading and spelling *’oa’* words like:** loaf, toad, oak, foal, coat, boat, soap, goat.  Warm up - Use flashcards to teach the appropriate tricky words ***Phase 3 or 4 tricky words cards***  As these are the tricky words they cannot be decoded (sounded out) so discuss which bit of each word is tricky and help them to remember (e.g. the ‘h’ in when is silent).  Only when the children can read the words start trying to spell them.  Then practise blending and then reading these words containing today’s sound e.g. loaf, toad, oak, foal, coat, boat, soap, road, goat.  Using a phoneme frame (a piece of paper with 3 boxes draw on it) write these words encourage your children to say the word and then segment it into the sounds s – oa– p and then ask them to write on letter per box. E.g.   |  |  |  | | --- | --- | --- | | **s** | **oa** | **p** |   Continue with the remainder of the words.  Explain to your child that they are going to write a sentence. Can they remember what goes at the beginning & end of a sentence? Say the sentence first then ask the child to say it with you a couple of times until they can remember it. Then ask them to write it. See if they can have a go by themselves and encourage them to read it through when they have finished checking they have remembered everything.   |  | | --- | | The goat’s coat is too big. | | The toad was in his boat with his loaf! |   or   |  | | --- | | My coat is big. | | The toad was on the road. | | |
| **Reading:**  Daily: Please listen to your child read one book a day and practise a word list.  **Bug Club**  Three books have been allocated to your child.  <https://www.activelearnprimary.co.uk/login?c=0>  Keep practising the high frequency words. If your child can read them, practise spelling them. (Saved under ongoing reception resources as phase 2 or 3 or 4 high frequency words.)    **High Frequency Words- These words are a mixture of phonetic words and tricky words that the children should be able to read on sight (have instant recall). Please help your child to learn them starting with phase 2 words, then phase 3 words and then phase 4.**  **Word boxes- Continue practising blending by working through the word boxes saved under ongoing resources. We have added some more word lists if your child can read the others. Word box lists 22-24.** | |
| **Writing:**  **I am planning my own non-fiction minibeast book. Print book pages.**  **These work best if printed back to back and folded in half to make a book.**  Introduce the **vocabulary mat** & read some of the **minibeast fact sheet**s.  Explain that the children are going to be writing 1/2 sentences about a minibeast on each page of their book. At the end of the book they will even design a front cover and write a contents page!  Every page will have a heading, picture and space for some written information about the specific minibeast.  Main - Today on the first page the children can write the heading Minibeasts and write a sentence or two about what we mean by the term minibeasts and where we might find them…  *E.g. Minibeasts are …*  *They can be seen …*  I like minibeasts because …  Discuss what they have to remember when writing sentences… Capital letter, full stops, finger spaces, good handwriting and spelling!  Ensure they can say the sentence correctly, and then encourage them to write it down word at a time, segmenting words to help then work out how they may be spelt. Encourage them to use their phase 3 phonic matto help them rather than sounding out the words for them.  Home: Mrs Doran & Miss Cope will ask you about your minibeast book on the Zoom call on Thursday. | |
| **Handwriting:**  Daily: Practise three lines in your school book writing the letters below. Make sure your child is using the school script and putting a finger space between each letter. Please do three lines of the same letter if your child is finding it challenging.  Line 1 ‘o’  Line 2 ‘a’  Line 3 ‘oa’ Please only join letter is your child can form the individual letters correctly and you show them how to join correctly. | |
| **Mathematics:**  Daily: If your child is not secure with numbers to 20 please practise reading these in and out of order and see if they can put them in the correct order. Practise writing numbers correctly to 10/20 either on a whiteboard, chalkboard on in the book provided. If your child is confident with numbers to 20 please practise counting to 100 and reading/writing random numbers from a hundred square - download from google images or Twinkl.co.uk  Starter - Record numbers on a piece of paper / maths book – counting in 2s, 5s and 10s.  Use a hundred square to help.  **I am learning to recognise and name the 3d shapes.**  Intro – Talk about 2d and 3d shapes; see what you child already knows.  Use the **Shape Powerpoint** to re-cap the names of the 3d shapes and / or watch <https://central.espresso.co.uk/espresso/modules/ey_shape/video_solid1.html>  Go on a 3d shape walk talk about the shapes and where they might find them in the area around the home / garden / park. **3d shape hunt sheet** | |
| **Knowledge and Understanding of the World/ Expressive Arts/ Topic:**  **I am creating my own minibeast and garden**  Using purple mash your child can get creative.  Design a minibeast <https://www.purplemash.com/#app/pap/animals/minibeast>  Design a garden <https://www.purplemash.com/#app/games/simplecitydest/gardencentre>  And / Or  **I am making my own spider web art.**  Use a paper plate or card circle. Make holes in it with a hole punch.  The children can thread the string/ wool through it.  Make a spider from black sugar paper, cut out eyes & decorate with whatever is at hand.  EYFS mini beasts - paper plate hand print spider webs | |
| **Useful websites:**  <http://www.letters-and-sounds.com/>  <https://www.phonicsplay.co.uk/> username: march20 password: home  <https://www.twinkl.co.uk/> sign up with offer code: UKTWINKLHELPS  <https://www.topmarks.co.uk/> learning games 5-7 years  <https://www.purplemash.com/login/>  <https://www.discoveryeducation.co.uk/>  [https://literacytrust.org.uk/family-zone/](https://literacytrust.org.uk/family-zone/?mc_cid=1a89f05f20&mc_eid=77290cca67)  <https://www.booksfortopics.com/homebooks-3-5?utm_campaign=91b8033a-2701-4f95-aace-8d1e2ce95762&utm_source=so&utm_medium=mail&cid=76ce0357-1ddf-4ade-9d8f-e45f7b412278>  <https://www.youtube.com/watch?v=K6r99N3kXME&feature=youtu.be> daily PE lessons | |