|  |  |
| --- | --- |
| **Key Stage: EYFS Home** | |
| **Daily Learning: Year Reception** | **Date: Monday 13th July 2020** |
| Hello,  Please email me if you have any questions or queries today.  r.doran@tssfirst.co.uk  The zoom meeting is at 1.15 pm on Thursday with both me and Miss Cope. 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.  Please forward any photos for the school blog to either myself or Miss Cope. We will then forward them to Miss Pugh who is uploading the blog for all classes. | |
| **Exercise Time!**  You might enjoy a walk, jog, cycle or scoot  OR play  Top Gear Equipment: Any outdoor space for children to run about in Children become vehicles, following the leader’s instructions, as follows:  1 st gear – walking slowly, watching for clear spaces using arms to steer, as if using a car steering wheel  2 nd gear – marching with bigger strides, arms as before  3 rd gear – jogging slowly, with arms as before  4 th gear – galloping, with arms as before Top gear – sprinting, with arms as before Crash! –  Children freeze with hands in fronts of faces Reverse – Children walk backwards looking in turn to each side behind them to avoid any other cars and beeping like a reversing lorry. Leader can either go through the gears up and down, or vary it by moving to different gears at random | |
| **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).**  **Week’s focus:**  **I am practising all the Phase 3 tricky words – *be, he, me, she, we, my, by, you, was, all, are, they, her***  OR  **I am practising all the Phase 4 tricky words – *went, said, have, like, so, do, some, little, there, were, come, one, when, out, what, it’s, from, children, just, help***  Warm up - Use flashcards to teach the appropriate set of words.  First practise reading the words with the children.  Then discuss which bit of each word is tricky.  Next practise spelling the words. Ask the children to see if they can remember the tricky bits.  **I am practising reading and spelling words containing the ‘er’ diagraph.**  Find the Phonics section on – <https://central.espresso.co.uk/> there are Phase 3 and Phase 4 sections. Today find the **’er’** section.  Main - practise blending and then reading these words containing todays sound eg, fern, herd, her, jerk, after, verb, helper, sister, expert, perfect.  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 h – er – d and then ask them to write on letter per box. E.g.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **h** | **e** | **l** | **p** | **er** |   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.   |  | | --- | | They were experts at thinking of verbs. | | Her sister was the perfect helper. |   or   |  | | --- | | She saw a green fern. | | Can she see a herd of cows? | | |
| **Reading:**  Daily: Please listen to your child read one book a day and practise a word list.  **Finding reading books suitable for your child can be challenging. Oxford Owls does have free e books to download. The books include Biff and Chip and Read, Write Inc (These are phonic based. They do not use the same colour bands as Biff and Chip). You can find books by age or level. Happy Reading!**  <https://home.oxfordowl.co.uk/books/free-ebooks/>  **Bug Club**  Three books have been allocated to your child.  <https://www.activelearnprimary.co.uk/login?c=0>  **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.** If your child can read them, practise spelling them.  **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 reading and writing about the book: ‘This is the bear and the scary night’**  Intro – Ask the children if they have ever lost a bear, or any other toy.  Allow the children to tell their story and ask if they found it again or was it gone forever?  Listen to ‘This is the bear and the scary night’ <https://www.youtube.com/watch?v=0agugJk1F9o>  Ask the children what they thought of their bears adventures.  Main – Write some sentences about this bear’s adventures in the style of the original story.  e.g. This is the bear that was lost in the park.  This is the boy that went home alone hoping he would find his bear again.  This is the bear …  This is the boy …  Extension – ask the children to write about how they think the characters felt when they realised the boy had left the bear in the park. | |
| **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 ‘e’  Line 2 ‘r’  Line 3 ‘er’ 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 - count in 1s from 0-24 & 0-60  Count in 10s 0-60  Count in 5s 0-60  **I am learning the mathematical language of time and to make O’clock times on a clock.**  Intro – Ask the children what they know about the time?  Talk about what happens at various times of the day, begin with that time we wake up; have breakfast etc. until bed time.  If possible show the o’clock times on an analogue clock.  Use the **Telling the time** **PowerPoint** to introduce the language and re-cap the concept of O’clock  Main – Make your own clock using a circle of paper, card, or paper plate.  There is an **Interactive clock** **sheet** to help as children struggle to understand where the numbers go on a clock face at this age.  Play ‘What’s the time Mr Wolf’ you say a time and the children make it on their clock after a few goes say ’dinner time’ and pretend to catch them.  Watch this to recap the language of time again.  <https://www.youtube.com/watch?v=tEmg914-9xY> | |
| **Knowledge and Understanding of the World/ Expressive Arts/ Topic:**  **I am learning to talk about Teddy bears now and in the past.**  Watch a story about an Old Bear  <https://www.youtube.com/watch?v=ePCof76DLO0&list=PLsA9iBMGobTh_S9rzrBWTztZKl80PcZNI>  Intro- talk about how Old bear looks and compare him to the children’s own bears.  Look at and talk about the **photos old and new of the bears.**  Main – Can the children collect their teddies and sort them into new and old bears?  Then choose the oldest bear and draw a picture of it.  How can the children make it look old?  There’s a nice tutorial you can use.  <https://www.youtube.com/watch?v=Tg73ni-XZzg>  Colour with pencils, crayons or paints.  Extension - Write some details about how old the bear is, who owns the bear, when they received the bear, who gave it to them and why?  Home: Mrs Doran & Miss Cope will ask you about your old bear at the Zoom call on Thursday so please come ready to show us! | |
| **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 | |