

**Key Stage: EYFS**

**Home Learning Year Reception**

**25<sup>th</sup> – 29<sup>th</sup> January 2021**

The guidance in this bulletin is intended to support the continuing education for your child. Activities and resources have been carefully sourced to be easy to deliver. We would expect approx. 3 hours per day to be spent on directed activities. Please supplement with physical exercise and further creative activity where you are able. Please use the office email [office@tssfirst.co.uk](mailto:office@tssfirst.co.uk) if you have any queries with your home learning or your teachers work email ([l.frank@tssfirst.co.uk](mailto:l.frank@tssfirst.co.uk))

**We are continuing with our topic of Traditional Tales and this week our tale is  
The Gingerbread Man!**



**Exercise Time!**

You may wish to start your day with some movement or break up the day with a walk. Some suggestions:

**PE with Joe Wicks**

<https://www.youtube.com/watch?v=K6r99N3kXME&feature=youtu.be>



**Mindfulness/Yoga:**

Try starting your day with some relaxing mindfulness or yoga.

[https://www.youtube.com/results?search\\_query=cosmic+yoga](https://www.youtube.com/results?search_query=cosmic+yoga)

**Phonics (15mins):**

Daily: Recap flashcards of all sounds (phase 2 & phase 3 up until 'oi'). 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 print them from our ongoing resources on our Reception page. Please listen to the [Jolly Phonics song](#) the daily.

This week's focus: To introduce new sounds and tricky words and apply them in reading and writing tasks.

**Monday:** Recap of all sounds. Introduction of tricky word 'you'. Find tricky word 'you' in books and practise writing it in your work books.

**Tuesday:** Today we are going to learn about a new sound 'air' and tricky word 'are'. I will introduce this in our live lesson. Worksheet provided/ If you are unable to print, your child can practise writing 'air' in their books and write 3 words containing the 'air' sound.

**Wednesday:** Introduction of 'ue' sound. Introduced in live lesson along with writing practise – 'ue'. Can your child remember 3 words with the 'ue' sound in from today's lesson? Eg. Argue, barbecue, rescue. Parents write these words on paper and scrunch them up and put them in a bag that ties shut. Can your child 'rescue' the words and read them with you?

**Thursday:** Recap all sounds and then go on a tricky word scavenger hunt! Either complete the worksheet provided or write down the phase 2 or 3 tricky words (depending on your child) from the worksheet instead so that your child knows what to look for.

**Friday:** Practise this week's tricky words – 'you' and 'are'. Can your child use both tricky words in a sentence? Eg. You are not being fair! Extend by asking them to write their sentence if they are ready.

Ask your child to write the following words with sound buttons underneath.

**Monday: march, thing, coin**

**Tuesday: stair, fair, hair**

**Wednesday:** cue, chair, keep

**Thursday:** rich, deep, soap

**Friday:** now, town, north

**Challenge – argue, rescue**

Either in their exercise book or on a whiteboard/ chalkboard or using magnetic letters, ask your child to write the following sentences. You can choose to write a sentence each day.

Level 1

Jim has six gold coins.

I can see a pair of boots on the mat.

Level 2

He sat down on the big chair.

The pig has mud on his back.

Bow down to the king and queen.

Say the sentence. Ask your child to say it back. Count the words together. Then ask them to write it reminding them to use the school script, finger spaces and a full stop. Once written let them check they have the correct number of words. Ask them to read the sentence to you. Check the spelling together. Ask your child to tick each correct letter and to correct mistakes.

**Reading:** (Bugclub books are updated every Monday morning)

**Daily:** Please hear your child read one book a day. We have allocated your child books on [bugclub https://www.activelearnprimary.co.uk/](https://www.activelearnprimary.co.uk/) which you can access each day. Please remember to only click on the bugs in each book once you have read all allocated books as once you have done this they will disappear and it allows us to see that you have read and completed the activities which supplement each book. Please let me know if you have any issues with logging on. Happy reading!

**Writing:**

**I am learning to link sounds to letters, naming and sounding the letters of the alphabet.**

**Can I write some sounds in words correctly?** Worksheets are provided if you would like to print.

**Monday:** Label the characters in the Gingerbread man story using either the worksheet provided or write a list in your exercise book – 1 character per line.

**Tuesday:** Speech bubbles- What is the gingerbread man and the other characters saying? Choose the character you would like to use from worksheets provided or create your own.

**Wednesday:** Ordering the story with pictures. Worksheet provided/you can discuss the story with your child instead. If you have the book, look through the pages and talk about the story sequence.

**Thursday:** Imagine you were writing a new page for the story. Who would you add to the story? Draw a picture of your character and then write a sentence using the worksheet or your own. I have included a PowerPoint for this. Eg. 'I would have a dog' or 'It will be a duck.'

**Friday:** Who is your favourite character from the story and why? You can use the worksheet provided or your own book/paper for this.

At this stage children are only expected to think about the sounds they hear when sounding out various words. Encourage them to sound out each word beginning with identifying the beginning sound. Please remind your child to use the school script and use a finger space between each word and a full stop at the end. I look forward to reading your child's writing.

**Handwriting:**

**Daily:** Practise three lines in a book or on paper of writing the letter or letters below. This week we are focusing on a letter each day – a, e, i, o, u. Please practise a line of each letter encouraging your child to stay inside one line (besides for dotting the i). We are also writing tricky words ‘you’ and ‘are’. Make sure that your child is using the school script (refer to the school script card shared if you are unsure) and puts a finger space between each letter.

**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 or in a book. If your child is confident with numbers to 20 please practise counting beyond 20 and reading/writing random numbers from a hundred square - download from google images or Twinkl.co.uk

**I am learning to order and sequence familiar events and beginning to use everyday language related to time.**

**Monday:** Introduction to time and ordering and sequencing familiar events in the PowerPoint provided.

**Tuesday:** Introduce an analogue clock. Discuss parts- numbers, hands, and time words. Minute, hour. Show how it works. Show 9 o'clock- the time we do register. Find a clock at home/ print worksheet provided/ make your own and ask children to make time. Show them how to use clock and how they must only touch the big/ minute hand. Repeat with different times relevant to school day.

**Wednesday:** Count to 20 forwards and backwards. Next, using an analogue clock, practise making o'clock times using time words such in the morning at 7 o'clock I get up. At 8 o'clock I have my breakfast ... Can your child write the o'clock time using the correct words?

**Thursday:** Use a timer, how many times can your child write their name in one minute?

**Friday:** Use a timer, how many star jumps can your child do in two minutes? Practise number formation for numbers 10-15 and then complete Gingerbread counting game on Topmarks.

**Challenge:** Give your child a time to keep an eye out for, such as dinner time at 6pm, can they tell you when it's 6pm by looking at the long and short hands?

**Knowledge and Understanding of the World/ Expressive Arts/ Topic:**

Each week we will provide a range of foundation learning activities of which you should choose 3 to do on any day that suits you.

**RE:** This week we are looking at how we can be kind and helpful. Watch this [video](#) from BBC Bitesize based on 'The Good Samaritan' and then discuss what makes someone kind and helpful. Can your child draw a kind person and label what they do that makes them kind? Eg. Helpful, thoughtful, uses kind words, shares.

**Understanding the world:**

- 1. Baking:** It's time to put our baking aprons on! Using the Gingerbread cookie recipe I have uploaded (or your own), follow the step-by-step recipe/method to ensure that all ingredients have been measured correctly and discuss why we need to make sure that we use the correct amounts of each ingredient and how each ingredient will help the recipe become successful. Discuss each step of the baking process and encourage your child to notice the changes in each step. Please share your photos 😊
- 2. Winter walk – how do we know its winter? What can we see?** We are beginning to notice patterns and change in the weather and seasons. What do we notice about winter?

Can you write what you see and take photos? Do we dress differently now than we do in summer? What sort of activities do we enjoy now in winter that we wouldn't necessarily enjoy in summer? Use the winter hunt list provided to see how many you can spot.

3. **Singing and dancing:** Watch this video and encourage your child to sing and learn the words and create their own dance moves to this fun and repetitive [song](#) on Youtube from The Gingerbread man's story.

**Computing (Fridays): – Complete a simple program on a computer.**

This week I would like your child to complete a painting of a gingerbread man. You will find this on MiniMash when you click on the purple door which will take you 'outside'. Here you will find 'Drawing and painting' and once you've entered that, click on 'Paint Projects' where you will find the Gingerbread man (keep clicking through the pages) which your child can decorate and save.

<https://www.purplemash.com/#tab/pm-home/minimash>

**Useful websites:**

<http://www.letters-and-sounds.com/>

<https://www.phonicsplay.co.uk/>

<https://www.twinkl.co.uk/>

<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://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.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

**Useful apps:**

Alphablocks

Cebeebies Go Explore

Jolly Phonics

**Zoom Meeting Timetable:**

**Monday:** 1.15pm – Reception Phonics

**Tuesday:** 9:30am – Reception Phonics

**Wednesday:** 1.15pm – Reception Phonics

**Thursday:** 9.30am – Reception Wellbeing catch-up  
1.45pm – Reverend Sally's Assembly

**Friday:** 10am – Whole school PSHE Assembly