**Reception Home Learning – Week 4 27.04.2020**

We have provided some guidelines for your child’s home learning. We appreciate that these are stressful times for all involved. Where possible, please encourage your child to complete the learning outlined below. We appreciate that in some cases this may not be possible. Please try your best and don’t get too worried about it. Most importantly stay safe and enjoy this time with your family.

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| **Literacy** | | **Topic – People who help us** |
| **Writing**  Continue writing a diary entry, each day include a sentence about the weather, how you feel and something you have enjoyed. Include what day it is.  Choose some common exception words and write sentences with those words in your sentence. Ask an adult to help you structure the sentence it can be about anything you would like it to be about.  Remember to leave finger spaces, use your phoneme and common exception word knowledge, use your best cursive writing and remember capital letters and full stops.  **Phonics**  **Daily flashcards** - phase 2 phonemes and phase 3 digraphs & trigraphs   * phase 2,3, & 4 common exception word bookmarks   If you can print off some phonemes or common exception words from twinkl website, have a phoneme/word hunt or play snap, you could time yourself and see how quickly you can read them.  **Read the regular words** **below** (read a few a day). Children to firstly identify the digraphs/trigraphs within the words and then segment the word and blend together.  **Reading sentences** - children to look at the sentences below, what can they see? Look for common exception words, digraphs, trigraphs, punctuation and how many words are in each sentence.  Play phase 2 & 3 phonics games on the *phonics play* website <https://new.phonicsplay.co.uk/> practicing blending and segmenting of words  **Reading**  Continue to read books from the Oxford Owl website under their current book band colour.  Share stories from home with your family. Can you recognise any words in the story? Maybe have a go at reading some of the story. Can you use different voices for different characters in the story? | | Learn your address and practise what you would say if you had to make a 999 emergency call.  Draw a picture of a person who has helped you in the last few weeks. Write some short sentences to describe what they did.  Make your own “People who help us” costume. You could borrow an adults shirt as a doctors coat or one of their hats to be a helmet. Pretend you are the person who is helping. What would you do? What would you say? “Hot seat” the character and get your parents or siblings to ask you questions to find out more about what you do and how you help others.  Talk about different feelings. Describe how you feel today and give a reason why? Do a kind thing to help someone in your house (wash or dry the dishes, load or unload the dishwasher, help to fold the washing, lay the table for dinner)  Use the internet with an adult to research images of people who help us. Make a list of those you find. Choose your favourite and draw an emergency vehicle for them to use.  Explain the job roles of two people who help us.  Talk about what it means to be a good friend.  Understand how to cross a road safely and what would help us cross safely if there was no lollipop lady or man present.  Discuss who helps you at home and who helps you in school.  Talk about some house rules and make a poster to display them.  Think of a question you could ask someone who works in the emergency services. |
| **Maths** | |
| This week we are **Adding**.  We encourage your child to use real objects to see that the quantity of a group can be changed by adding more. The **first, then, now** structure can be used to create mathematical stories in meaningful contexts.  **I count**, **you count** is a game which can be used to practise counting on from different starting points. Begin by counting as you point to yourself. When you point to your child they continue the count. This is great for creating rhythmic patterns:    First show me 5 fingers. Now show me 2 more? How many fingers now? How do you know there are 7?  Did you count them all 1,2,3,4,5,6,7?  Is there another way to count them? We know we have 5 on this hand? Can we count on? 6,7? Or do we know 5 and 2 more makes 7? 5 add 2 equals 7?  Use **first, then, now** to tell simple maths stories to practise adding more in real life contexts.        Using a dice, but only numbers 1-3, get your child to roll the dice and collect 1,2 or 3 cubes or wooden blocks to add to build a tower. How high can they build their tower before it topples over? If they are ready, encourage them to **count on** as they add their cubes, wooden blocks, each time. Extend by using numbers 1-6.    Encourage your child to create their own **first, then, now** stories using small world resources. E.g. **First** there were 5 dolls in the house. **Then** 2 more dolls came home. **Now** there are 7 dolls **altogether**.  **Adding** stories to share together:  Mouse Count- by Ellen Stoll Walsh  Mr Gumpy’s Outing – by John Burningham  The Shopping Basket – by John Burningham  Share the story Mr Gumpy’s Outing and build a vehicle to create your own **first, then, now** stories. Get your family to act out characters and climb aboard. Encourage your child to count how many altogether as **more** people join them. Use teddies, dolls etc……    **Additional daily maths activities on:** [**https://whiterosemaths.com/homelearning/early-years/**](https://whiterosemaths.com/homelearning/early-years/) | |
| **Physical Development** | | **Expressive Arts and Design** |
| Gross Motor:  Through physical activities at home, try to practise the 7 fundamental movement skills:   * Running * Jumping * Coordination * Balance * Agility * Throwing * Catching   Try to ensure you incorporate some physical activity in to your daily routine. Joe Wicks is doing PE live on his YouTube channel (Joe Wicks TV) every morning at 9am for 30 minutes.  Go for a scooter or cycle ride with the family  Use chalk to make your own activity pathway on the drive, patio or path outside. Include following the line, hopscotch, jumping over the lines, hopping in the circle etc – be creative! | Fine Motor:  Practise your letter formation in a cursive style. Encourage correct pencil grip and fluid control.  Draw round some household objects onto some paper. Practise scissor skills by cutting them out accurately.  Use tweezers to move small objects from one place to another without dropping them.  Practise tying shoe laces, doing up and un doing buttons, taking clothes on and off.  If any parcels are delivered that contain bubble wrap, squeeze and pop the bubbles!  Use playdough and practise some dough disco skills such as:   * Rolling into a ball or sausage * Rolling in to a ball and then squashing to make it flat * Squeezing the playdough between your fingers in a fist shape * Pretending to use your fingers like a piano across the playdough so each finger moves individually * Press * Pinch * Mould and sculpt * Turn | Create your own emergency vehicle. Think about its features – sirens, hosepipes, ladders, colours. You could make your vehicle from recycled materials (boxes, toilet roll tubes, bottle tops etc).  Create a thankyou card to send to someone who has helped you. You could draw, paint or use collage to make your picture. Remember to use your best writing inside to say “thank you” and to write your name.  Sing the **999 emergency song** (to the tune of 3 blind mice)  999, 999  Emergency, emergency  People can help in an accident  Police and fire and ambulance  If you need help, you know what to do  Call 999  Sing the **Special helpers song** (to the tune of are you sleeping)  Special helpers, special helpers  For today, for today  Lots of ways to help us, lots of ways to help us  Work and play, work and play  Make a playdough model of someone who helps you.  Use Lego or building blocks to make the building of a person who helps us (police station, hospital, supermarket, fire station) |

**Awe and wonder - simple science activities**

**Skittle rainbow**

Place skittles in a circle around the edge of a small plate. Make sure there are no gaps between the skittles. Pour water into the centre of the plate. When the water reaches the skittles, the colours bleed to make a rainbow!

**Cornflour slime**

Mix 200-300g of cornflour with 200ml of water and a few drops of food colouring. Stir and watch it thicken. Squeeze between your fingers and talk about the texture. It looks hard, then suddenly behaves like a liquid again - fascinating, but messy!

**Rainbow colour mixing**

Pour a cup of whole or 2% milk into a large bowl. Add 3 drops of food colouring to one side, 3 drops about a third of the way round and a final 3 drops another third of the way round.

Next, squeeze a drop of washing up liquid into the centre of the bowl. Watch what happens to the colours!

Milk is mainly water with a high fat content. The washing up liquid bonds with the fat in the milk which pushes the food colouring out.

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| **Word reading** | **Reading sentences** |
| meet  sight  oak  food | Then they sing songs |
| wood  jar  worn  surf | Tanya and Yasha see an eel. |
| toil  tear  stair  secure | Shep the dog sits down in the mud. |
| boxer  much  bash  thick | Shep the dog is in a mess. |