**Reception Home Learning – Week 5**

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** |
| **Writing**   * Children to write the following sentences using their phonic knowledge and draw a picture to go with it. Remember, the words do not need to all be spelt correctly, the children will sound them out and use the phonemes they have learnt (e.g. they may spell Police as: polees and protect as proatect).   The doctor helps us to get better.  The police protect us.  Nurses have gowns and masks to protect us and them.  My mum helps me to do my learning.   * 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.   **Reading**   * Continue to read books from the Oxford owl website. * Read labels on items from within your home, can you spot any digraphs or trigraphs?   **Phonics**   * Continue practicing your phonemes, digraphs & trigraphs and common exception words. * Read the words and sentences below. Can you spot the digraphs, trigraphs and punctuation. * Use the phonics play website to play a range of games (phase 2,3, and 4 games)   <https://new.phonicsplay.co.uk/> | | * Choose one person who helps you, it could be a family member or a doctor, firefighter etc. Draw and label all the things that this person does to help you. * If you have a dolls house, doctors set, fire engines, police car etc can you act out a scene where these people would help you? * Watch the rubbish being collected and the recycling truck (if you can catch them!) Think of some questions you might like to ask them to find out what happens to the rubbish once it has been collected. * Save the recycling for a few days. Can you help to sort it into the correct boxes? * Record the weather everyday for a week (morning, noon and afternoon) make a note of how many sunny days, cloudy, rain etc) * Weather presenters help us to understand what the weather is going to be like over the next few days and allows us time to prepare. Pretend you are a weather forecaster and role play talking about the weather for today. You could make a map and some weather symbols. If a grown up records you presenting the weather, send it in an email to your teacher – we would love to see it! |
| **Maths** | |
| This week we will be **Taking away / subtracting.**  Your child needs to use real objects to see that the quantity of a group can be changed by taking items away.  The **first**, **then,** **now** structure (we used last week with addition) can be used to create mathematical stories in meaningful contexts.  Encourage your child to **count out all of the items** at the start, **take away** the required amount **practically,** and **recount to see how many are left.**     * Encourage your child to adapt and re-enact rhymes such as **10 Green Bottles** by making 1 ,2, or 3 fall each time. Similarly, they could have **10 Currant buns** and choose to buy 1, 2, 0r 3 buns each time. Prompt your child to say **how many are left each time.**      * Also play a game with 2 people. Ask your child to line up 10 pebbles, shells or counters. Your child takes turn with you to choose whether you take 1,2, or 3 of objects. The winner is the player who avoids taking the last pebble.      * Create a countdown game by chalking numbers 10-0 leading towards a rocket or water blaster. Use a dice (1-5). You roll the dice and jump back from 10 to 0. The first to reach the rocket or water blaster shouts blast off and wins the game. * Provide lots of opportunities for your child to practise **counting back**. Use **I count, you count** game from last week. **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: **10,9,8,**  7,6,5, * **Daily maths activity on www. whiterose.co.uk/homelearning** | |
| **Physical Development** | | **Expressive Arts and Design** |
| Gross Motor:   * Practice throwing and catching a ball to yourself, can you then practice throwing and catching with a family member? Can you move further away from each other as you control the ball more? * Practice hopping * If you have a skipping rope, practise skipping | Fine Motor:   * Practice writing the curly caterpillar letters c,a,d,o,g,q,e,s,f in a cursive print you can use pens, paint, chalk. Can you write some words with those letters. * Draw some pictures of people who help you then cut them out and make them into puppets using a straw, stick or pencil. * If you have any cotton buds and rice, practise writing your tricky words in rice and letter formation. Glitter is also good – but messy! | * Create a poster thanking all those people who help you. * Choose a song that makes you happy, can you add some music to it by using objects from around the house that you can use as a musical instrument. * Draw, paint or collage a picture of someone who helps you. Write a label to say who they are. * Make a weather wreath by creating your own set of weather symbols, cutting them out and arranging them into a wreath shape, just like the ones you see on people’s houses at Christmas time. |

**Every day:**

* Share how you are feeling, what day of the week it is and talk about what you are doing that day
* Practise counting to 10 and then 20. Count objects around your home to practise your 1:1 counting and accuracy
* Read through your tricky words
* Daily reading (shared or independent)

**Awe and wonder simple science investigation**

Dancing raisins

You need: 2 plastic cups or glasses, fizzy water and still water, raisins

1. Pour some still water into a cup
2. Place a raisin into the cup – does it float or sink?
3. Pour some fizzy water into a different cup
4. Place a raisin into the fizzy water – does it float or sink?
5. What was the difference between the 2 reactions? Why do you think that was?

(The still water raisin should sink because the raisin is denser than the water. The raisin in the fizzy water is again denser, however the bubbles get trapped in the grooves of the raisin helping it to float back to the surface. When the bubbles pop, the raisin sinks back down)

**Make your own pressed flower bookmark**

Collect flowers from the garden and press them between a heavy book. After a few days they should be ready for you to use to decorate a piece of card to make a bookmark.

Phonics

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| **Word reading** | **Sentence reading** |

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| long  tail  week  fight | Mark fed the dog and cat. |
| toad  root  wool  park | The sheep are in the shed in the farmyard. |
| fort  turn  coach  quoit | You can hear the ducks quacking. |
| Nurse  Doctor  gown  keep | The sun is out and it is hot. |