



**Year group: Reception**

**Date w/c 20.04.20**

Dear all,

We hope this message finds you well after a lovely, sunny Easter holidays together and that you enjoyed some of the creative activities from the Easter home learning ideas.

In between working on site and from home, it has been great to speak to many of you on the phone over the past few weeks. Not only has it been good to catch up, but it has provided us with ideas to share and feedback about how we can try and support you, with learning at home, more. If we have not managed to get in contact with you yet. Please note that the call will be coming from a withheld number. If you have missed our calls please drop us an email to your child's class account and we can arrange to get in touch.

We have added some other useful information about supporting learning at home, through play and outside, and further information about supporting reading, onto the school website. Click on the home learning section and head to the 'Reception' quick link to find out more.

Stay connected with Tapestry!

We are loving seeing all of the wonderful things that you are doing at home via Tapestry and hopefully you have seen we have started using it as a way to share videos and posts from your child's class teaching teams. Keep your eyes peeled for more coming from us soon...and remember to use the Tapestry App to upload your photos, videos, comments etc easily into your child's online learning journey. It will be a fabulous thing for your child to get to look back through for years to come and remember all the things that you did together during this exceptional time. If you need support accessing Tapestry, or have forgotten your log in details, please do get in touch by sending an email to your child's class email address.

Decorate your houses!

As I'm sure you've seen on your walks around the village, many people have decorated their windows with rainbows. This term we will be sharing a fortnightly theme for you to help spread some joy. Hopefully this will help us all feel connected and give you something to spot on your walks around the village. This week we have chosen Spring Garlands. So get creative and start making!



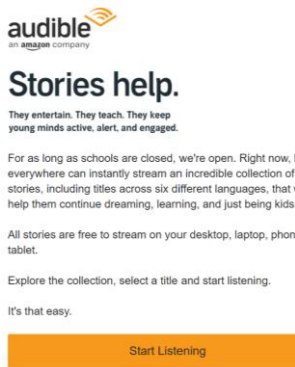
If your child is finding it hard to get back into the swing of learning at home after the Easter break, or not as keen on some activities; some parents have asked if there are any activities that would be best to focus. Remember, the activities are only suggestions and not a list to be worked through. Ask your child what they are interested in doing first, and from that, some of the other activities might grow organically. There is no expectation as to what your child will complete during any given week, but try a *short phonics game* and some *reading each day* and '*Number of the Week*' through Numberblocks, as a priority. Watching the suggested YouTube videos, songs

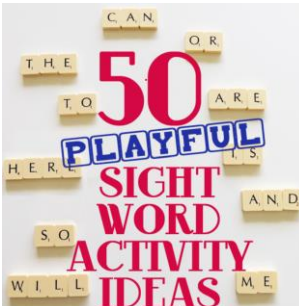

and teacher videos is another great way to encourage your child to engage with some of the content of the week. From there then see how, or if, they are motivated to follow on their learning (or maybe go back to what they were playing, dressed up in a costume!). Make sure any directed tasks are greatly outweighed with time for your child to choose their own play and activities, time outdoors, physical activity, relaxation and downtime. You'll be amazed at what they will learn from their own, self-initiated activities too! Most importantly: Enjoy your time together!

Hope you have a great week and we look forward to catching up with you on the phone, through class email or on Tapestry!

Best wishes

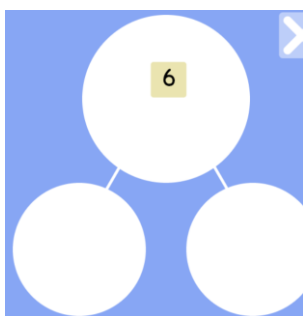
The Reception Team

Area of learning	What are we learning?	Possible Activities
<p>Communication &amp; Language and Literacy (English)</p>	<p>To follow a story without pictures or props</p>  <p>The screenshot shows the Audible 'Stories help' page. It features the Audible logo, the text 'Stories help. They entertain. They teach. They keep young minds active, alert, and engaged.', and a 'Start Listening' button. Below the button, there are three bullet points: 'Share the story of 'Oliver's Vegetables'', 'Write a simple diary', and 'Follow/write a recipe'.</p> <ul style="list-style-type: none"> <li>• Share the story of 'Oliver's Vegetables'</li> <li>• Write a simple diary</li> <li>• Follow/write a recipe</li> </ul>	<p><b>Any links for a referenced 'TEACHER VIDEO' can also be found in the Home Learning section on the school website</b></p> <p>Listen to audio books and see if you can follow the stories!</p> <p>Hearing stories read aloud, without pictures or props, is a great way to: develop listening skills and concentration span; model intonation and expression when reading; build imagination-picturing scenes and characters.</p> <p><a href="https://stories.audible.com/start-listen">https://stories.audible.com/start-listen</a>  <a href="https://www.bbc.co.uk/cbeebies/radio">https://www.bbc.co.uk/cbeebies/radio</a></p> <p>(You can watch and listen to the YouTube version, or mute the sound and use the pause button to read for your child)  <a href="https://www.youtube.com/watch?v=IhmqiEXe8dc">https://www.youtube.com/watch?v=IhmqiEXe8dc</a></p> <p>Keeping a diary, or a journal in a notepad, is a great way to encourage a little writing each day (and practise writing the days of the week!). Maybe you could keep a food diary and write about what you have had to eat? Or maybe, like Oliver, you could try a new fruit/vegetable/meal each day and write what you thought  Find a diary template on Twinkl -  <a href="https://www.twinkl.co.uk/resource/diary-template-ks1-t-l-891">https://www.twinkl.co.uk/resource/diary-template-ks1-t-l-891</a>  Or alternatively create your own!</p> <p>Oliver made lots of different dinners, they would have followed instructions like a recipe. See if you can follow a number of instructions, in order, to make some healthy food!* Maybe you could make your own recipe book with some of the things you have made?  *See 'Gruffalo Recipes' for a selection of child-friendly ideas</p>

	<ul style="list-style-type: none"><li>Write a menu for snack times/lunch/dinner</li></ul> 	<p>Use any writing resources (card, paper, whiteboards, chalkboards, easels etc) to write a menu – it could be snack/lunch choices, like in a café, or you could decorate paper and write out menus for dinner like in a restaurant! And if you can't do it for real meal times, it could be a great opportunity for some imaginary play and writing instead.</p> <table><tr><th>Phonics*</th><th>Tricky words</th></tr><tr><td><ul style="list-style-type: none"><li>'air' sound</li><li>To practise blending all sounds learned so far</li><li>To practise segmenting all sounds learned so far</li><li>Race and Write</li><li>Tricky word pairs/snap</li></ul><p>(see below for further phonics guidance and more details and see Miss Grigson's TEACHER VIDEO 'Blending and Segmenting' <a href="https://youtu.be/08tusvKp3nE">https://youtu.be/08tusvKp3nE</a> for this week's phonics activity examples)</p></td><td><p><b>some</b></p><p><b>come</b></p><p><b>were</b></p><p><a href="https://childhood101.com/sight-words-activity-ideas/">https://childhood101.com/sight-words-activity-ideas/</a></p></td></tr></table>	Phonics*	Tricky words	<ul style="list-style-type: none"><li>'air' sound</li><li>To practise blending all sounds learned so far</li><li>To practise segmenting all sounds learned so far</li><li>Race and Write</li><li>Tricky word pairs/snap</li></ul> <p>(see below for further phonics guidance and more details and see Miss Grigson's TEACHER VIDEO 'Blending and Segmenting' <a href="https://youtu.be/08tusvKp3nE">https://youtu.be/08tusvKp3nE</a> for this week's phonics activity examples)</p>	<p><b>some</b></p> <p><b>come</b></p> <p><b>were</b></p> <p><a href="https://childhood101.com/sight-words-activity-ideas/">https://childhood101.com/sight-words-activity-ideas/</a></p>
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Mathematical Development	<ul style="list-style-type: none"><li>To know everything about the number 17</li></ul> 	<p>Introduce 17 and watch Number Blocks 17</p> <p><a href="https://www.youtube.com/watch?v=giiP_hCsUHU">https://www.youtube.com/watch?v=giiP_hCsUHU</a></p> <p>Watch Miss Mitchell talk about the number 17, find the video on the school website under the Home Learning tab. In this video we will:</p> <ul style="list-style-type: none"><li>Look at and talk about the different ways that we could show the number 17</li><li>Order numbers 0-17</li><li>Create a number 17 poster</li><li>Represent 17 using objects/drawings</li><li>Draw number 17 in different ways</li><li>Find 2 numbers (the parts) that make 17 (the whole)</li><li>Takeaway task as below</li></ul> <p>Can you write your own numberline from 0-17? Can you find 17 to ways to make 17? Miss Mitchell will upload hers onto tapestry – I wonder if we will think of the same number sentences? Remember you can add or takeaway to create 17.</p> <p>Challenge children by creating missing number problems such as <math>10 + \underline{\quad} = 17</math> or reverse number problems <math>12 = 10 + \underline{\quad}</math> this will get the children to understand that the "=" sign means "the same as" and by playing around with the order of the symbols will deepen their understanding of this.</p>				

- To halve

Halving activity ideas:



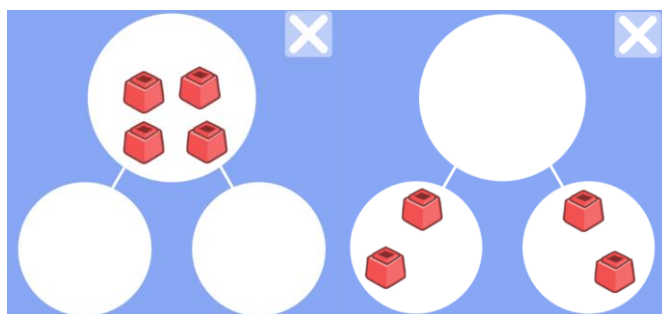
When writing your own numberline have children spot your mistakes e.g. 11,12,31,14,15 – children often place the 1 in the 1's column instead of the 10s like 41 instead of 14 – can children correct you?

Before Easter we looked at doubling! Remind children that double means “2 of the same”.

- Check out this doubling game <https://www.ictgames.com/mobilePage/archeryDoubles/index.html>
- Watch NumberJacks – A Game of 2 Halves

<https://www.youtube.com/watch?v=eBWTP84lcUI>

When we halve we have “1 whole shared into 2 equal parts” Look at different examples of half such as liquid/whole foods halved/objects halved. You could practice halving with snacks all week such as halving an apple/rice cake/breadstick etc / you could also practice with lego/duplo build a tower can you halve it? It is important to show children what half is not! E.g. split something unequally into 2 parts e.g playdough – ask if this half, is this fair? After 1 object/shape has been halved you can move onto several objects e.g. I have 6 teddies can you give me half? Model comparing that there should be 2 equal groups. Use the language of sharing “one for you, one for me, one for you, one for me.” You could use the part part whole model to aid this as shown below:






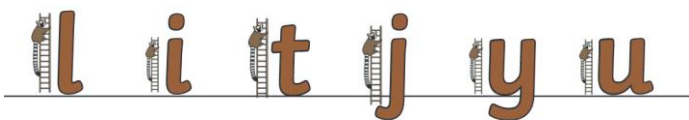
You can draw your own part part whole models and also use the interactive part part whole model at:




<https://www.ictgames.com/mobilePage/partPartWhole/index.html>

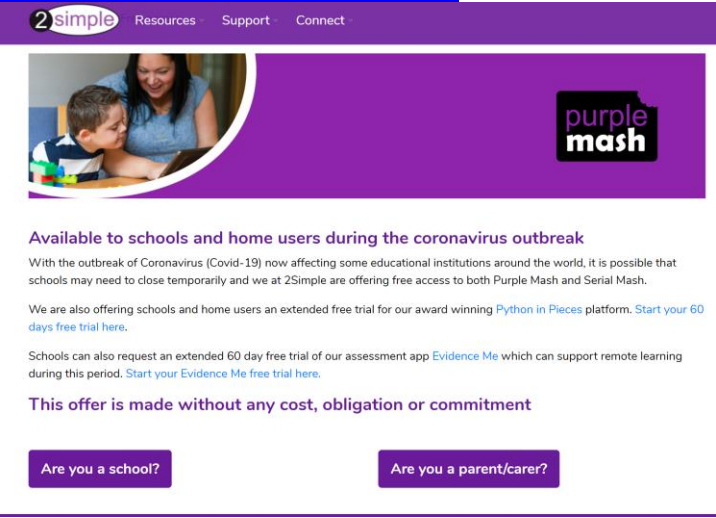
Challenge children by giving them several part part whole models with only the whole completed. Example opposite. Can children write in what is half of this whole? Children can use objects to support them with this if needed.

- Watch/read “Give me Half” by Stuart Murphy

<https://www.youtube.com/watch?v=hVaxiJB6Fls>

		<ul style="list-style-type: none"> <li>Activity idea:</li> </ul> <p>Create your own numicon! Visit the link below to either print it out and cut out – or use as a guide and draw/paint your own! The key is to keep the colours fairly consistent.</p> <p><a href="https://www.twinkl.co.uk/resource/t-n-2546545-number-shape-cut-outs">https://www.twinkl.co.uk/resource/t-n-2546545-number-shape-cut-outs</a></p>
Personal, Social, and Emotional Development.	<ul style="list-style-type: none"> <li>To think of ways to manage feelings</li> </ul>  	<p>Read/watch the story of The Colour Monster by Anna Llenas video on school website</p> <p>Ask children to begin to create their own calm down tool kit – teaching children strategies that they can, in time, hopefully begin to use when feeling overwhelmed. The children are familiar with some of these already, but you might want to write these ideas down/draw these and place them into a box/tin for children to refer to</p> <p>When I'm feeling..... I can ...</p> <ul style="list-style-type: none"> <li>Breathing</li> <li>Have a drink</li> <li>Take jumper off</li> <li>Find a calm space</li> <li>Count to 10</li> <li>Squeeze a soft toy</li> <li>Ask for help/hug</li> <li>Use my words</li> </ul> <p>A new part of the toolkit that you could create is your own sensory/calming jar or bottle. Watch the glitter/oil/lego etc fall and settle! Follow this link to find out how to create your own!</p> <p><a href="https://rhythmsofplay.com/calm-down-sensory-bottles-101/">https://rhythmsofplay.com/calm-down-sensory-bottles-101/</a></p>
Physical Development	<ul style="list-style-type: none"> <li>See PE plans</li> <li>Letter formation</li> </ul>	<p>Please visit the Home Learning section of the school website and there you will find some PE videos and activities.</p> <p>Use the letter formation sheet to help you practise writing the letters in the 'Ladder' family:</p>  <p>Make sure you start in the correct place and <i>a</i>lways go round anticlockwise when forming the curly caterpillar letter family. The long ladders will always start with the 'l' shape and encourage children to round it at the end as opposed to straight capital letter looking formation. Try</p>

	<p>To practice self-care</p> 	<p>and keep the letters the right size and see if you can sit them in the right place on the lines!</p> <p>This term we are going to have 2 weekly challenges related to “Health and Self Care” a strand of learning that falls under “Physical Development”. One will relate to personal self-care such as dressing/organising and the second will relate to keeping a healthy mind.</p> <p>Create your own sticker/tick/smiley face charts and see if you can complete them – upload onto Tapestry to show your teachers!</p> <p>Challenge 1: Can you get yourself dressed everyday this week?</p> <p>Challenge 2: Can you practice some yoga this week?</p> <p>(See Cosmic Kids Yoga for ideas)</p>
<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> <li>To explore texture through rubbings</li> </ul> 	<p>Use different natural materials and objects (such as tree bark, leaves, sticks etc) to take rubbings using crayons. <b>How about;</b> trying manmade objects, toys, coins etc; using different medium to rub eg different crayons, chalk, pencils; describing the texture/patterns to develop language too.</p> <p>Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.</p> 
<p>Understanding the World</p>	<ul style="list-style-type: none"> <li>To examine change over time, for example, growing plants</li> <li>Use appropriate words, e.g. 'rough' 'curved'</li> </ul>	<p>Can you find the seeds in the fruit you are eating? Maybe you could draw a picture of them, or stick them down, and label all the different seeds you can find. Talk about similarities and differences between the seeds. How could you describe them? How could you sort them? What changes will happen to the seed?</p> <p>What other seeds can you find? From plants? Trees? Other food?</p> <p><a href="https://www.youtube.com/watch?v=6hcjxaBz8mw">https://www.youtube.com/watch?v=6hcjxaBz8mw</a></p> <p><a href="https://www.youtube.com/watch?v=3CCOWHa-qfc">https://www.youtube.com/watch?v=3CCOWHa-qfc</a></p>

	<p>'pods', to help children make distinctions in their observations.</p> <ul style="list-style-type: none"> <li>• Help children to find out by making detailed observations and talking to people</li> <li>• To use age appropriate hardware to coordinate actions and complete software</li> </ul>	<p>A video and song about how seeds travel</p> <p>Miss Grigson loves seeds and has collected some interesting ones from her travels – add some of the ones you find to Tapestry and she can send you some back!</p> <p>Sign up to 'Purple Mash' for free access  <a href="https://2simple.com/free-access/">https://2simple.com/free-access/</a></p>  <p>Go on to 'Simple City' and find the garden centre game. Can you control the mouse (on whatever hardware you have) to complete the program?</p>
Any Other Information		

Recipe For:  
made by Chef

Ingredients needed:

directions:

Draw the finished recipe

this recipe was...

**MENU**

© Teaching  www.teachingresources.co.uk  
Photos © iStockphoto

Wednesday

Thursday

My Diary

Name: \_\_\_\_\_

4 Print on reverse of pages 4 and 5

5

1

**Halves Game**

Halve 2	Halve 18	Halve 8	Halve 18	Halve 14	Halve 4
Halve 4		Halve 20	Halve 2		Halve 16
Halve 6		Halve 12	Halve 10		Halve 20
Halve 10		Halve 14	Halve 12		
<b>START</b>		Halve 16	Halve 6	Halve 8	

Roll a die to move along the board.  
Say the double of the number you land on... If you don't know it, move back.

**FINIS**

## SEEDS vs PITS

FRUITS  
with seeds



Apple



Kiwi



Fig



Papaya



Passion Fruit

FRUITS  
with pits



Avocado



Mango



Nectarine



Cherry



Apricot



pennies

bread tabs

packing  
material

puzzle  
pieces

## Phonics guidance

- All children have been exposed to all sounds/graphemes we are currently working on revisiting and applying these within reading and writing with increasing independence
- An outline of the structure of a phonics session at school is as follows:
- Start each time by singing the song of sounds and encouraging children to join in with the actions - [Song of sounds song - https://www.youtube.com/watch?v=48uf9l6P2xQ](https://www.youtube.com/watch?v=48uf9l6P2xQ)
- Introduce the given sound and talk about the song/picture/action
- Using the given sound ask children to think of some words that include those sounds
- Give children some words to read with those sounds
- Give children some words to practice writing with these sounds in
- Provide children with some sentences to read with words that have the sound in
- Children can also be given dictated sentences which include these words and a range of taught tricky red words
- Extension can children come up with their own sentences

air	hair fair pair chair stairs airport aircraft fairground	<b>Push in the chairs.</b> <b>Put it up stairs.</b> <b>Socks go in pairs.</b> <b>We went to the airport.</b> <b>I need a hairbrush.</b> <b>She won a toy at the fairground.</b>
<b>Phoneme objects hunt (Part 1)</b>	To find objects with digraph and trigraph sounds in. Eg ring, string, tongs, shark,	Watch Miss Grigson's Blending and Segmenting Part 1 Look around the house – toys, stationary, play food, small world play etc are great places to look – for objects that have the digraphs (2 or 3 letters make 1 sound) we have been learning eg a <b>chair</b> from a dolls



<b>Race and Write</b>	Could be played outside: Hide objects around the house/garden. Give your child a bucket and let run off for 1 minute and collect as many objects as possible. After a minute, bring back the objects and write as many down as they can – getting a point for each. How many points can they get?
<b>Tricky word pairs/snap</b>	Make word cards for the tricky words you have been practising at home (2 of each word). Use them to practise by playing pairs or snap; reading each word every time is a great way to increase exposure to these words and help them get into long term memory!