



Year group: Reception

Date w/c 27.04.20

Dear all,

We hope you are all well and have been able to enjoy the sunshine a little.

As always, it has been great to speak to many of you over the phone – to catch up and offer support. These phone calls will be continuing but if you have any questions in the meantime, please do email the class email address. Just a reminder that the calls will come from a withheld phone number.

It has been so lovely seeing all the great things you have been posting on Tapestry! It's a fantastic way for us to stay in touch and see what you have been getting up to. It will also be such a great thing for you and your child to look back on in years to come. 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.

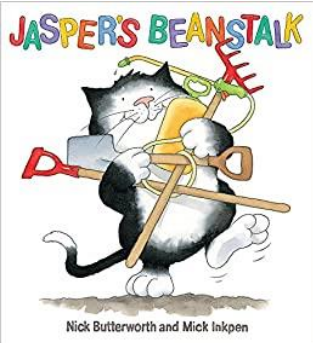
Please do check the school website under the 'Home Learning' tab as there are lots of useful resources and home learning videos there. Just a reminder, the activities we send out are only suggestions and not a list to be worked through. There is no expectation as to what your child will complete during 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

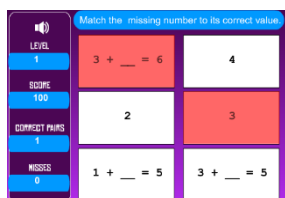
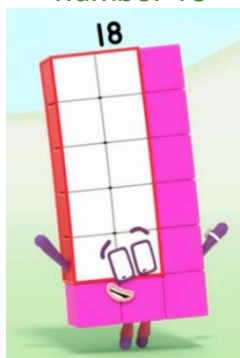
The Reception Team

Area of learning	What are we learning?	Possible Activities
		Any links for a referenced 'TEACHER VIDEO' can also be found in the Home Learning section on the school website
Communication & Language and Literacy	<ul style="list-style-type: none">To follow instructions	Last week you used your listening skills to follow a story without pictures or props. This week we would like you to use those listening skills to follow instructions to create

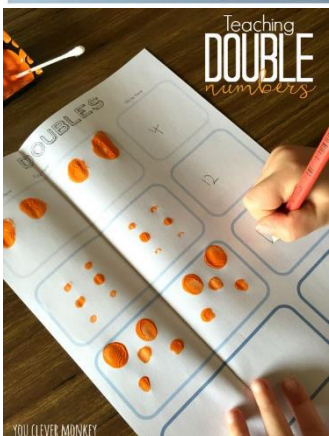
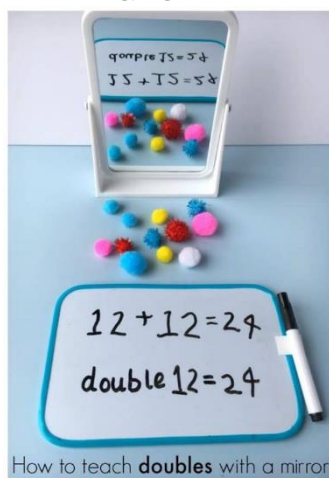
(English)	<ul style="list-style-type: none">To give simple instructionsTo share the story of 'Jasper's Beanstalk' <div></div> <ul style="list-style-type: none">To write a diaryTo write instructions	<p>something. Can you follow step-by-step instructions to create a picture – without knowing what it will look like at the end? Watch Miss Batchelor's teaching video to try it out and then have a go on your own! Can you then give instructions for your grown-ups to follow?</p> <p>Following on from 'Oliver's Vegetables' last week, 'Jasper's Beanstalk' follows a similar day-by-day account of growing. (You can watch and listen to the YouTube version, or mute the sound and use the pause button to read for your child)</p> <p>https://www.youtube.com/watch?v=jemrWJX7xJo</p> <p>It has been lovely seeing some of your food diaries and days of the week writing practise on Tapestry! This week we would like to encourage you to add more to your diaries. Like Jasper, can you write about what you have been doing each day? You could draw pictures to go with it or for an extra challenge – try to add some more detail to your writing.</p> <p>Jasper did a great job at looking after his bean as it grew – he must have followed some instructions to know what to do! Can you write a list of instructions or how to look after a bean or seed as it grows? Or have a go at writing instructions for any other activity you want!</p>
	<div><div><p>Phonics*</p><ul style="list-style-type: none">Phoneme FingersReading CVCC wordsReading CCVC wordsWriting 4 sound words<p>(see below for further phonics guidance and more details and see Miss Grigson's TEACHER VIDEOS 'Phoneme Fingers' and '4 sound words')</p></div><div><p>Tricky words</p><p>any</p><p>many</p><p>little</p><p>https://childhood101.com/sight-words-activity-ideas/</p></div></div>	

Mathematical Development

- To know everything about the number 18



- To be able to double and halve



- To recap 3D shapes

A huge well done to everyone following last week's challenges! The Maths Monkey was blown away by your Tapestry observations, we can't wait to see what you send in next!

Introduce 18 and watch Number Blocks 18

<https://www.youtube.com/watch?v=WqJ5oYeh7PM>

Watch Miss Mitchell talk about the number 18, doubling and halving! Find the video on the school website under the Home Learning tab. In this video we will:

- Celebrate the work uploaded onto Tapestry!
- Have a starter challenge question
- Look at the number 18 in depth
- Activity and game suggestions covering doubling halving and more!
- Number 18 poster
- Takeaway task, in addition to more tasks as below

Continue to practice ordering numbers using the balloon pop game! Challenge children by getting them to put numbers in order going backwards.

<https://www.sheppardsoftware.com/mathgames/earlymath/BalloonCount20.htm>

To add challenge onto last week's missing number problems, play the missing number match game, which also includes a timer to increase the tension!

<https://www.sheppardsoftware.com/mathgames/matching/AdditionX.htm>


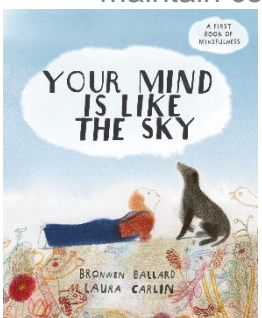

For extra challenge present the children with a series of numbers on a page. Pose the question. This is my answer, what could the question be? E.g. my answer is 12, what could the question be? Child to think of as many possible different number sentences to create the totals. A timer on a phone/tablet could add to this or could even be played as a household in teams to see how many questions could be created by each team to create the given total!

Now that the children have been introduced to both doubling and halving they will need to learn to distinguish between the two and solve problems involving doubling and halving.

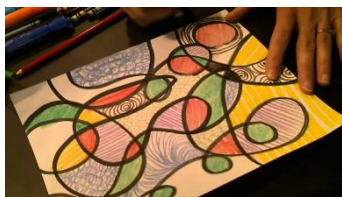
To recap doubling and halving check out the Numberblocks Double Trouble episode:

<https://www.youtube.com/watch?v=6ZnNfVZda6Y>

The following website has an exhaustive list of online maths games for children to access:

		<p>https://www.sheppardsoftware.com/math.htm</p> <p>Watch the Singing Walrus 3D shape video! https://www.youtube.com/watch?v=guNdJ5MtX1A</p> <p>Recap difference between 2D shapes and 3D shapes – 2D shapes are flat, not fat. 3D shapes we can touch like a cone as a party hat! Go on a shape hunt and see which 3D shapes you can spot! Build something using junk modelling. Can you name the shapes you have used? Challenge, can you describe your 3D shape using the words “faces” and “vertices”? Upload your findings onto Tapestry!</p>
<p>Personal, Social, and Emotional Development.</p>	<ul style="list-style-type: none"> To begin to use strategies to maintain control 	<p>Hopefully you enjoyed “The Colour Monster” last week and managed to look at strategies to put into your calm me toolkits, the jars/bottles look amazing!</p> <p>This week we will be reading the story “Your Mind is Like the Sky” by Bronwen Ballard and Laura Carlin. Please find this teacher video on the school website. This is a first book of mindfulness for children and also includes some key notes for adults.</p> <p>This week we would like the children to add a diary to their calm me tool kits – can the children add to their diary over the week perhaps through drawing/writing/mindful colouring to explore their feelings? Please celebrate with children if they are seen to use strategies from their calm me tool kits. It's a tricky thing to do!</p>
<p>Physical Development</p>	<ul style="list-style-type: none"> See PE plans Letter formation 	<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 ‘One-armed robot’ family:</p>  <p>Make sure you always start at the top, go down to the bottom, back up and over the robot's arm.</p>

To practice self-care



Try and keep the letters the right size and see if you can sit them in the right place on the lines! These ones all sit on the line, but some are taller than others.

Well done for completing the first week of self-care challenges! I hope you're ready for the next! As you know 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.

Create your own sticker/tick/smiley face charts and see if you can complete them – upload onto Tapestry to show your teachers!

This week's challenges are as follows:

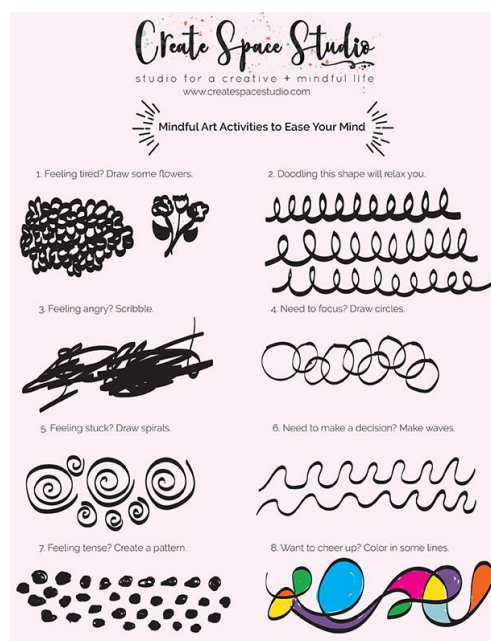
Challenge 1: Can you get yourself dressed into your pyjamas every day this week?

Challenge 2: Can you practice some mindful colouring or drawing?

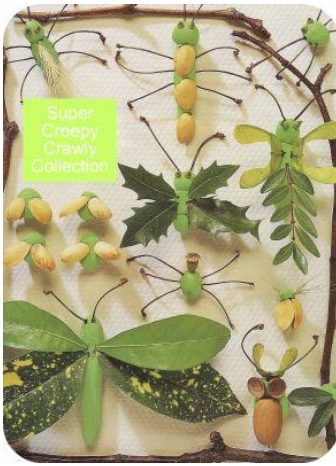

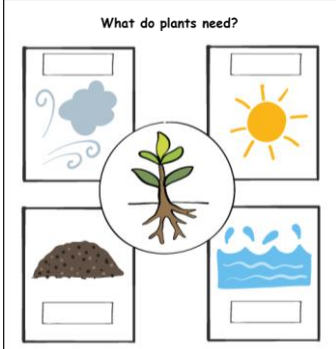
Check out these videos for mindful colouring ideas and the picture below for more tips

https://www.youtube.com/watch?v=vxCts_bdxRs

<https://www.youtube.com/watch?v=wS5Gwez3yOA>



Why not try the '[20 Day Mindfulness Challenge](#)' to help build in a little mindfulness development activity each day? (See PDF in home learning for more details)

<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> To explore and talk about texture 	<p>Start by talking about different textures – can children find something around the house that is smooth? Can they find something bumpy/ spiky/ sharp/ silky?</p> <p>In the garden or on your daily walk, see what different textures you can find, then take them home with you. Can you use different materials and objects to make a textured picture?</p> 
<p>Understanding the World</p>	<ul style="list-style-type: none"> To examine change over time, for example, growing plants To make observations of plants and explain why some things occur and talk about changes.  <p>To record using technology</p>	<p>Have you got any seeds at home you could plant? Maybe you could try planting the seeds from your food? You can use the internet to find out information about how to grow them? What will it need to grow healthily?</p> <p>BBC Bitesize – What does a plant need to grow?</p> <p>https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/zxxsyrd</p> <p>Listen to these songs about what a plant needs to grow</p> <p>https://www.youtube.com/watch?v=9nGrDI5_zrc</p> <p>https://www.youtube.com/watch?v=dUBIQ1fTRzI</p> <p>See below for some interesting planting experiment ideas. When talking about what to do or what is happening, try to pose carefully framed open-ended questions, such as “How can we...?” or “What would happen if...?”.</p> <ul style="list-style-type: none"> You could make a poster or an information leaflet about the things a plant needs to grow Share and talk about one of her favourite books about seeds in the TEACHER VIDEO ‘A seed is Sleepy’ <p>When writing your diary, observing plants, spotting textures, etc, can you use technology to record what you have been doing? This could be using a camera, recording a video on a phone or tablet, drawing a picture using the Paint program on a computer, or typing on a keyboard. It is up to you what type of technology you</p>

would like to use. It would be lovely to see what you have recorded on Tapestry!

Any Other Information

Seed experiment #5

WHAT LIQUIDS HELP SEEDS TO GROW?



GROWING PLANTS

Preschool Science Experiment



by Stir the Wonder for Pre-K Pages



If you don't have compost and pots, try cotton wool balls or tissue in an old container, toilet roll inner or sandwich bag.

Phonics guidance

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>
- Introduce the activity/skill by watching the TEACHER VIDEO on YouTube
- Go through some examples together to start. Make sure your child understands what they need to do.
- Give opportunity for your child to practise with more independence.
- Apply the skill through games and activities.
- To extend, use words in sentences - provide children with some sentences to read with words that you have been working on.
- You could dictate sentences which include these words and a range of taught tricky red words, to help practise writing

As a greater challenge; can children come up with and write their own sentences? Making these 'silly sentences' can make them a bit more fun!

Phoneme Fingers	<p>See TEACHER VIDEO – Phoneme Fingers</p> <p>https://youtu.be/lGBLoWpTVel</p> <p>Say the word – say it slowly – count out the sounds on your fingers</p> <p>Game: Take turns to pick a word (you can use your objects from last week, picture resources suggested below, or just look around the room!)</p> <p>Without letting your partner see, count out the sound on your fingers. Once both have counted how many sounds they think the word has, on their fingers, reveal your hands – did you both get the same number of fingers? If not, go through the word together to see how many there are.</p>	
Reading CVCC words (Consonant, Vowel, Consonant, Consonant)	<p>See TEACHER VIDEO – Part 1: Reading words with 4 sounds (CVCC)</p> <p>https://youtu.be/J2hT3bKa_S8 00:00</p> <p>These are 4 sound words which have 2 consonants at the end. The first of the 2 consonants is harder to hear and often gets missed when the sounds are blended to read the word e.g. n-e-s-t Is read as 'net'. To help, once your child has had a go, if necessary you can model sounding again, but really emphasise the sound that they are not hearing e.g. n-e-SSSSS-t.</p> <p>To practise the skill of reading, your child will need to be given the words – you can write them using the list (not all – just choose some!) and then get them to match up the word with the picture.</p>	<p>1. nest 2. pond 3. jump 4. tent 5. pink 6. gift 7. desk 8. belt 9. help 10. golf 11. milk 12. wept 13. text 14. bank 15. lamp 16. west 17. cost 18. hand 19. melt 20. wolf 21. bump 22. band 23. vest 24. camp 25. tank 26. tusk 27. sink 28. ramp 29. hump 30. wind 31. film 32. list 33. land 34. soft 35. sand 36. bend 37. limp 38. mend 39. king</p>



If you do not have access to a printer, you can always show the images on the computer/iPad/phone, or, you could write a word for your child to read and then ask them to draw a picture of what they think it is. Or, choose things from the list that you have at home and then get them to read the word and go and find the object!

Want some more words to read? Use the CVCC Powerpoint!

Reading CCVC words

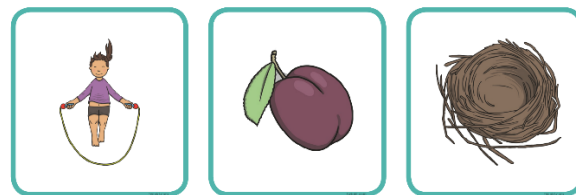
**(Consonant,
Consonant,
Vowel,
Consonant)**

See TEACHER VIDEO – Part 2: Reading words with 4 sounds (CCVC)

https://youtu.be/J2hT3bKa_S8 04:13

Just like yesterday but these words have the consonants together at the beginning of the word. The second consonant is harder to hear and often gets missed when the sounds are blended to read the word e.g. f-r-o-g Is read as 'fog'. To help, once your child has had a go, if necessary, you can model sounding again, but really emphasise the sound that they are not hearing e.g. f-RRRR-o-g.

See CCVC picture/word cards (pages 1-5),
draw pictures or use real objects.



1. pram 2. drip 3. plug 4. bank 5. swim 6. brush 7. frog 8. crab 9. black 10. cross 11. flag 12. grass 13. skip 14. plum

Writing 4 sound words

See TEACHER VIDEO – Part 3: Writing words with 4 sounds

	<p>https://youtu.be/J2hT3bKa_S8 08:17</p> <p>Use the picture cards* (CVCC and CCVC), or pictures on the screen, to practise sounding out – counting the sounds on your phoneme fingers – writing the words.</p> <p>REMEMBER: these words should all have 4 sounds!</p> <p>The second consonant is harder to hear so you may need to exaggerate it when you say the word together!</p> <p>If you are printing any of the suggested resources out, you do not have to print out all pages – just as many as is useful!</p>
<p>For other activities – see Twinkl</p>	<p>There are LOTS of activities on Twinkl to apply reading/writing skills – here are some that you might find useful:</p> <ul style="list-style-type: none"> • CVCC and CCVC word bingo (reading words) https://www.twinkl.co.uk/resource/cvcc-and-ccvc-words-bingo-t-l-2548569 • CVCC and CCVC picture matching by threading activity https://www.twinkl.co.uk/resource/t-l-527337-phase-4-cvcc-and-ccvc-matching-threading-cards • CVCC and CCVC phoneme frames (writing words) https://www.twinkl.co.uk/resource/t-l-621-ccvc-and-cvcc-phoneme-frames • CVCC and CCVC work booklet (Both!) https://www.twinkl.co.uk/resource/ccvc-cvcc-word-activity-booklet-au-l-526344