

Hassocks Infant School
Weekly information for Parents and Carers
Weekly Overview

Year group: Reception

Date w/c 4.5.20

Dear all,

We hope our letter finds you all well and that our suggested activities are helping to provide some inspiration for things to do...especially with the changing weather!

As always, below are outlines of some of the things that we would have been covering in school and some ideas about how you could achieve the same objectives at home. There is no pressure to do a certain amount, but through our phone calls, it has become apparent that thinking about how best to structure your home learning days has come up; with some parents feeding back that having more a bit more routine and structure is supportive for their child. With that in mind, we thought it might be a good opportunity to learn, practise and apply the skill of telling the time. To help break up the day and provide consistency through routine, you could create a simple schedule for each day, using o'clock times and then encourage your child to look at the clock and see when it is time for things. By this, we do not mean planning in activities all day, rather that you and your child might pick a few times for key things in the day eg snack times/walk outside/playing in the garden/technology time/lunch time/book time etc and choose o'clock times to start each. Depending on how much your child enjoys/finds this useful, you can adapt it to best suit. If they really get the hang of it and like the plan of the day, you could try doing some half past too.


Our recent training on 'supporting wellbeing' highlighted the importance of a 'daily holiday' - 20-30mins/day of allocated and protected time for you to do something calming and relaxing; such as reading a book, having a bath, doing some yoga. Make sure you plot this on the schedule for you too and remember that technology time for children is ok in bitesize chunks for parts of the day and may just be a way for you to ensure that you get your much needed alone and down time too!

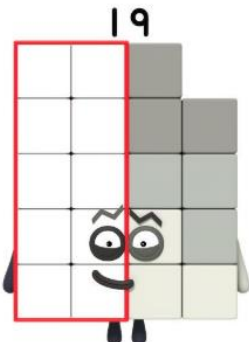

Another consideration has been the aforementioned change in the weather! We have tried to include activities that are achievable at home or on your hour a day walk time. We have also heard feedback about the emotional strains on your children at this time and have made sure that there are supportive strategies and ideas for promoting good self-care. Be sure to build those and the PSED activities into each day – little and often – to help your child learn and practise ways to release their emotional valve! If you need any further ideas or support for helping your child to manage their emotions effectively, regulate their behaviour or support well-being in the changing circumstances, please, please do not hesitate to get in touch with your child's class team (through their class email) and we will all be happy to chat or send through resources, useful links and strategies.

Best wishes - and remember ...



(You get told this a LOT when you train in Early Years education!!)
The Reception Team

Area of learning	What are we learning?	Possible Activities	
Communication & Language and Literacy (English)	<ul style="list-style-type: none"> To know the difference between fiction and non-fiction  <ul style="list-style-type: none"> To ask and answer questions To create an information poster 	<p>Any links for a referenced 'TEACHER VIDEO' can also be found in the Home Learning section on the school website</p> <p>So far we have looked at "Oliver's Vegetables" and "Jasper's Beanstalk" These are two fiction books all about growing. This week we are going to explore the difference between fiction books and non-fiction.</p> <p>This week check out the teacher video about how to spot the difference! Can you sort some books of your own into fiction and non-fiction?</p> <p>Now that you know more about non-fiction books, you can start using them to find out more information! Can you ask a question about something you want to find out? It could be more information about what we have been learning, e.g. finding out more about how plants grow. Or it could be to ask a question about something you are interested in! Can you remember our question words?</p> <p>When? Where? Who? What? Why? How?</p> <p>You need to start your questions with these words and remember... a question is something that you ask to find out more information. Once you've asked your questions, you could have a go at using a non-fiction book or a search engine (see technology lesson below) to find out the answer.</p> <p>Now that you've learnt about non-fiction books it's time to show your skills! Can you choose a topic to research using a non-fiction book and create a poster to share your new knowledge? Maybe you can teach your teacher something!</p>	
Phonics	<ul style="list-style-type: none"> To read and write words with 5 sounds To read and spell irregular, high frequency words 	<p>Part 1: Warm up game, reading CCVCC words https://youtu.be/Ehs7o6Z_5Sw Reading CCVCC words activities (use PDF word cards, if possible, or write your own using the word list below.) Part 2: Phoneme fingers, writing CCVCC words, Tick or Flx? https://youtu.be/KvX3d1zxAJE</p>	<p>Tricky words to learn to read</p> <p>one</p> <p>again</p> <p>there</p> <p>https://childhood101.com/sight-words-activity-ideas/</p>

		Writing CCVCC words activities, playing 'Tick or Fix?' to check and correct words. See below for further phonics guidance more details!	There are also activities detailed below that will help practise spelling previously learned tricky words.
Mathematical Development	<ul style="list-style-type: none">To know everything about the number 19  <ul style="list-style-type: none">To share (the first step towards simple division)  <p>Can you use small world animals to share out different amounts of food?</p>	<p>Another brilliant week full of Maths Superstars! Well done to everyone at home, making home learning work for them. The Maths Monkey was blown away by your Tapestry observations, we can't wait to see what you send in next!</p> <p>Introduce 19 and watch Number Blocks 19</p> <p>https://www.youtube.com/watch?v=UGOP3_1cmhE</p> <p>Watch Miss Mitchell talk about the number 19 and sharing! Find the video on the school website under the Home Learning tab. In this teacher video we will:</p> <ul style="list-style-type: none">Celebrate the work uploaded onto Tapestry!Have a starter challenge questionLook at the number 19 in depthActivity and game suggestions covering sharing, shape and more!Number 19 poster <p>Now that we have looked at doubling and halving. We are going to look at sharing! The ultimate mathematical concept that children can relate to everyday life – the concept of being fair!</p> <p>Watch Numberblocks – Lair of Shares</p> <p>https://www.bbc.co.uk/iplayer/episode/m0006xcw/numberblocks-series-4-18-the-lair-of-shares</p> <p>Watch Numberjacks – Fair Shares</p> <p>https://www.youtube.com/watch?v=WeXTDYS3E-4</p> <p>At home you may want to practice sharing out the cutlery/crockery when laying the table this week or simply sharing fairly with family. Remember when we share we create equal groups. Help children to do this by using the sentence starters “one for you, one for me” as they share. Encourage children to check by asking “is that fair?”</p> <p>Help Curious George share dog treats fairly!</p> <p>https://pbskids.org/curiousgeorge/busyday/dogs/</p> <p>For challenge complete the activity below:</p>	



Using playdough, small world characters and a dice, can you roll the dice to create some playdough pancakes for your characters – can all numbers on the dice be shared fairly between your characters? Why?

Share Bears

Age 5 to 7 ★

Yasmin and Zach have some bears to share. Which numbers of bears can they share equally so that there are none left over?

Can they share one bear equally? Can they share two bears equally? Three bears? Four bears...?

What do you notice about the numbers they can share fairly? It might help to look at a number line and mark the numbers that do share fairly onto it. Do you notice a pattern?

How about using a [100 square](#)?

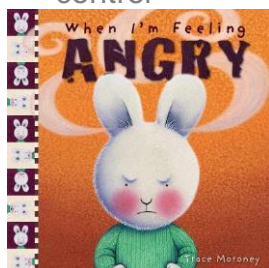


Can you create your own hundreds square? Upload your findings onto Tapestry!

If you would like your photo included in next weeks maths video, make sure to have uploaded to Tapestry by Thursday 7th May!

Personal, Social, and Emotional Development.

- To begin to use strategies to maintain control



Hopefully you enjoyed "Your Mind is Like the Sky" last week and it was lovely to see so many of you expressing your feelings by diary.

This week we will be reading the story "When I'm Feeling Angry" by Trace Moroney. Please find this here on Youtube.

<https://www.youtube.com/watch?v=4dwuD1zacRI>

This is a book surrounding anger and this week we are going to explore dealing with frustration/anger and ways to self-regulate.

Your children will now have explored their feelings through The Colour Monster and have begun to create their calm me tool kits with calm jars and diaries etc. As the weather begins to change, we anticipate that children will not have as much opportunity to burn off their energy/frustrations. Therefore, this week we are looking to incorporate some physical sensory activities.

The first activity you could try is to make your own stress ball! See photo left and DIY video here <https://www.somewhatsimple.com/wacky-sacks/>. You will need a balloon, flour or playdough and some pens to decorate. You can then add these to your child's calm me toolkit.

A great way to self-regulate is to create your own sensory walk in your home! (See picture left and below) This will involve using tape and pictures to create a sort of sensory obstacle course. See [teacher videos](#) to see Miss Mitchell create her own!





Applying gentle pressure to the body can have an instant calming effect on the nervous system. This can be done through giving a hug (from parent, or child can “bear” hug themselves) or can be achieved by wrapping yourself in a blanket, you may want to show your child how to do this and add this to the toolkit too.

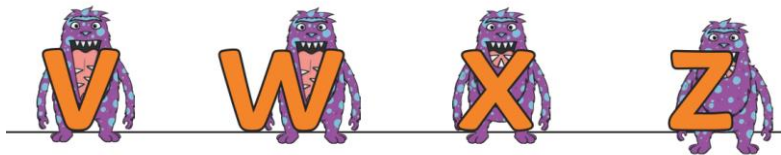
Please celebrate with children if they are seen to use strategies from their calm me tool kits. It's a tricky thing to do!

Physical Development

- See PE plans
- Letter formation

Please visit the Home Learning section of the school website and there you will find some PE videos and activities.

Use the letter formation sheet to help you practise writing the letters in the ‘Munching Monsters’ family:



Make sure you always start at the top and at the left. These are pointy letters, so make sure they are really spikey!

You could try some zigzag patterns (left to right or top to bottom) as a warm-up for these letters.

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 and are all small letters, so they should be the same size.

To practice self-care

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 brush your teeth by yourself, everyday this week?

Challenge 2: Can you practice some mindful breathing this week? Create your own dragon cup to help you!

Dragon breathing craft



You will need:

- a paper cup with the bottom cut out (ask an adult) or a coloured in toilet roll
- scissors and a glue stick
- coloured tissue paper
- pompoms
- googly eyes

If you are using a paper cup ask an adult to cut the bottom out for you.

Cut lots of long strips of tissue paper (10-20cm) for the flames. Tip - make them wide at one end and pointy the other!

With glue or double sided tape, stick two pompoms on as eye balls. (You can use pompoms as nostrils too)

Stick the googly eyes onto the pompoms. Tip - make sure they face toward the mouth.

Glue all the way around the inside rim of the cup.

Stick your tissue paper flames all the way around the inside. Tip - the more flames the better!

This is how your dragon should look - there are lots of flames!

If you didn't use pompoms as nostrils, you can use a pen to draw them on!

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WANT MORE IDEAS? 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)

Expressive Arts and Design

- To explore texture

Now that you have explored the different textures around you – in your home or on your walks. We would like you to have a go at making different textures. Can you use a piece of paper to make something spiky? Or something bumpy? Once you have experimented with how to make these, can you put them together to make a textured picture.



Can you create a painting using textured paint? Try mixing different materials into the paint and see what happens. Good materials to try include flour, oats, sand and pencil sharpenings!



Understanding the World

- Use appropriate words and correct terms to help make distinctions in their observations
- Find out about the environment by talking to people, collecting things and visiting local places
- Know about similarities and differences in relation to plants
- Make observations of animals and plants

Flower Pressing

This week we are learning about the parts of a plant.

There are lots of ways you can do this:

- **looking on the internet**

<https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/z3wpsbk> (Don't forget to try the quiz after watching this one! Did you listen really carefully?)

<https://www.youtube.com/watch?v=p3St51F4kE8>

- **looking in books**



- **Listening to songs**

https://www.youtube.com/watch?v=ql6OL7_qFgU

- **Looking at real plants!**

You can extend your learning further by looking at the different parts of flowers. Buy some cut flowers from the supermarket/use some from the garden/ – take them apart to really explore the different parts.



<https://www.nhm.ac.uk/discover/how-to-press-flowers.html>

- To use a search engine (Technology)

Whilst out for your walk, have a look at what other plants/flowers you can find – What parts can you see? Talk about what is the same/different about them.

You could collect flowers/blossom that has fallen, pick a few from your garden, find those that have fallen/weeds or take pictures and press them between 2 very heavy books. Then you could use them to make a picture, a poster, a book...anything you like!

THINKING AHEAD!

In a couple of weeks we are going to be learning about life cycles. You may be lucky enough to have a pond with frogspawn, bush with ladybirds, plant with caterpillars etc that you will be able to observe the cycle and it may be worth starting to take some photos/little videos that we could share through your teacher onto the school website (for those who do not).

Alternatively, you might be interested in getting some eggs sent to you so that you can watch first-hand. I have had caterpillars sent many times, which always arrive safe and well and have always successfully turned into butterflies – which we released and hope will carry on helping to get more butterflies back into the wild!

Have a look at the Insect Lore website for more information <https://www.insectlore.co.uk/>

A great way of finding out more information is to use a search engine! Watch the **teacher video** on the school website to find out more about search engines and using swiggle.org.uk - a child friendly search engine.

Any Other Information:

Thank you SO MUCH for all of your uploads onto Tapestry. We are loving seeing what you are doing at home and it is inspiring us to keep thinking of as many fun and creative ways to support learning at home as we can. It is also a great way to, not only motivate and praise your children for their hard work and efforts, but to still be able to provide individual feedback and next steps – should you like to continue to take your child's learning on in a personalised way.

Thanks again – and keep sharing the learning joy!

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!

Reading CCVCC Words

See Miss Grigson's Phonics TEACHER VIDEO on reading and writing CCVCC words.

https://youtu.be/Ehs7o6Z_5Sw

Part 1

Print out the **CCVCC word cards** or use the list to write your own. Use the word cards for games to make the reading practise more fun! Play a different game each day with a selection of different cards each time.

Reading Games:

- Put the word cards in a pile and set a timer (on the oven or an online one*) and see how many words you can read in 2 minutes.
- Building Battle: Take turns to pick a card; if you can read the word, you keep it and take a building block. If not, put it the word back in the pack. When all the cards have gone, see who has got the highest tower. (ADULTS – children not only love it when you make a mistake, but it is a great opportunity to see if they notice if you get it wrong, and if they can explain why and correct you 😊)
- Go on a word hunt – hide the cards around the garden, give a minute to run off and collect as many as they can, then come back and get a point for every one you read correctly. How many points can you get?
- Put the word cards in a hopscotch grid on the ground using chalk - read each word as you jump on them. Can you get faster?
- Put the word cards on each stair – read them every time you go up/down.

* <https://www.online-stopwatch.com/classroom-timers/>

stand	crisp	trend	trust	spend	glint
twist	brand	frost	cramp	plump	stamp
blend	stunt	stint	stamp	crust	tramp
grunt	crept	drift	slept	skunk	think
thank	blink	drank	blank	trunk	spend
drill	still	frost	stick	swell	print
grand	plonk	blank	frank	drunk	clunk
blink	trunk	drink			

Reading CCVCC Words

See Miss Grigson's Phonics TEACHER VIDEO on reading and

Part 2

Once you can read these words you are ready to have a go at writing them. Always start with a quick game of Phoneme Fingers first – try and use words that have different numbers of sounds in – to get your ears warmed up and ready to hear sounds in words! If you can't hear the sounds, you can't write the words.

writing CCVCC words.

Print out the **CCVCC picture cards** or use the word cards in a feely bag to generate words to write (adults, you will need to tell your child the word).

Remember: Say the word; count the sounds (to make sure you have heard them all-there should be 5!); write the sounds. You can draw the sound buttons on to help count and make sure you have got them all and to re-read your word to make sure it is correct.

You can play 'Tick or Fix' to check you got it right and help you work out what sounds might be the harder ones to hear! – See **TEACHER VIDEO**

TIP! Writing letters on blocks and then using them to click together and make words is a great way to practise the skill without having to sit down with a pen and paper!



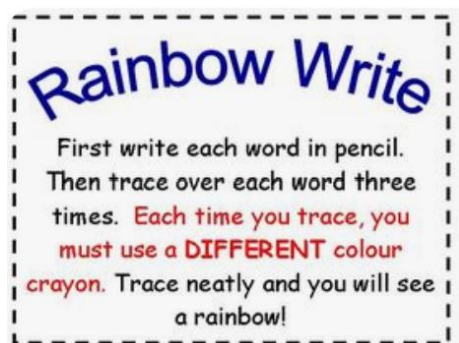
More challenge

As an extension to this week's phonics you can always try using the words you have been working on by making up and writing sentences with them in. Or, pick 2 pictures and make up a silly sentence to write using those words.

Red Word Spelling

**I, the, go, to,
he, me, she,
we, be**

As well as learning to read the 3 new red word (**one, again, there**) it is really important that your child starts to learn the correct spelling of common irregular words that we have learned previously. Below are some of the first red words that your child should have learned to recognise. Once they can recognise them *consistently* correctly, they are ready to start practise spelling them. Practise however your child enjoys most – in sand/mud, with glitter pens, with chalk outside, 'Rainbow Write', 'Look, Say, Cover, Write, Check' strategy etc



	https://www.twinkl.co.uk/resource/t-l-1887-spelling-practise-charts
For other activities – see Twinkl	<p>There are LOTS of activities on Twinkl to apply reading/writing skills – here are a couple that you might find useful:</p> <p>https://www.twinkl.co.uk/resource/t-l-4213-i-can-read-phase-4-ccvcc-ccvc-and-cccvcc-words-activity-sheet</p> <p>https://www.twinkl.co.uk/resource/t-l-4214-i-can-read-phase-4-ccvcc-ccvc-and-cccvcc-words-using-phase-3-graphemes-words-activity-sheet</p>