

Hassocks Infant School
Weekly information for Parents and Carers
Weekly Overview

Year group: Reception

Date w/c 11.5.20

Dear all,

We hope this finds you all well!

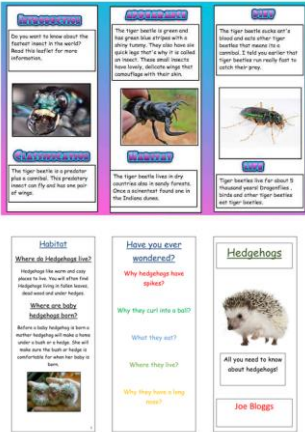
Just to let you know that, as we are doing more home learning support materials, and from the feedback that phone calls that every couple of weeks would be good, someone from your child's teaching team will be aiming to call once a fortnight. However, if at any point you would like to chat to one of us, have a question or need some further information or support, please send an email to the class account and we will get back to you and schedule a follow up call asap. Please also continue to use the email to give any feedback as to how the home learning is going – what your children are enjoying and would like more of, and what is proving to be challenging at home!

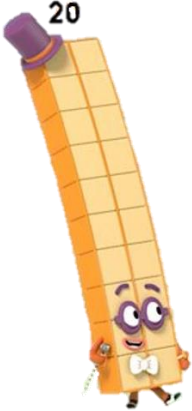
Thanks again for all your uploads to Tapestry – we are loving seeing what your children are doing at home and using this to inform our subsequent home learning ideas. If it takes a bit longer for us to publish the observations or comment/like - please bear with us as we have had a significant increase in the engagement with Tapestry (which is fab!) and we are working on balancing our time on this with other important tasks.

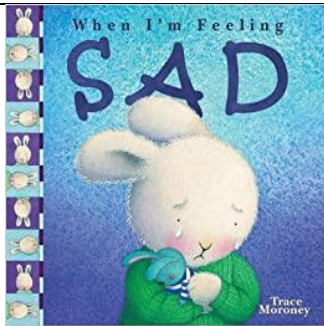
Hope you enjoy the activities this week!

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 (English)	<ul style="list-style-type: none"><li data-bbox="411 1346 619 1413">• To explore vocabulary<li data-bbox="411 2011 639 2107">• To know the features of a leaflet	<p data-bbox="703 1346 1501 1671">Hopefully over the past couple of weeks you have been finding out lots of new information about 'growing' or whichever topic that you are interested in! You may have used non-fiction books to help you with this or you may have used a search engine. There were probably lots of new and exciting words that you came across whilst doing this – you may have even used the glossary at the back of a non-fiction book to help you with this!</p> <p data-bbox="703 1711 1481 1962">At school, we have our Magpie Word Walls to help us to remember and use the exciting words that we have learnt. Whenever you come across a new and exciting word, we would like you to create your own Magpie Wall at home and add the word to it. You could then have a go at using the exciting word in your writing or when talking about what you have learnt.</p> <p data-bbox="703 2002 1485 2107">You made some super posters last week, so this week we are going to look at a new writing format – leaflets! We will be looking at the features of a leaflet:</p>

	<ul style="list-style-type: none">To create leaflet 	<ul style="list-style-type: none">- Title- Subheadings- Pictures- Sentences <p>Can you make an information leaflet?</p> <p>You will need paper, pens and a non-fiction book/website</p> <p>Check out the teacher video to see an example of a leaflet, create your own or use this twinkl template https://www.twinkl.co.uk/resource/t-t-12292-pamphlet-template</p>		
Phonics	<ul style="list-style-type: none">To read and write 4 and 5 sound words with di and trigraphs	<p>Complex 4 and 5 sound words</p> <p>Part 1) Start by building confidence and speed in reading and writing consonant blends.</p> <p>Part 2) Practise spotting di/trigraphs in words by playing 'Phoneme Spotter'</p> <p>Part 3) Reading complex words with di/trigraphs</p> <p>Part 4) Writing complex words with di/trigraphs</p> <p>SEE BELOW FOR FURTHER INFORMATION AND TEACHER VIDEO LINKS</p>	<p>New tricky words to learn to read</p> <p>their*</p> <p>oh</p> <p>ask</p> <p>*as in people - 'I am going to <i>their</i> house' 'Do you like <i>their</i> dog?'</p> <p>DON'T FORGET – keep practising tricky word spellings! If you can remember all those from last week, try adding was, saw, my, you, they</p> <p>https://www.twinkl.co.uk/resource/t-l-1887-spelling-practise-charts</p>	
Mathematical Development	<ul style="list-style-type: none">To know everything about the number 20	<p>Brilliant work team! Lovely to see so many on Tapestry sharing their maths learning, keep it up!</p> <p>Introduce 20 and watch Number Blocks 20</p> <p>https://www.youtube.com/watch?v=dVg-Or_Z5B4</p> <p>Watch Miss Mitchell talk about the number 20 and counting in multiples! 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 20 in depthActivity and game suggestionsNumber 20 poster		

	 <ul style="list-style-type: none"> To count in multiples of 2s and 10s <p>Soothing song! Counting in groups – Noah's Ark https://www.youtube.com/watch?v=luQjR2lsYl0</p>	<p>You will need paper/pens, pairs of socks, thick tape, cardboard and a shoe lace/wool/string.</p> <p>If you made your own 100s square last week this will come in handy this week! If not why not have a go this week or you could use this interactive one:</p> <p>https://www.primarygames.co.uk/pg2/splat/splatsq100.html</p> <p>This week we are looking at counting in 2s and 10s. Can you choose two colours and colour in the multiples of 2 and 10. What do you notice?</p> <p>You could also take a look at these youtube videos</p> <p>https://www.youtube.com/watch?v=8wwydguSKOU</p> <p>You could complete some of these counting in 2s/10s sheets from twinkl</p> <p>https://www.twinkl.co.uk/resource/t-n-5518-counting-in-2s-socks-activity-sheet</p> <p>https://www.twinkl.co.uk/resource/t-n-6058-counting-in-10s-with-feet-activity-sheet</p>
<p>Personal, Social, and Emotional Development.</p>	<ul style="list-style-type: none"> To begin to use strategies to maintain control 	<p>This week we will be reading the story “When I’m Feeling Sad” by Trace Moroney. Please find this here on Youtube. https://www.youtube.com/watch?v=Xeglx_zgXqM</p> <p>Emotions are turbulent for many of us at the moment this week we are going to explore sadness.</p> <p>When we’re feeling sad sometimes we want to be alone, but being sad can also feel lonely. This week we are going to play some games with our families to keep our spirits high and help us to self regulate.</p> <p>Helping children to manage extremes of emotions can be supported by group games together, why not try hide and seek, jenga, play a game of dominoes or build a model and enjoy knocking it down!</p> <p>We know that mindful breathing is very good to help us destress, why not create your own bubble mixture and wand set to add to your calm tool kit? Find out more here. https://www.bbcgoodfood.com/howto/guide/how-make-bubble-mixture</p> <p>https://www.kidspot.com.au/things-to-do/activity-articles/make-your-own-bubble-wands/news-story/ed453ed74c9899588dacfd0a036574a4</p>



Sock Bubble Blower!

I WISH WE HAD TRIED THIS EARLIER...
SUCH A CHEAP AND EASY WAY TO
HAVE FUN WITH BUBBLES!



Physical Development

- See PE plans
- To show increasing control over an object when throwing, catching or kicking it.

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

Over the next few weeks we are going to work on our gross motor skills of throwing, catching and kicking.

This week we are going to start to explore and develop control, through throwing and catching different objects. It doesn't always need to be a ball – by using a range of different size, shape and weight objects you will be able to adapt your techniques and improve your overall skills.

Try balls made of different materials/weights, different sizes, bean bags (or beanie toys), sponges, frisbees, blow up balls, irregular shape (soft!) objects,

Start by throwing and catching just by yourself and the work in a partner; throwing to each other. Maybe you could play as a family and throw around a circle or call each other's names?

You could set up a throwing and catching circuit in the garden – putting a different object at each station and practising each for a few minutes before moving round. After: talk about which was the easiest/hardest to throw and catch? Why? What can you do when

	<p>throwing/catching that helps you to be more accurate/successful?</p> <p>CHALLENGE! As you get better; try throwing a little higher or, if you are working with a partner, step a little further away from each other. Can you adjust the force you need to get the object the right distance?</p> <p>We would love to see how you are getting on, on Tapestry 😊</p> <ul style="list-style-type: none"> To practice self-care <p>Well done for completing more of the 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.</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>This week's challenges are as follows:</p> <p>Challenge 1: Can you put your pyjamas somewhere neatly after getting dressed?</p> <p>Challenge 2: Can you continue to do some mindful breathing this week?</p> <p>This GoNoddle video is a great way to practise mindful breathing:</p> <p>https://www.youtube.com/watch?v=O29e4rRMv4</p> <p>Or try</p>
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BREATHING EXERCISES FOR KIDS

BACK TO BACK BREATHING



Find a partner and sit on the floor back to back. Sit tall and close your eyes if you want to. Decide who will start - that person begins by inhaling deeply and then exhaling slowly, and then continues to breathe slowly and deeply. Their partner should feel the expansion in their partner's back each time they breathe in and then try to sync their own breathing so that both partners are breathing in time together.

TUMMY BREATHING



Lie on the floor and place a small stuffed animal on your stomach. Breathe in deeply through your nose and feel the stuffed animal rise, and then feel it lower as you slowly exhale through your mouth. Rock the stuffed animal to sleep using the rise and fall of your stomach.

ELEPHANT BREATHING



Stand with your feet wide apart and your arms dangling in front of your body like an elephant's trunk. As you breathe in deeply through your nose, raise your arms up high above your head. Then slowly swing your arms down again as you breathe out through your mouth.

BUBBLE BREATHING



Sit comfortably with your eyes closed. Begin by imagining you are holding a bubble wand. Breathe in deeply and then, as you breathe out slowly and gently, imagine you are blowing bubbles into the room. Imagine the bubbles are filled with peace or love or happiness and that you are filling the whole room with a peaceful, happy feeling. As you keep breathing slowly and blowing your imaginary bubbles, feel your body become calm and relaxed.

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 look closely and add detail

This week we would like you to have a go at doing some observational drawings. This means looking closely at an object or thing you would like to draw and really focus on the details. This week we would like you to have a go at drawing some natural objects. You might want to cut a piece of fruit open and focus on the detail inside, draw your seeds/plants if they have started growing, draw a pretty flower from your garden, or when you go out on your daily walk, see if you can



find a natural object with lots of interesting detail.

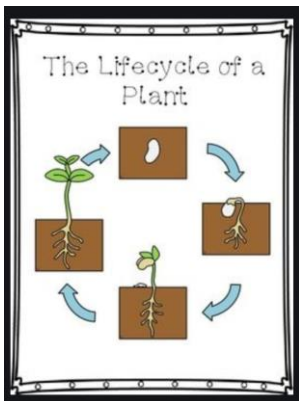


Understanding the World

- To know about the plant life cycle

- Watch the video about the life cycle of the plant <https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/z2vdjxs>

- What stages are there? Can you draw a picture/make a collage/write about the life cycle of a plant?



- Maybe you could get really creative and adventurous and work on a project throughout the week to make your own, simpler version of a video like this?!

<https://www.youtube.com/watch?v=dh-Q9chPWAw>

<https://www.youtube.com/watch?v=dJjNh2pMSB8>

You could include your technology, expressive art and design, literacy and knowledge and understanding learning all in one!

Discussion:

Refer back to previous weeks learning – What is happening to the beans/seeds you planted? Which part of the cycle are the in? What will happen next?

(If they are not growing or haven't been successful – talk about why this might have been. What did they have not enough/too much of? Could you try again- what would you change?

Which part of a plant did you find out about last week – How can you see these being used/changing?

- To use a search engine

This week we would like you to continue to use a search engine (<https://swiggle.org.uk/>) to find out more information about a subject of your choice. What can you type in to help you find out that information? Can you then use that information to create or add to a leaflet?



Any Other Information:

Foundation PE (Reception)

Teacher Support Card

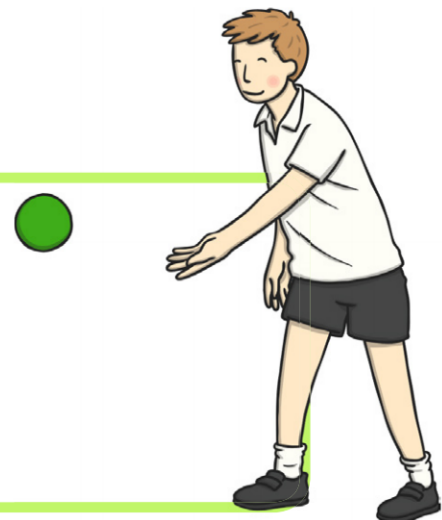
Underarm Throwing

Make sure children:

- point their opposite arm towards the target;
- keep their eye on the target;
- point their feet towards the target

Support children if you see them...

- swinging their arm around, rather than bringing it past the body;
- swinging their arm too high so that when they release the ball it goes high in the air or behind them;
- looking and pointing their arm in the wrong direction.



twinkl.co.uk

Catching

Make sure children:

- keep their eyes focused on the ball as it comes towards them;
- reach their hands out to meet the ball;
- have soft fingers with their hands slightly cupped;
- close the fingers as they catch the ball and bring it towards their body;
- bend their knees to cushion the catch.

Support children if you see them...

- closing their eyes or turning their head away;
- closing their hands at the wrong time;
- trapping the ball into their chest.



twinkl.co.uk

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=48uf9I6P2xQ>
- 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!

Increasing recognition and writing of consonant blends games

See Miss Grigson's Phonics TEACHER

Complex 4 and 5 sound words

Part 1 <https://youtu.be/zlZYBeaUiv0>

Before we can read and write complex words we need to be really good at spotting, reading and writing consonant blends (2 consonants next to each other)

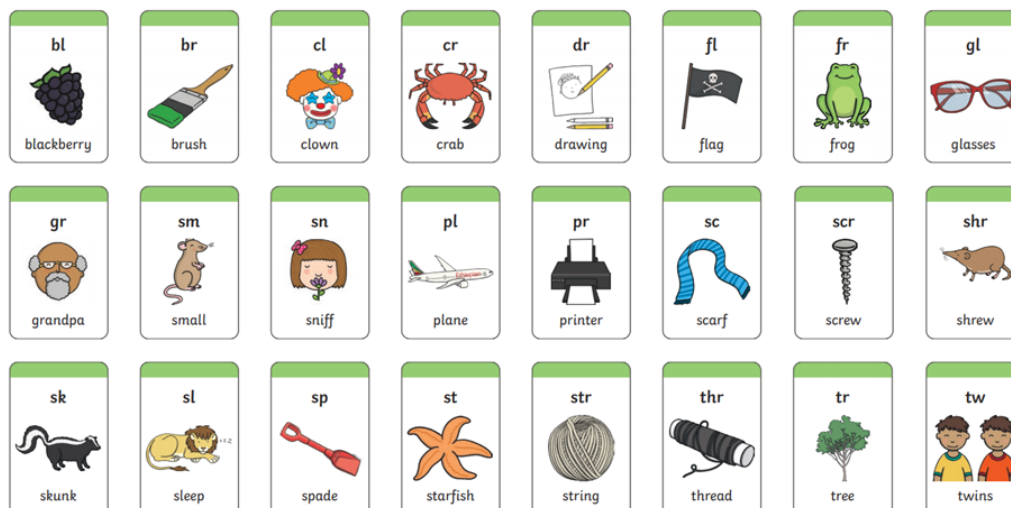
Start by building confidence and speed in reading and writing consonant blends.

VIDEO
'Consonant
blend games'

- Print out or use the 'Blends Mat' on a screen to play 'Splat the blend' to help increase recognition and reading speed of blends (such as fl, cr, sn)
- To help increase speed in writing blends, set a timer and see how many given blends you can write in a minute.

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

You could also gather a feely bag of objects that have blends to play games with (eg frog, snack, clip) You can use the blend mat for ideas!



Larger version available as additional PDF

Pull an item from the bag and either splat the blend on the mat or write the blend you can hear.

Identifying
di/trigraphs in
words

See Miss
Grigson's
Phonics
TEACHER
VIDEO
'Phoneme
Spotter'

Part 2 <https://youtu.be/zIzYBeaUiv0>

In order to successfully read complex words, you also need to be able to spot any di/trigraphs before you start to sound it out. Practise spotting di/trigraphs in words by playing 'Phoneme Spotter'

Using word cards from previous weeks that you have already read before, the complex word card print out or write your own cards from the list below, your job is NOT to read the whole word – but to spot any di/trigraphs as quick as you can. When you see one: point to it, say the sound and do the action. If you like, you could sing the song too!

crunch	drench	trench	grinch	shrink	thrust
spring	strap	string	scrap	street	scrunch
shrunk	bunch	bench	munch	chess	chick
hunch	check	drench	shock	flush	flash
brush	shift	splash	smash	blush	shelf
shack	cloth	thick	thank	think	throb
thorn	broth	thrill	thing	stern	smart
start	spark	thorn	thorn	thorn	thorn

<p>Reading complex words with di/trigraphs</p> <p>See Miss Grigson's Phonics TEACHER VIDEO</p>	<p>Part 3 https://youtu.be/m0oHxvOs9ZM</p> <p>Now we are ready to read the words!</p> <p>You can use the printed words, or written cards from the list (you may have already got these from the 'Phoneme Spotter' game). This time you just want to use the words that have 4/5 sounds and have at least 1 di/trigraph. Watch the video to see how to read these words and then play lots of games, a little and often is best, to help you practise and become a super reader!</p> <p>Reading Games:</p> <ul style="list-style-type: none"> • Hide the words around the house or garden, go on a hunt to find and read as many as you can. (This game works best if you dress up as an explorer 😊) • Make a random word spinner on https://wheelofnames.com/ by typing in a selection of the complex word, then reading the one it lands on! • Put the word cards around an obstacle course outside and read a word before you complete the obstacle. How fast can you set round? • Number the cards on the back – roll a dice and pick the card with the number on. If you can read the word, you keep the card. Keep going until all words have gone – who got the most? • Attach the word cards to skittles – read the ones you knock down • If you want a cut and stick, picture matching activity – print off the additional PDF attachment 'Complex word activity'. <p>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 😊</p>
<p>Writing complex words with di/trigraphs</p>	<p>Part 4 https://youtu.be/nKyqdA3uHks</p> <p>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.</p> <p>See Miss Grigson's Phonics TEACHER VIDEO on reading 4 and 5 sound words.</p> <p>For writing practise, your adult says the word and then your child counts the sounds and writes it down. You could use the pictures from the complex word activity sheet too. <i>*NOTE: The number of letters and number of sounds may be different in these words*</i></p> <p>Using a timer and seeing how many you can do in 5mins is a good way to challenge, motivate and limit the time for your child. Have another go – can you beat your score?</p>

	<p>Remember: Say the word; count the sounds; write the sounds. You can draw the sound buttons on to help make sure you have got them all and put a bigger sound button where there will be a di/trigraph.</p> <p>Have a sound mat close by to help if you forget what letters make the di/trigraphs you need to make your words.</p> <p>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 form last week if you missed it!)</p> <p>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!</p>
More challenge	<p>As an extension to this week's phonics I would like to see who can write the SILLIEST sentence! Pick 2 (or even 3!) pictures/objects and make up a silly sentence to write using those words. Call your Tapestry observation 'Silly Sentences' and I will send a special surprise back to the one that makes me laugh the most! 😊</p>
For other activities – see Twinkl	<p>There are LOTS of activities on Twinkl to apply reading/writing skills – have a look through and see what your child might need some more practise of https://www.twinkl.co.uk/search</p> <p>*Note: The phonics we have covered so far relates to Phase 2, 3, and 4 of 'Letters and Sounds' (NOT Phase 5!)</p>