



Year group: Reception

Date: WC. 18.5.20

Dear all,

Thank you for all the lovely feedback on the home learning videos we are making, we're so glad you enjoy them and are finding them helpful!

Remember to use this week's home learning activities in whatever way suits you and your family, they are suggestions. We appreciate every family is different, but remember, you are doing a wonderful job – keeping them safe and happy. Don't underestimate the importance of play, so don't feel guilty if your children are spending more time playing than sitting still!

The week beginning 25th May was due to be the half term holidays so we will not be sending the usual home learning suggestions. Instead, we will be sending home a special challenge that you will find out more about nearer the time.

We will continue to keep in touch with you via emails, Tapestry and our Keeping in Touch calls. Please let us know if a specific day works better for you. We will be phoning roughly every 2 weeks but please email in the meantime and if you need or want an additional call let us know.

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Stay safe and happy!

Best wishes,

The Reception Team

What will we be learning this week?

Area of learning	What are we learning?	Possible Activities
Communication & Language and Literacy (English)	<p>To talk about why things happen and how things work.</p> <p>To listen to someone, explain a process and ask questions.</p> <p>To read captions, pictures and diagrams on wall displays and in simple books that explain a process.</p>	<p>Your literacy this week links with your activities in 'Understanding the World' and is a way that you can express your learning through reading and writing.</p> <p>Once you have learned about a life cycle that you are interested in, talk about what happens at each stage, in order, to make an oral explanation.</p> <p>Draw or cut and stick pictures to show each stage in the lifecycle. Add labels that tell you what things are called.</p> <p>Write a simple caption or sentence to go with each stage. Remember, this writing is to <i>explain</i> what you</p>

To draw pictures to illustrate a process and use the picture to explain the process orally and in captions/simple sentences

You will need:

Pens/pencils

Paper

Pictures to help you draw (or print and cut out)

Writing checklist

Red word mat

Sound mat

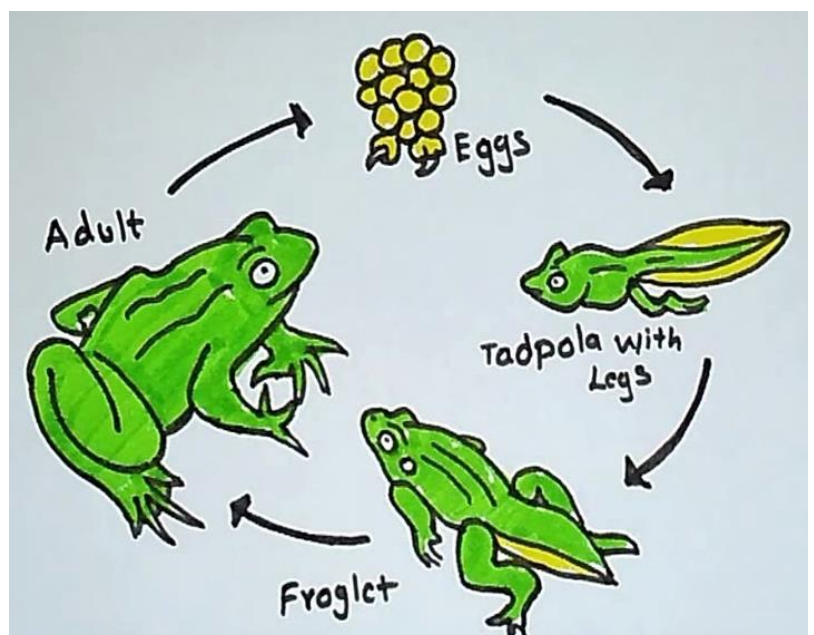
have learned and know about the lifecycle. It could be a way to teach someone else the information. When you are thinking about what to write, imagine you are writing it to explain to a younger sibling or friend. What information will you need to include so that they understand what the pictures are showing them.

For example:

Imagine I have learned all about the frog life cycle. I have sung songs, watched clips on the internet, done a cut and stick activity, acted it out with plastic toys, told my nan all about it on the phone, practised the word 'frog' on my phonics, watched a tutorial about how to draw frogs and followed the instructions to draw my own and found some frogspawn in the little pond at the park! These are all examples of experiences that will help enthuse, support and scaffold your child to want write and to know what to write about. We never just ask the children to sit down and write something – it is the cherry on top of the cake of learning!

Now I've had all my important experiences (and you do not have to do all – these were just lots of examples of the sort of things you *could* do) I am really motivated to tell everyone what I have learned. The fact that we can't see many people is also a great motivator – maybe once they have done their explanatory writing they could send it to someone to teach them all about lifecycles too!

I have drawn my pictures (this is like our planning stage and will help prompt us with what to write next) and added the labels.



For your child, this may be challenge enough. They may just work on sounding out and writing the labels. If your child is ready to write more, and is going to add some captions/sentences then I might talk about and give them the non-phonetic spellings for the different parts (such as the 'pole' part) so that they can apply them correctly in their writing later.

		<p>I would then take each stage at a time and think of a sentence to <i>explain</i> what is happening e.g. The adult frog lays the eggs. The frog eggs are called frogspawn. Frogs lay eggs called frogspawn.</p> <p>Once you have chosen a sentence, say it a few times to get it into your memory and count how many words it is. Think about which of these words (if any) are red words and that you might need to just remember – and NOT sound out).</p> <p>Remember to start with your capital letter and a finger space after each word. Sound out words just like we do in Phonics and use the sound mat if you can't remember some of the graphemes.</p> <p>When you think you have finished your sentence – count the words – have you got the right number? If you're happy its right – don't forget your full stop!</p> <p>Move on to the next stage until you have added an explanatory sentence for each picture.</p> <p>We can't wait to learn all about lifecycles from you!</p>	
Phonics	<ul style="list-style-type: none"> To recap and revise 4 and 5 sound words To read 4 and 5 sound alien words To read 4 and 5 sound words in sentences 	<p>Phonics recap week!</p> <p>Practise what your child needs. Help give a bit more time to work on bits you may have missed/would be good to go over again/need to build confidence and independence with/enjoyed the most!</p> <p>Alien words, or nonsense words, are used to check that children are able to apply their knowledge of sounds to read any words.</p> <p>Have fun – play games and sort words to see if your child can apply what you have been covering – and if not, you can go back over what they might need a bit more practise of.</p> <p>If your child is ready for a challenge – try the sentence</p>	<p>New tricky words to learn to read</p> <p>when, what, who</p> <p>DON'T FORGET – keep practising tricky word spellings! If you can remember all those from last week, try adding all, are, some, come, said</p> <p>https://www.twinkl.co.uk/resource/t-l-1887-spelling-practise-charts</p> <p>Singing songs is a great way to practise reading and remembering tricky words – have fun with some of these</p> <p>https://www.youtube.com/watch?v=TvMyssfAUx0</p> <p>https://www.youtube.com/watch?v=R087IYrRpgY</p>

		<p>and picture matching activity.</p> <p>SEE BELOW FOR MORE INFORMATION ABOUT ALL THESE ACTIVITIES</p>	<p>https://www.youtube.com/watch?v=3NOzgR1ANc4</p>
Mathematical Development	<ul style="list-style-type: none"> To practice using numbers to 20 ➤ 1 more/1 less ➤ Addition ➤ Subtraction ➤ Counting on and back (mental +/-) ➤ Ordering ➤ Doubling ➤ Halving ➤ Sharing <div data-bbox="335 889 662 1312" data-label="Image"> </div> <div data-bbox="335 1420 662 1901" data-label="Image"> </div> <p>Will need number cards</p> <p>Need a ball and a pen. Throw a ball and whatever numbers your hands land on make a number sentence out of them. You could adapt this</p>	<p>Brilliant work team! Lovely to see so many on Tapestry sharing their maths learning, keep it up!</p> <p>Maths Number recap week!</p> <p>See left for elements of the Maths Early Learning Goal (ELG) and practise what your child needs. The ELG requires children become very confident with following skills (shown left) with numbers 0-20. As we have now formally introduced 20 this is a great time for a recap week! Give a bit more time to work on bits you may have missed/need to build confidence and independence with and enjoyed the most! You might want to revisit teaching videos on the school website or try out some activities you did not get a chance to do.</p> <p>Below please find videos, games websites and worksheets. To the left find examples of practical activities.</p> <p><u>Videos</u></p> <p>Order numbers to 20 with Numberblocks</p> <p>https://www.bbc.co.uk/iplayer/episode/m0006s5q/numberblocks-series-4-14-i-can-count-to-twenty</p> <p>Takeaway with the Numberjacks</p> <p>https://www.youtube.com/watch?v=kkctu5a1pHc</p> <p>Practice sharing with Numberblocks</p> <p>https://www.bbc.co.uk/iplayer/episode/m0006xcw/numberblocks-series-4-18-the-lair-of-shares</p> <p>Practice counting on and back with the Numberjacks</p> <p>https://www.youtube.com/watch?v=4aC6D4VcmaA</p> <p>Counting in 2s, 5s, and 10s and solving problems using these groupings in Reception is considered an exceeding statement and your child's next step may be within this area.</p> <p>Count in 2s with the Numberjacks</p> <p>https://www.youtube.com/watch?v=JtjCZ9EP1cE</p> <p><u>Games websites</u></p> <p>A great maths website is Topmarks</p> <p>https://www.topmarks.co.uk/maths-games/5-7-years/counting</p>	

so that children have to say 1 more/less than a given number etc. Choose numbers appropriate for your child

NRICH is a brilliant maths website and has provided an area of suitable games for home learning and outlines what resources are needed.
<https://nrich.maths.org/14579>

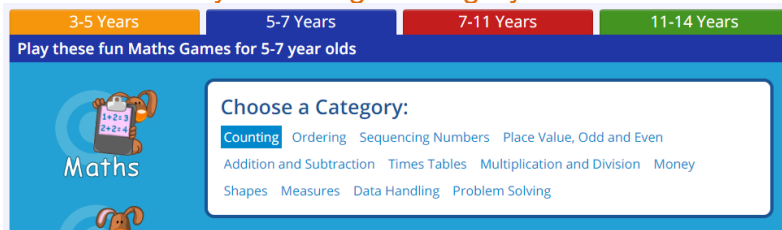


MAKE TEN
an easy card game for kids
(PLUS A PRINTABLE PLAY MAT)



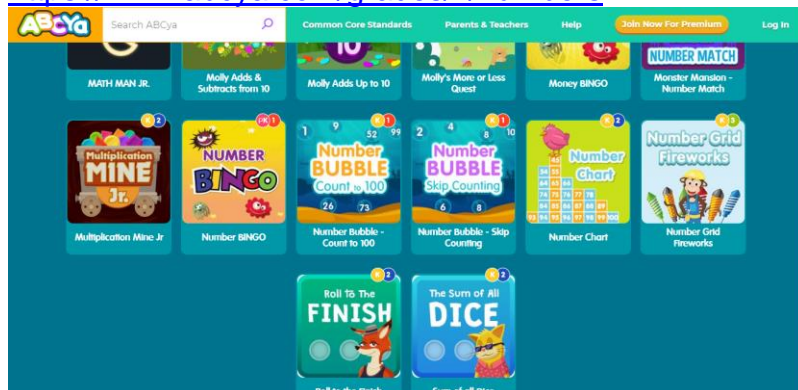
Practice numbers bonds to 5 then 10 and then to 20 using number cards. Having this instant recall knowledge will provide your child with a great foundation for later maths concepts.

You will find a large variety of games which you can narrow down by choosing a category as shown below



Another website is ABCYAH a US site that has several engaging games

<https://www.abcya.com/grades/k/numbers>

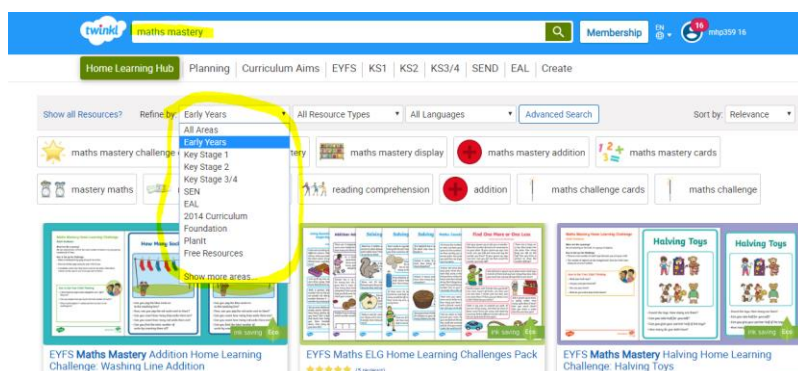


Worksheets - NB not all of these will require a printer!

We follow a maths “mastery” approach and use some parts of the White Rose scheme. If you feel your child enjoys a challenge they may want to check out the White Rose problems of the day – complete the orange problems.

<https://whiterosemaths.com/resources/classroom-resources/problems/>

When looking on Twinkl, look out for maths **mastery** activities. The pitch is quite, understandably, varied on Twinkl so you may find that Year 1 maths work is suitable for you child, similarly there will be EYFS mastery sheets that will also be suitable. Please ensure children have access to counting objects to support them in their learning e.g. pasta / toys etc.



<https://www.twinkl.co.uk/resource/t-n-2545570-y1-one-more-and-one-less-maths-mastery-challenge-cards>

<https://www.twinkl.co.uk/resource/year-1-diving-into-mastery-add-by-making-10-activity-cards-t-m-30563>



Zap it! A great game that can be adapted for different areas of learning as well as different aspects of maths. Gather several lolly sticks/ pieces of paper and write on them a range of numbers, also write the word ZAP on several. Put these into a bag/jar etc. and decide the objective e.g. when you pull a number out you must – double it/halve it/say 1 more/less/ add 3 etc. The aim of the game is to empty the container without pulling a zap card, if you do you must put all of your numbers back and start again!

<https://www.twinkl.co.uk/resource/year-1-diving-into-mastery-find-a-half-2-activity-cards-t-m-31862>

<https://www.twinkl.co.uk/resource/t-n-2545936-number-bonds-to-20-addition-and-subtraction-maths-mastery-challenge-cards>

Super Challenge

<https://www.twinkl.co.uk/resource/t-t-20553-ks1-plants-addition-and-subtraction-facts-up-to-20-maths-mosaic-activity-sheets>

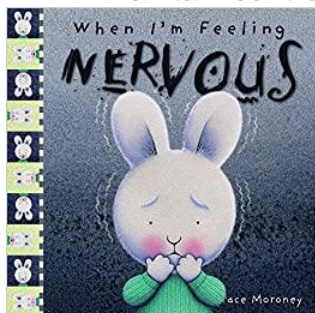
<https://www.twinkl.co.uk/resource/t-n-2545575-y1-count-in-multiples-maths-mastery-challenge-cards>

Check out the Numberjacks “Seaside Adventure” movie which includes lots of real life problem solving

<https://www.youtube.com/watch?v=9nKZIDPdVfA>

Personal, Social, and Emotional Development.

- To begin to use strategies to maintain control



- To develop a growth mindset

This week we will be reading the story “When I’m Feeling Nervous” by Trace Moroney.

<https://www.youtube.com/watch?v=ZkIN8CUb3jq>

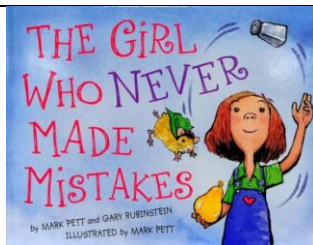
We will also be exploring how we can overcome these feelings of anxiety and how to develop a “growth mindset”

Below is an article for parents about growth mindset:

<https://www.bbc.co.uk/cbeebies/grownups/help-your-child-try-new-things>

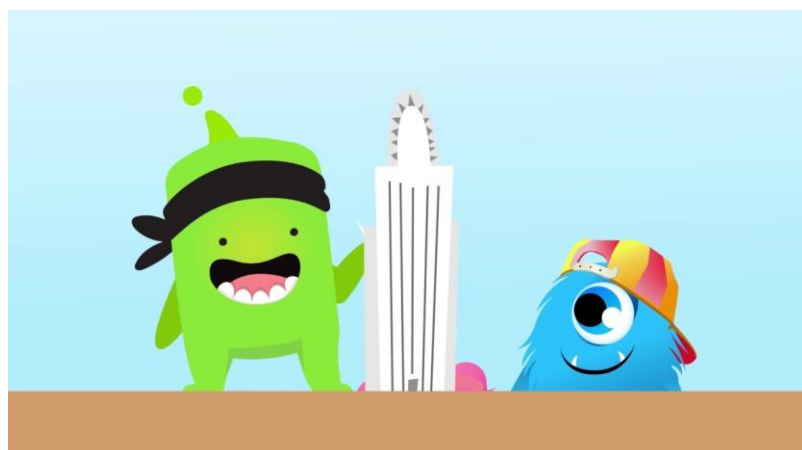
A great story to support having a growth mindset is “The Girl Who Never Made Mistakes” by Mark Pett and Gary Rubinstein. See the video here on Youtube:

<https://www.youtube.com/watch?v=rlo5nwNjYSU&t=5s>



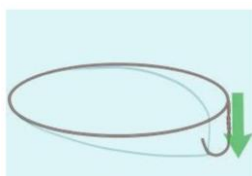
Meet Mojo and his friends from Class Dojo – a series which sees Mojo go through several struggles as he works to develop a more positive mindset towards learning – a growth mindset.

<https://ideas.classdojo.com/b/growth-mindset>



Physical Development

- See PE plans
- To show increasing control over an object when aiming for a target



- To practice self-care

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 aiming for a target.

Think about how you are going to get your object to the target – throwing underarm (like last week) or overarm? Or maybe kicking? (SEE BELOW for breakdown of how we teach these skills.)

Make targets using different equipment, such as; boxes, buckets, cones, hoops, bottles, crates etc.



... and at different levels, such as drawn flat on the ground with chalk, equipment on the ground, raised up to waist height and above eye line (e.g. basketball hoop – or one fashioned out of things you have at home!)

Practise throwing and kicking to lots of different targets using a range of equipment to really hone your skills!

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



Life is
BETTER
when you
DANCE

#161949685

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 put your toys away every day after you are finished with them?

Challenge 2: Can you put some music on and do 5 minutes of mad dancing each day this week? Make a note of your favourite songs and play them when you feel you need to release some energy!

Upload your dancing videos to Tapestry and if we get enough in we can create a montage of your dances to show the year group! Get moving and get happy!

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 use everything you know to create



The Craft Train Nature Art Insects



Over the year you have learnt so many different skills and techniques to use for your artwork. You have learnt to collage, to look closely and add detail, to draw, to paint, to cut, to stick, to link, scrunch, curl, fold, fringe and much more! This week we are learning all about lifecycles and about lots of different minibeasts. We would like you to use the skills and techniques you have learnt to have a go at making your own minibeasts! You might want to draw or paint it, use junk modelling, collage... the choice is up to you! You could even have a go at creating an entire life cycle – as a challenge you could try a different technique for each part of the sequence.



Understanding the World

- To learn about other life cycles.
- To talk about why things happen and how things work; ask questions and speculate.
- To listen to someone, explain a process and ask questions.
- To use lots of different sources to gather information.

Last week you learned about the life cycle of a plant. This week, have a look at other life cycles, such as a butterfly, ladybird, frog etc.

- Talk about what is happening at each stage, discuss changes and make predictions about what will happen next.

There are lots of videos and songs online that you can watch to learn about the life cycles...

https://www.google.com/search?q=life+cycle+songs&rlz=1C1CHBF_en-GBGB854GB854&oq=life+cycle+songs&aqs=chrome..69i57j0l7.3317j0j7&sourceid=chrome&ie=UTF-8

- Use your ICT skills from last week to help you look up which you want to find out more about!

You can express your learning in whatever way you like best! You can draw pictures, make collages/models, dress up and act it out (and maybe take photos to sequence!) or write about it – SEE LITERACY THIS WEEK.

There are also lots of printable activities online

<https://www.twinkl.co.uk/resources/early-years-science-investigation/early-years-life-processes-and-living-things/early-years-life-cycles>

Browse by Category

Ant Life Cycle	Chicken Life Cycle	Human Life Cycle	Robin Life Cycle
Apple Tree Life Cycle	Darkling Beetle Life Cycle	Kangaroo Life Cycle	Sea Turtle Life Cycle
Bean Life Cycle	Duck Life Cycle	Ladybird Life Cycle	Spider Life Cycle
Blue Tit Life Cycle	Frog Life Cycle	Oak Tree	Sunflower Life Cycle
Butterfly Life Cycle	General Life Cycle	Plant Life Cycle	

Ask your child which life cycle they would like to learn about. See if you have books about it, or maybe even can see in real life?!

- To record information

There are many ways that you can record information you have found out. You may have already made a poster or a leaflet, and most of you probably would have done this using paper and pens. There are lots of ways that you can also record information on the computer. A great resource is using the 2Publish program on Purple Mash. <https://www.purplemash.com/#tab/pm-home> Watch the **Teacher Video** on the school website to find out more about this.

To find the 2Publish program:

Sign into purple mash > Click on Tools > 2Publish > Picture and Text (the simplest one to start with)

Overarm Throwing

Make sure children:

- point their opposite arm towards the target;
- point their eyes and toes in the direction they are throwing;
- lean their body back;
- step forward as they bring the throwing arm forward (brushing past the ear), then releasing the ball.

Support children if you see them...

- using the wrong arm and leg;
- releasing the ball before they bring the arm forward;
- swinging their arm round and not past their ear;
- leaning back and forward too far.



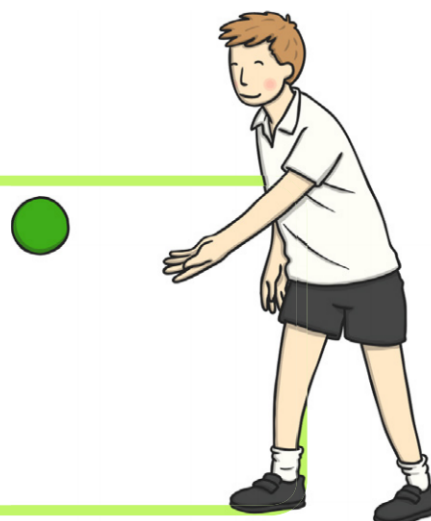
Underarm Throwing

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.



Kicking a Ball

A good technique for if children are struggling with kicking a ball, is to ask them to practise this barefoot – this gives them a proper feel for the ball and helps them to connect with it.

Make sure children:

- put the ball a few steps in front of them - having the ball too close to the foot can cause them to overbalance;
- swing their leg back to about a 45 degree angle;
- swing their foot forwards and connect with the side of their foot;
- finish with their leg pointing in the direction they want the ball to travel.

Support children if you see them:

- swinging their legs too high or in the wrong direction;
- never connecting with the ball;
- always kicking the ball with their toe or the point of their foot;
- overbalancing and falling over when they try to kick the ball.



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!

Revise and revisit

See Miss Grigson's Phonics TEACHER VIDEOS from the past 4 weeks

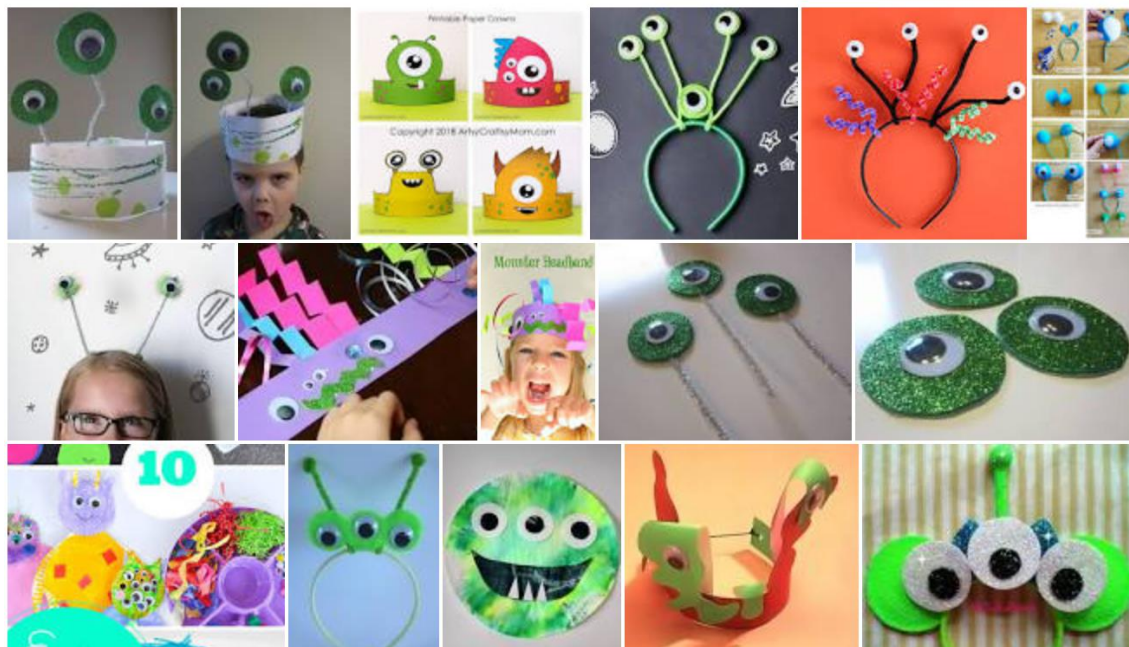
Phonics recap week!

Part 1:

Look back over the videos from the past 4 weeks. Practise what your child needs. Help give a bit more time to work on bits you may have missed/would be good to go over again/need to build confidence and independence with/enjoyed the most!

Recap reading and writing 4 and 5 sound words using the materials provided, games suggested or finding additional resources on Twinkl (search for **Phase 4**)

	<p>phonics activities and see what your child is interested in; e.g. https://www.twinkl.co.uk/resource/t-l-8762-phase-4-phonics-picture-activity-sheets https://www.twinkl.co.uk/resource/cvcc-phase-4-circle-that-word-activity-sheets-t-l-9251 https://www.twinkl.co.uk/resource/t-l-9057-phase-4-phonics-read-and-race-game-activity-bumper-pack</p> <p>I have attached some printable activities that cover lots of aspects that we have been learning and can be used for additional, new ideas.</p> <p>The Phase 4 'Morning Starters' PowerPoint also has some great, short activities that you can pick and choose from to practise what your child needs. They have clear instructions and do not require lots of equipment – just some writing equipment for some activities.</p> <p>(See PDF attachment 'Phase 4 Activity Booklet')</p>
<p>Reading Alien Words</p>	<p>Part 2:</p> <p>Alien words, or nonsense words, are used to check that children are able to apply their knowledge of sounds to read any words. Sometimes children can read words because they have a very good visual memory and have seen them before (which is very important) but we need to check that they can also work out unknown words using knowledge of letters and sounds.</p> <p>To make this more fun, we use 'alien words'. We always explain to the children before reading, that the words are going to be alien words – not real words – and we never get children to write alien words. We use them as a way to check that they have understood, remembered and can apply what we have been learning.</p> <p>As we have been learning to read and write 4 and 5 sound words (including digraphs and trigraphs) I have included some alien word cards as a PDF for you to print or use on screen, or you can use letter cards/blocks/magnetic letters etc. to make up your own ones.</p> <p>Children love this – have fun – wear alien boppers (or even make your own alien headbands to put on while playing). Children love it when you write them on scraps of old paper and screw them up and throw them over your shoulder, proclaiming 'What a lot of nonsense!' after they have read them (they also like the throwing too!)</p>



If your child can't read the word correctly (and by that, I mean phonetically) then it's a sign that they need to go back and work on certain sounds/blends/more complex words etc. again.

Sorting games are also great to check if your child is reading *and meaning making* – these games get your child to read words and then sort if they are real or not. You can write your own cards and muddle a mixture to sort into 'trash/or treasure' or use a printable option; such as

<https://www.twinkl.co.uk/resource/t-n-2544768-space-wars-phase-4-sorting-activity>

<https://www.twinkl.co.uk/resource/t-l-704-phase-4-buried-treasure-phonics-game>

<https://www.twinkl.co.uk/resource/t-l-8658-the-race-to-space-phase-4-real-and-nonsense-words-game>

Reading and writing sentences with 4 and 5 sound words

Part 3:

If you want a challenge – try the sentence level activities – reading sentences with 4 and 5 sound words and matching with the correct picture. You could then have a go at picking a picture and then writing the sentences.

(See PDF attachment 'Phase 4 sentence and picture matching')

For other activities – see Twinkl

There are LOTS of activities on Twinkl to apply reading/writing skills – have a look through the Phase 4 phonics activities and see what your child might need some more practise of – and which *they* would like to do

<https://www.twinkl.co.uk/search>

Not all activities need to be printed out – use the refine tool to select other options:

Show all Resources? Refine by: **All Resource Types** All Languages [Advanced Search](#)

phase 3 phonics phase 5 phonics phase 4 phonics

phase 4 phonics worksheets phase 4 sound phase 5 phase 6 phonics

My Phase 4 Sound Mat More languages

Blends and Clusters Sound Mat (16 reviews)

PowerPoints, Flipcharts & eBooks

Interactive & Online Games

Phase 4 Activity