

Hassocks Infant School
Weekly information for Parents and Carers
Weekly Overview

Year group: Reception

Date w/c 08.6.20

Dear all,

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!

To make managing Tapestry a little easier, some parents have started to upload photos from each week all together, in one go. You can still add as many comments and questions in the box below, relating to the photos or just a few pertinent bits for some of the pictures that are not so self-explanatory. If you think that adding to your child's journal in this way would be easier and more manageable, use the short date and home learning as the title and then add in all the photos from the week in one. If, of course, you would like to keep uploading each separately, and it is working for you, then great, but know that this is possibly time saving option. We will still add feedback and responses, either way- we love seeing all the lovely things you are doing in any way!

We look forward to welcoming many of you back next week! We understand that some children will not be returning to school yet and we will continue to keep in touch with you via emails, Tapestry and our Keeping in Touch calls – though the frequency of these will vary. Please email in the meantime and if you need or want an additional call, let us know.

Please also take a look at the letter sent out by Mrs Smith this week with lots of signposts to support for wellbeing.

Emails:

Beech@hassocksis.com

Cherry@hassocksis.com

Willow@hassocksis.com

Stay safe and happy!


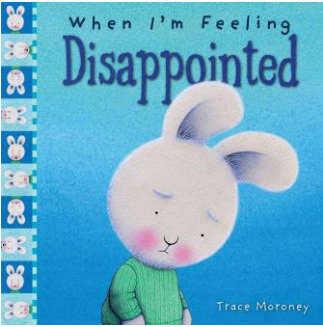
Best wishes,

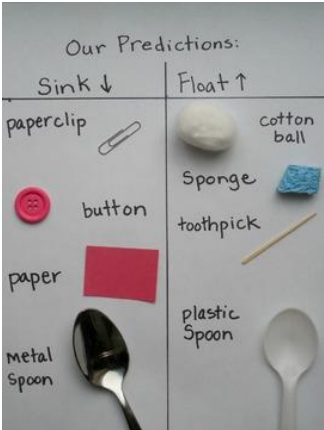

The Reception Team

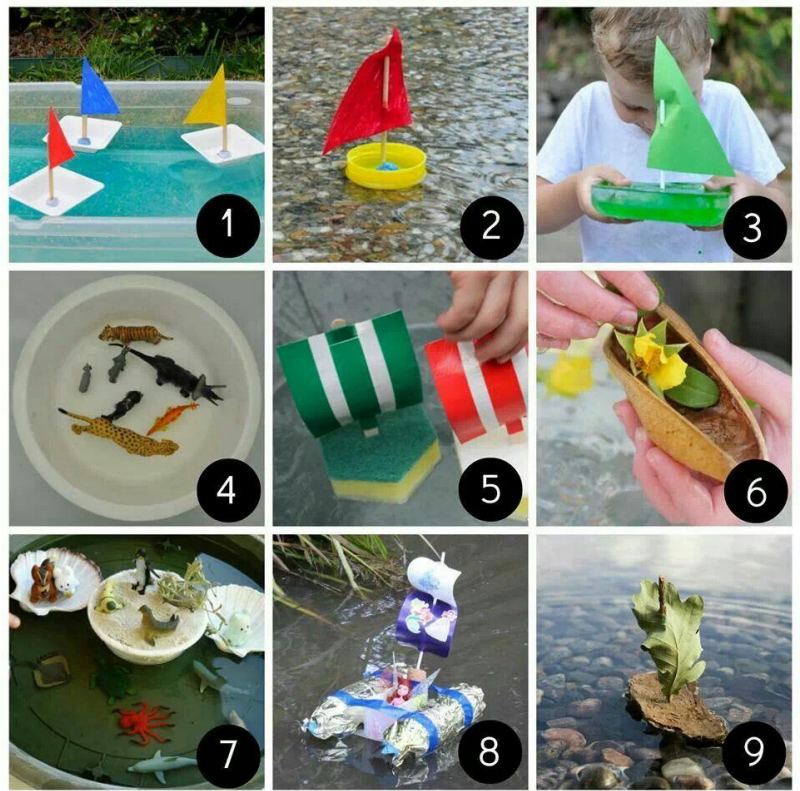
Area of learning	What are we learning?	Possible Activities
Communication & Language and Literacy (English)	<ul style="list-style-type: none">To make up a storyTo tell stories orallyTo write a story	<p>Last week we suggested coming up with and orally sharing your own stories. You may have included some interesting characters or exciting events. You may have used story language and exciting words. You may have used props or pictures to help you to tell your story!</p> <p>This week we would like you to become authors! We would like you to have a go at writing your own stories. Remember, a story must include a beginning, a middle, and an end. You can use everything you have learnt about stories already to help you to write it. It could help</p>

		<p>to use your pictures or story maps from last week to remind you of what comes next in your story.</p> <p>Watch the reading again of the 'Also an Octopus' book to help you if you need ideas. https://www.youtube.com/watch?v=4VYHc1t_JYA</p> <p>It takes authors a long time to write their stories so don't expect to do it all in one sitting. You can keep coming back and adding new parts to it. When you're writing, it's a good idea to keep reading back what you have already written, this reminds you of what you have done and what needs to come next.</p> <p>Try to remember everything in the writing toolkit!</p> <ul style="list-style-type: none"> • Imagination • Baby shark pen grip • Say it out loud • Listen to the sounds • Use finger spaces • Full stops and capital letters • Remember your red words • Read it back <p>See below for different ways to make books with your child</p>	
Phonics	<ul style="list-style-type: none"> • To count the syllables in words • To read and write polysyllabic words 	<p>This week we will be recapping our syllable work. Using whatever you can find in the house, say and clap the number of syllables in their name. Play with family member names, dinosaur names, food...anything!</p> <p>Using items in a bag, words from the list below or pictures, say a word, clap and count how many syllables there are, draw a little line for each syllable, sound out and write each syllable, put them all together to write the whole word.</p> <p>For an extra challenge this week, we would like you to have a go at applying the word in a sentence. Choose a polysyllabic word, make up a sentence with that word in and then have a go at writing. Can you count the words in your sentence to make sure you have written them all and it makes sense?</p>	<p>New tricky words to learn to read</p> <p>Today, your, here</p> <p>DON'T FORGET – keep practising tricky word spellings!</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.bbc.co.uk/bitesize/topics/zvq9bdm/articles/zr728xs</p>

		<p>Again, we do not expect children to <i>spell</i> the words correctly, but to write a <u>phonetically plausible attempt</u>. For example; ‘computer’ might be written as com-pyoo-tu or com-pyoo-ter. Both of these are good applications of the letters and sounds that the children have been taught and would be able to be worked out phonetically to read the word back.</p> <p>https://www.twinkl.co.uk/resource/t-l-4210-i-can-read-phase-4-polysyllabic-words-activity-sheet</p>	<p>https://www.youtube.com/watch?v=fX3501d3pp8</p> <p>Or play some games to keep practise fun!</p> <p>https://earlyimpactlearning.com/teach-tricky-words/</p>
Mathematical Development	<ul style="list-style-type: none">• To order numbers out of sequence• To understand the value of money• To use money <p>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, understandably, varied on Twinkl so you <u>may</u> find that Year 1 maths work is suitable for your child, similarly there will be EYFS mastery sheets that will also be suitable. Please ensure children have</p>	<p>Brilliant work team! Lovely to see so many on Tapestry sharing their maths learning, keep it up!</p> <p>In this teacher video we will:</p> <ul style="list-style-type: none">• Celebrate the work uploaded onto Tapestry! <p>This week we will be looking in greater depth at ordering numbers and beginning to look more at place value. We have done lots of work this year on ordering numbers in sequence. This could be putting the numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 in order. This week we will be ordering numbers out of sequence.</p> <p>Start by warming up children’s number brains and offering them a challenge – which is the biggest number in the picture below? Why do you think that?</p> <div><div>3</div><div>12</div><div>32</div><div>20</div><div>7</div><div>100</div></div> <p>Encourage them to talk about how they know that 100 is the biggest number and address misconceptions that 3 is biggest because it is written the largest.</p> <p>Now play some games involving ordering numbers out of sequence. Choose 5 random numbers to 20 (possibly 4, 6, 9, 15, 17), write them on pieces of paper and mix up the order. Can the children put the</p>	

	<p>access to counting objects to support them in their learning e.g. pasta / toys etc.</p> 	<p>numbers into the right order? Remind them that some numbers are missing, but we need to put these ones from smallest to biggest. Try different numbers – you could use numbers above 20 if your child is confident.</p> <p>There is a good game on TopMarks for sequencing numbers. Click on 'sequencing' and then choose the number range you want to use https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering</p> <p>We will also be revisiting and exploring money. Show your child each coin, can they tell you the value of the coin? Ask your child to put the coins in order from least value to greatest value.</p> <p>A great way for children to really understand money is to use it. We have seen some great examples of home tuck shops that give children the opportunity to use and understand the value of money (and to also understand that money isn't limitless and does can run out!). You could either give your child a daily snack allowance and they can choose what they want to buy that day, adding up the amounts. Or give a weekly treat allowance such as 50p that they can use to buy special treats – will they spend it all on the first day or save it for across the week?</p>
Personal, Social, and Emotional Development.	<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 Disappointed" by Trace Moroney.</p> <p>https://www.youtube.com/watch?v=mc2zY1MUr8o</p> <p>Undoubtedly your children may be feeling a variety of emotions at the moment. These feelings may be quite turbulent and varied. Please do revisit and investigate other stories by Trace Moroney and draw upon your child's "calm me" toolkit when needed.</p> <p>To help children with overwhelming feelings it can be a good idea to remind children of happy times and positive memories. Why not create a time capsule and fill it with happy memories of lockdown or before lockdown? Take a photo of it and place it into your child's calm me tool kit to remind them of happy times.</p>
Physical Development	<p>See PE plans</p> <p>To practise self-care</p>	<p>Please visit the Home Learning section of the school website and there you will find some PE videos and activities.</p> <p>Well done for completing more of the self-care challenges! You've all done an amazing job so we're going to keep these going!</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 help to fold your clothes and put them away after they have been washed.</p> <p>Challenge 2: Practise mindful eating. When you eat your snack/meal, can you be mindful about what you are eating. For 1 minute, try not to talk or think about anything else. Try to focus only on the food you are eating – what do it feel like in your mouth? What can you taste? How does it make you feel?</p>
<p>Understanding the World</p> <p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> To explore floating and sinking To explore the properties of different materials  <ul style="list-style-type: none"> To plan and create 	<p>We hope you had fun last week exploring shadows! This week we are going to be exploring floating and sinking and we would like you to take part in some experiments!</p> <p>Watch the Teaching video on the school website to learn more about floating and sinking.</p> <p>We would now like you to take part in your own floating and sinking experiment! Fill up a washing up bowl or bucket with water and find a selection of items from around your house. You will also need paper and pens to record your predictions and results. Just like in the video, try to find different types of items, these could be different sizes or made from different materials. Make sure you check with your grown up that it is okay to test in the water!</p> <p>Like Miss Batchelor, with any science experiment, it's important to make your predictions first! Think about the materials of the objects and what you already know about them!</p>  <p>Now that you have explored floating and sinking, we would like to challenge you to use what you have found out! Can you make your own boat out of junk modelling or materials in your house that will float on the water? As an extra challenge – see if it can hold a coin and stay floating!</p>



Any Other Information:

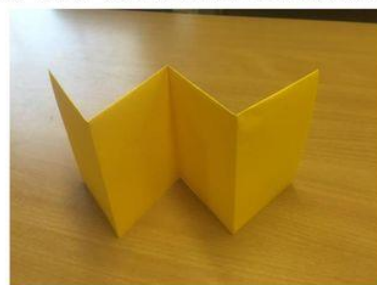
The Zig Zag Book

Take a sheet of A4/3 paper.

Fold the paper along the long edge.



Fold the paper three times back and forth to make a concertina.



The Hole Punched Book

Take several pieces of a paper and then fold them in half.



Punch holes down the folded side and then weave through string or ribbon.



The Step Book

Take several pieces of a paper and over lap them. On the front page mark the half point.



Fold at the half mark using a ruler to get a crisp line. Then staple at the top.



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) - <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!

LIST OF MULTISYLLABLE WORDS

Compound words	Two Syllable Words	3 Syllable Words	4 Syllable Words
Birthday Airplane Fireman Football Pancake Popcorn Bathtub Skateboard Cupcake Spaceship Cowboy Snowflake Doghouse Baseball Toothbrush Sidewalk Bedroom Firetruck Blackbird Playground Earring Coughdrop Doorbell Classroom Peanut Railroad Dollhouse Flashlight	Teacher Rabbit Paper Cartoon Hamster Table Pencil Candy Slipper Window Apple Monkey Rocket Ketchup Tiger Glasses Spider Zebra Doctor Magnet Garden Number Napkin Pocket Necklace Zipper Winter Pumpkin Jacket	Butterfly Elephant Computer Umbrella Fingerpaint Hamburger Dinosaur Bicycle Basketball Broccoli Ladybug Dishwasher Strawberry Bumblebee Potato Spaghetti Octopus Ponytail Telephone Microwave Grasshopper	Alligator Helicopter Caterpillar Watermelon Macaroni