

Home Learning Menu
Week Beginning: 11th May 2020
Year R

*This menu has been designed to enable you to pick and choose activities to suit your preference and family situation, but we have introduced a five activity structure to enable your child to work through designated daily activities if you prefer. The **English, Maths and Topic/ Creative/ Explore** sections will also be posted daily on TEAMS to provide an online replication of this document. We are sympathetic to the fact that in these unusual circumstances parents may have work and family commitments to balance with child care and that this may place pressures on the time available to support your child with this. Please just do as much as is manageable and take time out to relax and take care of yourself.*

Dear Parents and Children,

We hope you are all keeping well and are enjoying some of the activities we have set so far. It has been lovely to chat with some of you on Teams and we look forward to seeing more of your work and hearing your news soon.

Best wishes from all of the Reception Team.

Daily Activities

Spelling list:

Please practice the Phase 2 and 3 Tricky words, reading and spelling. If your child is confident with these, you could start learning the Phase 4 Tricky words too.

Phase 2, 3 and 4 Tricky Words

Phase 2

I
no
the
to
go
into

Phase 3

he
she
we
me
be
you
are
her
was
all
they
my

Phase 4

said
have
like
so
do
some
come
little
one
were
there
what
when
out

Our term 5 book is:



Daily reading:

Read every day in a cosy corner inside or outside. Sign up to the Oxford Owl website to access a range of tablet friendly ebooks and activities.

Please record this in your reading record and draw a picture of your favourite part of the story, write a sentence about your favourite character or retell the story to someone for every book you finish.

Doodlemaths:

Please use Doodlemaths everyday as usual and try to stay in the green target zone.

You should be earning 40 stars a week – at least 😊

Tricky words: Create your own word hunts using the tricky words and practise reading them and writing them in different colours.

English

Communication & Language: Understanding: Encourage children to follow instructions involving several ideas or actions. Can they answer 'how' and 'why' questions about planting or plants they observe?

Speaking: Encourage children to express themselves clearly, thinking about who is listening. Can they talk about the past, present and future events in their immediate environment?

Physical Development: Encourage children to hold pencils effectively and to sit comfortably when writing.

Reading: Encourage children to read and understand simple sentences. Encourage use of phonic knowledge to decode regular words and read them aloud accurately. Can they read tricky words? Can they demonstrate an understanding when talking with others about what they have read?

Writing: Encourage children to use their phonic knowledge to write words. Can they write some tricky words correctly? Encourage children to write simple sentences, spelling some words correctly and using phonic knowledge.

Monday

Have a look at the story map you produced last week for the story of Jack and the Beanstalk.

<https://www.twinkl.co.uk/resource/t-t-5583-jack-and-the-beanstalk-story-review-writing-frame>

Can you make it better by adding a little bit more to the story? Now follow your story map to retell the story to your family. Don't forget to use some actions and voices for the different characters.

Tuesday

Today we are all going to be authors. We are going to write the story of Jack and the Beanstalk a little bit at a time. Ask someone in your family to draw some lines on a piece of paper for you or you can use the half lined sheets provided. <https://www.twinkl.co.uk/resource/t-t-561-jack-and-the-beanstalk-page-borders> This helps us to know where to sit our writing to make it easier to read. Think about the beginning of the story and make up a sentence eg. "Jack lived with his mum." Count the words on your fingers and repeat the sentence. Now try to hold the sentence in your head as you sound it out using your phonic knowledge. Try to spell any Tricky Words correctly. When you have written the sentence, try to read it back to check that it makes sense. Read it to a member of your family. You can illustrate your sentence to make it look attractive.

Wednesday

Repeat the sentence writing activity with another sentence from the story. If you want to you can write more sentences from the story, retelling the story in your own words.

Thursday

Now think about the ending of the story and write a sentence to show that the story has ended.

Friday

Reread all of your sentences about Jack and the Beanstalk. You could put them all together to make them into a book. Read your story to members of your family or to your toys for story time. Congratulations on becoming an author!

Maths

Where there are 3 possible challenges in the column to the right, your child can either choose which level of challenge to have a go at, or they can work through them in numerical order to feel the challenge increasing!
Please scroll down for the resources where applicable.

Monday		
Compare the heights of a selection of objects in your home. Can you describe Which is the shortest? Which is the tallest? Which is wider? Which is narrower? (Use the vocabulary related to length such as longer, shorter, taller and breadth wider, narrower) Can you order the objects you find from the shortest to tallest?	1.	Can you compare the length of 3 objects?
	2.	Can you compare the length of 4 objects?
	3.	Can you compare the length of 5 objects?
Tuesday		
Compare heights of the people in your family. Who is taller than you? Is anyone shorter than you? Is anyone about the same size as you? Can you challenge yourself and measure the heights of everyone in your family using blocks of the same size? How will you record your measurements?	1.	Who is the shortest? How short are they in blocks?
	2.	Who is the tallest? How tall are they in blocks?
	3.	How much taller is the tallest person than the smallest person in blocks?
Wednesday		
Draw around your foot and cut it out so you have a footprint template. Can you find objects which are longer than your foot, shorter, about the same size? Invite everyone in your family to draw around their foot, cut them out and arrange the footprints in size order by making direct comparisons. (Remember to line up your footprints from the bottom to get an accurate result). Can you measure the length of your feet with blocks? Who has the smallest foot? Who has the largest foot?	1.	Can you find objects that are longer than your foot?
	2.	Can you find objects that are shorter than your foot?
	3.	Can you find objects that are the same length as your foot?
Thursday		
Measure the heights of plants in your home, garden or the one you made last week using cubes of the same size, such as Lego or Duplo. Can you measure the heights of different plants, flowers and compare the heights? How will you record your results?	1.	Can you measure 2 plants using cubes?
	2.	Can you measure 3 plants using cubes?
	3.	Can you measure 4 plants using cubes?
Friday		
Use ribbon, string or playdough to make direct comparisons of a given length. Place a piece of ribbon, string or a snake like piece of playdough on a table and sort lengths of the same material into the same as, longer than and shorter than the given length. You could also line up the lengths in order from the longest to shortest. (You can choose the material you would like to compare) How many blocks long are your lengths? *See below for shorter, the same length, longer proforma if you would like to place your lengths on here or make your own.	1.	Can you order the lengths from the shortest to the longest?
	2.	Can you measure the lengths with blocks? Which is the smallest? tallest?
	3.	How many blocks less is the smallest length than the tallest length?

Topic / Creative / Explore (Expressive Arts and Design, Physical Development, Technology, Understanding the World, Personal, Social and Emotional Development.)

1. Can you draw or paint a picture of yourself? Think of all the things you are good at. Can you write them all around the outside of your picture? You can ask an adult or a friend to say what they think you are good at too and you can add those to your picture too. How does it make you feel to read the words back?

2. If you have 2 or more types of fruit at home, have a go at making a fruit kebab. Ask an adult to help you cut the fruit into chunks, exploring what happens when you cut it open and noticing what you see and smell. Can you use a repeating pattern to make your fruit kebab? You could try apple, banana, strawberry, apple, banana, strawberry. Or if you have only two types, you could try 2 apple, 1 banana, 2 apple, 1 banana. If you can take a photo before you eat your delicious creations, we would love to see them.



3. Telephone or video call an older relative or family friend and ask them what their childhood was like. Have a think about how this is the same as yours and how it is different. You could have a go at drawing or writing what you find out. You could ask what their favourite toy was, what games they liked to play and what stories they liked to read.

4. Have a go at singing 'Can You Feel the Love Tonight'. Can you remember the words? Can you make up a dance to go with it? We would love to see what you have created if you can ask an adult to film your song and dance and upload it on Teams. How does it make you feel when you sing and dance? You can choose a different favourite song if you prefer. Use the link here: <https://www.youtube.com/watch?v=K9fh8nMzDa8>

5. Practise your cutting skills and show what you know about how flowers grow, by trying the Life Cycle of a Flower challenge sheet. Can you colour in your pictures before you cut them out and stick them on?

Additional Online Learning

Here is a list of websites which span the curriculum:

The first link will give you access to lots of brilliant resources across the curriculum. Log on as a teacher to access.

<https://connect.collins.co.uk/school/Portal.aspx>

Username: parents@harpercollins.co.uk

Password: Parents20!

Phonics play have also opened up their whole site for free:

www.phonicsplay.co.uk (The children enjoy playing [Buried Treasure](#))

Oliver Jeffers will be reading books for children at 2pm and 6pm every day and talking about his stories:

<https://www.oliverjeffers.com/books#/abookaday/>

www.topmarks.co.uk

www.mathshed.com

www.bbc.co.uk/learning.schools

www.scratch.mid.edu/explore/projects/games

www.natgeokids.com – National Geographic Kids

www.mysteryscience.com

www.oxfordowl.co.uk/for-home

www.theimaginationtree.com

Twinkl: <https://www.twinkl.co.uk/> For the next month, all teachers and parents can have free access to all the resources on this website.

Spellings

Look, Say, Cover, Write and Check!

Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word incorrectly, write it again in the correction column.

Spelling words	look	say	cover	write	check	correct
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

Handwriting



The page contains 12 sets of horizontal lines for handwriting practice. Each set consists of four lines: a solid red top line, a solid blue middle line, a dotted blue middle line, and a solid blue bottom line. The sets are arranged vertically down the page.

Shorter	The same length	Longer

Life Cycle of a Flower

Color and cut out pictures. Glue the life cycle in order on to the numbered boxes.

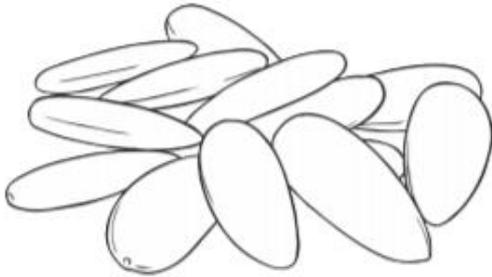
1	2
3	4



flower



sprouting seed



seed



seedling

Jack and the Beanstalk



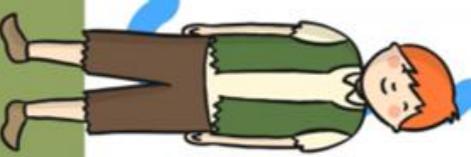
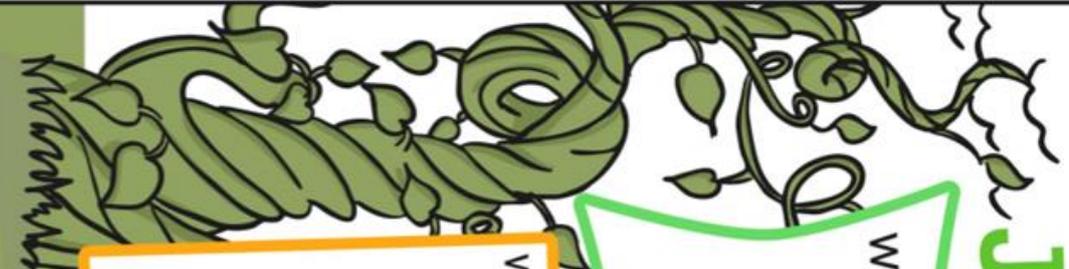
Who is the main character?

What is the setting?

What happens first?

What happens next?

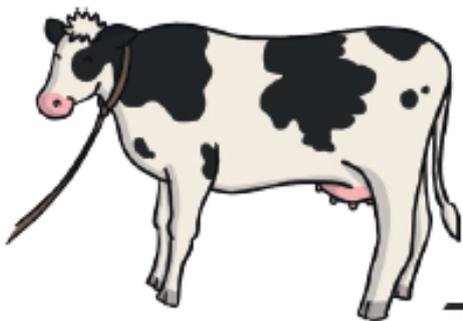
What happens last?



Widdowson

name: _____ date: _____

A large rectangular frame containing five horizontal lines for writing.



Three horizontal lines for writing, positioned to the right of the cow illustration.

And finally..!

www.actionforhappiness.org have produced a series of posters and resources to help promote happiness and mental wellbeing. The information predates the Corona virus epidemic but is still very helpful.

The ten keys for happier living are based on the government 'Five Ways to Wellbeing' and are still pertinent.

This is a list of some activities and suggestions as part of the Action for Happiness GREAT DREAM.

PLEASE don't try to do all of them! It's a menu you can choose from.

1. **Giving** – do something for someone else. Keep your room clean or help with unpacking shopping. What else can you think of?
2. **Relating** – connect with someone –write a letter, make a phone or video call. Design a poster to stick in your window to cheer your neighbours up! Write a thank you note for the recycling teams and stick it to your recycling.
3. **Exercising** – even though we can only go outside once a day, make sure you still keep active. There are lots of online exercise videos sessions you could use.
4. **Awareness** – live mindfully. What can you notice? How can you slow down? Count back from 100 in 2s! Think of a topic and list it alphabetically eg an A-Z of animals, countries or food! Stare out of the window – what can you see, hear or smell? Have you noticed something you have never noticed before?
5. **Trying out** – keep learning. (Do the 'Create something! Anything! activity!')
6. **Direction** – make some goals to look forward to for when life returns to normal.
7. **Resilience** – find ways to bounce back. Here are some ideas: if you get stressed, angry or anxious, take some deep breaths; ask for help and talk to an adult if you're worried; do a physical activity or do something which will take your mind off your worries. Think about another time you were worried – what did you do to help you then? Make a board game of resilience snakes and ladders for the family to play! Make a resilience ideas book mark. Draw a comic strip to show how someone bounced back from a difficult situation. **Take a look at Go Noodle for some physical activities and mindfulness ideas.**
8. **Emotions** – focus on what's good. Can you identify something good that has happened every day?
9. **Acceptance** – it's okay to feel the way you do and you are doing really well! You are amazing!
10. **Meaning** – be part of something bigger. You're already doing that! Perhaps you could join an online workout or choir? Does your local community have a group on a social network your family could join? What else can you think of?

family.gonoodle.com – an American site so the educational videos aren't quite relevant but it has some nice physical activities and guided mindfulness videos.