

Home Learning Menu 5
Week Beginning: 18th May 2020
Year: Reception

*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, plants or animals 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

Write about three important things that everyone can do to support Climate Change within the local environment. How would your choice benefit the environment? Explain each in full sentences using capital letters, finger spaces and full stops? Draw a picture to represent your description.

*See below for proforma

Tuesday

Create a message to the Giants about ways in which we can all help to protect the animals in the forest. What could you do to help? You could create a video, a poster or a letter to share with the Giants to explain.

Wednesday

Read or share a book that sends out a message about Climate Change. Think about why you have chosen this book to read and create a book review identifying your favourite parts and why you like or dislike the book.

*Download and print 'My Book Review' from twinkl <https://www.twinkl.co.uk/resource/printable-book-review-t-l-1069>

Thursday

Write some instructions about 'How to make a Bird Feeder' to help look after our local birds in our immediate environment. Visit Cbeebies website for inspiration about how to make your own bird feeder.

<https://www.bbc.co.uk/cbeebies/makes/bird-feeder>

Write your instructions clearly, numbering each one as you go. Make a list of the resources you will need.

Friday

Gather the resources you will need to make your bird feeder. Read your step by step instructions to make your bird feeder. Have fun and when it's ready, hang in a bird friendly place. Keep a record of which birds visit your feeder.

How many birds visit your feeder and which bird is the most popular visitor?

Maths

Mathematical Development – solve problems including doubling, halving and sharing.


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 can work through them in numerical order to feel the challenge increasing!

Please scroll down for the resources where applicable.

Monday

What is a double? Two equal or identical parts. Investigate doubles to 20 using concrete resources.	1.	Can you investigate double 1,2 and 3?
	2.	Can you investigate double 1 - 6
	3.	Can you investigate double 1 – 10?

Tuesday

Using pictorial representation, can you make a butterfly print to show the doubles you built yesterday? You can use the template provided or make your own. If you use paint, you can paint the spots on one side and see what the double is by folding the paper in half and transferring the wet paint spots onto the other side! We would love to see what you make. 	1.	Can you use pictorial representation to show double 1, 2 or 3?
	2.	Can you use pictorial representation to show double 4,5 or 6?
	3.	Can you use pictorial representation to show double 8,9 or 10?

Wednesday

Use concrete resources to investigate odd and even numbers to 20. Remember even numbers have to have a partner (can be spilt into 2). You may find the Numberlocks episode useful to watch https://www.youtube.com/watch?v=0wzyD3qrWUc	1.	Can you find 3 even numbers and 3 odd numbers?
	2.	Can you find 5 even numbers and 5 odd numbers?
	3.	Can you find all the odd and even numbers to 20?

Thursday

Choose an even number less than 20. See if you can investigate half of that number (sharing it between 2). You could share the items between you and a parent or sibling at home. How many do you both have?	1.	Can you find half of 4 numbers? Can you prove it with concrete resources or pictorial representation?
	2.	Can you find half of 6 numbers? Can you prove it with concrete resources or pictorial representation?
	3.	Can you try to share an odd number between 2 using concrete resources? Why can't this be done? Explain your answer to an adult and you could ask them to share your ideas on Teams.

Friday

Have a go at the abstract calculation sheets attached to investigate doubles.	1.	Can you try challenge 1? Can you prove your answer using concrete resources?
	2.	Can you try challenge 2? Can you prove your answer using concrete resources?
	3.	Can you make up your own abstract calculations to show doubles to 20?

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

1. Go for a nature walk with your family. What can you see? Have you noticed any changes happening over the last few weeks? When you come back create a picture of your walk and some of the things you have seen like the one attached.

2. Begin to create your own Nature Space or table. You can make a surface or an area and decorate it with some of your natural treasures and finds. What else can you put there? Maybe a magnifying glass or some information books. Can you draw a picture or take a photo of your area and upload it to teams for us to see?

3. Look at your Nature Space and think of one question which you would like to ask about something on it. (Studying a nature topic). Referring to the poster attached, begin to think of ways to answer your question. How can we find the information? Do we need to observe, to research it using the internet or books or perhaps write a letter to an expert?

4. Continue with your nature topic investigation. Decide how you would like to show your results to present them. You could make a picture or a poster or even a video. We'd love to see what you do.

5. Choose one item from your tiny treasure collection. Look really closely at it and draw a close observational picture. It is important to really observe the detail and try to put this in your drawing.



The Nature Space



STUDYING A NATURE TOPIC



Get outside & observe many times

Bring specimens home if suitable

Write to experts



Brainstorm all that you'd like to find out.



Touch, feel, smell, watch, listen, explore



Record all that you learn & continue adding to it.



Begin to learn how everything is connected.



Discuss ways of finding out the answers to questions.



Look closely at the details.

www.thelittleoaklearning.com

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 15 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.

Climate Change







Doubles to 20

Ladybird Doubles

Write the number sentence for each ladybird double.



$1 + 1 = \underline{\quad}$



$2 + 2 = \underline{\quad}$



$3 + 3 = \underline{\quad}$



$4 + 4 = \underline{\quad}$



$5 + 5 = \underline{\quad}$

Doubles to 20

Ladybird Doubles

Write the number sentence for each ladybird double.



$6 + 6 = \underline{\quad}$



$7 + 7 = \underline{\quad}$



$8 + 8 = \underline{\quad}$



$9 + 9 = \underline{\quad}$



$10 + 10 = \underline{\quad}$

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.