



We would love to see what learning you've been doing at home!
 Please send photos in using the **Evidence Me app**.
 You can also use Twitter to share your learning too.

Year Group: Reception

Daily tasks

Phonics:

- Log into Facebook or You Tube for Live RWI Speed Sound lessons
 Type in Ruth Miskin Speed Sounds and **look for speed sounds lessons with Rosie.**
 RWI are now revising the different speed sounds, so the date may be the date the lesson was first shown.
- **Set 1 Speed Sounds** 9.30 am
- **Set 1 Word Time** 9.45 am
- **Set 1 Spelling** 10.00 am
- **Set 2 Speed Sounds and Word Time** 10.00 am
- **Set 2 Spelling** 10:15 am
- **Set 3 Speed Sounds and Word Time** 10.30 am (Miss Aston's phonics group only)
- **Set 3 Spelling** 10:45 am



Please note: The films are streamed live and are also available for a few hours afterwards.

If you cannot access You Tube or Facebook, then ask an adult to point, in and out of order to set 1 and 2 sounds on the Phonics chart, (See RWI Phonics chart on the Home Learning tab; Reception Phonics). Practise every day, aim to recall the phonemes instantly. **Miss Aston's phonics group, please learn set 3 sounds (see RWI Phonics Chart on website).**

Reading:

- Children to read to parents daily. Visit Oxford Owl for free eBooks that link to your child's book band. You can create a [free account](#).
- Complete the linked Play activities for each book.

Maths:

- Watch a Numberblocks clip each day at: [BBC](#) or [CBeebies](#).
- Practise recognising numbers 1 to 20 every day.

Handwriting:

- This week practise writing these tricky words correctly *to, no, go, the, you*. (Take 1 word a day). Say the RWI rhymes as you form the letters. (See document RWI rhymes on Home Learning tab: Reception Phonics)
- Practise writing the names of the people in your family, you can include names of any pets too.

Weekly Maths Tasks

Weekly Reading and Writing Tasks

By the end of the week, children should be able to use the correct language to describe length, height and distance. Eg, short/long, short/tall, short, shorter, shortest, long, longer, longest, tall, taller, tallest. Near/far, near, further, furthest, high/low, low, higher, highest.

- **Introduction: Begin by using the Measuring activity picture.** In the picture can your child find the.... short/tall spades, short, taller, tallest sunflowers. Talk about how height is measured from the floor upwards. Do the same with the pipes and the carrots and talk about how length is mostly measured from end to end. Talk about how the cats are high and low and the apples are nearer, further from the basket. If your child uses the words big/small model the more specific language back to them.

Mouse's Adventure.
 See *Talk for Writing* booklet

- Pages 3- 5. Read the story and talk to your child about what happened. Answer questions about what they liked, were surprised by, were unsure of.
- Page 6: Ladybird words. Talk about the words, what they mean and match them to the correct picture.
- Pages 7: Can you pretend that one of your toys is the character in the story? Listen while a little bit of the story is read to you. Can you remember what Mouse said? What would your toy say?
- Page 8: Hickory Dickory Dock: Chant the rhyme, make up some actions. Can you clap the rhythm?

- **Practise: Cutting and sticking caterpillar sheet/.** Encourage your child to place each caterpillar at the beginning of the line of leaves. Talk about which is shortest/longest. How do we describe the ones in the middle. They are “longer” each time.
Colour in the tallest sheet: But also talk about the other objects which one is shortest...taller?

Below are practical activities that you can do to help your child specific language for height and length.

- Compare the heights of everyone in your house. Ask questions, who is tallest? Shortest? Can you put them in order and talk about the changes in height?
- Draw around your child’s foot and cut it out. Challenge them to find something at home that’s longer/shorter than their foot. Draw around everybody’s feet in your family. Can you put them in order of size? Whose foot is shortest? Longer? Longest?
- Continue to use the height language shortest, tallest while children play. Eg, Building towers from duplo, boxes, etc...
- Cut up and measure string/ribbon to practice using length language. Longest, shortest
- Talk about distance when throwing/rolling a ball. Going on a walk. How near or far you are from objects you see.

- Pages 9, 10 & 11: Look at and talk about Mouse’s adventures around his house. Take your favourite toy on an adventure in your house and take photos. Look at and talk about Mouse’s story map adventure and create your own toy’s story map adventure using the photo’s you have taken. Can you retell your toy’s adventure?

Writing tasks:

- Make up your own simple sentences using some of the ladybird words (pg 6) you have learned. Eg My socks are fluffy. The fire is hot. You could draw a picture that matches your sentence.
- Page 9: Can you draw a picture of your favourite toy and label it. Eg, pink legs, two feet etc...
- Page 11: Take two of your favourite photographs of your toy’s adventure. Write some sentences about what happened.

Eg. My teddy hid under the bed.
My doll danced to the songs on the TV.

Learning Project to be completed throughout the week

As part of the Early Years Curriculum, children are encouraged to notice and talk about similarities and differences in relation to the things they see in the world around them. We also like to encourage them to think about their environment and how it is influenced by human activity. This week we will be looking at how the little things everybody does can help to improve our world and where we live.

Introduction:

Read the story: ‘10 things I can do to help my world.’ <https://www.youtube.com/watch?v=V7ykNJ1drhY>

- Choose one thing from the book that you will try hard to do this week. Turn the lights or taps off, walk instead of using the car etc... Talk with your child about how if everybody does one little thing, altogether we can make a big difference to our planet.
- Make your own paper. If you don’t have any mesh, you could also use an old cotton pillowcase pinned to an old photo frame. What else could you add to your paper to create your own design? Follow the link here for the how to video for paper making. <https://www.youtube.com/watch?v=QxyKvyGC5GA>
- Plant a seed of your choice. Plants help keep the air clean and healthy as well as making our world a greener, more attractive place. Instead of using a traditional plastic pot, use recycled materials instead such as rolled newspaper (mould around the base of a tin, tape it at the bottom and pull away gently), egg cartons, cardboard tubes or fizzy pop bottles. (remember to drill holes in the bottom) The list is endless! See ideas below.
- **Cut and stick recycling activity (See Resources):** Talk about the materials as you cut them out. Which recycling bin do you need to stick them on to?

Additional learning resources parents may wish to engage with

Story time with Nick: You Tube 3x week (Search Ruth Miskin story time)

Twinkl – this website offers free resources for parents to use at home. Sign up at [Twinkl.co.uk](https://www.twinkl.co.uk) using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.

Evidence Me: A member of the Reception team will also set challenges via Evidence Me app. Parents will receive an e-mail from Evidence Me to notify them when new challenges have been set.



Recycled seed pots!

