



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

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.

Daily tasks

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 **they, her, so, into, have.** (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 compare and describe the capacity of different containers. Eg, Full, nearly full, half full, half empty, nearly empty, empty. This glass holds more, most, less, least.

- **Introduction: Capacity, Maths home learning challenge. (You will need bottles/cups/containers of the same size, water, a bowl and a jug)**
Children will already have some experience of full and empty. Extend them by using their knowledge of ½ as a quantity to show half full and half empty in the bottles. Encourage your child to explore filling the bottles and ask them to describe how full they are using the language above.
- Continue to embed capacity language using containers of different sizes, widths and heights. Encourage your

Max's Jungle Adventure.
See Talk for Writing booklet

- Pages 4- 5. As you read the story, talk to your child about where Max goes...who he meets...and what he sees. You could also add in some animal sound effects!
- Page 6: Draw a picture of one of the things that Max saw in the jungle. Write a sentence about it, remembering to add some describing words.
- Pages 7: Listen to the story again and answer the quiz time questions.
- Page 8: Design a new bandana for Max
- Pages 9: Max's add a word challenge. Try and find as many different ways of describing a tennis ball that you can think of and repeat the activity with

child to make direct comparisons by pouring from one container to another. Can they predict which container will hold more/the most, less/the least? Why do they think that? Prompt discussions about whether the containers are tall/thin, short/fat, narrow/wide, deep/shallow. Can they use these words to explain why the tallest container doesn't always hold the most and short, wider containers hold more than they expect.

- **Practise: Capacity Potions Power Point.**
Run the slide show from the beginning. Can your child answer the questions using the practical language and experience that they have gained?
- **Practise: Capacity: How much does it hold sheet.**
- **Extension:** Develop your child's understanding of the capacity of containers by using a small cup/table spoon to count how many cup fulls/spoons etc... different containers hold. Remind your child to fill each small cup full to the top so that it is fairly measured. They could estimate first and see if their estimate was close. Afterwards compare the different amounts and see which container held the most/ the least.
- **Practise: Spoons challenge activity sheet**

Below are practical activities that you can do to help your child practice using the language for capacity.

- In the sand pit/digging in the soil provide a selection of different sized bowls cups spoons to investigate how many spoons it takes to fill a pot. Which sized spoon filled quicker? Why?
- Create a filling station in the paddling pool/ a bowl/ or a bucket. Again with different sized containers to fill and different sized cups to use. Encourage your child to estimate first and then count to check.

Max's mammoth.

- Page 10: Play 'Guess Who' with your grown up. Listen to the description and guess the animal. Can you describe an animal for your grown up to guess?

Writing tasks:

- Page 8: Research animal patterns and make a list of animals that have spots and animals that have stripes. Write a sentences about your favourite.

Eg. I like the stripes on tigers because they help them to hide in the grass.
I love the spots on ladybirds because they have the same number on each wing.
- Page 9: Can you draw a picture of your favourite toy and use different describing words to label it.
Eg, Colourful, fluffy, soft, huge...
Write a sentence that describes the way your toy looks.
Eg. My teddy bear is colourful, fluffy, huge and soft to hug!
- Page 10: Write a description of a snake, a bear or a fish!

Eg. It has fins and a tail. It lives in the water. It can swim and has gills to help it breathe.

Learning Project to be completed throughout the week

As part of the Early Years Curriculum, children are encouraged to talk about their feelings and how we manage them. They also need to understand that their own actions can affect other people. During this pandemic, children's lives have changed dramatically and it is important to give them time to talk and process what is happening so that you can correct possible misconceptions and reassure them. Remember to talk calmly and keep things positive to give children hope. For example, tell children how many people are working to make this better and that even though it is serious, everyone is doing their best to help people.

For more advice on talking to children about coronavirus see the website:

<https://www.unicef.org/coronavirus/how-talk-your-child-about-coronavirus-covid-19>

Introduction: Read the power point: 'What is Social Distancing?'

Below are some activities and talking points you can share with your child.

- **We can all make a difference.** While it is natural for everyone to have worries during these times, it is important for children to feel that what they say and do matters and that their actions can make a difference. Talk with your child about how doing things to help keep everybody safe, will also help us to feel less worried about spreading the virus. Remind your child of the 3 main things from the Power point, washing hands, keeping 2 metres apart and staying at home if you are ill. Explain we are going to think carefully about how to wash hands properly. **Go through the second power point, 'All About Washing Hands.'** Talking about each stage and the order to do things in. Complete the hand washing sequencing activity, so your child has chance to thoroughly absorb each stage. Remind your child of the stages each time they need to wash their hands. You can even stick the sequencing sheet by the sink so they can look at it as a reminder. Remember to congratulate your child and tell them that what they are doing is helping to keep everyone safe.
- **Hope.** It is important to have hope when we face challenges. Talk with your child about how sometimes when we face a tricky time, we may start to worry and it's important to talk to someone. It's ok to agree with your child that eg, It is hard to stay inside and not see friends but reassure them that just as feelings come and go and 'this time will pass.' Talk about previous times your child has found things that were challenging but they overcame them. Eg

Learning to ride a bike, reading etc... Talk about how sometimes you do lose hope but talking to somebody who can help remind you of the end goal and how much better you feel when you get there. Explain there are lots of ways to help you stay hopeful. Eg, singing and moving. Listen to the Bob Marley song, 'Don't worry be happy.' Sing along, clap, make up actions, dance!!! How do you feel afterwards? Being physically active can help lift a low mood and help us to feel more hopeful. Decorate an old jar with stickers, coloured paper, photographs and label it, 'Things to Look Forward to.' Every time you think of something you'd like to do, write it down and pop it in the jar. Enjoy opening them at a later date when we can all go out more freely.

- **Being thankful.** Talk about how we can show gratitude in different ways for different things. Talk about how we say thank you Eg, send a card, draw a picture, give flowers, clapping for keyworkers... and why we say thank you. Explain that we have lots of things to be thankful for too such as spending more time with our family, having doctors and hospitals that can help us when we are ill, shop workers and delivery drivers getting food for us, technology that can entertain us and help us with learning and staying in touch with people etc... Draw a rainbow with two large clouds at either end and write on the clouds people and things that you are thankful for that have helped you while you are at home.
- Twinkl: e book: Doctor Dog Says Together We Can Beat Coronavirus. Read the story and answer any questions your child has.

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.