

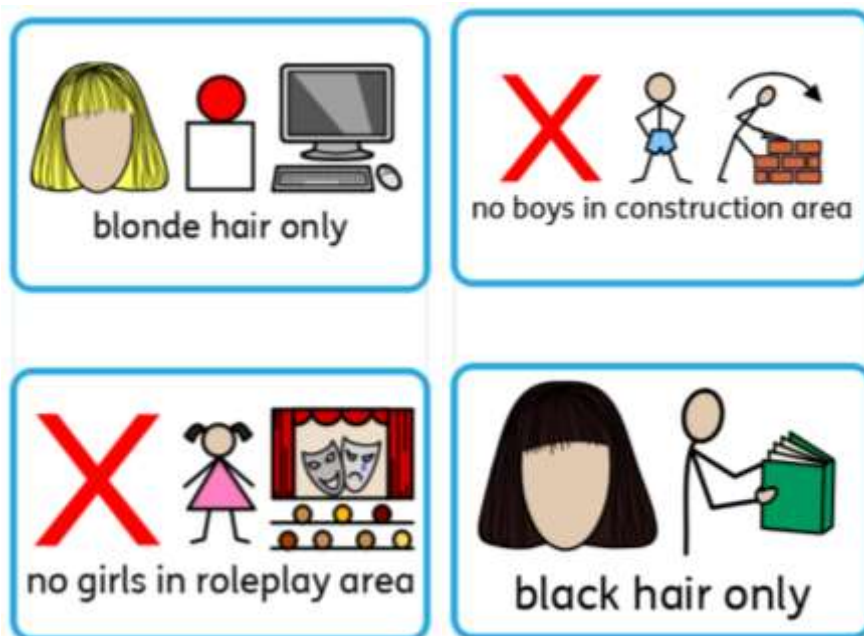
Reception Home Learning

Week beginning: 19th April 2021

Literacy

Lesson 1 - To express my opinion

Explain to your child that when they return to school there will be some new rules in place. Use the pictures below to help explain these rules.



Introduce the word '**fair**' and '**unfair**'. Ask your child if they know what the word these words means to them. Can they describe the meanings? Once confirming what each word means, ask your child to look again at the pictures above. Using the speaking frames below can your child say whether they think each image is fair or unfair. Record your child's ideas by recording them or writing it down for them.

In my opinion...

It is fair because...

It is unfair because...

In preparation for the next literacy lessons watch the video 'I have a child'. This will be one of our core texts for this term.

<https://www.youtube.com/watch?v=ERKhP7bQ6Os>



the right to be

Lesson 2 - To explain my feelings

Recap yesterday's lesson and posters.

Look at the images below to give some ideas of different feelings. With a family member take turns in saying a different feeling. See how many emotion words you can think of. Make sure to write them down.



Now take a look at the emotions wheel. Explore some of the new words and choose some to add to your list. For a closer look use the link [t2-e-2198-emotion-thesaurus-wheel-word-grid.pdf](https://www.thesaurus.com/emotions-wheel-word-grid.pdf)

Using some of the new words you have looked at, can you describe how it would make you feel if you came to school and saw the images you looked at yesterday in your classroom?

Use the speaking frames

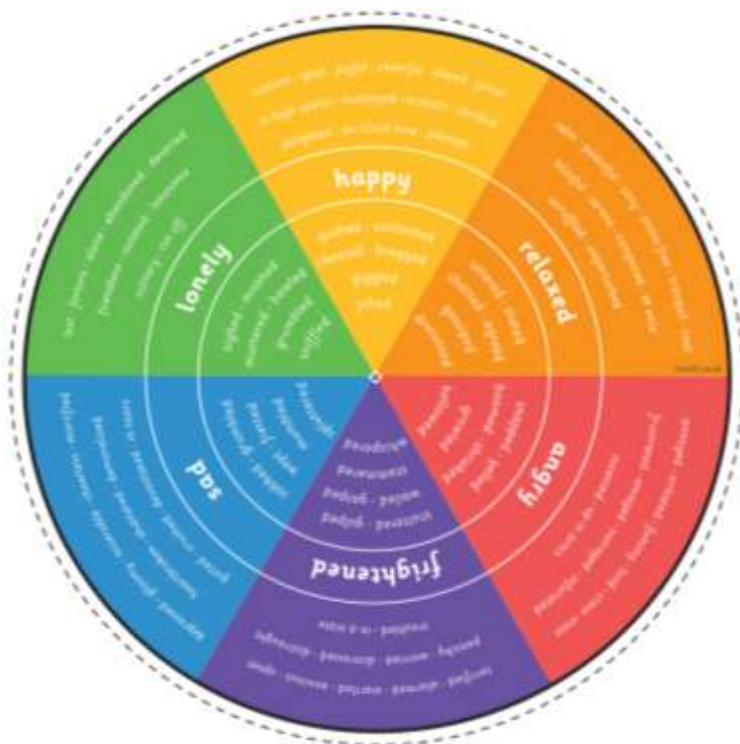
I felt...

It made me feel...

Story time: Listen to 'The Colour Monster'

<https://www.youtube.com/watch?v=Ih0iu80u04Y>

What colour would you be?



Lesson 3 - To resolve an injustice

Parents/carers we need your help again. Using a cuddly toy, doll or character toy that your child has can you create and role-play unfair situations to your child. See some examples below;

- Blonde hair not allowed to use the bathroom

- No teddys are allowed to drink water
- Buzz lightyear is not allowed to watch the TV
- No dinosaurs allowed on the tablet/iPad.

Discuss the feelings of the toy and how we it could be resolved to make this fair? Use the speaking frame:

In my opinion....

I believe...

I think...



Lesson 4 – To recognise differences



Look at these photos of fair and unfair images – (whilst thinking about the story you listen to on Monday ‘The Rights of a Child’). Re-watch the video if you can. Can you sort the images in to fair and unfair? Explain your thinking using the speaking frames;

I think this is fair because...

I think this is unfair because...

Lesson 5 – To express my opinion

Look at the pictures below. Think about whether each picture is fair or unfair. Describe each picture to a family member using the speaking frame;

This is fair because...

This is unfair because...



Maths

Lesson 1 – To identify numbers to 20

Watch the big numbers song. What is the biggest number you can count to?

<https://www.youtube.com/watch?v=e0dJWfQHF8Y>



Use the digit cards (see below). Print out two sets and play pairs with someone in your household. Each time you flip a card over can you recognise the numeral?

Lesson 2 - To order numbers to 20

Watch the number blocks video 'Tween Scenes'.

<https://www.bbc.co.uk/iplayer/episode/m00029vj/numberblocks-series-3-tween-scenes>



What do you notice about the numberblocks 11 to 15?
Which number blocks are used to make their shapes.

Use a washing line and some pegs to place the numberblocks 11-20 in order.

What do you notice about the numbers?

Can you tell me anything about the number 12?

How will you represent the number 15?

How do you know they are in the correct order?

Lesson 3 – To create numbers to 20.

Watch the big numbers song and count along.

<https://www.youtube.com/watch?v=e0dJWfQHF8Y>



Today you will need the double tens frame (see below) and some counters.

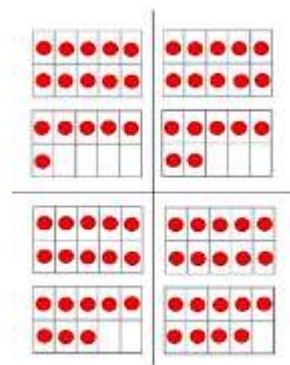
Use your digit cards to select a number, and create that number using the tens frame.

What do you notice about the tens frame?

What numbers have you used to make the number?

Build the number 13 and the number 16. What is the same? What is different?

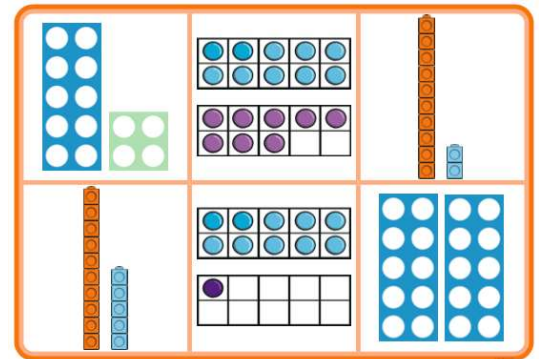
Match the tens frame to the number block representation. What is the same? What is different?



Create your own set of 11-20 tens frames digit cards to use tomorrow.

Lesson 4 – To recognise and order numbers to 20.

So far, you have been given three different ways to represent numbers to 20. They are: the numeral, number blocks, and tens frames. Today, we are going to play 11-20 representation bingo! Use the bingo cards saved below, and your numeral flash cards and play with someone in your household. The first to fill the board wins!



Lesson 5 – To create representations to 20.

Today we will be creating our own number book. Find things from your home and garden and create numbers to 20. Don't forget to write the number next to them. Can you take photos and order them? Don't forget to upload this on to tapestry!

Here are some examples:



10 stones



16 leaves



12 pencils.

Phonics

This week the sounds we will be revising are:



Lesson 1

Revise

Recap the sounds we have learnt so far. Take a look, can you say the phoneme (sound)? s, a, t, p, i, n, g, o, c, k, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz, qu, j, w, v, x

Recap the phase 2 tricky words we have learnt so far. Can you recognise and say them?

I, to, no, go, the, into

Teach

Say the '**sh**' grapheme out loud. Write the grapheme on a piece of paper, don't forget to lead in!

Can you think of any words that begin with the '**sh**' sound?

Can you read the words below? Draw pictures and label them with the 'sh' sound. If you can, try and write the whole word.

shop fish ship cash shed shell



Apply

Can you read these sentences out loud?

I am in such a rush.

He has a lot of cash.

Lesson 2

Revise

Think of 3 words which begin with the sound '**sh**'.

Teach

Recap the sound '**sh**'. Say the sound out loud. Can you practice writing the '**sh**' grapheme on a piece of paper?

Look at the pictures below. Can you say the word and decide whether it begins with the 'sh' sound?



Apply

Can you practice blending these sounds to read the words? You may want to use the sound buttons or robot arms to help you.



Lesson 3

Revise

Hold your 'magic finger' in the air. Use the rhymes we have learnt to help you remember how to write some of the sounds we have learnt so far i.e. **lead in, slither down the snake 's'**.

Teach

Say the 'ch' grapheme out loud. Write the grapheme on a piece of paper.

Can you think of any words that begin with the 'ch' sound?

Can you match the pictures and words below?



chocolate

chin

chips

chick

Apply

Can you read these sentences out loud?

Can I have chicken and chips?

Come with me and have a chat.

Lesson 4

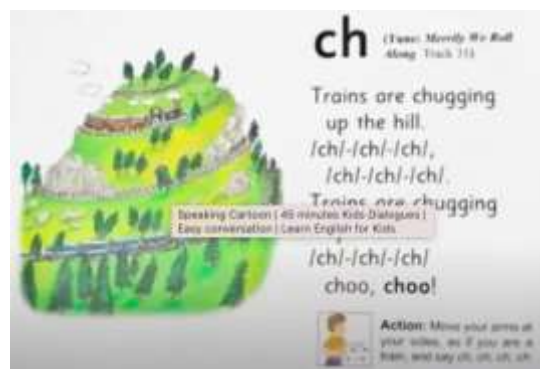
Revise

Watch the jolly phonics song on YouTube and join in with the actions.

<https://www.youtube.com/watch?v=UiT2nd4GJJQ>

Teach

Answer the questions below. Here is a clue, the answer begins with the sound 'ch'



1. What is yellow and fluffy and makes a 'cheep' sound?
2. What might you eat with a burger?
3. What do you sit on?
4. Some people get married in a
5. Mice love to eat this!

Answers can be found below:

chick chips chair church cheese

Apply

Using the answers for questions 1-5, can you practice sounding out and writing the words.

Lesson 5

Revise

Watch the tricky words song on YouTube, say and write the words down on to paper.

<https://www.youtube.com/watch?v=TvMyssfAUx0>

Teach

Tricky word '**was**'

Watch the following video. Can you say all the new tricky words? Can you write '**was**' on a piece of paper?

<https://www.youtube.com/watch?v=R087IYrRpgY>

See resources below for phase 2 and 3 tricky word mats.

Apply

Can you read the following sentence?

It was a chilly shed.

Make up your own sentence using the tricky word '**was**', a word beginning with '**sh**' and '**ch**'?





Curriculum

Personal, Social and Emotional Development

Lesson 1: To identify the difference between right and wrong.

For this activity we would like you to discuss with a member of your family things that you know are right and things which you know are wrong. How can you tell if something is right? Share your ideas of what happens when you or someone else does something that is right. How does it make you and others feel when you do something right?



Now think about some of the things which happens when you or someone else does something wrong? How does it make you and others feel? Discuss with a member of your family why it is important to think about making the right choice.

Use the speaking frames

I think.....
I know.....
I believe



**Think
Pair, share**

Expressive art and design

Lesson 2: To create a collage

Discuss with a member of your family what a collage is. A collage is the use of a number of different pieces of coloured paper or paper with images pasted onto a larger sheet. Can you create a rainbow collage? Have a look at the link below to help you get started.

<https://www.twinkl.co.uk/teaching-wiki/collage>

Here are some examples of collages.



Last term we learnt about recycled materials. We would like you to start collecting colourful recycling materials which we will be using in our final art display.

Understanding the World

Lesson 3: To know understand why St George's day is celebrated

St. George's day is celebrated on the 23rd of April. Discuss with a member of your family why this day is celebrated. St. George is a patron saint of England and many other countries.



The story states that he slayed a dragon and saved the people. St. George is celebrated by the Christian Church. Below is a video of the story of St. George and the Dragon.

<https://www.youtube.com/watch?v=RqBn08RywaE>

Do you think you can make your own dragon?



Communication and Language

Lesson 4: To understand that Ramadan is an important time for Muslims

Do you know who Muslims are? Pause here and speak to a member of your family about Muslims. Muslims are people who practice the religion of Islam. The name of the Islamic God is Allah. Ramadan is a very special time when Muslims fast and pray. Fasting meaning they do not eat throughout the day and they wait until after the sun sets. Below is a video link to give more detail about Ramadan.

<https://www.bbc.co.uk/programmes/p02mwdx1>



What have you learnt about Ramadan?
Can you share what you know with someone else?
Based on what you now know why do you believe Ramadan is important?

Remember to use the sentence stems below.

I think.....
I know.....
I believe

PE

Lesson 5: To balance successfully using different body part

Warm up 10 minutes

Run on the spot as fast as you can (15s)

Bring your **knees up high** towards your chest

Swing your **arms** back and forth to 'pump'



Jump into a **star shape** with **wide** arms and legs

Then jump back in to stand with **straight** arms and legs (x10)

Stand with wide legs & arms

Keeping your feet where they are, touch with **one hand to the opposite toe** (x15)

Then switch to touch the other foot with your other hand



Balancing objects (10 minutes)

Last week you used different parts of your body to balance different objects. This week you will again use different parts of your body to balance an object. After you have balance the objects on different parts of your body. Attempt to balance the objects on the same body parts and travel whilst balancing the object.

What body parts will you use?

What object will you use for balancing?

What can you do to help you balance your object?



Reflect with a member of your family;
Which body part did you find it easiest to balance on?
Why do you think it was easier than other body parts?
Which body part did you find it difficult to balance on?
Why do you think it was difficult?
How did you find it to balance an object and move at the same time?

Reading

Lesson 1 - To identify the setting and characters in a story

Choose a story book you would like to read and ask a family member to read it to you. Whilst you read/listen to the story can you discuss what is happening in the story? After you have finished reading the story can you answer these questions?

- Where was the story set? E.g. Forest? House? Under the Sea?
- Who were the characters in the story?
- Who was your favourite character? Why?



Lesson 2 - To predict what will happen in a story

Choose a story book you would like to read and ask a family member to support you. Before reading the story you are going to make some predictions about what you think will happen in the story.

- Start by looking at the front cover. Look at the picture, what might this book be about?
- What characters might be in the story?
- Can you point to the title? Ask your family member to help you read the title.
- Turn to the back cover, read the blurb together with your family member. Does it give you any information about what will happen in the story? Discuss this with your family member.



Lesson 3 - To discuss the events in a story and predict what might happen next

Choose a story book you would like to read and ask a family member to support you. Whilst reading the story answer these questions.

- What is happening on this page?
- What do you think will happen next?



Lesson 4 - To sequence the events in a story

Choose a story book you would like to read and ask a family member to support you. At the end of the story discuss the main events that happened in the story.

- What happened at the beginning of the story?
- What happened in the middle of the story?
- What happened at the end of the story?



Lesson 5 - To suggest how a story might end

Choose a story book you would like to read and ask a family member to support you.

Before reaching the end of the story answer the question below.

- How do you think the story will end?
- Will it be a happy or a sad ending?



1
one



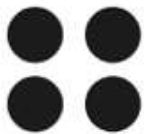
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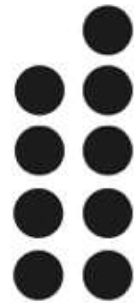
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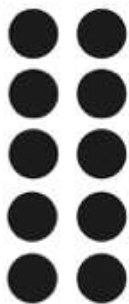
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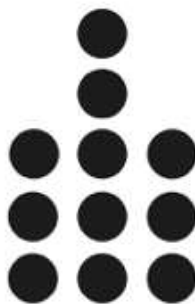
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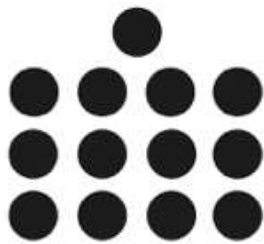
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eleven



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twelve



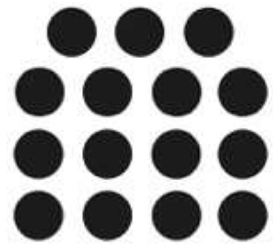
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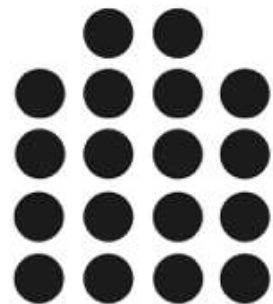
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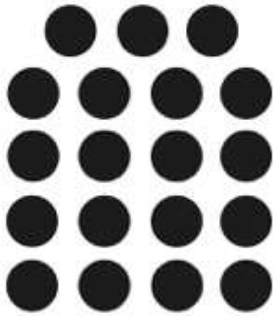
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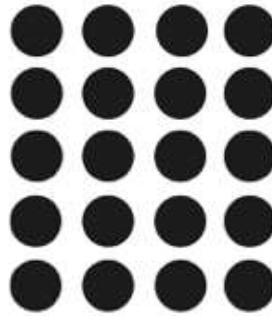
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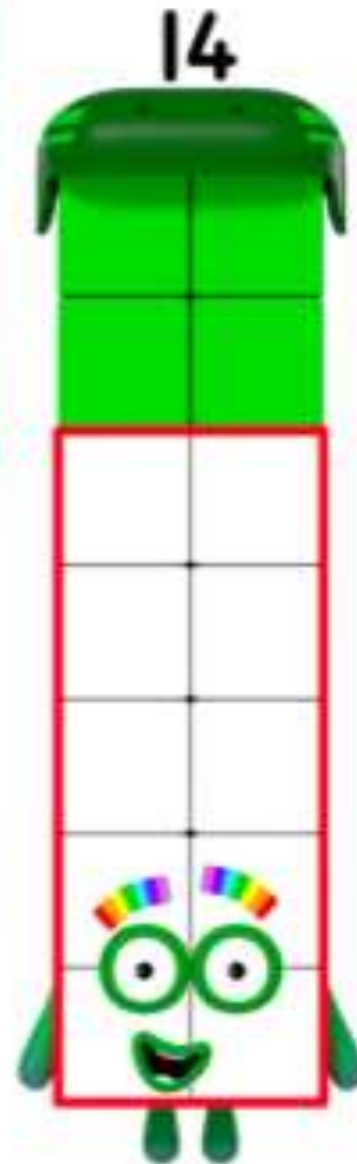
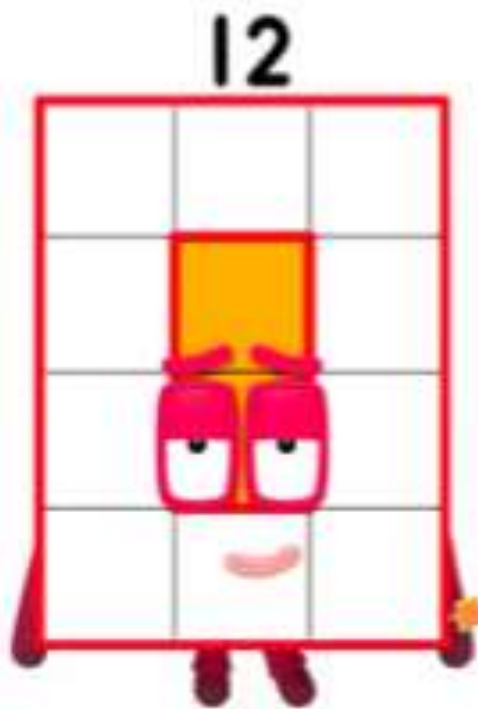
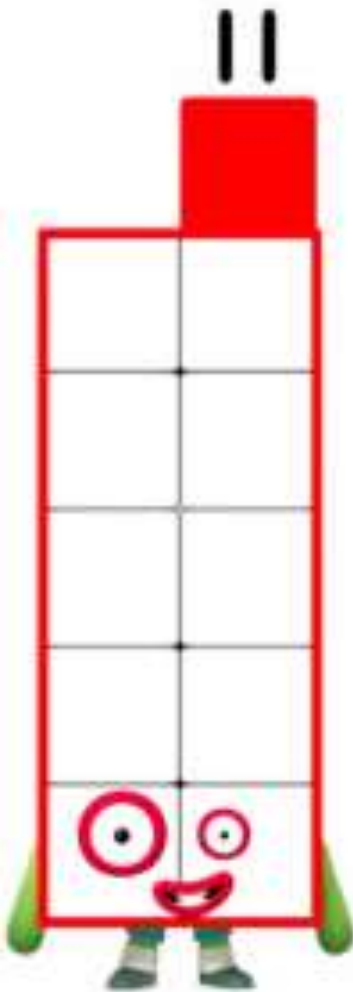


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nineteen



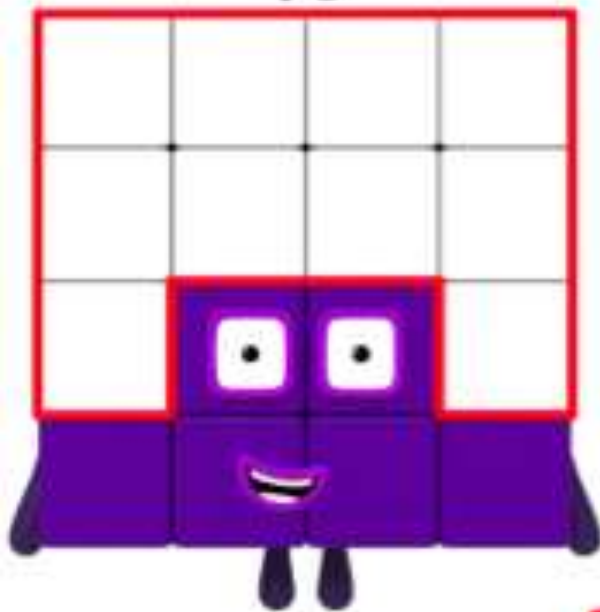
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twenty



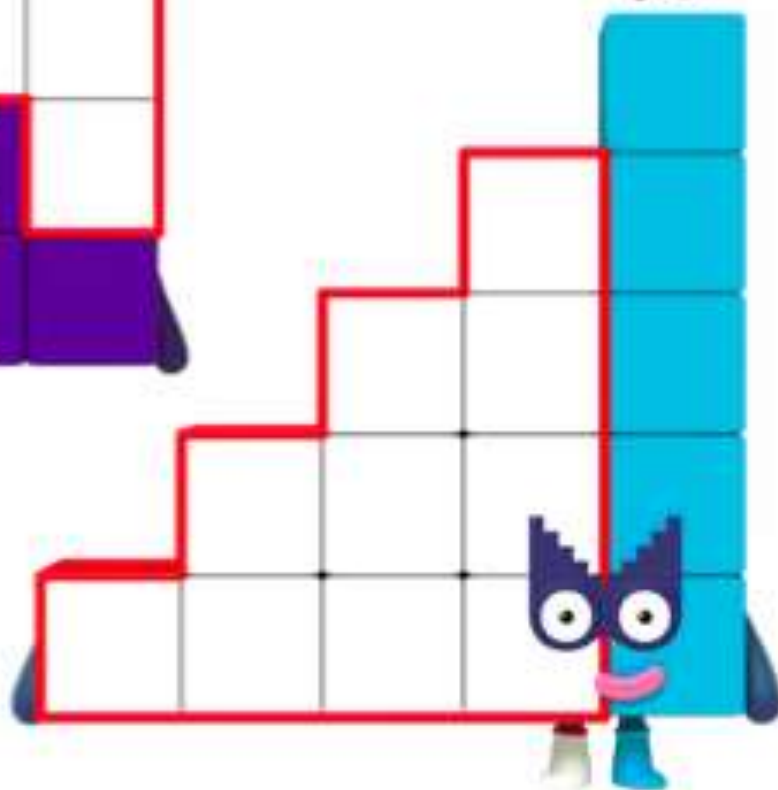




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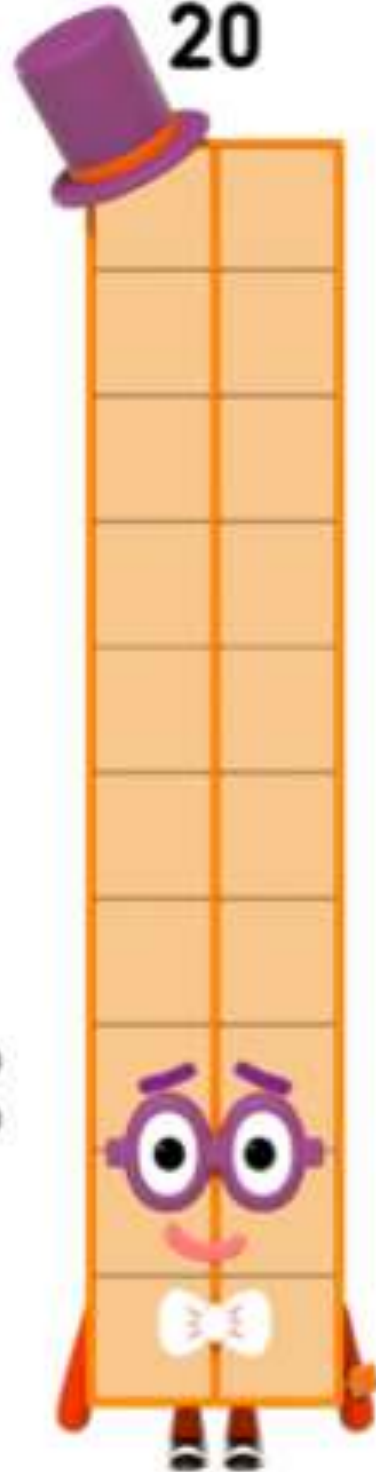
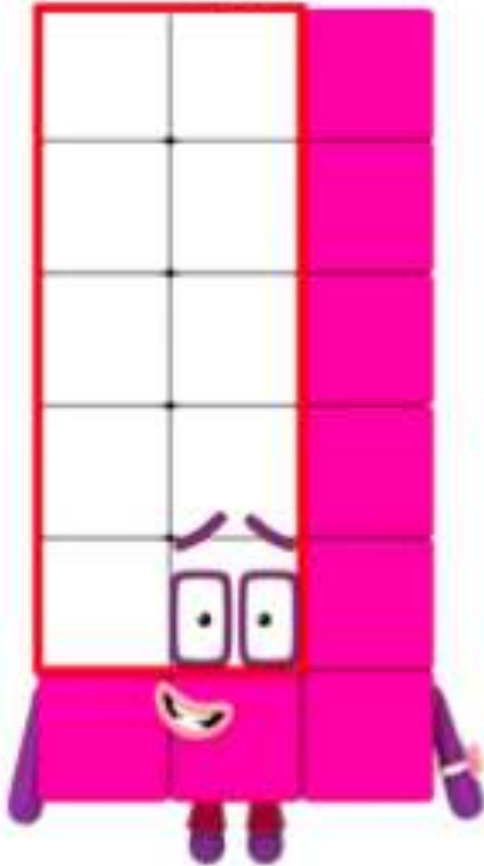
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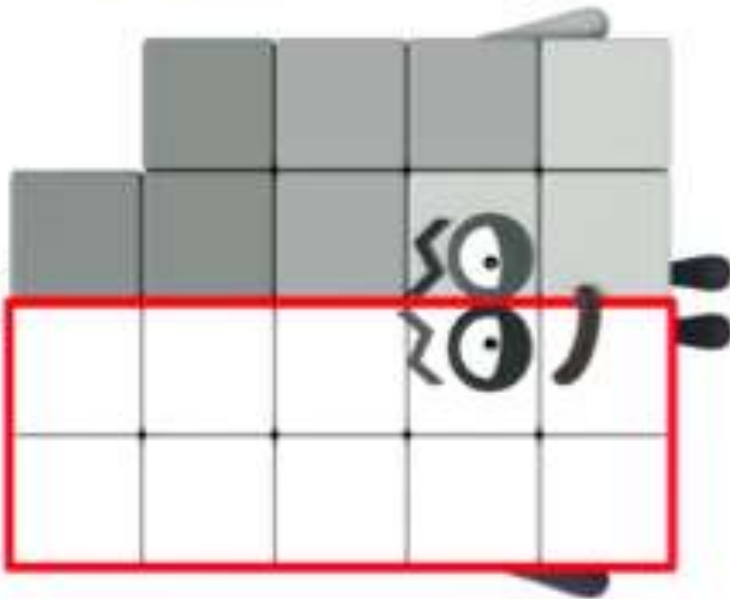
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19



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