

# Reception Home Learning

Week beginning: 3<sup>rd</sup> May 2021

## Literacy

### Lesson 1 – To relate statements to a real-life context

Use the link below to re-listen to the story I have the right to be a child.

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

Think about what rights were talked about. Can you list them?

Here's a reminder if you get stuck;




Health care, Healthy food, Being safe,  
Education, Clean water

Look at the images below. As you look at each image can you discuss with a family member how these rights might affect you?

Use the speaking frame;

**"I have the right to...because..."**

For example, 'I have the right to eat food. At school I get to eat school dinners and have pudding.'



Do you have  
these rights met?  
How?



## Lesson 2 - To express an opinion

Can you remember which rights you discussed yesterday? Tell a family member.

Today your task is to give and explain your opinion. Look at the images you were given yesterday. Discuss with someone in your family which right you think is most important to you.



As you do this use the speaking frame below to help structure your sentence.

**“In my opinion... because...”**



You may also want to discuss which right is the least important to you.



Don't forget to ask your family member for their opinions too. Do they agree or disagree with you?

### Lesson 3 - To observe similarities and differences

Today we will have a focus on children's right for an education. What do you think having an education means? Can you tell a family member?

Over the next few pages you will see some images of children getting their education in different environments. Look at each image and discuss what you can see. As you do this can you also describe any similarities and differences between your school and the school in the image.

Use the speaking frames;

**“In this picture I can see...”**

**“This is similar to my school because...”**

**“This is different to my school because...”**

For example,

“In this picture I can see that the children are sat outside on a carpet and have taken their shoes off.”

“This is similar to my school because we also sit on a carpet.”

“This is different to my school because we don't take our shoes off.”









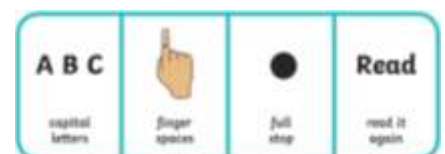




#### Lesson 4 – To write a sentence

Your task today is to write and form sentences, using the information you have learned this week. Using the sentence stem “**I have the right to...**” can you independently write 5 sentences telling your teacher what rights you have. See below for examples.

**I have the right to an education.**  
**I have the right to eat food.**



**Remember to use your phonic knowledge to help you.**

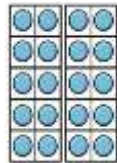
## Maths

### Lesson 1 - LI: To count on from a given number to 20

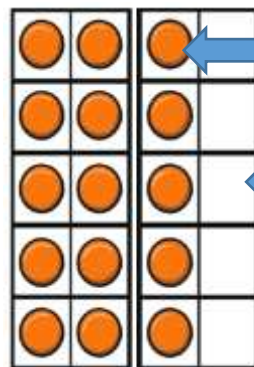
Oh No! Somebody has come along and eaten the numbers off of my number frames. They all had 20 on them, and now they don't. Could you help me by counting how many dots there are, then **counting** on to twenty to find out how many I need to make them back to twenty?



Here is what a twenty should look like:



How to count on:

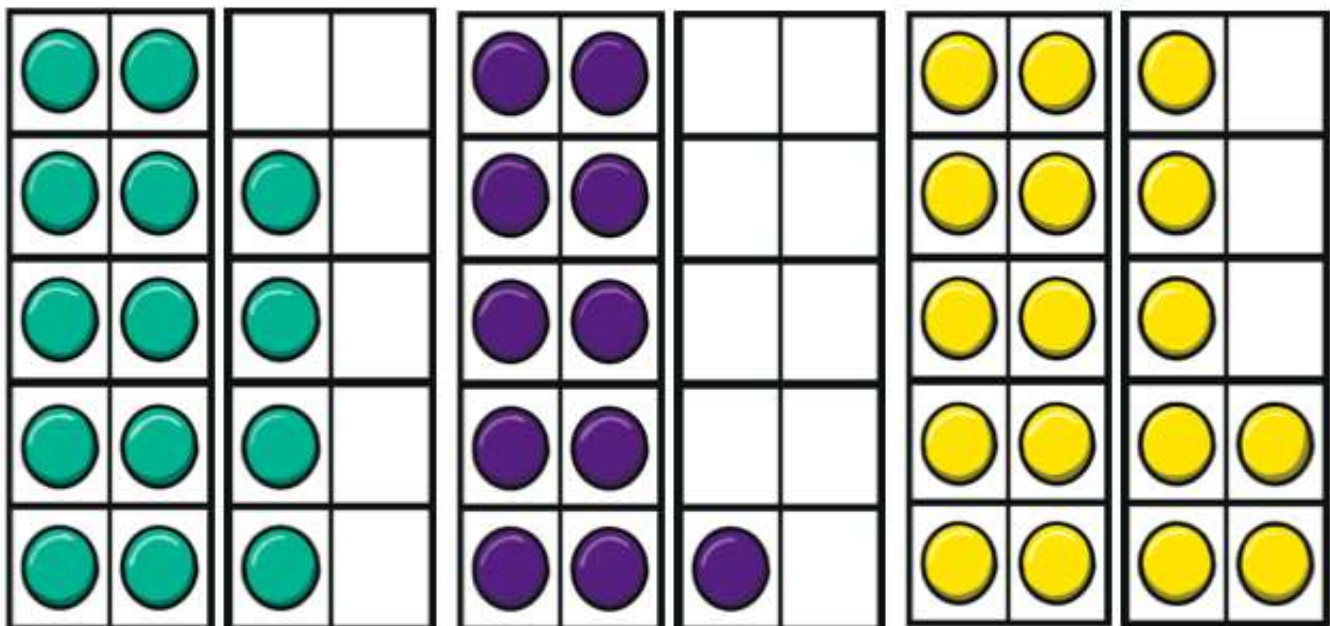


Here we have 15.

Place counters on the empty space and count how many.

Check you have made 20 by counting on from 15

Can you count on to find out how many more we need?





Use the sentence stem to explain how to add.

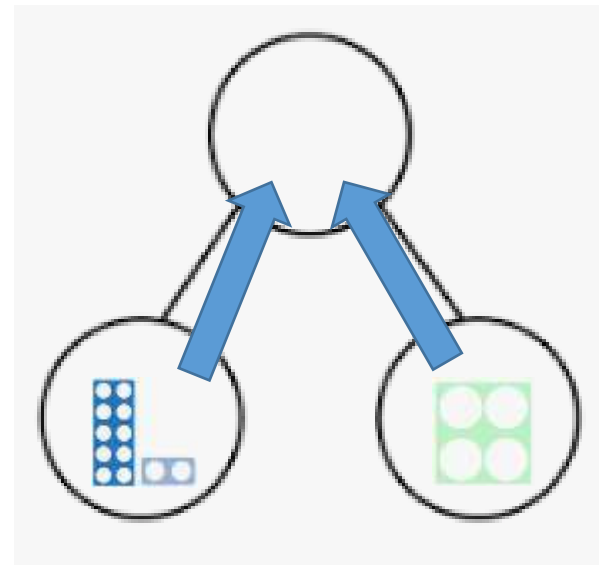
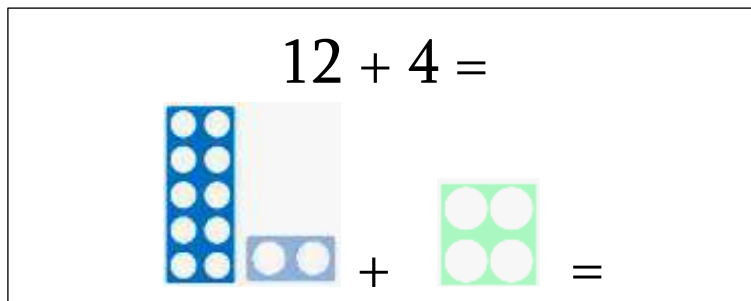
First I had \_\_\_\_.

Then I added \_\_\_\_.

Now I have \_\_\_\_.

Lesson 2 – To combine two groups together.

Today we will be using numicon to add a single digit number to a double digit number. Use the part whole model diagram below to complete these number sentences.



Complete these number sentence using numicon

$12 + 5 =$	$13 + 7 =$
$16 + 3 =$	$11 + 8 =$



Use the sentence stem to explain how to add.

First I had \_\_\_\_.

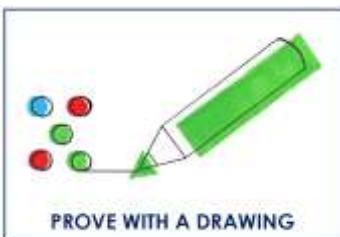
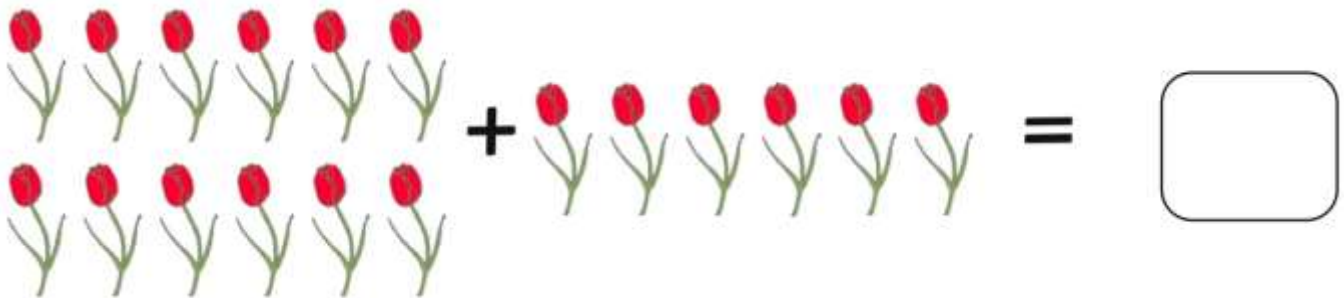
Then I added \_\_\_\_.

Now I have \_\_\_\_.



Lesson 3 – To explain how to add.

Have a look at the images below. Can you find the answer using counters, numicon, or your fingers to count on?



Can you draw your own number sentences?

Explain how to add using these sentence stems.

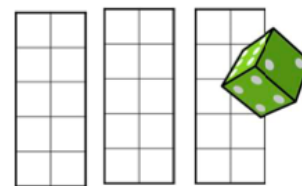
First I had \_\_\_\_\_.

Then I added \_\_\_\_\_.

Now I have \_\_\_\_\_.

## Lesson 4 – To count on to find a total.

Today we are going to play a game. Use the empty 30 frame attached below. You will also need a dice. Roll the dice, and fill the number frame. Take turns to count on from the previous answer to find the new total. Can you write the number sentence? The first to 30 wins!



$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

## Curriculum

### Personal Social and Emotional Development

#### Lesson 1: To learn about our differences

We will be looking at the different people who make up our community. Discuss with a member of your family the things that makes us different. Have a look at the images below. What do you notice about the children in the picture?



Do we all have the same colour eyes, hair, and skin? Think about the members of your family. Do you all look the same? Which similarities can you see and which similarities can't you see? No one is the same, the reason why we are unique are our differences.

### Expressive Art and Design

#### Lesson 2: Draw a picture

Have a look at the work of the artist Pierre Yves Riveau who uses pencils for his drawing. Discuss with a member of your family what you notice in his drawing.



Watch the butterfly effect video below

<https://www.youtube.com/watch?v=hqh1MRWZjms>

Think about how we can draw and then improve on our drawing to make it better using the critique of a member of your family.

## Understanding the World

### Lesson 3: To know the months of the year

There are a number of Bank Holiday Mondays during the year. Discuss with a member of your family why the May bank holiday. It is always the first Monday in May. During the bank holidays before there was Covid, you were able to attend special events or just have a picnic in your garden.



When is May? This is when we start to look forward to the start of summer. Why not practice the months of the year?

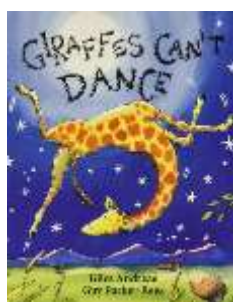
<https://www.youtube.com/watch?v=Fe9bnYRzFvk>

## Communication and Language



#### Lesson 4: To understand everybody should have the same opportunities

We have been explore the topic fair and unfair. Discuss with a member of your family why it is important to fair. Think back to the last week when we looked at fair trade. Read the story Giraffes Don't Dance or Dog's Don't Do Ballet.



Can you spot the injustice? What have you noticed?  
Remember to speak in a sentence and use the stems

**I think...**

**I believe...**

**I noticed .....**

Below are links for the stories.

<https://www.youtube.com/watch?v=o0wweS8P-tY&t=19s>

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

#### Phonics

This week the sounds we will be learning 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, sh, ch, igh, oa  
Recap the tricky words we have learnt so far. Can you recognise and say them?

***I, to, no, go, the, into, he, she, was, me***

##### Teach

Say the 'ai' grapheme out loud. Get your magic finger and write the grapheme 'ai' in the air. Write the grapheme on a piece of paper. Use the rhyme to help you remember to write the sound, **lead in, 'ai' snail in the rain.**

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

The 'ai' digraph comes in the middle of words... Can you think of an example?

Can you read the words below?



ch <u>ai</u> n	m <u>ai</u> l	r <u>ai</u> n	m <u>ai</u> d
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### Apply

Can you read these sentences out loud?

***Are you on the train yet?***

***The man is in a lot of pain.***

### Lesson 2

#### Revise

Think of 3 words which contain the digraph 'ai'.

### Teach

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

Look at the pictures below. Can you sound out the word and decide whether it has the 'ai' sound in it?



### Apply

Can you write a sentence using one of the words below containing the 'ai' digraph?

rain train tail sail fail mail

### Lesson 3


#### Revise

Can you revise 3 words with the 'igh' and 'oa' sound and write them?

#### Teach

Say the 'ee' grapheme out loud. Write the grapheme on a piece of paper. Use the rhyme to help you, **lead in 'ee' what can you see?**

Can you find the words with the **ee** sound below and write it out?



Feel ship breeze

See chip bee tree high

#### Apply

Can you read these sentences out loud?

*I am in the jeep.*

*Can you see the bee in the big tree?*

### Lesson 4

#### Revise

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

[https://www.youtube.com/watch?v=0\\_TiU-5dHpo](https://www.youtube.com/watch?v=0_TiU-5dHpo)



#### Teach

Recap the 'ee' grapheme and say it out loud. Write the grapheme on a piece of paper. Can you write the words to match the pictures below with the **ee** sound?





### Apply

Can you read the sentence below? Have a go at writing the sentence.

**The man can sleep on the bed.**

### Lesson 5





#### Revise

Recap the following sounds igh, oa, ai and ee.

#### Teach

Look at the pictures below can you name them? Can you sound it out? Say the grapheme that they begin with. Have a go at writing the graphemes. Play I spy with a member of your family. Write down three words from the pictures in the box.



			
ch	w	ai	sh
c	ee	oa	igh

### Apply

Can you read the following sentence?

**The train is big and red.**

**Can I go to sleep?**

### 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.

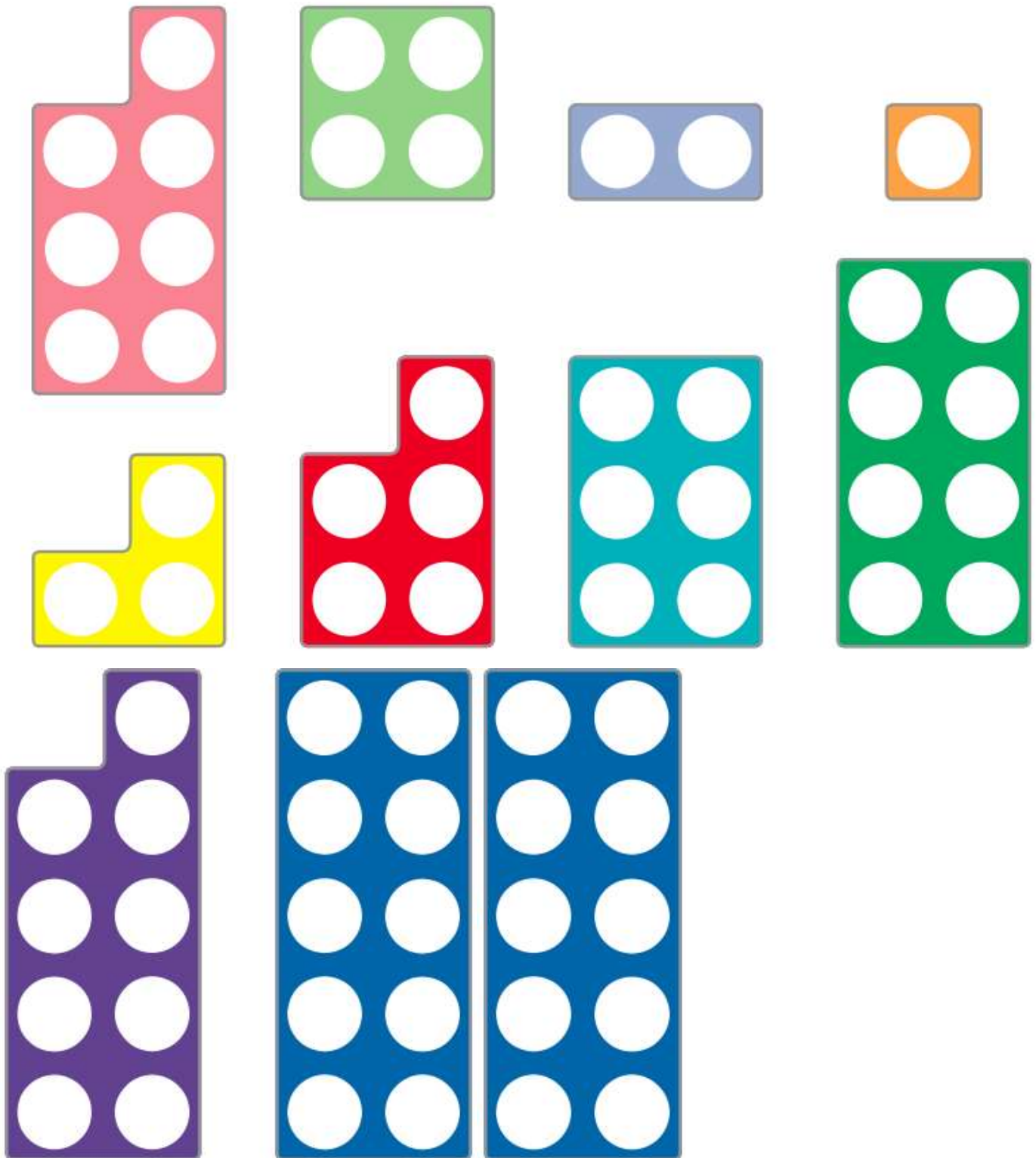
- How do you think the story will end?
- Will it be a happy or a sad ending?







Numicon resources:



Tens frame game.