

# Reception Home Learning

Week beginning: 26<sup>th</sup> April 2021

## Literacy

### Lesson 1 – To write a sentence.

Look at the picture showing unfair situation.

Discuss with you family member:



Encourage your child to use the speaking frame:

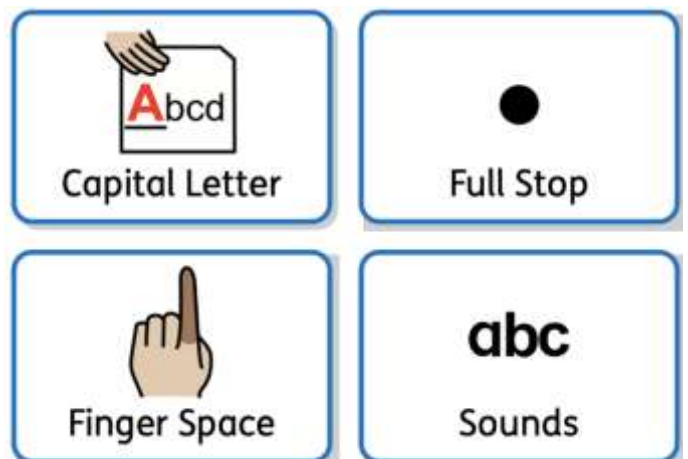
**This is unfair because...**

**To be fair they must...**

Today you are going to support your family member to write your sentence. Use the writer's toolkit to remind yourself what a good sentence looks like.

Say your sentence out loud.

Adult to model write your sentence.  
Can you remind your adult what makes a good sentence?



### Lesson 2 – To write a sentence.

Look at the picture showing unfair situation.

Discuss with you family member:



Encourage your child to use the speaking frame:

**This is unfair because...**

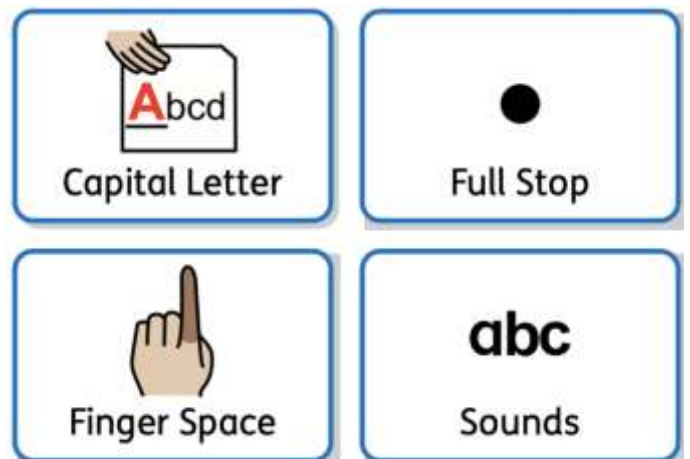
**To be fair they must...**

Today you are going to support your family member to write your sentence. Use the writer's toolkit to remind yourself what a good sentence looks like.

Say your sentence out loud.

Adult to model write your sentence. Can you remind your adult what makes a good sentence?

Can you use your sounds to help your adult segment the words?




Lesson 3 - **To answer how and why questions.**

**Discuss with your family member:**

Use the speaking frame:

Fair means...



What does fair  
mean?

Watch the story of '**Fair is Fair**'.

<https://www.youtube.com/watch?v=6qrEyjVMajY>

Discuss the story with your family member.

Can you answer these questions?

- Why were the animals healthy and happy at the beginning of the story?
- How much food did each animal get?
- Why did the animal become upset?
- How did they try to make it fair?
- Why did the animals begin to change? (Body shape)
- Was it fair for everybody to have the same amount of food in the story?




Looking back at your description of fair before the story...  
do you still feel the same?

Can you answer the question again now you have read the story?

Use the speaking frame:

Fair means...



What does  
fair mean?

Lesson 4 – **To rehearse a sentence.**

Look at the pictures.

**Discuss the pictures with your family member.**

Choose one picture you would like to talk about.

Using the speaking frame below to begin to rehearse your sentences.

Rehearse your sentence until you are confident to say it aloud to your family member.

Speaking frame:

**It is fair because...**

**It is unfair because...**



THE GROUP OF CHILDREN DON'T ALLOW ONE KID TO JOIN. **IS IT FAIR?**



THE GIRLS ARE HAPPY, THEY RECEIVE CANDIES FOR EQUAL.

**IS IT FAIR?**



THE GIRLS GET 1 STICKER AND THE BOY 3 STICKERS, HE IS HER FAVORITE STUDENT.

**IS IT FAIR?**

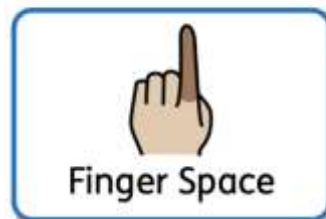
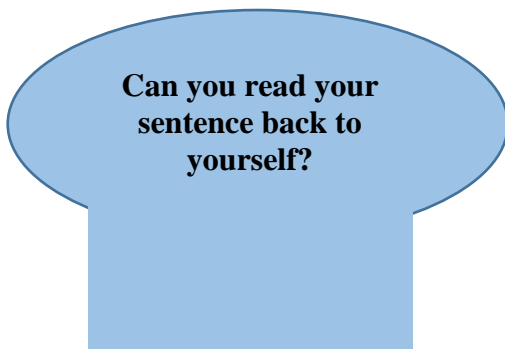
Lesson 5 – **To write a sentence.**

Revisit yesterday's lesson. Can you remember your sentences? Say them aloud to your family member.

**Choose one sentence you would like to write.**

Can you remember how to write a good sentence?

Write your sentence - use the writing toolkit to help you.



**Maths**

Lesson 1 – **To create numbers to 20.**

Today you will need some counting items. This can be pasta, buttons, lentils. Something small will work best.

Watch Numberblocks episode 'Ten's Place'.

<https://www.bbc.co.uk/iplayer/episode/m0005y9m/numberblocks-series-4-tens-place>

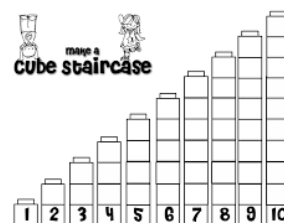


As you watch the video, pause at each number, and recreate the number shape with your counting items.

- Which number are you making?
- How many numbers made this number?
- What do you notice?
- How many more cubes do you need?

### Lesson 2 – To find the missing number

Use your counting objects to create a staircase of numbers to 20, similar to this image.



- What do you notice?
- How many are you adding each time?

Now ask someone in your household to take away a number in secret. Can you work out which number is missing?

- The missing number is?
- I know this because?
- \_\_\_ comes before. \_\_\_ comes afterwards.



### Lesson 3 - To make numbers to 20 with numicon.

Rewatch the Numberblocks from Monday.

- What do you notice about the teen numbers?
- How are they made?

Use the numicon resources below to create numbers 11-20. Remember, just like the Numberblocks, you have to use one ten!

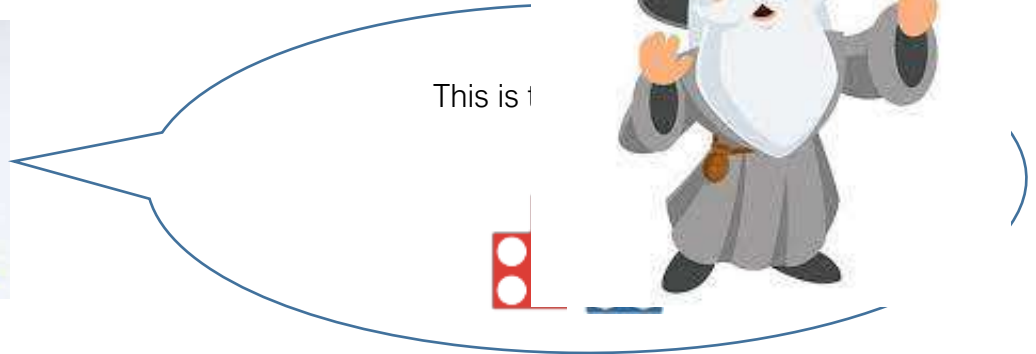
Place your numicon representations in order. Can you describe the pattern.

The number has \_\_\_ ten and a \_\_\_\_\_.

### Lesson 4 – To explain my knowledge



Yesterday you created a number line to 20 using numicon. You have also done this with tens frames, and with other objects.



Is frog right or wrong?

Frog is right/wrong because \_\_\_\_\_

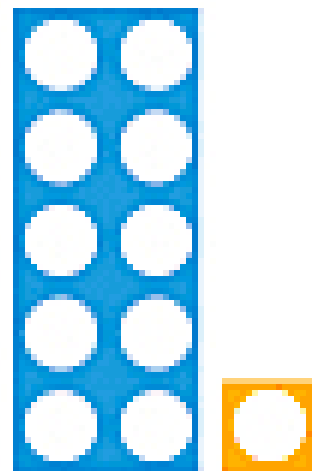
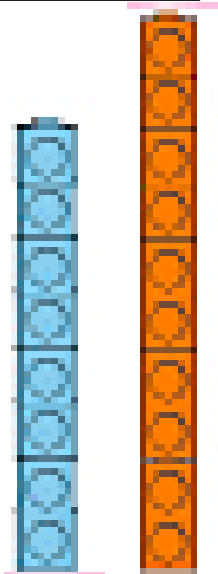
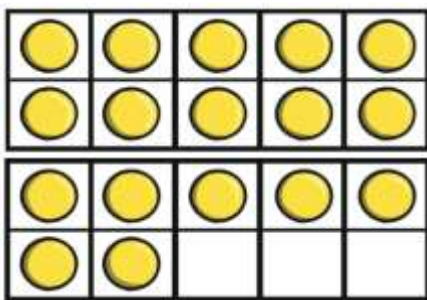
Frog needs to \_\_\_\_\_.

Have a look at these other numbers frog has made. Is he right or wrong? Explain your answer using the same sentence stems.

12

18

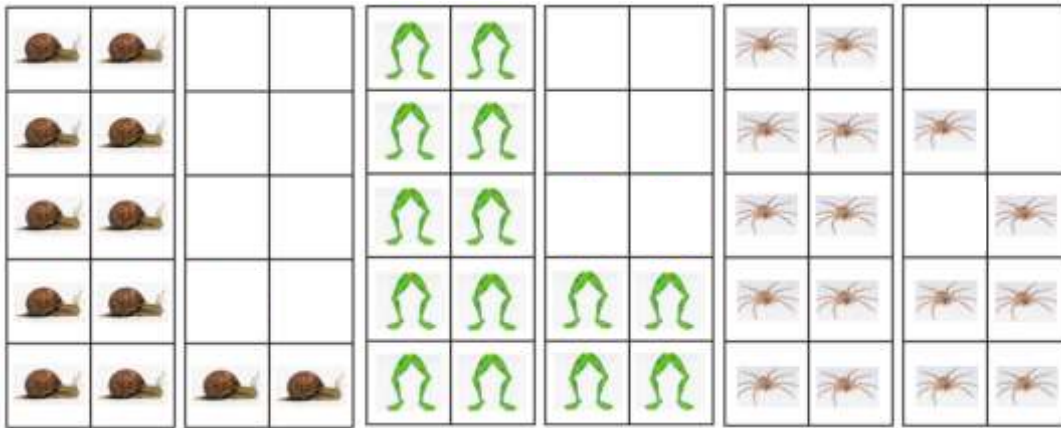
11



Lesson 5 – To match quantity

Today we need to help a wizard read his potion! He has collected all his items, but the recipe isn't working. Could you help the wizard out? Explain what the wizard has done incorrectly. Can you fix the recipe? Use the tens frames below to draw the correct amounts.

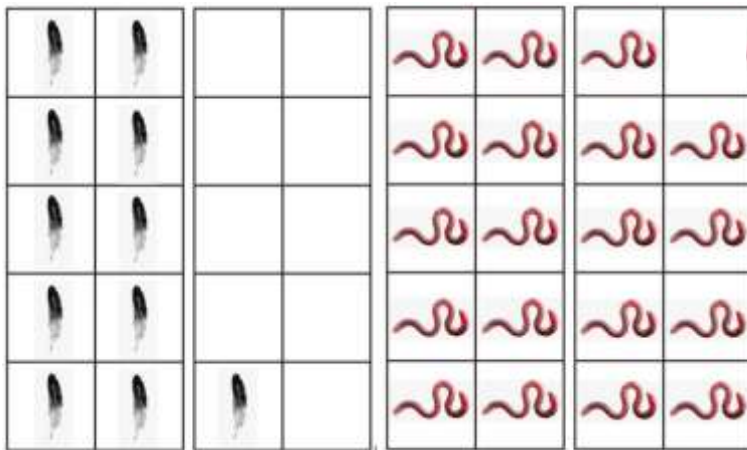
Ingredients:



13 snails

16 frog legs

17 spiders



11 feathers

20 worms

**Curriculum**

**Personal, Social and Emotional Development**

### Lesson 1: **To discuss collaboration**

Collaboration is an important core value. Do you know what collaboration means? Ask a member of your family what collaboration means. Collaboration means that we are working as a team to achieve the same goal, we are working together.

Do you think it is important to work together? Why do you think it is important or why do you think it is not important? What are some of the things that we do when we are collaborating?



I think.....

I know.....

I believe .....



### Expressive art and design

#### Lesson 2: **To create a picture**

Go on a colour hunt and collect objects with the same colour. Once you have done this group together the objects which are the same colour. Take a picture of the objects that you have collect.



### Understanding the World

#### Lesson 3: **To identify unfairness within the world**

In some poorer countries people are not always treated fairly. Have you ever heard of fair trade? Discuss with a member of your family what fair trade is. A lot of the food you buy in the shops are imported; this means bought from other countries around the world.





They are bought by the supermarkets' who puts it on their shelves for us to buy. In some poorer countries the farmers are paid very little money for the fruit and vegetables they grow.

Fair trade was introduced to help the farmers to be treated fairly. Some foods have the fair trade mark to let us know that the farmers were paid a fair amount of money for their produce. This is the fair trade symbol.



Below is a link that tells us a bit more about fair trade.

<https://www.youtube.com/watch?v=dFpeli-YAnM>

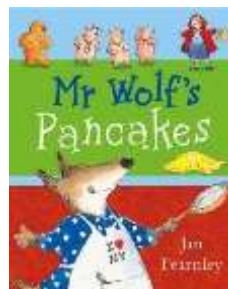
How do you think we can help to ensure that farmers are treated fairly? What do you think about fair trade? Discuss with a family member how you think we can all help to ensure the farmers will be treated fairly.

## Communication and Language

### Lesson 4: To identify fairness within a story

Read a story that has something to do with fairness. Discuss with an adult what you believe was unfair in the story. What could have been done to make it fair for the people or animals involved? You can read a story such as the Little Red Hen or Mr Wolf's Pancake.

Role play the story giving advice to the hen or the wolf.



Below are links for the stories if you do not have the books.

<https://www.youtube.com/watch?v=ZzCBY5bL7vo>  
<https://www.youtube.com/watch?v=CXQDiqHp-xM>

## 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 (10 minutes)

- Stand on both legs and change height, eg bend your knees
- Stand on one leg and count to ten, change to the other leg
- Stand on one leg and change height, change to the other leg
- Stand on one leg and change your shape, eg form letters with your body
- Do all of the above with your eyes closed.
- Working with a partner or family member take turns and balance on one leg. Try to make your partner lose balance by clapping or waving
- Working with a partner take turns balancing on one leg. When your partner is balancing, give them instructions on how to move their body.



## 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, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz, qu, j, w, v, x, sh, ch.

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

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

### Teach

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



Watch the video below. Can you read the words?

[https://www.youtube.com/watch?v=8Qy0VtMS\\_FM](https://www.youtube.com/watch?v=8Qy0VtMS_FM)

Can you read the words below? Draw pictures and label them with the correct word.

**light    fight    tights    right**

### Apply

Can you read this sentence out loud?

***I need a light at night.***

## Lesson 2

### Revise

Can you think of 3 words which have the 'igh' sound?

### Teach

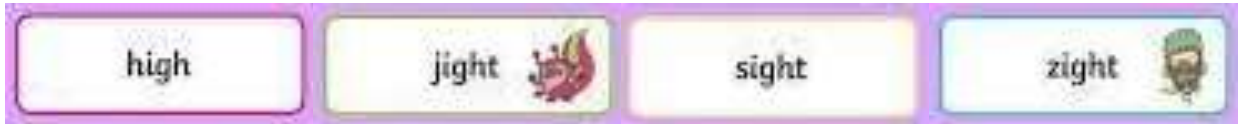
Recap the sound 'igh'. Say the sound out loud. Can you practice writing the 'igh' grapheme on a piece of paper?

Look at the pictures below. Can you say the words and write them?



### 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. Which ones are 'nonsense' words?



Lesson 3

Revise

Can you name 3 words with the sound 'sh' and 'ch' in them?

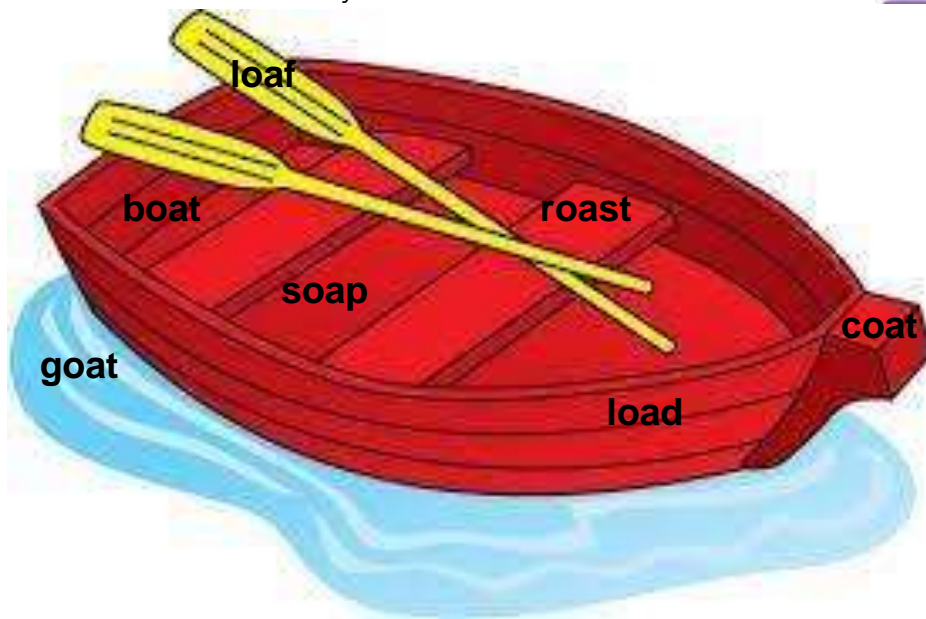


Teach

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



Can you search the boat for 'oa' words? Can you sound the words out?



Apply

Can you read these out loud?

sentences

**Can soap float?**

**I can see a toad in the road**

Lesson 4

Revise

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

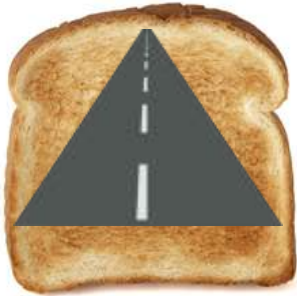
<https://www.youtube.com/watch?v=ldvHYI2Vhb0>



Teach



**Do you fancy a slice of toast?** Can you write the word to match the picture on the toast?



Apply

Can you read this sentence? Can you have a go at writing it yourself?

**My coat is on the boat.**

Lesson 5

Revise

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

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



Teach

Our tricky word this week is 'have'

Watch the following video. Can you say all the new tricky words?

Can you write 'have' on a piece of paper?

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



Apply

Can you read the following sentence?

**I have a toad in my tights!**

Can you make up your sentence using the tricky word **'have'** and 2 words with the graphemes **'oa'** and **'igh'**?

Reading –

Lesson 1 –

**LI: 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 –

### **LI: 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 –

### **LI: 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 –

### **LI: 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 –

**LI: 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?

