

Reception Home Learning

Week beginning: 10th May 2021

Literacy

Day 1:

LI: to examine the features of a letter

Today we received a letter addressed to Reception. Please read the letter below.

Friday 7th May 2021

Dear Reception,

My name is Annabelle and I'm in Reception at Rockliffe Manor school. I've heard you are having lots of fun and taking part in some great learning in your class. I am starting to feel very unhappy and annoyed at my school as my teacher doesn't allow girls to play in the construction area during our choosing time. This makes lots of my friends sad too. When I'm older I want to be a builder as I would like to build homes for people. My teacher says that girls can't be builders. Can you please help me?

From Annabelle

Discuss the letter with your family member.

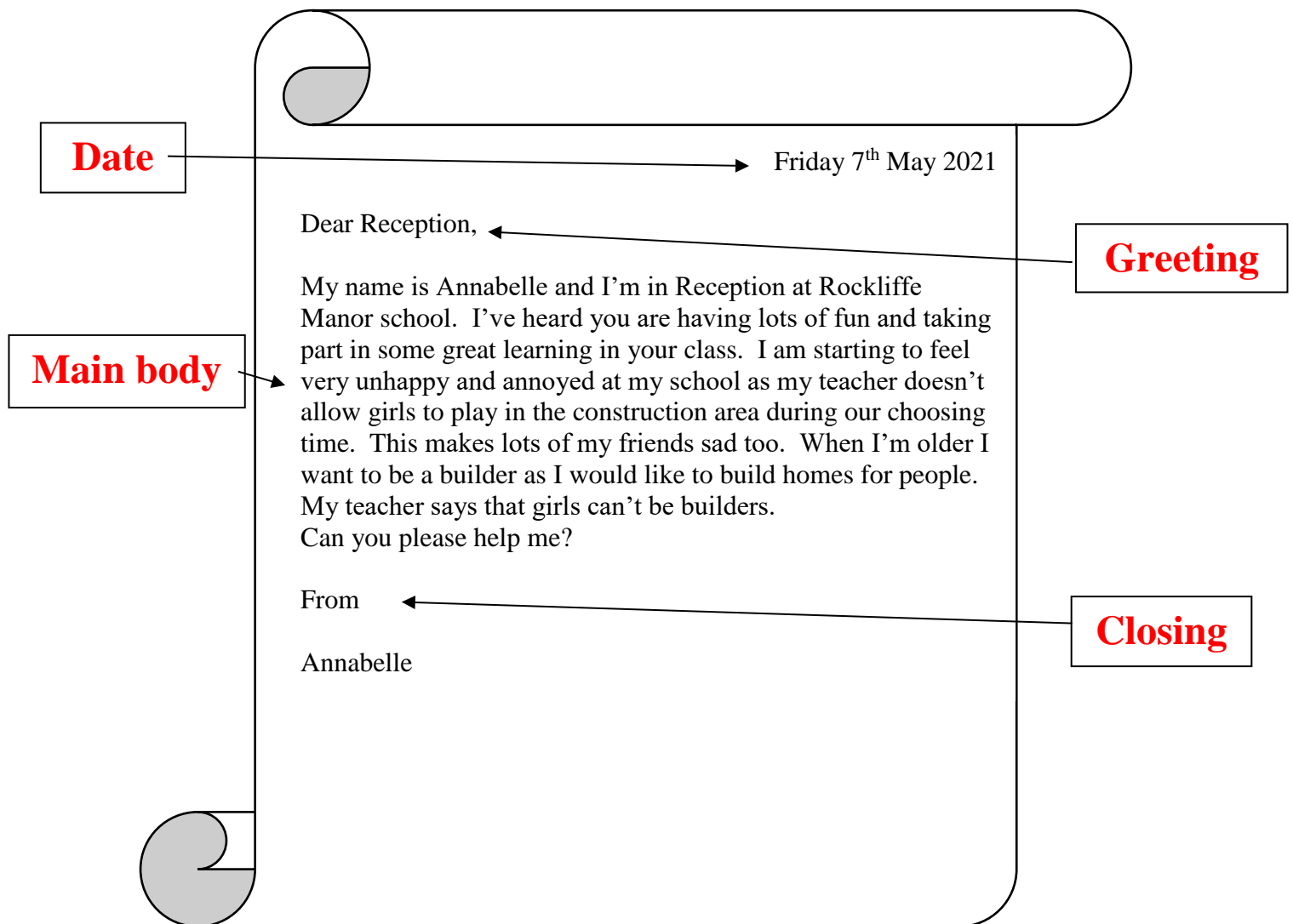
What could you do or say to help Annabelle? Is this fair or unfair?

What is a letter?

With you family member can you discuss the points below.

- ✓ What a letter is?
- ✓ Have you ever received a letter before?

Examine the different parts of the letter.



Day 2:

LI: to discuss and recognise the rights of a child

Yesterday we received a letter from Annabelle. Look back at yesterday's lesson and recap the features of a letter.

Today we are going to be discussing the rights of boys and girls. We will be talking about feelings and fairness.

Annabella told us that her teacher would not let her play in the construction area because she is a girl.

- ✓ **How does this make you feel?** Use the speaking frame: **This makes me feel...**
- ✓ **How do you think Annabelle is feeling?** Use the speaking frame: **I think Annabella is feeling...**
- ✓ **Is it fair or unfair? Why?** Use the speaking frame: **It is fair/unfair because...**

Note for adults:

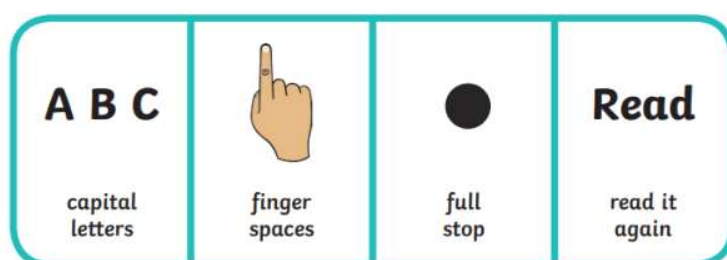
Challenge stereotypes for example: boys like the colour blue and girls like the colour pink.

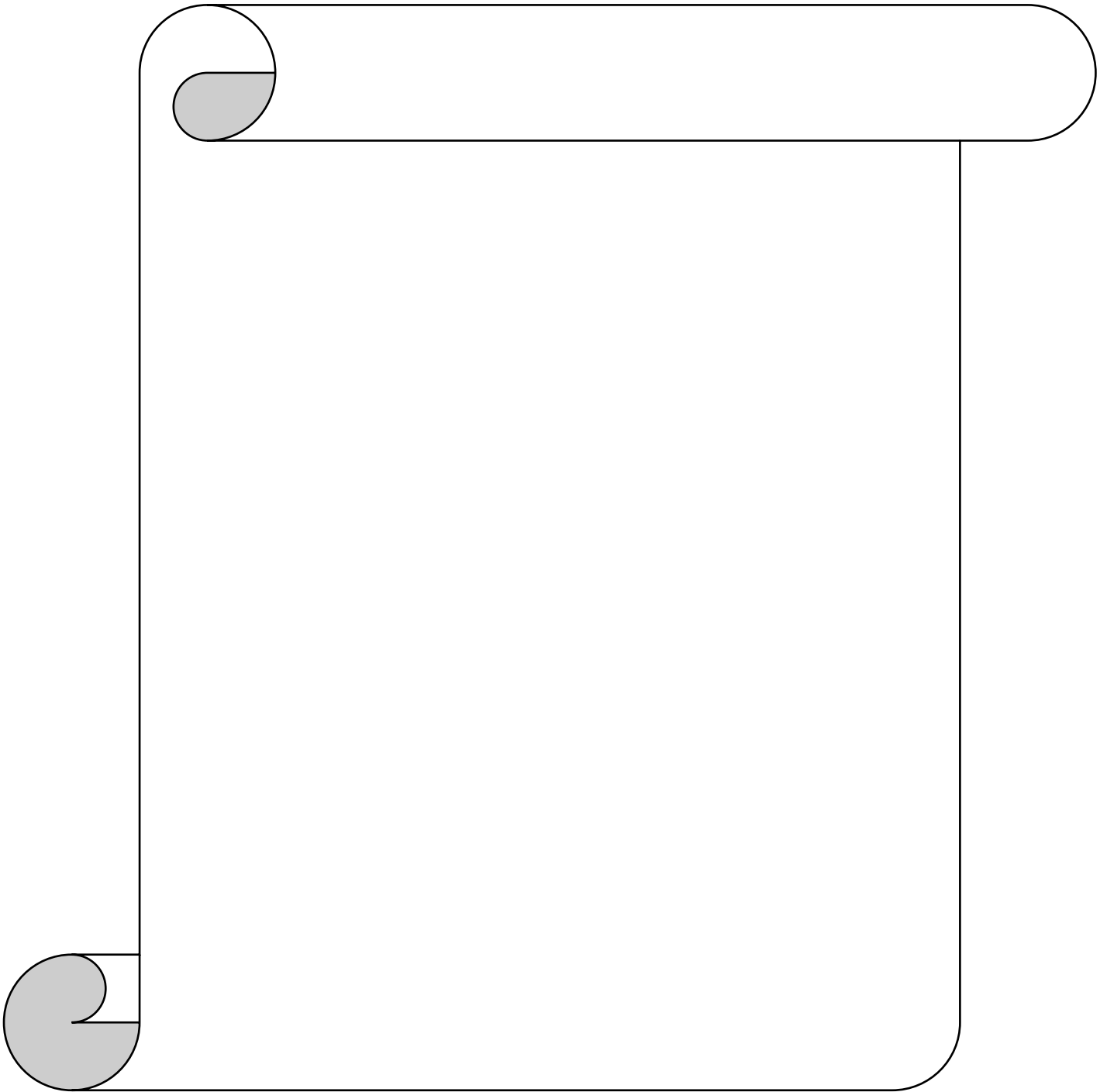
Day 3:

LI: to write a letter by segmenting for writing

On Monday we received a letter from Annabella. Today we will be writing a response back to Annabella to give her our opinions and advice.

Using the template below, adult to model write a reply to Annabella using your child's ideas. Remember to recap features of a letter and ask your child to help you segment words for writing.





Don't forget to include:

Date

Greeting

Main body

Closing

Day 4:

LI: to identify the features of a letter

Today we are going to be looking at letters from different story characters. When you are reading them look carefully at the structure of the letters. **Have the characters included everything they needed?**

5th March 2008

Dear Three little pigs,

I am so sorry for destroying your houses and trying to eat you. I was very hungry that day and had no money to buy food. I hope that you will forgive me and we can now be friends.

From

Who do you think this letter is from?



inspirestock.com - 521620430

Can you spot the error?



Dear Giant,

I am really sorry for stealing your magic harp, hen and money. It was because me and my mum were poor and had no money. When my mum found out she was very cross and told me I need to say sorry and return your things. I have sent them to you in a parcel. I hope you don't mind I kept one golden egg.

From

Jack

Can you spot the error?



17th September 2015

Dear Daddy bear, Mummy bear and Baby bear,

From Goldilocks

Can you spot the error?



30th January 2002

Rapunzel

I would like to apologise for my behaviour. It was very wrong to lock you away in a tower keeping you away from everyone. I was scared that I would be alone and feel isolated. I will never do anything like that again.

Can you please forgive me?

From
Mother Gothel

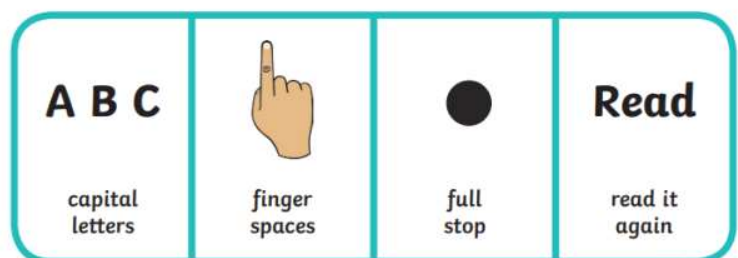
Can you spot the error?



Lesson 5 –

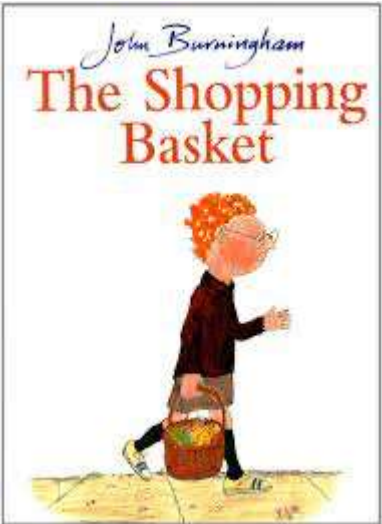
LI: to write a letter by segmenting for writing

Today you will be writing a response to Annabella independently. Look back at all the learning you have completed this week to remind you of the features of a letter. Use the writer's toolkit and sounds you know to segment the words to write sentences.



Use the template below.





LESSON 1 TO take away.

Read 'The Shopping Basket', by John Burningham

<https://www.youtube.com/watch?v=m2JBroyckf8>

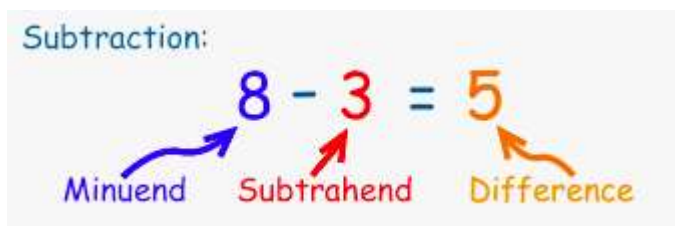
As you watch the video, discuss what is happening to the amount of food basket.



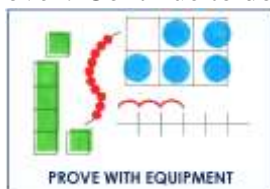
in the

Key vocabulary:

Less, Subtract, Takeaway, Minuend, Subtrahend, Difference, left over.



Find 20 counting objects. Roll a dice, and take that many away from the pile. How many do you have left over? Continue to do this until you have no objects left in your pile.



**Can you take away a bigger number from a smaller number?
Use your counting equipment to prove the answer.**

Use $5 - 7 =$ as an example to help you explain.

Lesson 2 – To takeaway.

Recap the key vocabulary:

Less, Subtract, Takeaway, Minuend, Subtrahend, Difference, left over.

Use the tens frame attached below to solve the number sentences. Use the language of Minuend, Subtrahend and Difference to explain.

$17 - 4 =$	$12 - 8 =$
$20 - 6 =$	$18 - 3 =$
$14 - 9 =$	$19 - 2 =$
$11 - 1 =$	$13 - 5 =$
$15 - 7 =$	$16 - 0 =$

The minuend is _____. The Subtrahend is _____. First we took _____ away from _____. Now we have _____. The difference is _____.

Lesson 3 – To solve subtraction number sentences.

Watch the Numberblocks episode ‘What’s the difference?’

<https://www.bbc.co.uk/iplayer/episode/b0bn57fv/numberblocks-series-3-whats-the-difference?seriesId=b0bls7vy>

What do you notice about the numbers?

How else could you show the subtraction number sentences.

Today you will need the numicon shapes cut out. Use the subtraction number sentences below to find the difference but creating a two digit number with the numicon, laying a single digit number on top, and calculating the difference.

$17 - 4 =$	$12 - 8 =$
$20 - 6 =$	$18 - 3 =$
$14 - 9 =$	$19 - 2 =$
$11 - 1 =$	$13 - 5 =$
$15 - 7 =$	$16 - 0 =$






Can I complete this number sentence?

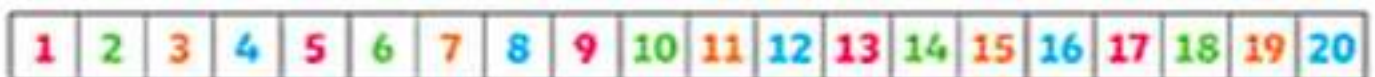
$$7 - 9$$

Lesson 4 – To solve subtraction stories.

Today we are going to solve subtraction number sentence. You will need the number track provided, and the bus subtraction stories provided. Let's look at this number story?

First	Next	Now
 <div style="border: 1px solid black; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">12</div>	 <div style="border: 1px solid black; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">-5</div>	 <div style="border: 1px solid black; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">?</div>
First there were 12 people on the bus.	Then 5 people got off the bus.	Now there are ____ people.

Use the number track provided and a counter to start at the Minuend, subtract the subtrahend to find the difference, by jumping the counter back along the number line. Can you find the difference? See below for more subtraction stories.



Lesson 5 – To add and subtract

Today we will be solving a



Incey Wincey

Counting



Children often enjoy playing games with dice.

Adults could use this to develop connections between the number of dots on a dice and counting actions.

The Activity

Draw a giant 'drainpipe' outdoors. Children choose to be either the sun or the rain. They take it in turns to throw the dice and move the spider up or down the drainpipe according to their role. They use giant dice with dots to determine how many jumps to take and direct the 'spider' who counts each jump after landing.

Encouraging mathematical thinking and reasoning:

Describing

Where are you now?
How many jumps did you make?

Reasoning

Why did the sun win, do you think?
You've thrown two: what do you have to do now?
How many steps more have you got to go?
You've thrown three - will that get you to the end?
How many turns do you think you will need to get to the end? What do you think will happen?
Why?

Opening out

Could we make another game like this? What could we use?

Recording

Can you put something on paper to show what numbers you threw or to show someone what you learned from the game?

from the NRICH website.

maths investigation

The Mathematical Journey

Counting:

- remembering the order of number words as they count
- synchronising saying one number word with landing on each square
- remembering the 'stopping number' so that the required number of steps are counted

Partitioning numbers:

- knowing how many more steps remain

Number recognition:

- recognising the number of dots on the dice
- associating the numeral or the number of dots with the number of jumps along the track

Relative number size:

- knowing that a bigger number means going further

Development and Variation

You could play other games which involve tracks, like snakes and ladders, especially on large or outdoor tracks where the children jump along, counting as they land.

For less-experienced children, play games where they throw the dice and fill up the track with counters, so they are counting objects, which is easier than counting moves. You can make tracks or grids to fill up with any objects the children are interested in, like shells, or which are readily available at home, like coins.

There are many commercially produced games that involve turn-taking and counting, and that are valuable. Having dice and a variety of different tracks, both in and outside, encourages children to make up their own games too.

Resources

Game board (see next page) and a spider (or counter with a spider drawn or pasted on it)

Outdoor track drawn with chalk or painted with powder paint

Dice (large foam for outdoors) or spinners with 1, 2, 3 dots and another with numerals 1, 2, 3, (or mixed)


A spider hat for a child would be fun

Paper/whiteboards and pens if recording



Playing Incey Wincey Spider

Incey Wincey Spider - a game for two players



Incey Wincey Spider
Climbing up the spout;
Down came the rain
And washed the spider out.
Out came the sunshine
Dried up all the rain;
Incey Wincey Spider
Climbing up again.

One of you is the sunshine
and one of you is the rain.
The spider goes in the middle.
Throw a dice to see
how far the spider goes.
The sunshine makes the spider
go up the drain pipe.
The rain makes it go down.
If the spider gets to the top,
the sunshine wins.
If the spider gets to the bottom,
the rain wins.



nrich.maths.org/early-years
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Curriculum

Personal Social and Emotional Development

Lesson 1: To understand what gratitude is

What does gratitude mean? Discuss with a member of your family what gratitude means. How can we show gratitude for the things we receive? Take a moment to think about children in very poor countries. These children do not have a lot. We are learning that some of these children have no food, no access to education, and very poor living conditions. Have a look at the pictures below.



Discuss with an adult what the differences are between the two pictures. How do you think the children in the different pictures are feeling? What are some of the things that you can show gratitude for?

Expressive Art and Design

Lesson 2: To explore art

Look at the image below. What do you notice about the images? In this lesson you will be exploring the bringing of art to life, 'Stepping out of the canvas'.

Thinking how we can bring our 2D images into 3D. The artist Niki Firmin created the image below called the 'Moodle' which is the picture of the cow grazing off the canvas.



This type of art is known as Trompe l'oeil. The creation of an optical illusion that show the image in three dimension (3D). Niki used a combination of 2D and 3D printing to make the image. The 2D part of the picture was created using colouring pencil.

Why don't you try to create your own trompe l'oeil?



Understanding the World

Lesson 3: To understand how Muslims celebrate Eid.

Do you know what Eid is? Discuss with a member of your family what Eid is. This is when Muslims celebrate the end of Ramadan. As a part of their religion Muslims fast for 30 days and the end of this period is known as Eid. Eid means Festival to break the fast.



Watch <https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-eid> and talk about any similar celebrations that you remember.

Communication and Language

Lesson 4: To understand everyone should have the same opportunities

You are not allowed to go on the slide because you are a boy. You are not allowed to go on the swing because no girls are allowed!



What do you think about those statements? Discuss them with a member of your family. Is it fair or is it unfair to make these statements. Use the speaking frames below.

I think...

I believe...

I noticed

Physical Development

Lesson 5: To develop jumping skills

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



- **Criss-cross feet:** Jump straight up, then cross one foot in front of the other; on next jump, switch feet and continue.



- **Hurdle hops:** Jump side-to-side or front-to-back over a pretend hurdle.
- **Jumping jacks:** Stretch arms and legs out to the side like a starfish while jumping; on the second jump, return arms to sides and legs to center on the landing.
- **One-foot hops:** Lift one knee and jump on the standing leg; alternate. (This is a great balance challenge, too.)
- **Tuck jumps:** Bend knees and lift heels high while jumping.



Phonics

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, igh, oa, ai, ee

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

l, to, no, go, the, into, he, she, was, me, be

Teach

Introduce the 'oo' grapheme and say it out loud. Get your magic pen and write the grapheme 'oo' in the air. Now write the grapheme on a piece of paper.

Use the rhyme to help you remember to write the sound, ***lead in, 'oo' poo at the zoo.***

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

Can you read the words below?

soon food moon boom zoom



Can you draw pictures and label them write the 'oo' sound? Use the sounds you know to help you.

Apply

Can you read these sentences out loud?

I am in a zoom meeting.

The dog is in the pool.

Lesson 2

Revise

Think of 3 words have the sound 'oo'.

Teach

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

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



Apply

Can you read the sentence below? Can you have a go at writing your own sentence using one of the words with the 'oo' sound?

I can see a dog in the food.

Lesson 3

Revise

Can you revise 3 words with the 'ai' and 'ee' sound and write them? Use the rhyme that we have learnt to write them first with your magic finger on the carpet then on a piece of paper.

Teach

Say the 'oo' grapheme out loud. Write the grapheme on a piece of paper. Use the rhyme to help you, ***lead in 'oo' look at a book.***

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

Look at the pictures below, can you read the words with the oo sound below and write out?





Apply

Can you read these sentences out loud?

My red coat is on the hook.

Can I have a look at the book?

Lesson 4

Revise

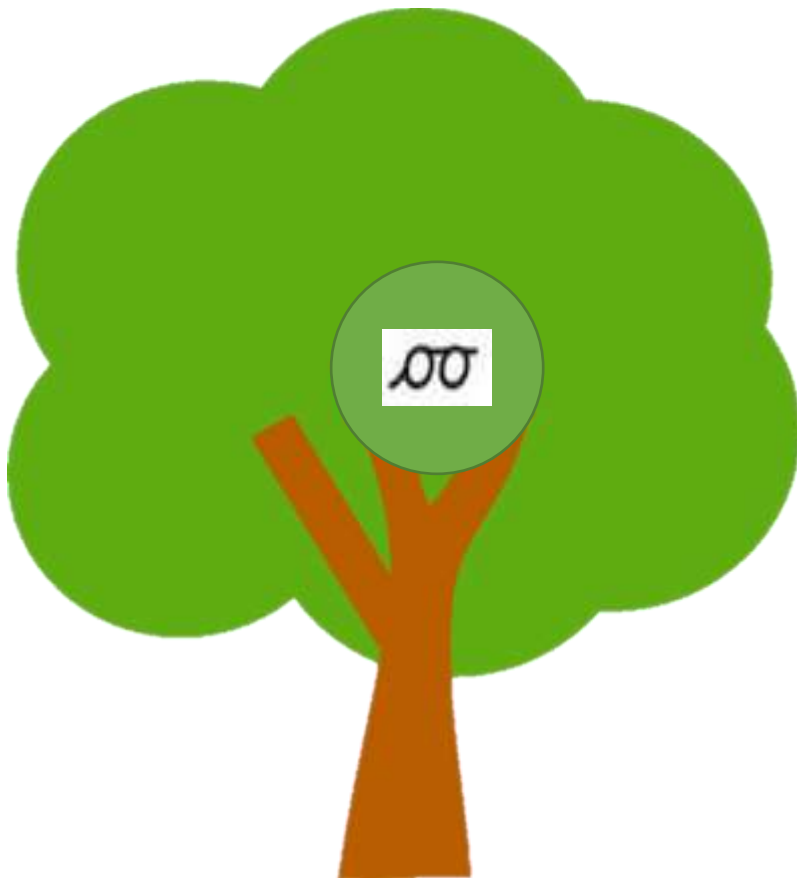
Watch the jolly phonics song on YouTube and join in with the actions.

<https://www.youtube.com/watch?v=opQ7gMO9y5c>



Teach

Recap the 'oo' grapheme and say it out loud. Write the grapheme on a piece of paper. Using the pictures can draw your own 'oo' on the phonics tree and write the words with the oo sound on the branches?



Apply

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

Can I go and cook out of the book?

Lesson 5

Revise

Watch the video below on YouTube. Can you say the tricky words? Can you write some of the phase 3 tricky words?

<https://www.youtube.com/watch?v=R087lYrRpgY>



Teach

Look at the word search below? Can you find the tricky words? There is a clue to help you. Can you write them on a piece of paper?

a	t	h	e	r	g	e	d	m
n	f	b	w	m	d	w	a	s
l	t	o	p	e	t	o	a	f
c	b	h	n	s	a	s	h	e
h	r	m	o	i	c	p	m	q
e	l	h	e	n	v	n	i	w
p	o	t	r	t	a	r	f	e
b	e	w	g	o	l	m	v	s

Apply

Can you read the following sentence? Can you have a go at writing the sentence?

Mum I will **be** on the **moon** **cooking** my **food**.

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?

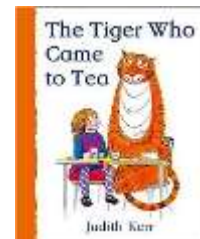


Lesson 2 –

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.

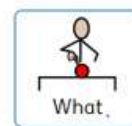


Lesson 3 –

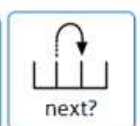
LI: To discuss the events in a story and predict what might happen next

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?



will



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 –

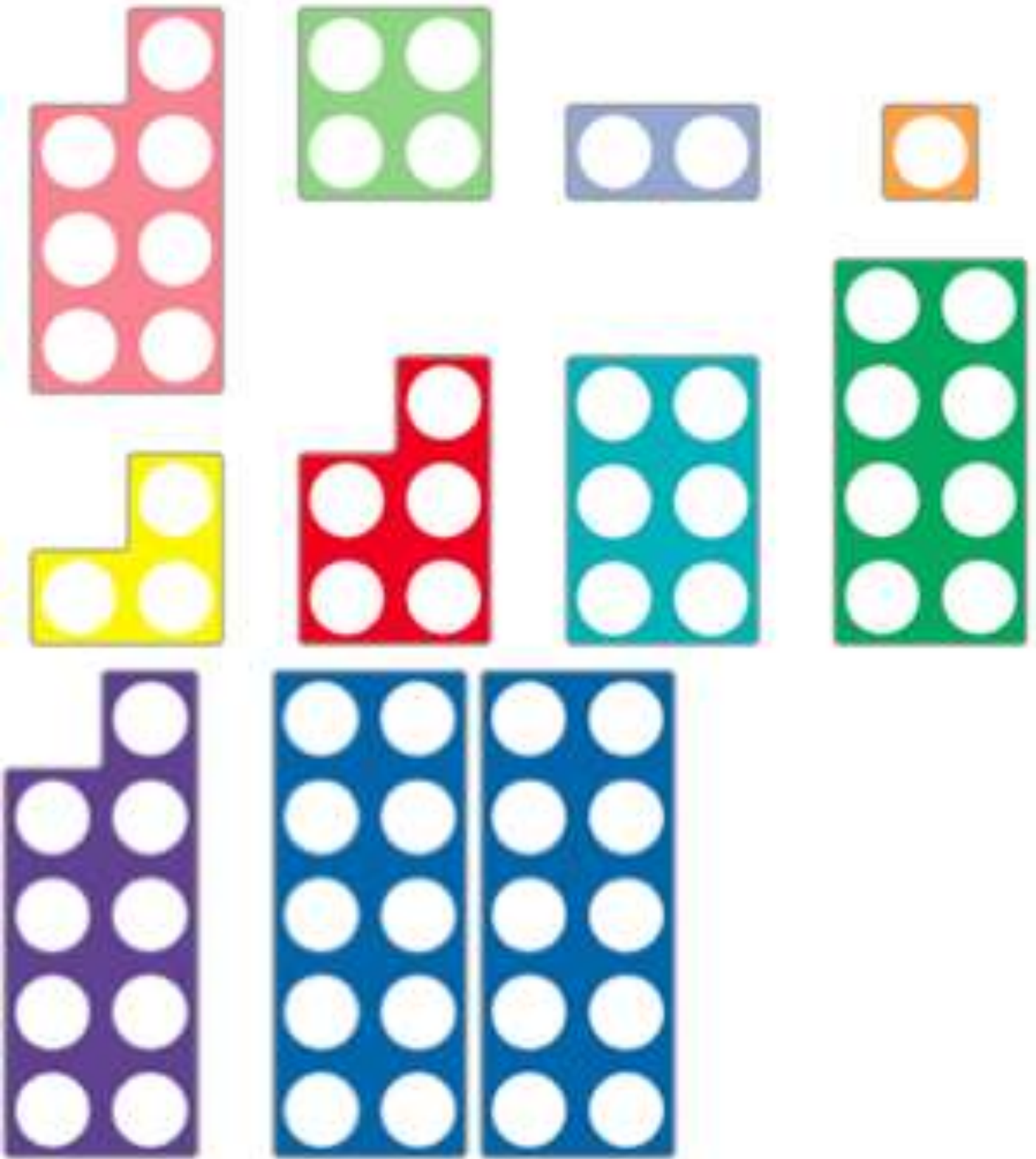
LI: To suggest how a story might end




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?





First	Next	Now
 <div style="border: 1px solid black; width: 80px; height: 80px; display: flex; align-items: center; justify-content: center; margin: 20px auto;">17</div>	 <div style="border: 1px solid black; width: 80px; height: 80px; display: flex; align-items: center; justify-content: center; margin: 20px auto;">-6</div>	 <div style="border: 1px solid black; width: 80px; height: 80px; display: flex; align-items: center; justify-content: center; margin: 20px auto;">?</div>
First there were 17 people on the bus.	Then 6 people got off the bus.	Now there are ___ people.

First	Next	Now
 <div style="border: 1px solid black; width: 80px; height: 80px; margin: 20px auto;"></div>	 <div style="border: 1px solid black; width: 80px; height: 80px; display: flex; align-items: center; justify-content: center; margin: 20px auto;"></div>	 <div style="border: 1px solid black; width: 80px; height: 80px; margin: 20px auto;"></div>
First there were ___ people on the bus.	Then ___ people got off the bus.	Now there are ___ people.

First	Next	Now
 <div style="border: 1px solid black; width: 80px; height: 80px; margin: 20px auto;"></div>	 <div style="border: 1px solid black; width: 80px; height: 80px; display: flex; align-items: center; justify-content: center; margin: 20px auto;"></div>	 <div style="border: 1px solid black; width: 80px; height: 80px; display: flex; align-items: center; justify-content: center; margin: 20px auto;">?</div>
First there were ___ people on the bus.	Then ___ people got off the bus.	Now there are ___ people.