

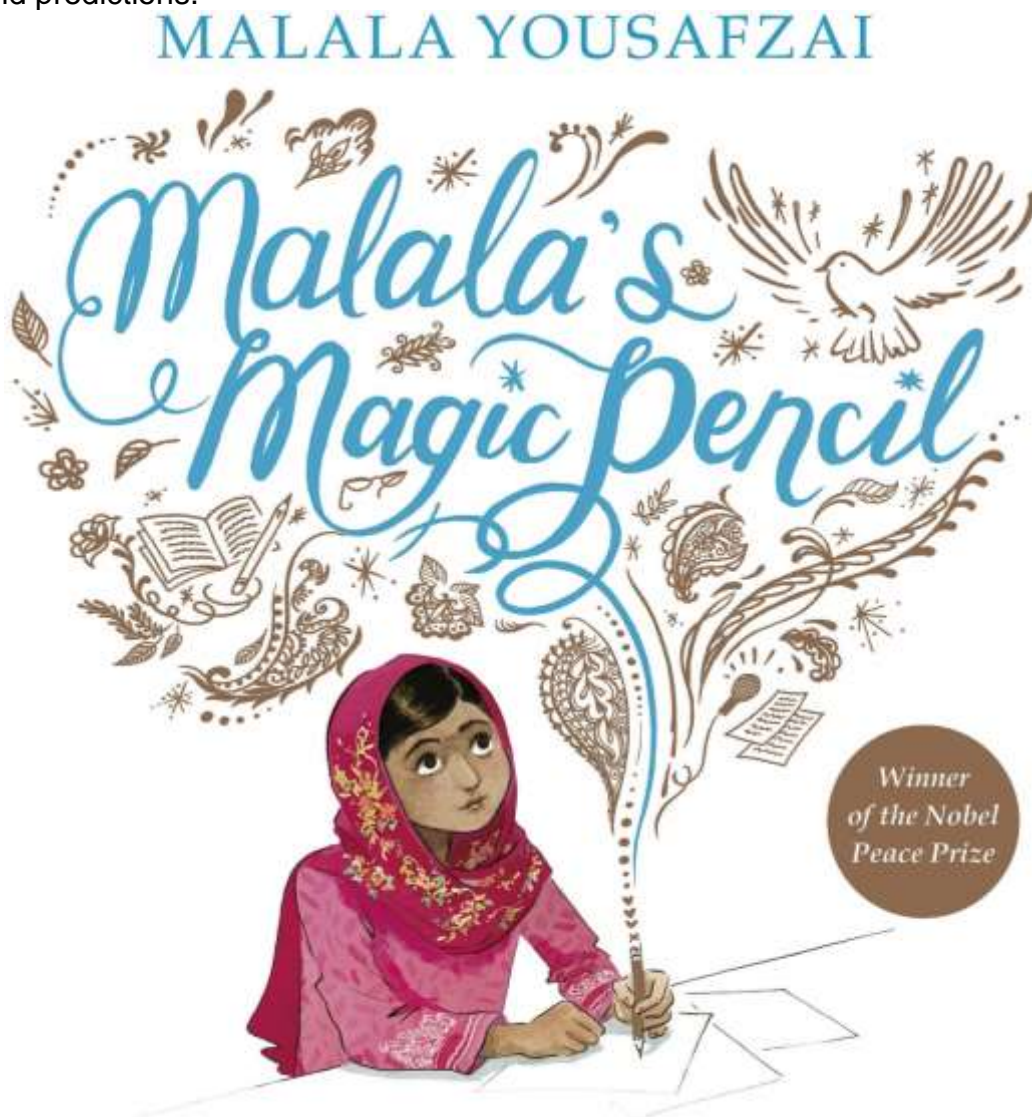
# Reception Home Learning

Week beginning: 17<sup>th</sup> May 2021

## Literacy

### Lesson 1 – LI: To make predictions

This week we will be reading Malala's Magic Pencil. BUT, today you are only going to be looking at the front cover. Look at the image of the cover below. Your task is to come up with your own questions and predictions.

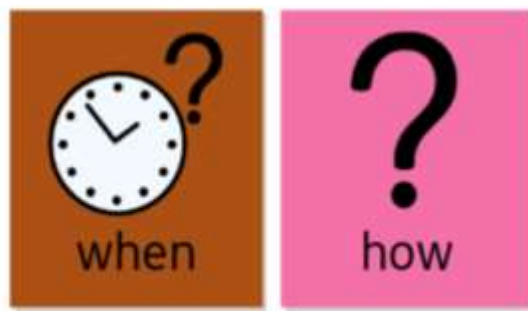
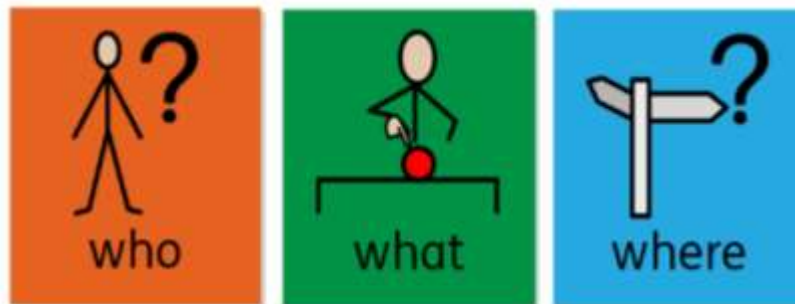


Using the question starters can you come up with your own questions about the book using just the front cover?

**My example: Who is she?**

Now it's your turn. To help you here's a clue to help you with your first question. **Look at the gold design. Using 'What...' can you think of a question?**

Now, what other questions can you think of? Use the question starters below.



### Lesson 2 -LI: To segment for writing

Watch the first art of the story up to 1 minute 2 seconds, where Malala talks about the rubbish 'trash'

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

Discuss the story so far with a member of your family. What do you know about Malala?

With your family member discuss what things Malala would draw with her magic pencil. Using the speaking frame below can you say a sentence about what you would draw for yourself if you had a magic pencil.

**If I had a magic pencil...**

Is there anything else you would draw? Don't forget to ask your family their ideas too.

### Lesson 3 - LI: To segment for writing

Use the link to watch a bit more of 'Malala's Magic Pencil. Watch up to Malala drawing a proper ball for brothers- 1 minute 26 seconds.

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

Using the speaking frame you used yesterday, can you say a sentence about what you would draw for somebody else?

**If I had a magic pencil...**



What else would you draw?

#### Lesson 4 - LI: To share my ideas

Using the speaking frame you have used the past two days, you are now going to record your sentences. Using the sentence stem

**If I had a magic pencil...**

**First, can you recall some of your ideas?**

**What did you want to draw for yourself?**

**What did you want to draw for someone else?**

#### Lesson 5 – LI: To discuss the main events from a story

Watch the rest of Malala's Magic pencil.

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

Discuss with a family the events of the story, thinking about what happened in the beginning, middle and at end of the story.

Now can you think about these questions and answer them.

**Where do you think the story was set?**

**How do you think Malala felt?**

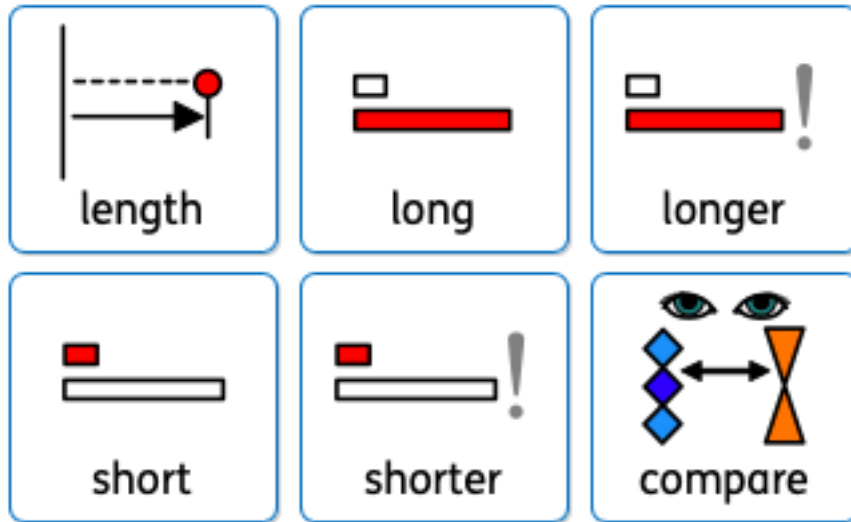
**Why didn't she feel safe?**

**How did Malala make a difference?**

## Maths

### Lesson 1 – To investigate length

Today we will be measuring length, which is how long something is. Find items around your home, and compare them using the language of length.



Use these sentence stems to compare your objects.

The \_\_\_\_\_ is shorter than the \_\_\_\_\_.

The \_\_\_\_\_ is longer than the \_\_\_\_\_.

\_\_\_\_\_ is short.

\_\_\_\_\_ is long.

### Lesson 2 – To analyse length

Lay on the ground and use a piece of strip, or masking tape to measure how long you are. Remember, the string must start at the same place as your foot, and finish at the same place as your head. Keep this string on the ground.

Now use any objects you like to see how long your body is. For example, you could measure using shoes, pencils, pegs. Etc. Line them up one by one, and make sure they are touching. Measure different members of your family and use the sentences to describe the length.



Mum is \_\_\_\_\_ pencils long.

Brother is \_\_\_\_\_ pegs long.

\_\_\_\_\_ is longer than \_\_\_\_\_

\_\_\_\_\_ is shorter than \_\_\_\_\_

**Lesson 3 – To measure length**

Today we will be measuring objects around the home. Ensure that you are measuring length, which is across, and not the height of objects. Can you fill out this table, using your hands or feet to measure the length of these objects?

| Item  | Length   |
|---|--|
|   | <p>_____ hands long.</p> <p>_____ feet long.</p> |
|  | <p>_____ hands long.</p> <p>_____ feet long.</p> |
|  | <p>_____ hands long.</p> <p>_____ feet long.</p> |

#### Lesson 4 – To investigate length.

Today we will be reading The Hungry Caterpillar. Use your copy at home, or use this YouTube link.



[https://www.youtube.com/results?search\\_query=the+hungry+caterpillar](https://www.youtube.com/results?search_query=the+hungry+caterpillar)

As the caterpillar goes through the story, after each day of the caterpillar eating the fruit, use the caterpillars below to measure how long the caterpillar gets each day. You can use any counting objects, such as pasta, or if you have cubes use those to measure.

Once you have labelled each caterpillar with its length, can you put them in order of size?

#### Lesson 5 – To use the language of length to compare.

Today we will be using another NRICH math activity to consolidate everything we have learned this week.



**The Activity**

The child lies down and the adult 'measures' the child, by putting a marker by head and feet, then stretching a piece of tape as long as the child. They find out how many pens will match this, carefully placed end to end, making sure they are straight, with no gaps or overlaps. Repeat with other things of uniform length, some long, some short (such as rolled up sheets of newspaper, spoons, buttons, Lego or Duplo bricks) to make several 'trails' of equal length and compare the results.

**Encouraging mathematical thinking and reasoning:****Describing**

What do you notice about using the pens and the paper rolls? How many pens does it take to match the tape?

You are 20 pens tall! How many paper rolls tall are you?

You are 3 and a bit rolls long / not quite 3 rolls long.

**Reasoning**

I wonder what will happen if we measure with Lego bricks? Why do you think there will be more?

There are some gaps between the dinosaurs - do you think that matters? Does it matter if they are all not the same length?

**Opening Out**

Which did we use most of? Which needed the smallest number?

You are three and a bit rolls long - what do you think we could use to measure the extra bit - little Lego bricks?

How many pens tall do you think your grown-up will be?

What other things are about the same height as you? Which are shorter or taller?

How tall are you with the measuring tape - what numbers can you see? Are you more or less than a metre tall?

How many footsteps tall are you? (Make sure you walk heel to toe and in a straight line!)

**Recording**

Let's take a photo of the 'trails' we've made.

Let's write the numbers of papers and pens, and centimetres tall you are. How can we make the calculator show these numbers?

## Curriculum

### Personal Social and Emotional Development

#### Lesson 1: To discuss how we have changed over time

Think  
pair share

Discuss with an adult some of the things that you could not do when you were a baby. Then discuss the things that you can do now which you could not do on your own then. **What are some of the things that you can do by yourself? Why can you do some of those things now?**



### Expressive Art and Design

#### Lesson 2: To create a magic pencil

We have been exploring Human Rights and one of our text is Malala's Magic pencil. She wished that her pencil was magical to make amazing changes in the lives of people who are less fortunate. Malala discovered that some children were not allowed to go to school because they were girls; and that some children had to work.

Can you create and decorate your own magic pencil?





## Understanding the World

### Lesson 3: To identify the difference between yourself and others

For this activity we would like you to think about the people that you know. Discuss with a member of your family the things that you notice about yourself and other people. In the story Malala’s Magic pencil, Malala is from Pakistan. With the help of an adult have a look at the location of Pakistan and Britain on a map.



Share with a member of your family some of the things that you notice in the different images. **Which of the images are similar to what you see and do?**

## Communication and Language

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

In this country all children have the opportunity to go to school. You and everyone have the right to be safe; have access to food; medication; and to be happy. This is not the case for everyone.



Watch the video Malala's Magic pencil.

[https://www.youtube.com/watch?v=oqRmBG\\_FNv4](https://www.youtube.com/watch?v=oqRmBG_FNv4)

Discuss with an adult what you think about the story Malala's Magic Pencil. Is it fair or unfair that the things that you have discovered in the story? Use the speaking frames below.

**I think...**

**I believe...**

**I noticed .....**

## Physical Development

### Lesson 5: To balance successfully using different body parts

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)**

Using different parts of your body select an object to balance. Experiment with different body parts balancing your object. Think about some of the things that you can do to meet the challenge of balancing the object.

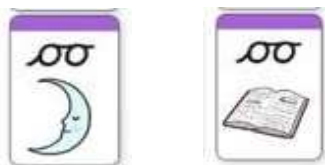
- What body parts will you use?**
- What object will you use for balancing?**
- What can you do to help you balance your object?**



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?

**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, ai, ee

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, 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**

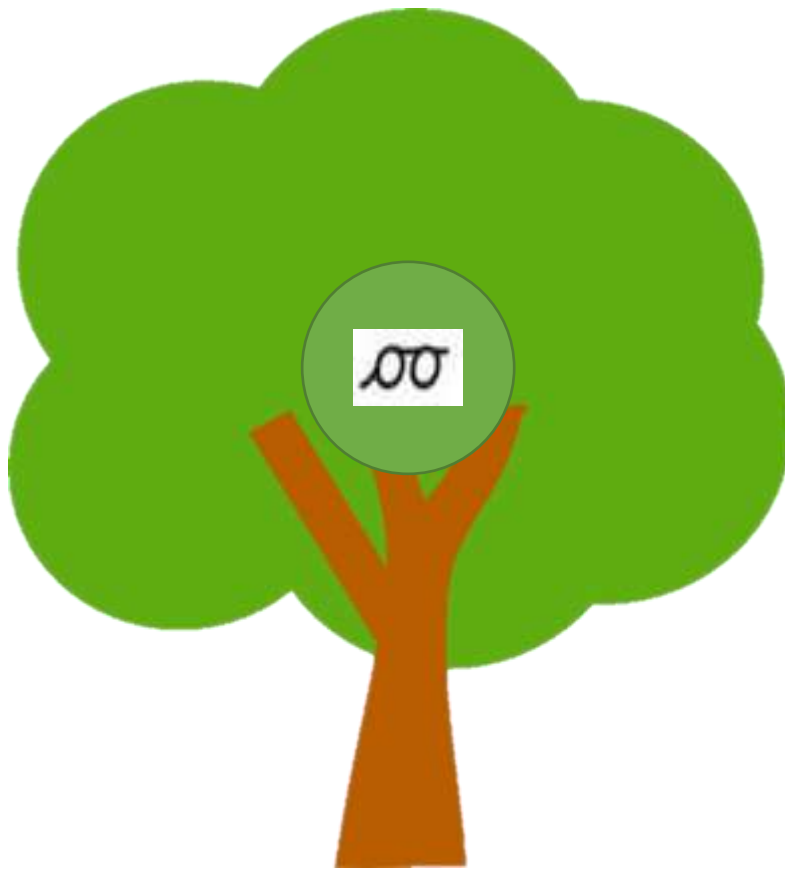
Watch the jolly phonics song on YouTube and join in with the actions.

<https://www.youtube.com/watch?v=opQ7gMO9ysc>



**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=R087IYrRpgY>



**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 - 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?

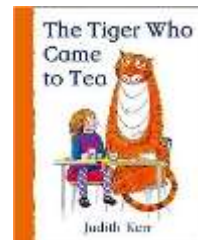
- Where was the story set? E.g. Forest? House? Under the Sea?
- Who were the characters in the story?
- Who was your favourite character? Why?



### 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.

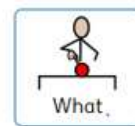
- Start by looking at the front cover. Look at the picture, what might this book be about?
- What characters might be in the story?
- Can you point to the title? Ask your family member to help you read the title.
- Turn to the back cover, read the blurb together with your family member. Does it give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



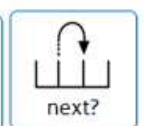
### Lesson 3 - To discuss the events in a story and predict what might happen next

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?



will



### 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?



Caterpillars for measuring

