

Reception Home Learning

Week beginning: 24th May 2021

Literacy

Lesson 1 – to differentiate between wants and needs

Children to explore wants versus needs in relation to rights. Also, illicit that different people's wants and needs are different. Reinforce that children's needs are not met in the story, as in real life.

Identify which rights are linked to the story e.g. missing food = the right to food

Use the speaking frame **"The right to ... is not being met because..."**

I do; show children an image from the book. Talk about what is happening in the picture and what right is not being met. Model using the speaking frame, **"The right to ... is not being met because..."**

We do: Choose another image from the book. Ask children to talk about what is happening in the picture and what we right we think is not being met. Model using the speaking frame, **"The right to ... is not being met because..."** Children to rehearse the sentence using the speaking frame.

You do: Discuss what is happening in the images in the story. What rights can they identify which are not being met?

Lesson 2 – to segment for writing

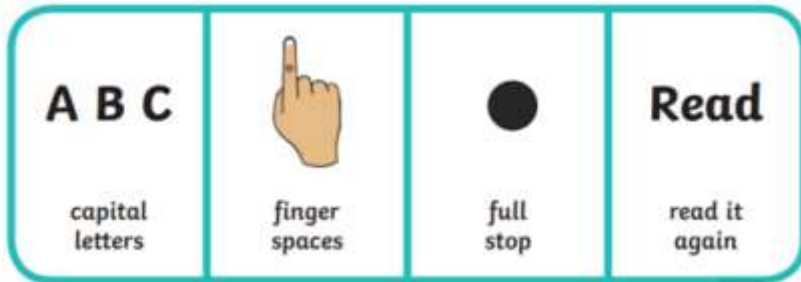
'If I had a magic pencil... 'children to think about what they would wish for to help make the world a better place for everyone.

I do: model using the speaking frame **"if I had a magic pencil I would..."** thinking about something you would do to help make the world a better place.

We do: look at 'Malala's magic pencil' Discuss what things Malala drew or wished for to help make the world a better place. Use the speaking frame **"if I had a magic pencil I would..."**

You do: in talk partners children to discuss what they would do if they had a magic pencil. Share ideas with their partner ready to feed back to the class.

Teacher to model write one of the children's ideas on the flip. Remember to reference the writers tool kit.



Lesson 3 – To use speech to express an idea effectively

Refer back to the ideas that were talked about yesterday. Today the children need to think about the oracy skills that were learnt in the first term. Can children remember any of the skills we used when making our winter celebration video for parents? This week we will be focusing on the physical strand;

Tone of voice, pace, speaking clearly

Who are you talking to?, Where are you looking?

Body language and movements.

Gestures to support .

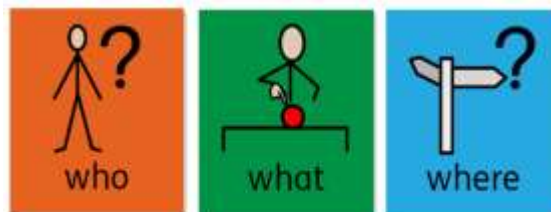


I do; mock presenting incorrectly to the children. Ask the children to give you feedback on what was wrong and how you could improve.

You do: Children to practise presenting saying a nursery rhyme. Children to present and adult to give them feedback based on the oracy skills.

Lesson 4 – to formulate questions

Remind children of last week’s lesson on how we can start a question. What are the sentence starters? who, where, when, why, who, where.



The children to think of questions they would like to ask Malala if she came to visit. (Hot seating- ask an adult to pretend to be Malala)

I do; teacher/parent to model a question they would ask Malala using one of the question starters

You do: children to think about what questions they would like to ask Malala. Children to share their questions.

Lesson 5 – To use speech to express an idea effectively

Oracy focus:

Children used the speaking frame **“If I had a magic pencil I would...”** to talk about what they would do to make the world a better place.

Children to think about how they would deliver their sentence thinking about the volume, speed and tone of voice. Rehearse speaking for a purpose and to the camera to make a video to share with the wider world. Children to think about their body language and how they might use their body to support their words.

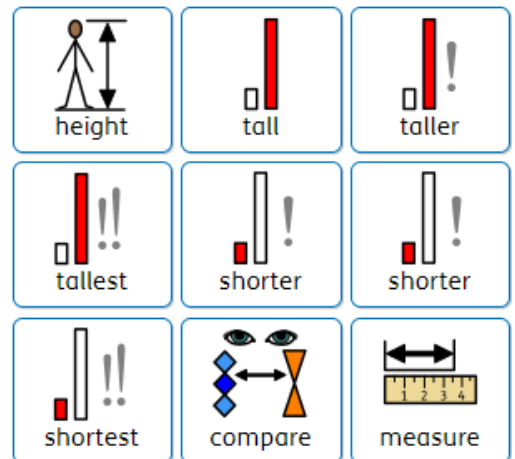
Maths

Lesson 1 - To investigate height

This week, we will be investigating the height of people and objects. Can you order the height of all the people in your household from shortest to tallest? Perhaps you could order the height of some of your toys? After you have done this, use the key vocabulary to compare the different heights using these sentence stems.



_____ is taller.
 _____ is shorter.
 _____ is the shortest.
 _____ is the tallest.
 We know this because _____.



Lesson 2 – To compare heights

Watch the video. Can you compare the heights of the images in the video? Use the language above to help you explain.

<https://vimeo.com/507433540>



Can you draw your own problems for a member of your family to solve?

Lesson 3 - To measure using non-standard units.

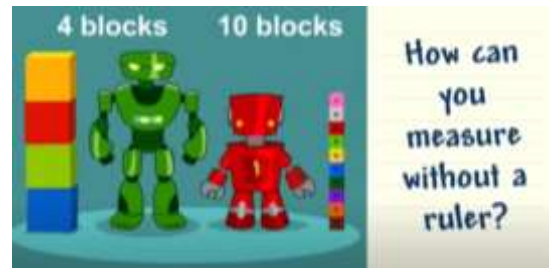
How tall is your favourite toy?

Today we are going to measure the height of an object. Can you work out how to measure the height of your favourite toy?

Discuss with a member of your family how you might do this.

Then, watch the video.7

<https://www.youtube.com/watch?v=JCmqVAYujv4>



Measure items around your home. Can you stick a post it note on them to label how high the object is? Don't forget you need to tell us what you used to measure, i.e. 4 blocks. 8 cubes. .

Lesson 4 – To use a measure height.

For this lesson, you will need a measuring tape, not a ruler. Have a look at the measuring tape.



What do you notice?

I notice that _____.

I can see _____

I think _____

Now use your measuring tape to measure the height of the objects in the room. The numbers are a measure called 'centimetres'. Can you write down your measurements?

Lesson 5 – To record height.

Use the table below to record the heights of different objects around your house. Now can you use the language above to compare the heights?

Object	Height (cm)
	_____ cm
	_____ cm
	_____ cm
	_____ cm

Now can you put the four objects in order of height?

Curriculum

Personal Social and Emotional Development

Lesson 1: To understand empathy

What does it mean to show empathy? Discuss with a member of your family what empathy is. **Why is empathy important?** Empathy means that we show understanding for others when they are in a bad situation or they have been hurt. We try to imagine how that person is feeling.



Have you ever shown empathy? Share with a member of your family when you have shown empathy. Ask a member of your family about a time when they showed empathy. Watch the video below about empathy.

<https://www.youtube.com/watch?v=ltp21tly8nM>

Expressive Art and Design

Lesson 2: To create transient art

Have a look around your local park or your garden. Collect material to create transient art. For transient art you will need natural resources such as leaves, sticks, pebbles or flowers or any other natural resource that you want to create your art with.



Understanding the World

Lesson 3: To know similarities and differences between themselves and others

What are some of the things which are the same with your friends? What are some of the things which are different? Discuss these similarities and differences with an adult. Think back to last week's activity. We looked at a number of images and compared them. Watch the video below about differences and similarities.

<https://www.youtube.com/watch?v=hUrb4SZnxg>

Discuss with a member of your family some of the similarities and differences that you have learnt about. Have you experienced living in another country? Ask an adult if they have had experience of living in another country and the differences and similarities between that country and Britain.



what are some of

Communication and Language

Lesson 4: To show an interest in the lives of others

Pretend to be a television presenter and interview an adult who is pretending to be Malala. Watch the video together and then ask the adult questions. **What is Malala's Magic pencil about? Why did you write the book? Do you think that you can make a difference?**

https://www.youtube.com/watch?v=alb7J_Sldg

What do you want people to learn when they read this story? Share with a member of your family the things that you have learnt from reading this book.

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)

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?

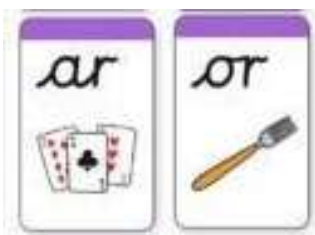
What can you do to help you balance your object?



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?

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, oo, oo.

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 'ar' grapheme out loud. Get your magic pen and write the grapheme 'ar' in the air. Write the grapheme on a piece of paper.



Can you think of any words that have the 'ar' sound?
Can you read the words below and match them to the correct picture?



shark	Card	mars	Jam tart	car	harp
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Apply

Can you read these sentences out loud?

Mark is in the barn.
Is that star far?
I can not start the car.

Lesson 2

Revise

Think of 3 words which have the sound 'ar' in them.

Teach

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

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



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.

f ar	b ar n	f ar m	Sh ar d
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Lesson 3

Revise

Revise tricky words *I, to, the, no, go, he, she, we, me, be, was, you, the, into, was, me.*

Can you read these words- barn, shark, dart

This weeks tricky word is 'they'. Can you think of a sentence with the word 'they' in it?

Teach

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



Watch this video:

<https://www.youtube.com/watch?v=0TKWxjU0UgQ>

Can you think of any words that have the 'or' sound?

Can you find the words with the 'or' sound below and write them out?

You can draw pictures of them as well!

Cork	stork	load	farm	born
Shark	pork	fork	talk	

Apply

Can you read these sentences out loud?

The car horn went beep.

They can see a storm is in the north.

Lesson 4

Revise

Watch the tricky song on YouTube and join in.

<https://www.youtube.com/watch?v=ri4u0TjAZ38>

Teach

Recap the 'or' 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 'or' sound?



Apply

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

The car had to beep it's horn in the storm.

Lesson 5

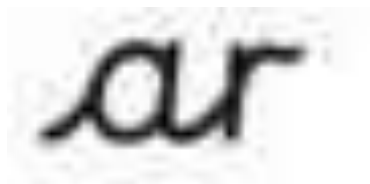
Revise

Recap the following sounds 'ar' and 'or'

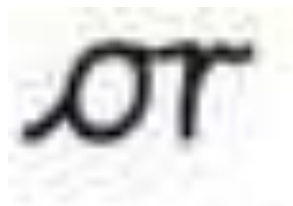
Teach

Look at the pictures below can you name them? Point out the grapheme that they have. Play I spy with a member of your family. Write down three words from the pictures in the box.





car



shorts

Apply

Can you read the following sentence?

They got mark who was in the car in his shorts!