

# RECEPTION HOME LEARNING ACTIVITIES

Date: 21.05.2020



Hello everyone!

Our theme for the week is '**Caterpillars**' as we continue to build the children's knowledge of insects or 'Minibeasts.' Alongside this theme we will hopefully expand their vocabulary and will also make links through their mathematical and literacy learning. The learning builds in a sequence through the day so we have provided a suggested timetable and daily overview for you to follow. We suggest completing activities 1 to 5 during the morning and 6 to 8 in the afternoon. Please remember this is a **suggested** guide and you know best how to make your day work.

Activity	Suggested Duration	Resources
<b>1. Wake and Shake!</b> The best way to start the day, get your heart beating and blood pumping to your brain (and give grownups time for a cuppa!)	30 minutes	PE with Joe Wicks (YouTube)
<b>2. Science</b> Today we will explore forces and try to make a moving caterpillar	15 minutes	How to create a moving caterpillar video <a href="https://www.youtube.com/watch?v=3GJZ5PvelP4">https://www.youtube.com/watch?v=3GJZ5PvelP4</a> Square piece of paper, scissors and a straw
<b>3. Handwriting</b> Practise our ladder letters.	10 minutes	Handwriting sheet - practise letter 'u'
<b>4. Phonics/Read Write Inc.</b>	20/25 minutes	Speed Sounds Book (in book bags or follow link in plan) Red Word Cards (in book bag or write on cards) Missing word sentence sheets attached below Hungry Caterpillar book from Tuesday with the sequenced pictures stuck in.
<b>5. Mathematics</b> We will start with a quick 'Snappy Maths' number game then in our main activity we are going to explore shape and pattern. Today we start with the square and the oblong.	20 minutes	Mr MC counting song on Youtube: <a href="https://www.youtube.com/watch?v=BWGy2aPm5g4">https://www.youtube.com/watch?v=BWGy2aPm5g4</a> Lolly sticks or squares of paper folded into a basket/hat/bag with numbers 1-10 or 11-20 on. Two to have the words 'zap it' written on.
<b>6. Calm Me</b> Time to relax with a Cosmic Yoga adventure. Take your pick from the YouTube page, there are loads of adventures on there.	20 minutes	Weblink to the collection of Yoga adventures: <a href="#">Cosmic Yoga</a>
<b>7. Storytime</b> YouTube story Pipsie the Nature Detective and the disappearing caterpillar.	10 minutes	Please click on the link below to find the story for today...enjoy!  <a href="#">Pipsie the Nature Detective and the Disappearing Caterpillar</a>

## Activity 2: Science - Create a moving caterpillar

**Areas of Learning:** Communication and Language, Understanding the World, Using media and materials

**Activity Outline:** Today you are going to try and explore how to make a moving caterpillar. This activity will require an adult to help with the making part. Watch the 'How to' video above and first make the paper caterpillar. Encourage your child to blow into a straw and let them explore how to make the caterpillar move. Use the questions and prompts below to support your child's understanding of forces.

**What is this teaching your child?** Your child is developing their knowledge about forces. You could introduce your child to the word 'force.' They are beginning to learn that forces can make things speed up, slow down and change direction. They are learning that blowing air is a force that is making their caterpillar move.

**Questions to ask your child:**

Once the paper caterpillar is made ask your child to blow into the straw.

What happens? Do they know why this happens? What happens if they blow really hard? What happens if they blow really gently?

## Activity 3: Handwriting

**Areas of Learning:** Physical Development (fine motor) and Writing.

**Activity Outline:**

Ladder Letter 'u.' Say the handwriting phrase for this letter which you will find in your child's Speed Sounds green book (down and under, up to the top and draw a puddle). Write the letter with your magic finger in the air or with a paintbrush and a bucket of water on the patio, in a baking tray of sugar, on your grown-up's back. Watch the formation video together on this link. [Handwriting formation video](#) Now with a pencil on your handwriting sheet or on paper practise this letter formation. Check your child has a good seated posture and is gripping their pencil correctly. Try not to let them get into incorrect formation habits as it will remain in their muscle memory and be harder to undo.

**What is this teaching your child?** Your child is developing their fine motor skills by building strength and coordination in their finger muscles. Hand-eye coordination is being developed at the same time. They will then be memorising the handwriting phrase for letter 'u' and by repeating its formation they are developing muscle memory in order to be able to go on to do the formation without even thinking.

**Questions to ask your child:**

Tell them they are going to practise writing letter 'u'.

Before showing them the letter shape in their green book. Ask them if they can remember the picture for this letter (the umbrella). Can they remember the handwriting phrase?

## Activity 4: Phonics / Read Write Inc.

**Areas of Learning:** Communication and Language, Reading and Writing

### Activity Outline:

#### Part 1 Speed Sounds

1 minute

Start by reviewing your child's Set One speed sounds. You can find these in the following places:

- On the Oxford Owl Webpage [Speed Sounds Set One](#)
- In your child's Green Speed Sounds Book in their Book Bag
- Remember to look at the Special Friends 'ck' 'll' 'ee' 'er' not included in the book.

To extend your child, you can begin to look at the Special Friends Sounds in the Set Two and Three Speed Sounds book. [Speed Sounds Set Two and Three](#) but remember your child should only be practising ONE sound they are unsure of alongside the others they know well.

#### Part 2 Red Words

1 minute

Practise the following red words by flashing the cards: 'to' 'no' 'go' 'my' 'she' 'he' 'we' 'me' 'be'

If they are confident with these you could revise other red words in the set. A red word is a word which cannot be correctly blended/sounded out to read. You might demonstrate this by trying to sound it out. These words can be found in your child's book bag or write them clearly onto cards.

#### Part 3 Read a Sentence

5 minutes

Look at the caterpillar pictures and sentences with missing words attached below. Ask your child to tell you what they see in the pictures. Encourage your child to look at the sentences - are there any red words (the) or special friends? Tell them some words are missing and that we have to write them in. First prompt your child to read the words that they can see. You can then help them to identify the missing word by saying the sentence out loud to them, pausing on the missing word and asking them if they can think of a word that will make sense here. Once they have written in the missing word encourage them to re-read the sentence pointing at each word with their finger.

##### Option 1 sentences:

The caterpillar is in the \_\_\_\_\_. (leaves)

The caterpillar is \_\_\_\_ (on) the \_\_\_\_\_. (flowers).

The \_\_\_\_\_ (caterpillar) is on my \_\_\_\_\_. (hand)

##### Option 2 - Easier option:

in the \_\_\_\_\_ (pot) in the \_\_\_\_\_ (mud) on the \_\_\_\_\_ (log)

#### Part 5 Write a Sentence

Today you are going to return to your Hungry Caterpillar book that you sequenced the pictures in earlier this week and you are going to become authors! You are going to have today and tomorrow (so no need to rush) to try and write the story of 'The Very Hungry Caterpillar.' Follow your child's lead with this activity and use your judgement as to how much of the story they can write themselves. It may be that your child is able to have a go at writing a sentence for each picture to tell the story or you may choose to scribe some of their sentences for them and they may write just 1 or 2 sentences each day. Whatever you feel is right! The sentences they write under the pictures do not need to tell the story word for word, they can write it in their own speak e.g. He ate 1 apple. Also remember to encourage them to use 'Fred Talk' to spell their words e.g. apple may be written as 'apl.' To make this activity easier: Rather than writing a sentence encourage your child to just add labels to the food items in the pictures. To make it harder: Encourage your child to use some story language e.g. In the light of the moon, next, after. They could try and write the repeated refrain 'but he was still hungry' each time too.

### Supporting your child with Phonics/Read Write Inc.

Please see the attached document "Supporting Your Child with Phonics/RWI" which you can refer to during our Phonics session each day. There is also a copy on the Home Learning section of the school website.

## Activity 5: Mathematics

### Areas of Learning: Mathematics

#### Activity Outline:

##### Snappy Maths warm up: 5 minutes

Play the Mr Mc counting song video above. Your children are used to joining in with this at school so I am sure they will enjoy sharing this with you at home. It helps them to practise reciting their numbers and counting on in a fun and playful way!

##### Main Activity: 15 minutes

Let's have a bit of fun with a game today called 'Zap it' to help us practise saying 1 more and 1 less than a number. For this game you will need some little squares of paper (about 12) or some lolly sticks. You need to write some numbers on each bit of paper or stick. You can choose whether to use a selection of numbers to 10 or to 20. You also need to have 2 bits of paper/sticks with the words 'zap it' written on. Then place the sticks in a pot upside down or fold the paper pieces into a basket or bag so you and your child can draw them out without seeing what is written on them. Take turns to draw 1 out and decide whether you need to say 1 more or 1 less than that number. If you give the right answer you can keep the paper/stick. If not you need to put it back in. If you are unlucky and draw out a 'zap it' you need to put all your sticks/paper pieces back! Good luck everyone! I wonder who will have the most at the end of your game?

**What is this teaching your child?** Your child is practising their number recognition skills and learning to recall 1 more and 1 less for numbers at speed. They are embedding their understanding of the language 'more' and 'less.'

#### Questions to ask your child:

What number have you drawn out?

What is 1 more/1 less than number....? If your child doesn't know ask them how they could find out. What could we use to help us? You could prompt them to check using their fingers or with some objects or a numberline.

With objects: ask them what they need to do to show 1 more 1 less? Do they need to add 1 or take 1 away? Remind them to count them altogether or see how many are left to find the answer.

Can you fill in the missing words?

The caterpillar is in the \_\_\_\_\_.



The caterpillar is \_\_\_\_\_ the \_\_\_\_\_.



The \_\_\_\_\_ is on my \_\_\_\_\_.



Can you fill in the missing words?

in the \_\_\_\_\_

in the \_\_\_\_\_

on the \_\_\_\_\_

Easier option

