

RECEPTION HOME LEARNING ACTIVITIES

Date: 20.05.2020



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
1. Wake and Shake! 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	Put your favourite music on and get your groove on! Maybe you could even make up a dance routine!
2. Time to Talk We will find out about real caterpillars and begin to learn about the life cycle.	5 minutes	Life Cycle Video Jess and the Caterpillars
3. The life cycle of a caterpillar We are learning about the life cycle of a caterpillar.	10 minutes	Wednesday Life Cycle of a caterpillar PDF
4. Finger gym and handwriting Fine motor exercise and practising our ladder letters.	10 minutes	Handwriting sheet - practise letter 't'
5. Phonics/Read Write Inc.	20/25 minutes	Speed Sounds Book (in book bags or follow link in plan) Red Word Cards (in book bag or write on cards) Minibeast word cards chopped into syllables to word build (attached below) and the sheet to stick the words in order on Paper or attached 'Life cycle cut and stick' template to label.
6. Arts and Crafts Today we will be getting creative and making our very own hungry caterpillar!	30 minutes	Craft resources of your choice!
7. Calm Me 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: Cosmic Yoga
8. Storytime Use your Hungry Caterpillar story book with the sequenced pictures from yesterday. Today your child will be the storyteller!	5 minutes	Encourage your child to use the pictures they stuck in their book yesterday to retell the story of 'The Very Hungry Caterpillar.' You can help them to use some of the story language such as 'In the light of the moon... Next, after etc.

Activity 2: Time to Talk

Areas of Learning: Communication and Language and Understanding the World

Activity Outline: Watch the life cycle of a caterpillar video together (link above). Encourage your child to talk about what they notice. You can pause and discuss some of the questions below as you watch.

What is this teaching your child? Your child is developing their knowledge and vocabulary related to their world - in this case life cycles and caterpillars. They are beginning to learn that they can use sources of information to widen this knowledge e.g. books, knowledgeable people, internet, videos, real objects, living creatures. They are beginning to learn some new technical vocabulary e.g. chrysalis.

Questions to ask your child:

Here are some discussion suggestions:

What is a caterpillar first of all? What does a caterpillar change into?

Look closely at the caterpillars in the video - what can you see? How many legs do they have?

What do caterpillars do to help them grow bigger?

What do the caterpillars make to have a long sleep in?

Activity 3: The life cycle of a caterpillar

Areas of Learning: Communication and Language, Reading and Understanding the World

Activity Outline: Open the PDF 'Wednesday Life Cycle of a caterpillar' Look at the pages together and encourage your child to talk about the things they notice. Read the text to your child (they may notice some words they know or can blend) and notice the features of this information text and how it is different to a story book e.g. real photos, labels, captions.

What is this teaching your child? Your child is developing their knowledge and vocabulary related to the life cycle of a caterpillar. There is potentially some new technical vocabulary to explore together e.g. chrysalis, life cycle. They are beginning to learn that they can use sources of information to widen this knowledge e.g. books, knowledgeable people, internet, videos, real objects, living creatures. They are applying some of their phonic knowledge to help you work out some words. They are learning that a life cycle is a continuous process and repeats.

Questions to ask your child: Here are some suggestions of things you might ask:

What happens first in the life cycle?

What happens next?

What happens to the caterpillar's skin?

What happens inside the chrysalis?

What happens once the butterfly pops out? (support your child to understand that the whole process will happen again - the butterfly will go and lay more eggs. Explain this will keep happening and that's why we call it a life cycle)

Why can't the butterfly fly right away?

Activity 4: Finger Gym and Handwriting

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

Activity Outline:

Finger Gym: Use the attached 'Fine motor' activity cards and choose 1 activity to complete.

Handwriting: Ladder Letter 't' Say the handwriting phrase for this letter which you will find in your child's Speed Sounds green book (down the tower, across the tower). 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 't' 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 't'.

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

Activity 5: 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' not included in the book.

Today **introduce** your child to the **Special Friend sound 'er'** as they will need this in their reading activity today. Show them the sound card attached below. Tell them our new sound is 'er' (as in bigg-er, mix-er, quick-er) and get them to repeat it to you several times. Show them the picture of the postman and tell them that there is a rhyme to help us remember this sound - **'er - a better letter.'** Show them the 'er' sound without the picture and get them to practise saying it again and writing it. Tell them you are going to see if they can spot it any of their words today.

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 Counting syllables

The ability to break words into syllables is an important step in developing reading readiness and playing with words can be so much fun. Today we are going to have a go at counting the syllables in a word by clapping them out. We will start with your child's name - say their name to them slowly whilst emphasising each syllable. Show your child how to clap each syllable - how many claps are in their name? Try this with other family names. Who has the most/least number of claps (syllables) in their name. Then try this for some minibeast names: worm, grass-hopp-er, cat-er-pill-er, butt-er-fly. Which minibeast had the most claps? Did you hear our new 'er' sound in any of the words?

Part 4 Blending to read

5 minutes

Chop up the minibeast words below into syllables and muddle them up for your child to order. Remind them of our new 'special friends sound 'er' before they start - tell them to shout out at you if they spot it. Present them with one cut up word at a time. They can stick the syllables in order to build the word on the worksheet below next to the right minibeast. I wonder how quickly they can do it? Before they try - you could practise clapping out the syllables for that bug again - what is the first clap that we need to find? You may need to do this several times for each word to help them listen for the next syllable that they need to find. If your child is struggling you could tell them the first sound in that syllable to help them.

Part 5 Labelling the life cycle of a caterpillar

10 minutes

Today we are going to find a way to show what we know about the life cycle of a caterpillar. You may want to do your own drawing or use the template that we have attached and sequence the pictures. Once your child has ordered the pictures or drawn each stage of the life cycle - encourage them to talk you through each stage, using the vocabulary 'first, then, next'. Then encourage your child to add a label to each picture. This may be a word for some children e.g. egg or a caption/sentence for others e.g. The butterfly lays an egg. This will depend on the stage your child is working at. Whether they are writing a word label or a sentence please encourage them to use their 'Fred talk' to spell their words as independently as possible.

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.

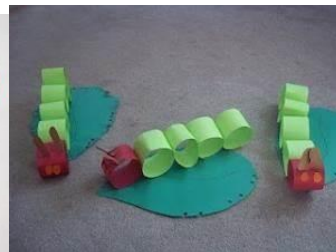
Activity 6: Arts and Crafts

Areas of Learning: Exploring media and materials, Being Imaginative, Moving and Handling

Activity Outline:

It is time to get creative today and make your very own hungry caterpillar. Together make a plan about how you will create your caterpillar. What will you need? What colours and shapes will you use? Allow your child to explore and develop their own imaginative ideas.

Here are some ideas for inspiration:



What is this teaching your child? Your child is learning to plan and develop their own imaginative ideas. They are developing their creative skills and creating a simple representation of a caterpillar. They are learning to use tools and techniques to shape and join materials together.

Questions to ask your child:

Encourage your child to make a plan before they begin creating their caterpillar - what will they need? What will it look like? How will they stick it together?

Model new skills to them e.g. different ways to assemble and join parts together.

If something isn't working encourage your child to consider what else they could try. Can they be a 'Solve-a-Saurus?'

er

er



a better letter

Words to chop up into syllables for children to order

grass hopp er

butt er fly

cat er pill ar

Can you stick the syllables in order to build
the word next to the right minibeast?

