

RECEPTION HOME LEARNING ACTIVITIES

Date: 18.05.2020



Hello everyone! Welcome to a new week of home learning.

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	PE with Joe Wicks (YouTube)
2. Story and Time to Talk The story of 'The Very Hungry Caterpillar' launches us into our learning this week. A chance to learn about how stories are structured and also discover what knowledge and vocabulary your child has within this theme.	10 minutes	The Very Hungry Caterpillar by Eric Carle book or follow this video link: https://www.youtube.com/watch?v=vkYmvxPOAJI
3. Memory Game Kim's Game	10 minutes	A selection of food items from the kitchen (around 10 - you can adjust this if it's too hard/easy) and a blanket/towel
4. Finger Gym and handwriting Fine motor exercise and practising our ladder letters.	10 minutes	Use the fine motor activity cards and choose 1 activity Handwriting sheet - practise 'l'
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) Roll and read word board (printable resource) and a dice Fred talk to spell sheet with pictures (printable) labelled Monday. Scroll down to find a harder and easier option
6. Mathematics We will practise our addition skills today with 'The Very Hungry Caterpillar.'	20 minutes	Monday caterpillar addition PDF Your fruit bowl with a small selection of fruit
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 YouTube story Pete the cat and the cool caterpillar. This could also be the time your child reads a book to you from the Oxford Owl site. Please remember to allow time for your child to practise reading a book to you 3 or 4 times a week.	5 minutes	Please click on the link below to find the story for today...enjoy! Pete the cat and the cool caterpillar

Activity 2: Story and Time to Talk

Areas of Learning: Communication and Language and Literacy

Activity Outline: Read the story of 'The Very Hungry Caterpillar' or follow the video link above. Talk about the story and their knowledge of caterpillars - what do they already know?

What is this teaching your child? Your child is developing their story language and learning that stories have sequences, characters and settings. You are encouraging your child to sit quietly and to listen and respond to the story they have heard.

Questions to ask your child: After they have listened encourage your child to reflect on the story by asking the following questions:

Who is the main character? Where is the hungry caterpillar? Can you remember 3 foods the caterpillar ate? Which of the foods in the book would you eat? How did the caterpillar change by the end of the story? What do you know about caterpillars? Have you ever seen a real one?

Activity 3: Memory Game - Kim's Game

Areas of Learning: Communication and Language

Activity Outline: Put 10 items of food on the table. Ask your child to look carefully at them for about 30 seconds. Then cover them up with a blanket or a towel. Ask them to call out what they can remember. You can use less or more items of food to make the game easier/harder. You could vary the game when you play again e.g. ask them to close their eyes and remove an item. Can they tell you what is missing?

What is this teaching your child? This game is a good way of developing your child's memory skills and concentration - both of which are very important skills for all areas of learning.

Questions to ask your child:

When you give your child 30 seconds to look at the items praise them for "good, careful looking." You can tell them you can see they are 'concentrating.'

Ask: What can you remember? If they find it tricky perhaps you could give them a clue about some of the hidden items.

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 'l'

Say the handwriting phrase for this letter which you will find in your child's Speed Sounds green book (down the long leg). 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 writing this letter. 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 'l' 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 'l'.

Before showing them the letter shape in their green book. Ask them if they can remember the picture for this letter (the leg). 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.

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 Blending

5 minutes

Play the 'roll and cover' reading game using the printable resource and a dice (you could make one from a box if you don't have one)

Ask your child to roll the dice and read the corresponding word on the board.

Encourage your child to blend the sounds using Fred Talk to read the words containing the special friends sound 'sh'

To make it easier you could use the board with the -in words e.g bin tin pin win fin

To make it trickier you could use the board with the 'igh' words.

When your child has read the word they can colour it or cover it up - how speedily can they read and cover all their words? Maybe you could put a timer on to see! Have fun!

Part 4 Fred Talk to spell

5 minutes

Look at the pictures shop, shell, fish, sheep, shed (all containing the 'sh' sound). Ensure your child knows what each picture is - talk about this together. Then encourage your child to write the word to label the picture using 'Fred Talk.' They can do this out loud first and hold up a finger for each sound. We call this using our 'Fred fingers.'

To make it easier you could use the sheet with the pictures of: **a bin, tin, pin and fin**

To make it harder you could use the sheet with the pictures of: **a brush, shower, shadow, shorts, shelf**

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: Mathematics

Areas of Learning: Mathematics

Activity Outline:

Today we are going to practise our addition skills with 'The Very Hungry Caterpillar.' Begin by showing your child the Monday Caterpillar addition PDF resource. Collect some objects your child can use to help them with their addition today e.g. little toys, pasta, buttons etc. Remind your child of 'Mr Add' and talk about what he likes to do (he starts with a number, adds some more and counts how many altogether). Work through the pages in the PDF in the following way:

1. Count the fruit on the first leaf - remind your child about their careful counting skills - one number on each piece, say numbers in order, touch each piece with their finger.
2. Read the addition symbol together and the number e.g. +2. Ask your child how many they think there will be altogether if we add 2 more. How can they check? This is where they can use their objects to help them and prove how they know the answer.
3. Click again and the total will be shown on the second leaf for your child to count and check if they were right. Repeat. Stop when you reach page 11. Page 11 onwards can be used to challenge your child further if you feel they are able to do this. This will require your child to problem solve and find a missing number.

Fruit bowl exploration

Take your fruit bowl and explore how many of each fruit you have. Can you look at different ways of combining amounts? For example, how many do you have altogether if you add the apples and bananas? Lemons and limes? How many bananas would I have if I have 1 less? You could even explore making a fruity pattern! You could try making a repeating pattern as you did last week! Maybe you could take a photo for the Interactive Learning Diary!

What is this teaching your child? Your child is learning the skill of addition. They are learning to make 2 groups and count the total. They are practising their careful counting skills. You are teaching them to recognise the addition symbol '+' and use the language of addition e.g. add, equals, altogether.

Questions to ask your child:

As you work through the slides ask your child:

How many oranges can you see? How many are we going to add? Can you show me how many we will have altogether with your objects?

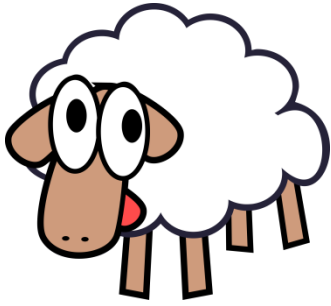
When exploring the fruit bowl you can ask:

Can you count the bananas carefully?

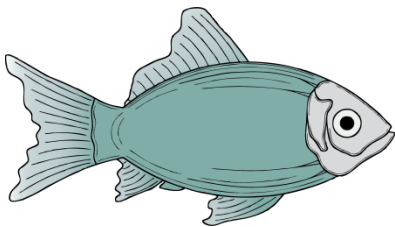
How many apples and bananas altogether?

How many bananas would I have if I have 1 less?

Can you write the 'sh' word to match the picture?







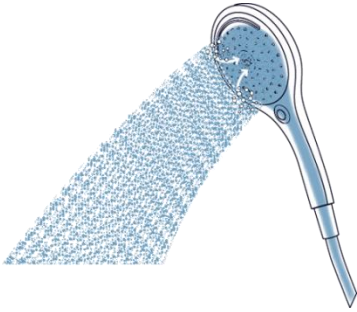


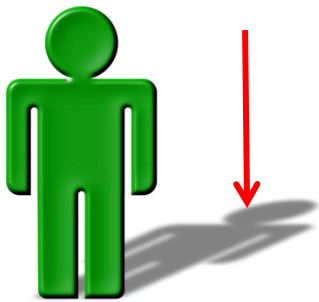


Harder option

Can you write the 'sh' word next to the picture?











Easier option

Can you write the word to match the picture?

