

Reception Home Learning Weekly Plan: 4.5.20

Hope you are all well! I have loved looking at all the wonderful photos you have sent to me via email and it's lovely to be able to give you and your children some feedback. I have been amazed at the variety of activities you have been undertaking at home, both academic and play based. I am so proud of you and your children, you are all doing an amazing job and your children are fab! Please keep sending the photos and I will continue to upload them to the website if you have given us permission to do so. If you haven't had a peek at the website yet, have a look and your children can look at the photos to see what some of their friends have been up to.

Over the last couple of weeks I have been getting in contact with some of you by phone, it's lovely to hear about how you are doing and that you are all surviving! If I haven't contacted you yet I will be doing so over the next couple of weeks, if you see a strange mobile number appearing on your phone, it might be me. If unable to get through I will leave a message to let you know I have called.

Take care and stay safe
Sophea Pounder

Maths	Literacy	Other Activity Ideas
<p>Orally count in 1s to 20 forwards and backwards ensuring teen numbers are pronounced 'teen' not 'ty' (correct pronunciation is really important).</p> <p>Patterns and Tessellation Find and collect a variety of natural items from your garden when out on your daily exercise. You can then use these items to create a variety of repeating patterns using 2, 3, 4 or 5 (for a challenge) objects. Take photos of the patterns.</p> <p>The game on the following link is patterning with shapes: www.topmarks.co.uk/ordering-and-sequencing/shape-patterns</p> <p>Use the tessellation powerpoint attached to the email to help with introducing tessellation and provocation for discussion. Ignore the aims and success criteria (bit of History in there too!)</p> <p>Explore 2D shapes to find out which ones we can use to make a tessellating pattern and create their own tessellating patterns.</p>	<p>Read the Rising Stars 'Baxter Visits Bow Wow!' story - Rocket Phonics Books - Yellow Reading Planet/Level 3. You can read the book to your child, listen to it or encourage your child to read it themselves. This book focuses on the following phase 3 sounds: ar (as in darted) ur (as in curling) ow (as in down) air (as in hair) er (as in Baxter). Find these sounds in your phonics sounds and use them as a support to learning.</p> <p>Your children could write 5 lists of at least 5 words for each sound (can be done in small chunks of time).</p> <p>Use the following link to take you to a phase 3 word picture pairs game - there are 3 levels: www.twinkl.co.uk/go/resource/tg-ga-56-twinkl-green-week-recycling-with-emily-phase-3-phonics-pairing-game</p> <p>Choose one of the objects you have collected - write a list of words (adjectives) to describe it. Write a couple of sentences with full stops and capital letters using the descriptive words from the list.</p> <p>Remember to keep reading the online books, if you want to challenge your child you can move to the next level.</p>	<p>Create your own role play hair salon at home - minus the scissors! - fingers make a great alternative (this is always very popular when we have it at school). This can be done with bits you already have at home. Create a name for your salon, your child could create a price list, open and closed signs, appointment slips etc with you.</p> <p>Explore Patterns in Nature You could use the natural items you collected for the Maths for this activity too. This is such a simple way to inspire awareness and awe about the astoundingly beautiful and amazing patterns in nature! Choose a leaf, pinecone, stick, stone. Take time to observe and talk about the patterns that you see. Possible questions you could ask: What shapes/colours can you find? How are they organised? Why might these patterns exist? Can you describe what it looks like? (encourage use of adjectives) What do the patterns make you think of? What other things in the world have you seen that are similar? The children could then make their own representations/re-create the object paying close attention to detail (using any art medium they choose). Finally, the children can use their imagination to imagine 'what the object could be or turn into and represent this using the medium they chose above (see below)</p>

Weekly Spellings to Learn: come, were, said, what

