

# Reception Home Learning

## Week Beginning: 29<sup>th</sup> June 2020

### GENERAL OVERVIEW

#### CAROUSEL HOME LEARNING ACTIVITIES

Core Activities based around: 'The Hundred Decker Bus' by Mike Smith. A video of the story can be found in our Purple Mash Story Folder

Daily Activities	<p>All children will complete each of these activities daily:</p> <ul style="list-style-type: none"> <li>• Phonics and Handwriting</li> <li>• Maths</li> <li>• Carousel</li> </ul> <p>Details of planning for these areas can be found on separate planning sheets (the activities set will be the same whether working at home or at school). N.B. If your child is attending school on a part-time basis, please complete these on the suggested days in order to support a smooth crossover between activities carried out at school and at home and to avoid duplications or omissions.</p>
Rainbow Challenge	<p>Over the week, we would like you to try and complete at least 3 Rainbow Challenges (you get 1 house point if you do!) If you complete all 5 challenges, let us know and we'll add 2 house points to your chart!!</p> <p>If you can't manage a Rainbow Challenge one day, why not choose something from our 'Family Learning Menu' OR choose an activity or interest of your own to follow.</p> <p><b>Monday = RED Tuesday = ORANGE Wednesday = BLUE Thursday = YELLOW Friday = GREEN</b></p> <p>N.B. If your child is attending school on a part-time basis, please complete these on the suggested days in order to support a smooth crossover between activities carried out at school and at home and to avoid duplications or omissions.</p> <p>Also, PLEASE NOTE: As Bubble B is not at school on a Thursday and Bubble A is only in school for half a day, we will <b>not</b> be completing the Thursday Rainbow Challenge at school, as time will be prioritised to complete the 3 core activities, phonics / maths and carousel. We would encourage you to complete this rainbow challenge at home on a Thursday afternoon or select an activity of your own.</p>
Reading	<p>All parents (whether your child is at home or at school) are requested to try and find a time each day to read a book / share a story with their child and record this in their reading record. Please let us know:</p> <ul style="list-style-type: none"> <li>• How your child got on - was it easy / hard? What was their favourite part? OR</li> <li>• If working at home, you could encourage your child to draw a picture or write a comment about your book</li> </ul>
Submissions	<p>This week, submissions are a little different as we have 2 additional requests on top of the usual Friday submission</p> <ol style="list-style-type: none"> <li>1) If you are learning from home on MONDAY, we would love it if you could submit a photo of your 'DECK PICTURE' (from your Carousel challenge) in order to help us make a virtual multi-decker bus using all the children's artwork.</li> <li>2) Also on MONDAY we ask that you submit your SELF-REPORT (this is to be completed instead of your usual Phonics activity)</li> <li>3) On FRIDAY 3<sup>rd</sup> July please can you give a summary of your 'READING ACTIVITIES' this week. You can choose to upload one or two pictures (or a photo collage) onto EExAT to celebrate your child's achievements this week.</li> </ol> <p>Thank you!</p>

Monday 29<sup>th</sup> June 2020 - Reception Home Learning PHONICS / HANDWRITING

[reception@shelford.cambs.sch.uk](mailto:reception@shelford.cambs.sch.uk)

Day	Activity	Submission
Mon	<p><b>Self-Report:</b>                      Instead of our usual phonics session today, we would like you to take some time to talk with your child about their achievements in school and reflect on what they feel proud of and what they would like to work on next year. Attached is a template we would like you to use, along with a completed example to give you an idea of what we are looking for.                      Please do not feel that this has to be done all in one go, but as much as possible we would like it to reflect what the children can do independently, it does not matter if there are one or two spelling mistakes. Annotations above the words they have written are fine, if needed to make it clear what they have written. You can of course however remind them to use their super writing tips in order to produce, as ever, the best that they can.</p>	Please submit a photo of the completed A4 sheet to the class email.
Tues	<p>Today, the children will continue to revise their skills learnt. Below is a suggested structure of how you could do this.  <b>Warm up:</b> Sing some songs from the <u>Phonics Songs Menu</u> (or you can sing some of your own!)  <b>Phonics focus: Revision – Blending and segmenting</b></p> <ul style="list-style-type: none"> <li>Choose one or two activities from the 'Phonics Revision Menu' to see what they can remember OR spend 5-10 minutes on your 'Phonics Hero' page</li> <li>Take some time as well to practise some handwriting skills, focusing on 'pencil patterns', 'name writing', a-z letters or digraphs/trigraphs as suits your child.</li> </ul> <p><b>Apply: Reading Skills</b></p> <ul style="list-style-type: none"> <li>To practise skills further, why not 'Get Active' with your phonics today and have a go at one or more of the following ideas.                         <ul style="list-style-type: none"> <li>Graffiti Spelling: Take chalk outside and rather than a mini-whiteboard children chalk their words! OR In the warmer weather, take a pot of water and a paintbrush and write the words on the hot pavement / tarmac.</li> <li>Hoops: Use a hoop for phoneme/sound segmentation (or you can draw your own). For example, sound out the word 'shop' and children jump into a hoop for each sound: sh - jump, o - jump and p - jump!</li> <li>Hopscotch: A classic game from everyone's childhood. Insert tricky words or decodable words into each square. Children throw a pebble and hop to the word, reading each word as they move up the hopscotch.</li> </ul> </li> </ul> <p>Can you make up / write or read a sentence with some of the words you've created or used?</p>	

Wed	<p><b>Warm up:</b> Sing phonics songs / revise known phonemes and tricky words using Phonics Menu or Phonics Play games / spend 5-10 minutes on Phonics Hero as revision. Games such as 'Flashcards', 'Speed Trial', 'Time Challenge' or 'Quickwrite' (on or offline) can be used to practise known skills.</p> <p><b>Phonics Focus:</b> Read words with adjacent consonants</p> <ul style="list-style-type: none"> <li>• <b>Know:</b> Revise 'blends and consonant clusters' by sharing one of these videos to recap skills learnt. <a href="https://www.youtube.com/playlist?list=PLXKeximRDJ8o6dY-pCsIwtJzD_NyGZltl">https://www.youtube.com/playlist?list=PLXKeximRDJ8o6dY-pCsIwtJzD_NyGZltl</a></li> <li>• <b>Practise:</b> Encourage your child to sound out and read the words in the 'Phase 4 Blends Blast Off' game (attached)</li> <li>• <b>Apply:</b> Display a yes/no question. Children read independently then confer with a partner to decide if the answer is yes or no. Show this with thumbs up or down. Do clocks get cross? Can crabs clap hands? Are you fond of plums? Did a shark ever jump up a tree? Do trains run on tracks? Will a truck go up steep stairs? Can we see the star</li> </ul> <p><b>Handwriting:</b> Focus on Name writing / a-z letters / digraphs as needed</p>	
Thurs	<p><b>Warm up:</b> Sing phonics songs / revise known phonemes and tricky words using Phonics Menu or Phonics Play games / spend 5-10 minutes on Phonics Hero as revision</p> <p><b>Phonics Focus:</b> Spelling words with adjacent consonants</p> <ul style="list-style-type: none"> <li>• <b>Know / Practise:</b> Say a word, think and model counting out phonemes on your fingers. Ask your child how to write each of the phonemes. Count them off against your fingers to check you haven't forgotten any. Write the word. Play phoneme fingers - Read a word, show your child the number of phonemes by holding up that number of fingers then try writing the word. Use the Phase 4 word list on our class page</li> <li>• <b>Apply:</b> Say a sentence. Ask children to write on whiteboards (or use magnetic letters). Encourage children to soundtalk challenging words: A shrimp slept in a shell. A crab crept into a crack. An octopus puts on lots of pink socks with brown spots.</li> </ul> <p><b>Handwriting:</b> Focus on Name writing / a-z letters / digraphs as needed</p>	
Fri	<p><b>Warm up:</b> Sing phonics songs / revise known phonemes and tricky words using Phonics Menu or Phonics Play games / spend 5-10 minutes on Phonics Hero as revision</p> <p><b>Phonics Focus:</b> Reading Phase 3 and 4 Tricky Words and High Frequency Words</p> <ul style="list-style-type: none"> <li>• <b>Know:</b> Introduce the tricky words 'do, when, out, what' and practise 'finding' / 'reading' and 'writing' them</li> <li>• <b>Practise:</b> Play 'Connect 4 in a row' (see attached) to practise reading words</li> </ul> <p><b>Handwriting:</b> Focus on Name writing / a-z letters / digraphs as needed</p>	

Week Beginning: Monday 29<sup>th</sup> June – Reception Home Learning  
[reception@shelford.cambs.sch.uk](mailto:reception@shelford.cambs.sch.uk)

**MATHS HOME LEARNING ACTIVITIES**

Core activities: <https://whiterosemaths.com/homelearning/early-years/> Summer Term Week 10 (w/c 29<sup>th</sup> June)

'Oliver's Vegetables' by Vivian French – video available at <https://www.youtube.com/watch?v=2ywlKqyVUc>

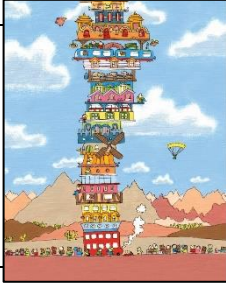

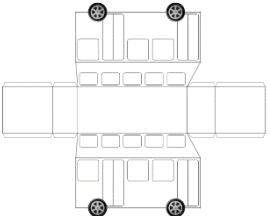
Day	Activity	Submission
<b>Mon</b>       (Approx. 20-30 mins)	<p><b>Warm up:</b> Sing some songs from the <i>Maths Songs Menu</i> (or you can sing some of your own!)</p> <p><b>Main Activity:</b> Watch the video 'Day 1: <i>Oliver's Vegetables</i>' Summer Term Week 10 (w/c 29<sup>th</sup> June) at <a href="https://whiterosemaths.com/homelearning/early-years/">https://whiterosemaths.com/homelearning/early-years/</a> or access the activities offline</p> <p>The first activity suggested in the document today will serve as a nice recap on the Healthy Eating we covered last term. The main activity builds on work in previous weeks on pattern making.</p> <ul style="list-style-type: none"> <li>Your challenge today is to make circular or border patterns. You could use any objects for this, e.g. blocks, pasta shapes! You could even choose to use natural objects and work outdoors.</li> </ul> <p>If you want more of a challenge / more number practice, why not practise your doubling skills and try the 'Double Trouble' NRICH investigation (attached).</p>	
<b>Tues</b>       (Approx. 20-30 mins)	<p><b>Warm up:</b> Sing some songs from the <i>Maths Songs Menu</i> (or you can sing some of your own!)</p> <p><b>Main Activity:</b> Watch the video 'Day 2: <i>Oliver's Vegetables</i>' Summer Term Week 10 (w/c 29<sup>th</sup> June) at <a href="https://whiterosemaths.com/homelearning/early-years/">https://whiterosemaths.com/homelearning/early-years/</a> or access the activities offline</p> <ul style="list-style-type: none"> <li>Your challenge today is to count different objects in the pictures.</li> </ul> <p>If you want more of a challenge, why not play the 'All Aboard' addition and subtraction game. The instructions suggest that the adult is the 'bus station' and stipulates how many passengers get on/off, but this could be done by rolling a die and allowing the adult to be an additional player.</p>	
<b>Wed</b>       (Approx. 20-30 mins)	<p><b>Warm up:</b> Sing some songs from the <i>Maths Songs Menu</i> (or you can sing some of your own!)</p> <p><b>Main Activity:</b> Watch the video 'Day 3: <i>Oliver's Vegetables</i>' Summer Term Week 10 (w/c 29<sup>th</sup> June) at <a href="https://whiterosemaths.com/homelearning/early-years/">https://whiterosemaths.com/homelearning/early-years/</a> or access the activities offline</p> <ul style="list-style-type: none"> <li>Your challenge today is a sorting challenge – can you guess the rule for how objects have been sorted in the pictures?</li> </ul> <p>If you want more of a challenge, why not conduct your own sorting activity? Choose objects from your house and think of a rule to sort them. This could be to do with colour / size / shape. If you are struggling for ideas, please see 'Sorting Ideas' (attached) or search for 'sorting activities' on Twinkl where you will find a variety. Choose one which takes your interest. Some of the shape sorting activities are particularly good.</p>	
<b>Thurs</b>       (Approx. 20-30 mins)	<p><b>Warm up:</b> Sing some songs from the <i>Maths Songs Menu</i> (or you can sing some of your own!)</p> <p><b>Main Activity:</b> Watch the video 'Day 4: <i>Oliver's Vegetables</i>' Summer Term Week 10 (w/c 29<sup>th</sup> June) at <a href="https://whiterosemaths.com/homelearning/early-years/">https://whiterosemaths.com/homelearning/early-years/</a> or access the activities offline</p> <ul style="list-style-type: none"> <li>Your challenge today is to count with accuracy. Look at the pictures to see if Grandad has labelled the objects with the correct number.</li> </ul> <p>If you want more of a challenge, why not try the 'Estimation Station' NRICH activity (attached).</p>	
<b>Fri</b>       (Approx. 20-30 mins)	<p><b>Warm up:</b> Sing some songs from the <i>Maths Songs Menu</i> (or you can sing some of your own!)</p> <p><b>Main Activity:</b> Watch the video 'Day 5: <i>Oliver's Vegetables</i>' Summer Term Week 10 (w/c 29<sup>th</sup> June) at <a href="https://whiterosemaths.com/homelearning/early-years/">https://whiterosemaths.com/homelearning/early-years/</a> or access the activities offline</p> <ul style="list-style-type: none"> <li>Your first challenge today is to do some doubling (so your practise on Monday will come in handy!). Your second challenge is to follow the instructions on measuring the length of items in your house. Think about what you will use to measure with and record all the items you measure! You may wish to record on the table (attached).</li> </ul>	

N.B. You may choose to explore activities from our Maths Menu instead to supplement these activities.



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Core Activities based around: 'The Hundred Decker Bus by Mike Smith'. A video of the story can be found in our Purple Mash Story Folder

Day	Activity	Submission
<b>Mon</b> 	<b>Art:</b> Use your imagination / pictures to create your own 'deck' of a bus on a sheet of A4 paper. Choose your own shape of deck and windows, select colours and characters (see instructions sheet attached) N.B. Take a photo of your deck and email to <a href="mailto:reception@shelford.cambs.sch.uk">reception@shelford.cambs.sch.uk</a> and we'll try to layer them altogether to create our own multi-deck bus! Please can the photos be an image of the whole sheet of A4 and nothing else in the background. Many thanks!	 Please submit a photo of your A4 picture to the class email!
<b>Tues</b>	<b>Fine Motor Skills: Big Red London Bus</b> Practise your cutting and sticking skills by creating a bus shape using stencils and drawings to make squares / rectangles etc. EXT: Who will be riding in your bus? Can you add some faces in the windows? <div style="display: flex; justify-content: space-around; margin-top: 10px;">     </div>	
<b>Wed</b>	<b>Game or Puzzle</b> Choose a favourite game or puzzle you have at home. OR you might like to play the 'All Aboard' maths game again to practise your number skills. <div style="text-align: right; margin-top: 10px;">  </div>	
<b>Thurs</b>	<b>ICT:</b> Purple Mash '2Design and Make' Log into your '2Dos' on Purple Mash and you will see this task has been set for you. Launch the '2Do' and click on the big red bus. Have a go at colouring the parts and see how it builds a 3D model! You can even print it out and build it! N.B. Parents, you may wish to print the 'net' first and then allow the children to colour in to save your printer ink! <div style="text-align: right; margin-top: 10px;">  </div>	
<b>Fri</b>	<b>Writing: Descriptions:</b> Who can you see on the Hundred Decker Bus? Choose / imagine one person. Have a go at writing some sentences to describe them. Draw a picture of them in the box to match your description. Don't forget to try and use some 'wow' words to describe them!	

Rainbow Challenges will be delivered in school on the following days. If your child is attending school on a part-time basis, please make sure you stick to the activities on the appropriate days to avoid any duplication in school and at home if you choose to do a Rainbow Challenge. For part-time children and those remaining at home, Rainbow Challenges remain optional and you can choose alternative activities from our Family Learning Menus and / or follow your own interests.

MONDAY	<p><b>RED CHALLENGE: TOPIC FOCUS</b></p> <p>Read 'The Hundred Decker Bus' and discuss. Have you ever been on a bus? Where did you go? What did you see? Where would you go on an adventure? Challenge children to make their own tickets and buses to travel to a destination of their own choice. Can you make it 100 steps long? OR You could choose one of these activities from the author himself! <a href="http://blogshank.com/resources/">http://blogshank.com/resources/</a> If you're really into buses / want to find out more, you might also like to share these other bus related videos:</p> <ul style="list-style-type: none"> <li>• JoJo and Gran - 'It's Time to Catch the Bus' (11 mins) <a href="https://www.bbc.co.uk/iplayer/episode/m000gjd4/jojo-gran-gran-series-1-2-its-time-to-catch-the-bus">https://www.bbc.co.uk/iplayer/episode/m000gjd4/jojo-gran-gran-series-1-2-its-time-to-catch-the-bus</a></li> <li>• Woolly and Tig Bus Ride (podcast) <a href="https://www.bbc.co.uk/cheebies/radio/woolly-and-tig-the-bus-ride">https://www.bbc.co.uk/cheebies/radio/woolly-and-tig-the-bus-ride</a></li> <li>• CBeebies 'My Story - Buses' <a href="https://www.dailymotion.com/video/x5L50g4">https://www.dailymotion.com/video/x5L50g4</a></li> </ul> <p>And don't forget to sing 'The Wheels on the Bus' song!</p>
TUESDAY	<p><b>ORANGE CHALLENGE - PICTURE NEWS</b></p> <p><b>Big Question - Do you like statues?</b> Please see the zip file available on our class page of the website - You can use as many or as few of the resources as you like. You may simply have a discussion or you may wish to do some recording using the resources provided.</p>
WEDNESDAY	<p><b>BLUE CHALLENGE - PSED: Managing Feelings and Emotions</b></p> <p>Today, watch the video recording of 'When I'm Feeling Love' in our 'Story Time' folder in Purple Mash. After listening to the story, explore the following questions with your child. You could model giving your answer and then encourage them (and other family members) to follow:</p> <ul style="list-style-type: none"> <li>• Describe what love means to you.</li> <li>• Name some people (and pets) you love. Can you describe why you love them?</li> <li>• When someone says, "I love you," how does it make you feel?</li> <li>• What are some things you really love about being you?</li> <li>• What are some things you love to do?</li> </ul> <p>Remember: The more you focus on imagining filling yourself up with the feeling of love, the less room there is for feeling hate or fear.</p>
THURSDAY	<p><b>YELLOW CHALLENGE - RE - How do we care for our wonderful world?</b></p> <p>This week we are challenging you to get involved in the '2020 Spirited Arts Competition' that has been advertised on the school newsletter. You are invited to join hundreds of schools who are taking part in creating an entry in (almost!) any artform that you can think of. The competition is open to children from 4-19 years, so please select an activity that is best suited to your child's interest and their age. Details can be found on the latest school newsletter and also attached. Entries should be submitted to: <a href="mailto:Year6@shelford.cambs.sch.uk">Year6@shelford.cambs.sch.uk</a> by 30<sup>th</sup> June</p>
FRIDAY	<p><b>GREEN CHALLENGE - Out and About</b></p> <p>This week (29<sup>th</sup> June) it is 'International Mud Day'. To celebrate, your challenge is to complete a 'mud activity'! You could:</p> <ul style="list-style-type: none"> <li>• 'Make' mud and simply play with it (a little bit of water goes a long way)</li> <li>• Take part in some 'mud role play'; You could lay some bricks together with your mud cement / set up a café with your own mud pies / load up 'mud' packages on your mud delivery train or truck</li> <li>• Paint with mud (you could even explore making paint out of more natural materials)</li> </ul> <p>For more ideas, go to: <a href="https://mothernatured.com/nature-play/mud-play-for-kids/">https://mothernatured.com/nature-play/mud-play-for-kids/</a> OR Follow an idea of your own!</p>