

Reception Home Learning

Time frame: week beginning: 11/01/21

We are so sorry you are unable to be at school. Whilst you stay at home, we want you to keep learning, so please complete the following work I have set for you.

- Look at the work for the correct day of the week for maths, English and the wider curriculum. Our home learning provision each day includes the following: one maths lesson, one English lesson and one wider curriculum lesson.
- The maths learning will always be based on the Maths No Problem lesson the class is doing. **Please ensure you have signed up to the parent guide for Maths No Problem.**
- **Please ensure you upload your work onto Seesaw – it is important that the class teacher can see all the fantastic learning you are doing at home.**



RB Timetable

Zoom	
Registration 10:00am	<ul style="list-style-type: none"> • Be dressed in your uniform • Have your resources to hand • Registration • Home learning for the day explained
Maths 10:05am	<ul style="list-style-type: none"> • Teacher to teach the maths concept – up to 20 minutes. • Pupils sent off to complete their work independently. • Some pupils may stay on with teacher to discuss further.
Literacy 12:00am	<ul style="list-style-type: none"> • Teacher to teach the Literacy concept – up to 20 minutes. • Pupils to complete their work independently. • Some pupils may stay on with teacher to discuss further.
Curriculum When you have completed Maths and English	<ul style="list-style-type: none"> • Pupils to complete the curriculum work in the home learning document. • Pupils to post their work on Seesaw to be marked by the teacher. • During this time, pupils to have lunch and take some exercise.
Afternoon Registration 2:30pm	<ul style="list-style-type: none"> • Whole class reading session. • Pupils to share their work and say goodbye for the day.

Maths

Monday

Recognise numbers 11 and 12.

Tom went out to count the dinosaur teeth last night but he had a problem! He's only learnt numbers up to 10 and there were more than 10 teeth. Tom needs our help!

- You're going to create your own numberline this week. [Maths resource 1](#)
- Complete your numbers to 10 and then add 11 and 12.
- Add the correct number of dots below each number. I've done the number 1 for you.






Support: <https://classroom.thenational.academy/lessons/placing-numbers-within-ten-in-order-chgk8d>







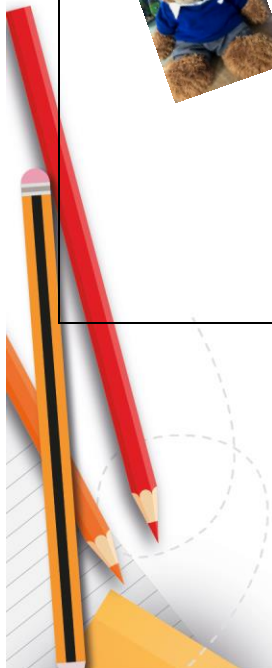
Deepening: Can you think of other ways of showing 11 and 12?



Tuesday

Recognise numbers 13, 14 and 15.

	<p>I want you to be number detectives!</p> <ul style="list-style-type: none"> Look for any numbers in your house. You could look at things like your clock or your oven. Does your house have a number on the door? Add the new numbers learnt today to your numberline. <p>Support: https://classroom.thenational.academy/lessons/counting-up-to-15-objects-and-putting-them-in-order-part-1-65hkcc</p> <p> Deepening: Can you think of other ways of showing 13, 14 and 15?</p>
Wednesday	<p>Recap recognising numbers 11-15</p> <p>Tom is very confused!</p>  <ul style="list-style-type: none"> Help Tom count out 11-15 objects. You can use counters/pasta or any objects you have at home. Complete the sheet and match the numbers to the pictures. Maths resource 2 Challenge sheet: Count the pictures and write the correct number next to them. <p>Support: https://classroom.thenational.academy/lessons/counting-up-to-15-objects-and-putting-them-in-order-part-2-cdj38e</p> <p> Deepening:</p>
Thursday	<p>Estimate and check by counting</p> <p>Tom and his friends are getting much braver with their numbers and they have been estimating how many the other has got. Can you remember what estimating is?</p> <ul style="list-style-type: none"> With someone at home, play the estimate game. Partner A – put a number of objects in a bowl. Partner B – estimate how many there are and count to check. <p>Support: https://classroom.thenational.academy/lessons/counting-up-to-15-objects-and-putting-them-in-order-part-3-60v6cc</p> <p> Deepening: Tom estimated that there are 4 dinosaur footprints in this picture. Do you think he made a sensible guess?</p> 
Friday	<p>Learning to count with numbers 11-15.</p>

	<p>Tom is getting in a pickle with his numbers, he keeps getting in a muddle about which number comes next.</p> <ul style="list-style-type: none"> • Help Tom with his counting - say the numbers aloud in order and practice writing them. • Complete the counting and writing numbers sheet. Maths resource 3 <p>Support: https://classroom.thenational.academy/lessons/knowning-one-more-than-a-number-within-15-60up8r</p> <p> Deepening: Number Formation sheet. Maths resource 4</p>
	<p style="text-align: center;">Literacy</p> <p>You'll notice the resources below have either 1, 2 or 3 stars next to them. Start on 2 stars, if this is a little easy use the 3 star activity, if it's a little tricky have a go at the 1 star. Don't forget, excellent learners like a challenge!</p>
Monday	<p>Listen to the Traditional Tale: The Gingerbread Man</p> <p>Tom can't remember what happened in the story. He is trying to draw a picture of something that happened at the beginning, the middle and the end.</p> <ul style="list-style-type: none"> • Use the template in the resources section. • The three boxes go in order from top to bottom: beginning, middle and end. • Draw a picture of something that you can remember in each box. <p>You could watch the video again to help you.</p> <p>Support: Literacy Resource 1</p> <p> Deepening: Can you add labels to describe what you have drawn?</p>
Tuesday	 <p>Tom wants to become a really good story-teller but he needs your help to put the events in order. Can you make a story map using the pictures to help him?</p> <ul style="list-style-type: none"> • You can cut and paste on the document, print it off or simply label the pictures with a number. • Once you have put the events in order, can you use story language to help you retell it? • What do you notice about the sequence? Would the story make sense if we got it muddled up? Why not? <p>Support: Literacy Resource 2</p> <p> Deepening: Can you write words, captions or sentences to go with your retelling?</p>



<p>Wednesday</p>	<p>Tom was wondering if gingerbread men were always men? Today we will design and label a gingerbread person.</p> <ul style="list-style-type: none"> • Rehearse before writing by saying the word, caption or sentence and counting the sounds in each word. • Just write the sounds you can hear- spellings do not have to be precise at this stage. • Some words are tricky and cannot be sounded out like; has, is, the. Look at the Words to Learn section to help you with these. <p>Support: Literacy Resource 3</p> <p> Deepening: Re-read your writing to check your spelling of tricky words and make sure you haven't missed out any sound.</p>
<p>Thursday</p>	<p>Think about the characters in the story – what might they be saying? Use the template Literacy Resource 4 to write a caption for a character of your choice.</p> <ul style="list-style-type: none"> • The purpose of a speech bubble is to show what a character is saying. Can you read it back using the character's voice? • Remember to sound out each word and follow it with a finger space.
<p>Friday</p>	<p>How could the gingerbread man have come alive? Today we will think about the magical properties of the recipe and think of our own magical ingredients to add to the list. Literacy Resource 5</p> <ul style="list-style-type: none"> • What magical ingredient could have been in the mixture? Can you sound it out and write it down? • Can you write a list? This means starting a new line for each new item. <p> Deepening: Can you write instructions for your recipe?</p>
<p>Reading</p>	
<p>Please make sure that you select a book from Bug Club to read every day and answer the comprehension questions by clicking on the bug. You could send me a picture of the book you read or a video of you reading. Remember to sound out unfamiliar words, keep your eyes peeled for tricky words we just remember and break up longer words by reading them in parts and pushing them together.</p>	
<p>Phonics</p>	
<p>This week we are learning consonant digraphs and recapping the sounds we have learnt in Phonics.</p> <p>Monday: Watch the lesson here -digraph 'qu'.</p> <p>Tuesday: Watch the lesson here— digraph 'ch'.</p>	

Wednesday: Watch the lesson [here](#) - digraph 'sh'

Thursday: Watch the lesson [here](#) - digraph 'th'

Friday: Watch the lesson [here](#) - digraph 'ng'

Complete [Phonics resource 1](#) this week.

Challenge- Try to use the words in your own writing – can you think of your own captions and sentences to write for the sounds you have learnt.

Words to Learn

Recap recognising, reading by sight and writing the Words to Learn taught so far:

a, I, is, it, in, and, at, the, to, do, no, go, he, she, his, has

Remember if the word has a red part that means that part of the word is tricky and you cannot sound it out.

Other Curriculum Subjects

Monday

Physical Development

This week we are reading The Gingerbread Man.

- Can you be a gingerbread man? As you retell the story, use the actions – running on the spot, jumping (on the spot) add in star jumps as the gingerbread man escapes. Be careful of the furniture though!
- Try moving over, under, between, behind an object. Can you put a toy in these positions?
- Funky fingers ideas- Do the actions rhymes for Incey Wincey Spider and Twinkle, Twinkle Little Star.

Tuesday

Personal, Social and Emotional Development

This learning links to our Understanding of the World Activities.

You could watch this [video](#) to help with your conversation.

Talk with an adult about how we can keep safe:

- When we are cooking, what can we do to make sure we are safe? E.g.: We could make sure we always have an adult with us; we could ask an adult to use any sharp tools or we can ask an adult to use the oven and make sure we do not touch any hot items.
- What other ways can we keep safe? Think about any other ways you know, for example: Hands, Face, Space.

Wednesday

Expressive Arts and Design

This week we are designing a boat for the gingerbread man.

- Find some junk modelling items in your house like a tub or a box.
- Can you make a beautiful boat for the gingerbread man to escape in?
- Test your boat in the sink or the bath –
- Challenge-can you make a boat that will float across the river? What would be the best materials? Does it need decoration to be able to work?
-

<p>Thursday</p> <p>Understanding the World</p>	<p>This week we are looking at how materials change.</p> <ul style="list-style-type: none"> • With an adult, make some toast– what does it look like before and after the toast is heated? What has made it change? • Think of any other food that changes when it cooks. How does it change? What do you have to do to it to make it change? E.g- eggs. Does all food need to be cooked in the same way? <p>Challenge: Can you make something by mixing the ingredients first? Send in pictures of what you have made or tell me what you notice about your food. UtW Resource 1</p>
Friday	Mrs Hatcher will post the link to the PE recorded lesson in the week to seesaw.

Mrs Hatcher





Resource 1



Maths:

Resource 2

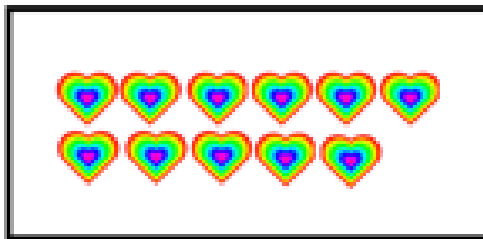
WALT: count with numbers up to 15

Independent

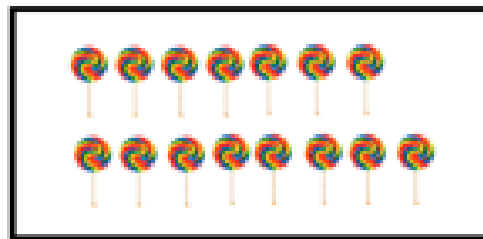
Can you match the number to the pictures?



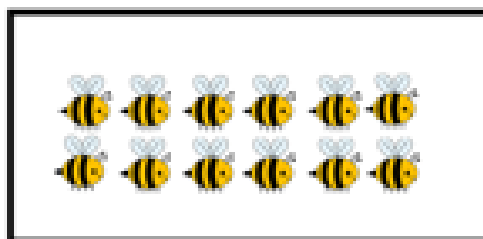
11



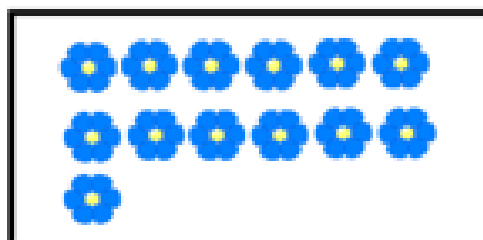
12



13



14



15



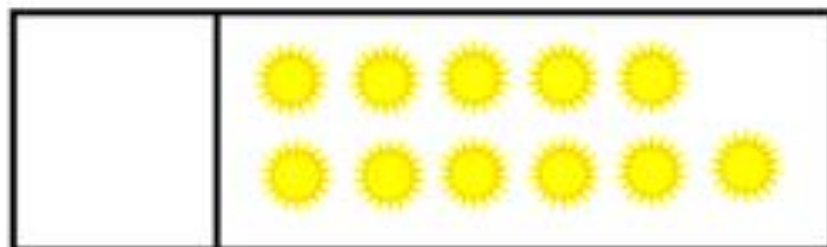
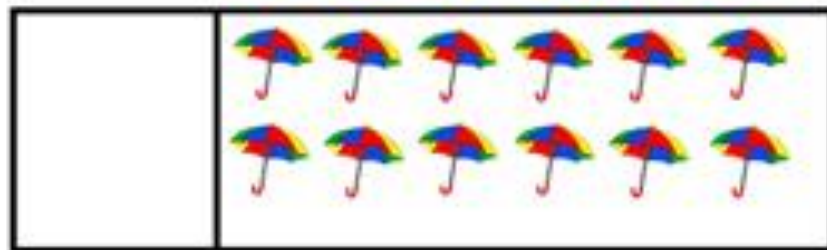
Challenge Sheet

WALT: count with numbers up to 15

Independent



Can you count the pictures and write the correct number next to them?



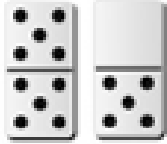
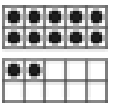
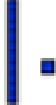

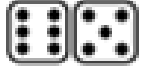

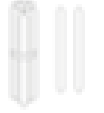

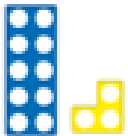
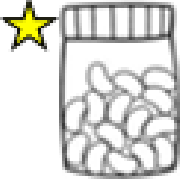


Maths:

Resource 3

WALT: Recognise, count and write numbers 1-5

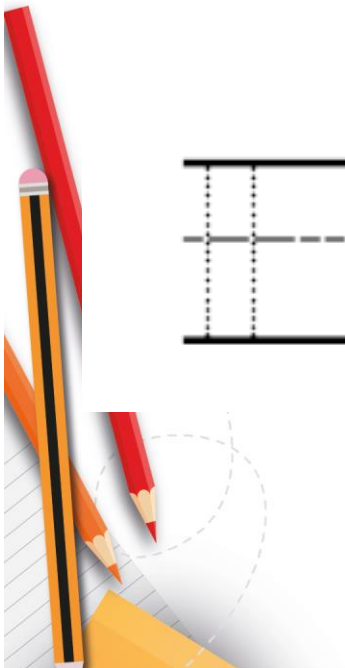
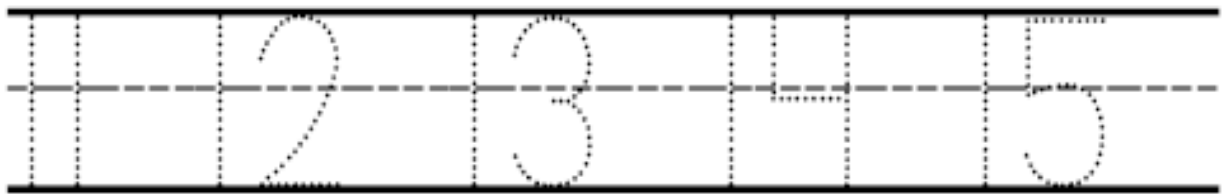
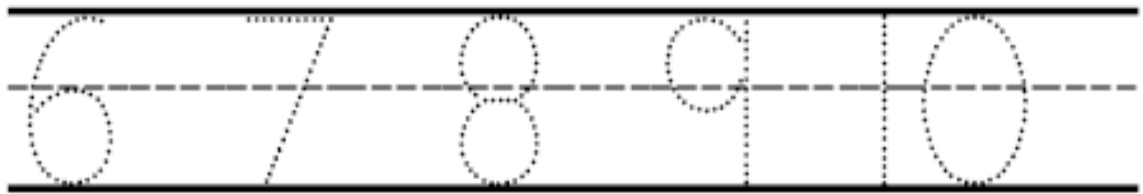
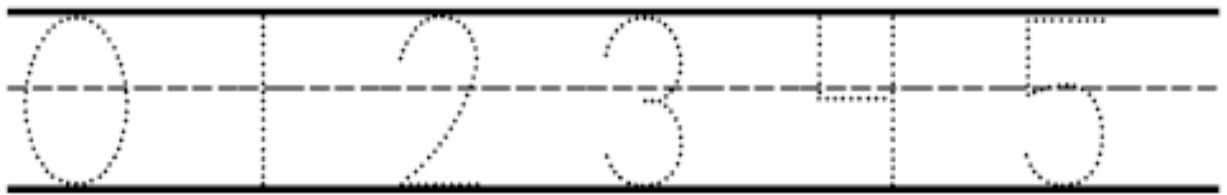
Can you count how many and write the number to match for each picture?

 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/> 13 or <input type="text"/> 15 <input type="text"/> ?

Maths:

Resource 4

NUMBERS



Resources

Literacy:





Home Learning

Literacy Resource 1

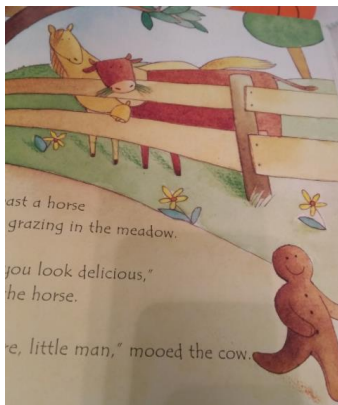
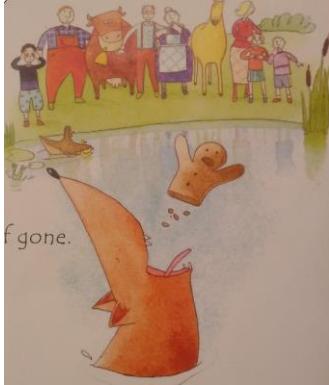
Beginning	
Middle	
End	



Can you challenge yourself by writing a caption to say what is happening?



Literacy Resource 2



Can you retell the story using some of the repeating phrases? Can you do the voices for the characters?

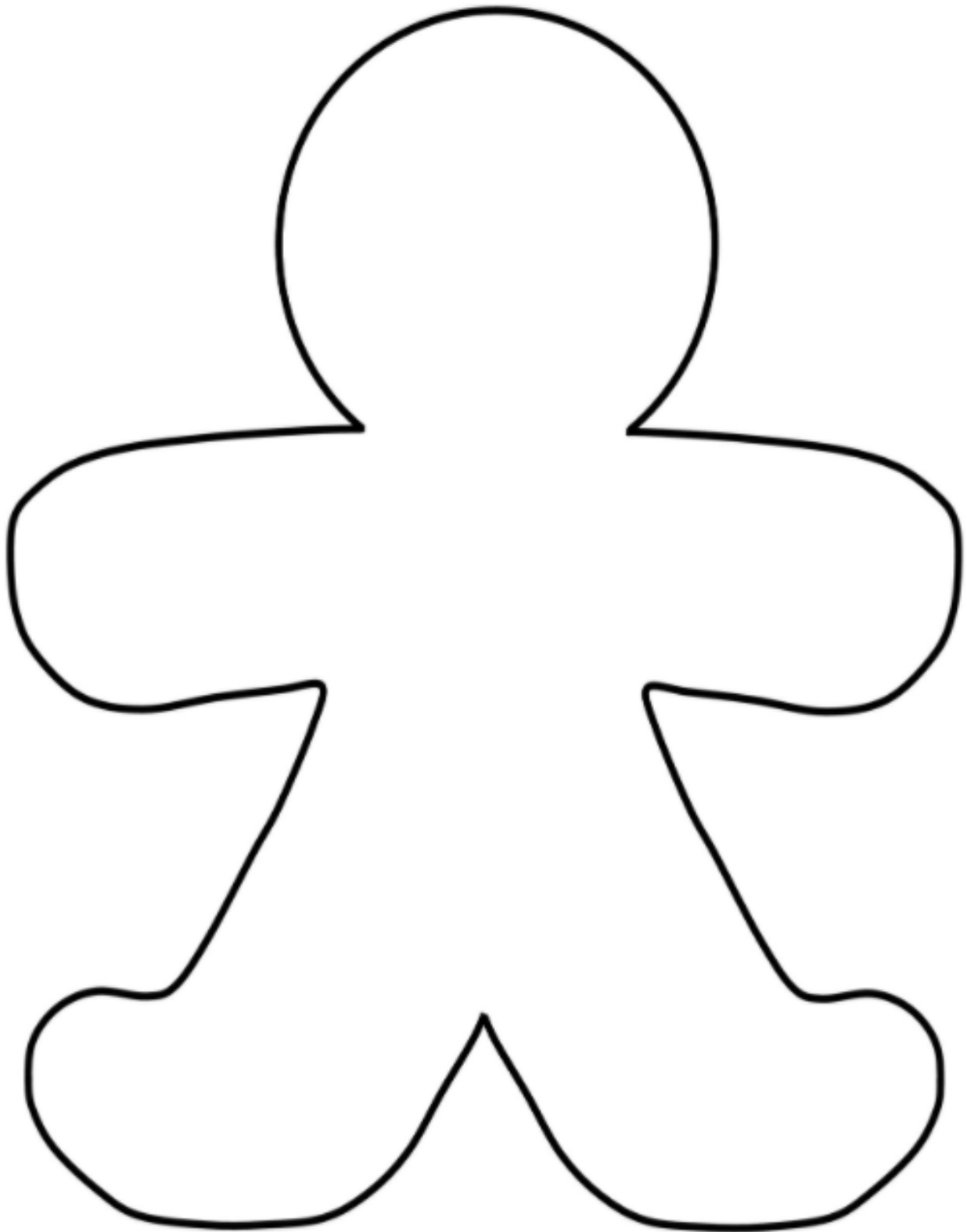




Home Learning

Literacy Resource 3

Design your gingerbread person here!





Home Learning

Describe your person here.

It has

He has

She has

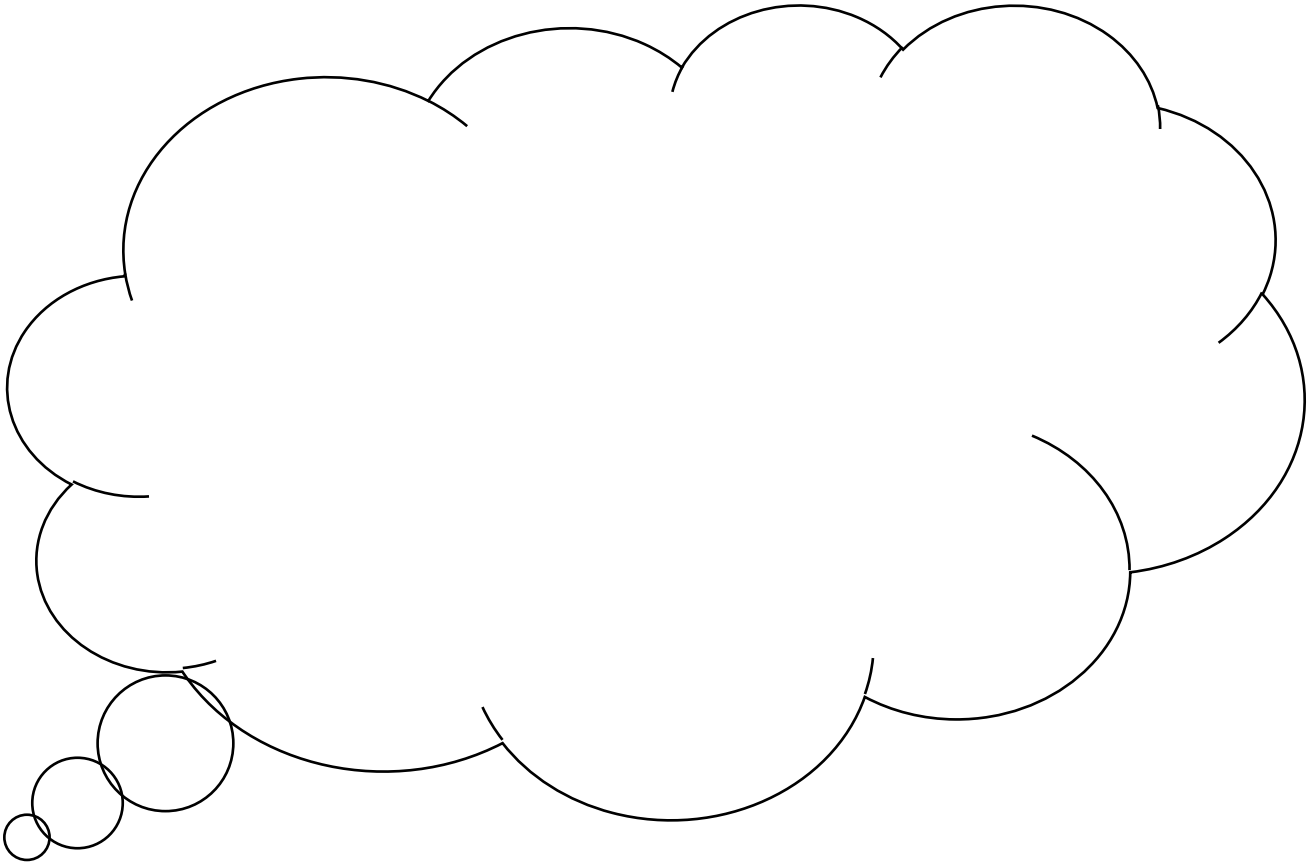


For more challenge, use the blank lines and write your own sentences.



Literacy Resource 4

Choose a character from below. What might they be saying?



★ ★ ★ For more challenge, add a capital letter at the beginning and a full stop at the end of your sentence. Can you read back what you have written using the voice of the character?

Gingerbread Man Ingredients


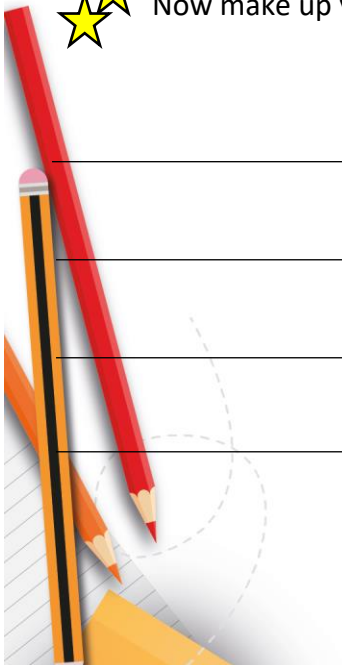
Flour



A witch's toenail

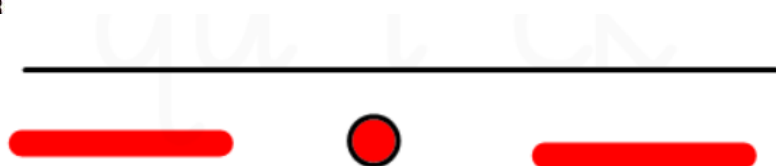
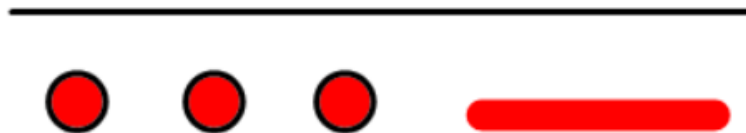
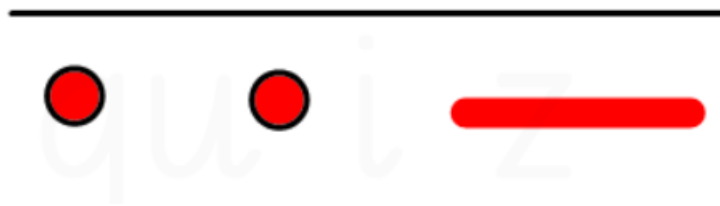
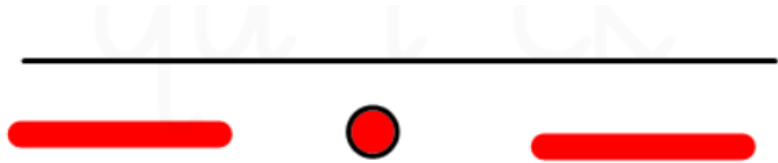
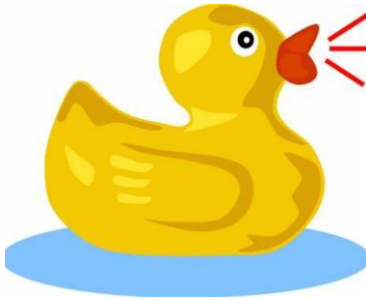


Now make up your own magical ingredients.



Phonics resource 1

Can you write the word on the sound buttons?





Home Learning

Understanding the World resource 1

Choose a cooking job to help with in the kitchen.

Look carefully at the food – what does it look like before cooking? (Draw or write)

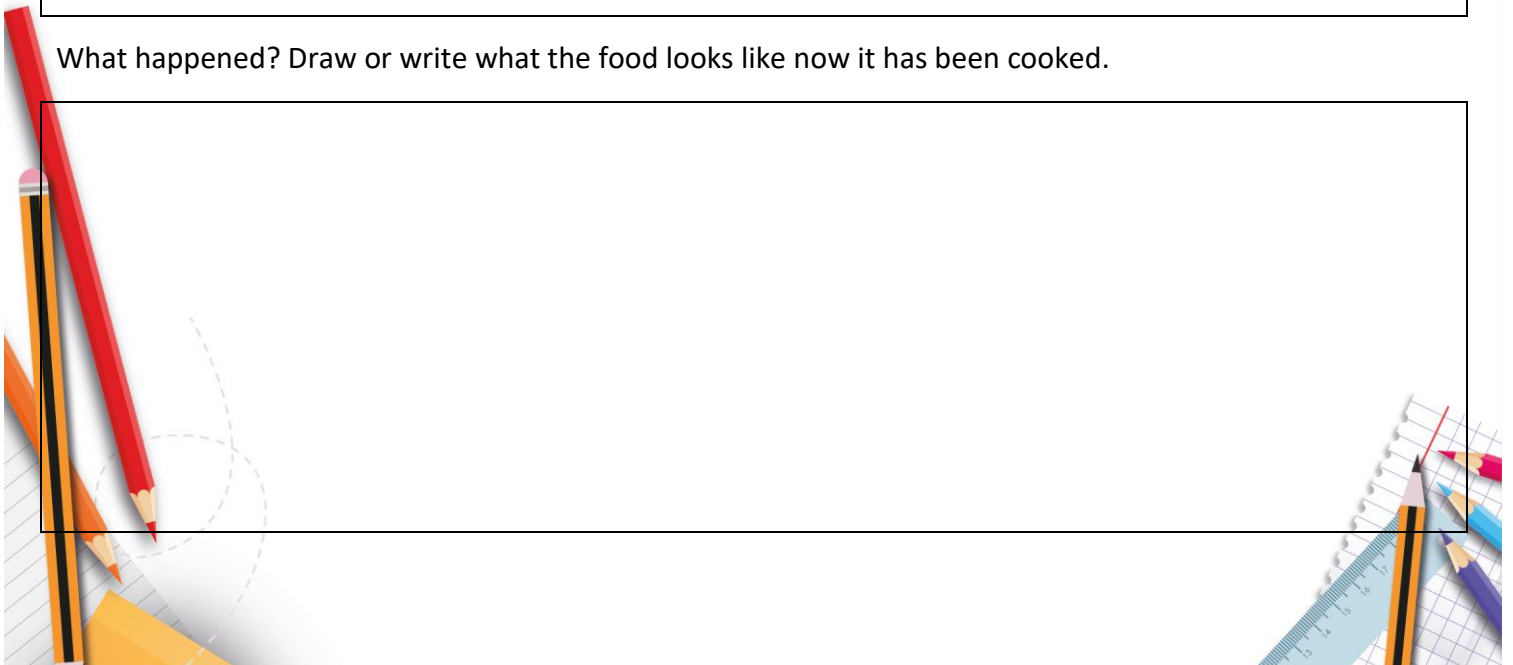
A large, empty rectangular box with a thin black border, intended for a student to draw or write their observations of food before cooking.

What do you think will happen while it is cooking? (Make a prediction).

I think it will...

A large, empty rectangular box with a thin black border, intended for a student to draw or write their predictions about what will happen while the food is cooking.

What happened? Draw or write what the food looks like now it has been cooked.

A large, empty rectangular box with a thin black border, intended for a student to draw or write what the food looks like after it has been cooked.

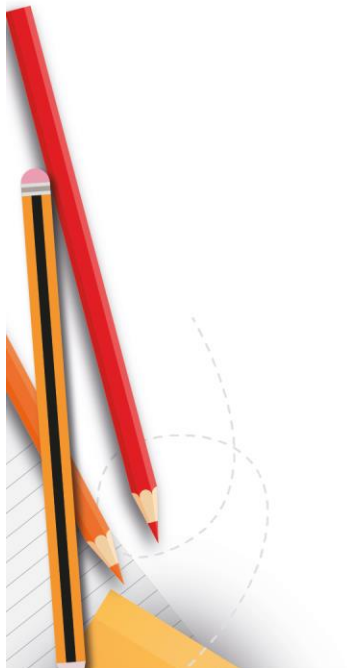


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