

Reception Home Learning

Time frame: week beginning: 25/01/21

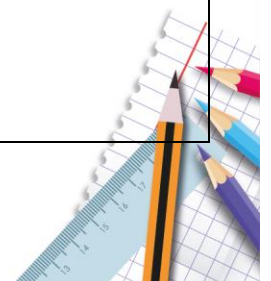
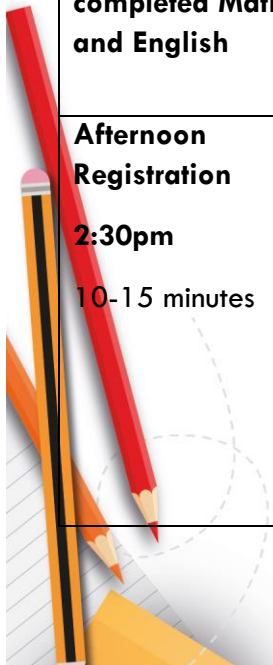
We are so sorry you are unable to be at school. Whilst you stay at home, we want you to keep learning, so please complete the following work I have set for you.

- 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.
- **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	
Wake Up, Shake Up 8:30am 30 minutes	'Wake Up, Shake Up' - Live Fun Fitness Sessions with Mr Bartlett and your schoolmates on Mondays, Tuesdays, Wednesdays and Fridays at 8.30-9.00am. Start your day right with a fun fitness session and challenges with Mr Bartlett and your schoolmates! What better way to move your body, laugh with your friends and feel great for the rest of the day! They are open to all pupils and families at Belleville Wix, no matter your age. You may even spot a few of your teachers getting involved! Daily exercise has the power to improve your health, fitness and learning. Why not give it a go?!
Registration 10:00am	<ul style="list-style-type: none"> • Be dressed in your uniform • Have your resources to hand – pencils and paper or a whiteboard and a pen. • Registration • Home learning for the day explained
Maths 10:05am 20-25 minutes	<ul style="list-style-type: none"> • Teacher to teach the maths concept • Pupils sent off to complete their work independently. • Some pupils may stay on with teacher to discuss further.
Literacy 12:00am 20-25 minutes	<ul style="list-style-type: none"> • Teacher to teach the Literacy concept • 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 10-15 minutes	<ul style="list-style-type: none"> • Whole class reading session. • Pupils to share their work and say goodbye for the day.



Maths

Monday



Use positional language to describe the location of objects.

Can you learn some new words to help Tom?

- Find the objects and say where they are.
- Circle them and draw a straight line to the matching label.
- Can you use a range of words to describe the position e.g. under, beneath, below. [Maths resource 1](#)

Support: [Using mathematical language to describe position](#)



Deepening: Use the [image](#) to give clues to find an object in your own house using the position words. What other words can you think of for, between, above?

Tuesday

Find one more up to 15.

Tom has been learning some new counting skills. Help him to remember what numbers come next.

- Count from any number within 15.
- Begin to know in your head what should come next.
- Use pictures to help you choose the next number.

Have a go at the activity – [Maths resource 2](#)



Support: [Exploring one more within 10](#)



Deepening: Use dice, pictures or regular arrangements of objects – say how many there are and say one more by counting on in your head.

Wednesday

Find one less up to 15.

How can counting backwards help with subtraction? We will begin to solve number sentences.

- Represent a problem in different ways- with numbers, objects or pictures.
- Begin to know one less than a number using a numberline in my head.

Have a go at the activity – [Maths resource 3](#)

Support: [Exploring one less within 10](#)



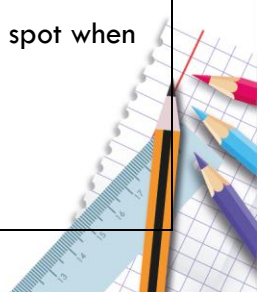
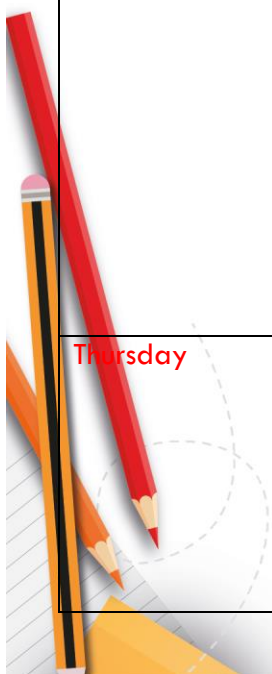
Deepening: Write a number sentence to match each verse of the song '[Ten green bottles](#)'. What do you notice about the numbers?





Thursday

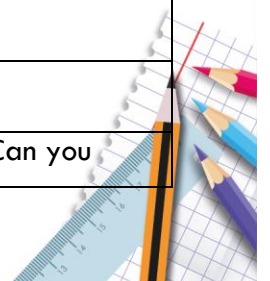
Place numbers in order.




We will be applying our learning from the last two weeks to see if we can spot when numbers are out of order and placing them in a sequence.

- Spot if a number is greater or smaller than a different number.
- Help Tom to put the numbers in the right places on the number line.



	<p>Have a go at the activity – Maths resource 4</p> <p>Support: Placing numbers within 10 in order</p> <p> Deepening: Put these numbers in order from smallest to greatest.</p> <p style="text-align: center;">0 11 5 14 8 12</p>
Friday	<p>Consolidate learning with numbers up to 15.</p> <p>Let's play a game using our knowledge of one more and one less.</p> <ul style="list-style-type: none"> • Say your numbers to 15 again – have a go at writing these in order. • You can use your number cards from yesterday to play with a grown up • Partner A – pick a number. Partner B – say the number that is one more and one less <p>Support: Consolidating learning of numbers within 15</p> <p> Deepening: Recall the number facts in your head, when asked one less than... is...</p>
	<p>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 Three Little Pigs</p> <p>Tom loves telling stories. He wants to retell The Three Little Pigs but he needs your help to remember what happened.</p> <ul style="list-style-type: none"> • Cut out the puppets in the resources section or make your own. • Can you use the story language and actions we have learnt for story telling? E.g. Suddenly, as quick as a flash. • You could watch the video again to help you retell the story. <p>Support: Literacy Resource 1</p> <p> Deepening: Can you draw a story map to help you remember the events in order? Can you change your voice to make the story sound exciting?</p>
Tuesday	<p>Look at the sentences and the pictures in the resource.</p> <p>Use your excellent sounding and blending skills to read and understand the sentences then match them to the pictures from the story.</p> <ul style="list-style-type: none"> • Remember to say all the sounds, blend them together, say the word and keep reading the sentence back to check you understand it. <p>Support: Phonics chart</p> <p> Deepening: Can you think of your own sentences about the pictures? Can you</p>



	apply your positional language words from Monday's Maths to describe the pictures?
Wednesday	<p>Today Tom has decided to help the pigs. He would like us to design a house to keep them safe for the pigs.</p> <ul style="list-style-type: none"> • Use the template. • Think what interesting items you could add to make it personal and comfortable for the pigs? • Use a range of pencil movements, including make a square or rectangle to represent objects. Try drawing a circle by going anti-clockwise. • Can you add some detail using wavy lines or spiky lines?
	Support: Literacy Resource 3
	 Deepening: Label the interesting items by listening to the sounds you can hear. Try for sounds at the beginning, middle and end of the word. If you are feeling more confident, why not write a description of your grand design?
Thursday	<p>Today the wolf needs to think about his actions. We are going to make a 'Wanted' poster to help catch the wolf and help him to change his ways.</p> <ul style="list-style-type: none"> • Use the poster template • Think about what the wolf looks like. Draw a picture of him. • Describe the wolf so that he can be found – you could write words, captions or sentences on your poster.
	Support: Literacy Resource 4
	 Deepening: Use a wide range of adjectives (describing words) to develop your sentences. Eg: scary, mean, furry..... and many more!
Friday	<p>Using our Talk for Writing skills, we are going to change an element of the story.</p> <ul style="list-style-type: none"> • Choose a different set of characters to build the houses. • Look at these pictures if you need some ideas. • Retell the story- what other elements could we change?
	Support: Literacy Resource 5
	 Deepening: Could you make a new story map using pictures or words to help you retell the story?

Reading

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.

Phonics

This week we are learning consonant digraphs and recapping the sounds we have learnt in Phonics.

Monday: Watch the lesson [here](#) - blending 'nk'

Tuesday: Watch the lesson [here](#) - digraph 'oo'

Wednesday: Watch the lesson [here](#) - digraph 'ie' Phonics Resource 1

Thursday: Watch the lesson [here](#) - digraphs 'ee' and 'or'

Friday: Watch the lesson [here](#) - digraph 'oa' Phonics Resource 2

Complete [Phonics resource 1](#) and [Phonics resource 2](#) 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, was, of

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

Understanding
the World

[What is Burns Night? - CBBC Newsround](#)

Monday night (25th January) is Burns' Night. Find out how people celebrate Burns Night on the video link.

- He wrote poetry how he spoke so it can be hard to understand sometimes. He wrote a poem to a mouse and a haggis as well!
- Think about what is similar about celebrations you have. Do you eat special food? Sing a particular song or do a dance?



A Red, Red Rose

O my Luv'e's like a red, red rose
That's newly sprung in June;
O my Luv'e's like the melodie
That's sweetly play'd in tune.

Tuesday

Personal, Social
and Emotional
Development

Talk about the behaviour of the wolf

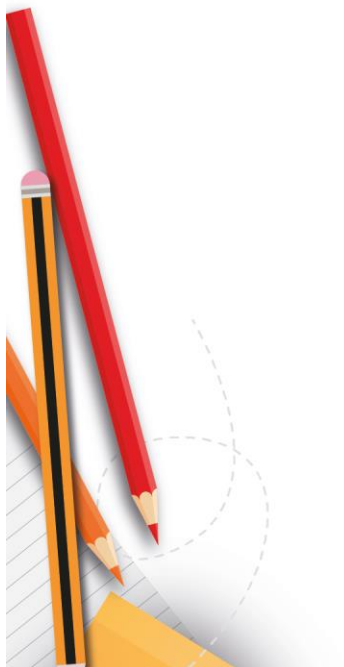
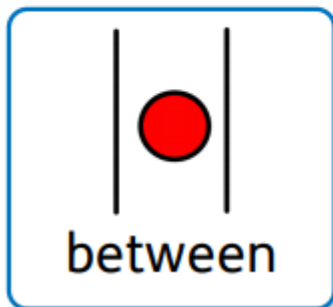
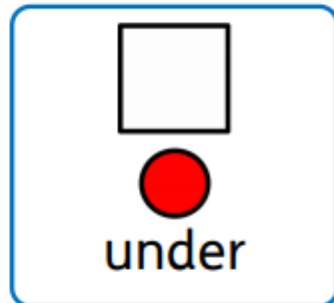
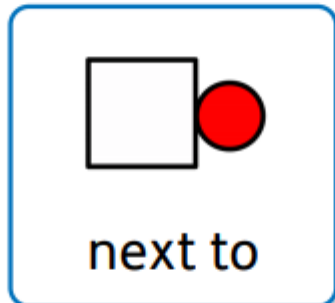
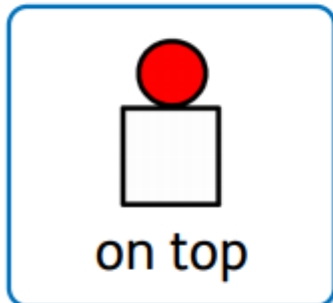
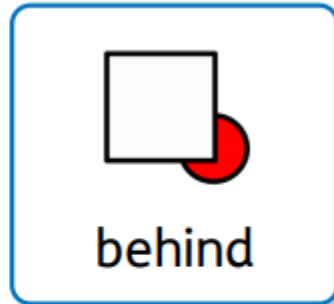
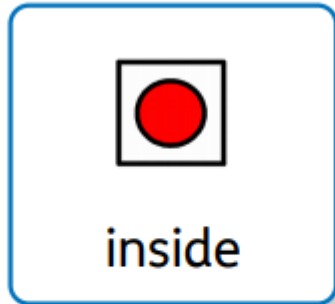
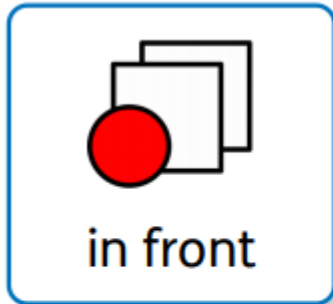
- What is the right choice and why?
- If the pigs didn't want to let the wolf in, should he make them? Should the wolf destroy things when he is cross?

	<ul style="list-style-type: none"> • Draw a picture to show what better choices the wolf could have made instead.
<p>Wednesday</p> <p>Expressive Arts and Design</p>	<p>What items do you have that you can use to build a sturdy house? Build a house for the pigs to live using junk modelling materials. You can refer to your plan from Wednesday to help you.</p> <ul style="list-style-type: none"> • What will it need? Windows/door/chimney etc. • How will you join it together? How will you make sure it is strong? Why no test your house using a hair dryer (cold setting) Will it survive? • Take a picture of what you have made.
<p>Thursday</p> <p>Physical Development</p>	<p>Choose some fine motor development activities:</p> <ul style="list-style-type: none"> • Stretch open an elastic band by spreading your fingers on one hand. • Thread some dry pasta on a shoelace or string. • Use a colander and poke some dry spaghetti through the holes without breaking them. • Practise doing buttons and zips. For extra challenge, try making a bow in shoelaces.
<p>Friday</p>	<p>Mrs Hatcher will post the link to the PE recorded lesson in the week to seesaw.</p>

Mrs Hatcher

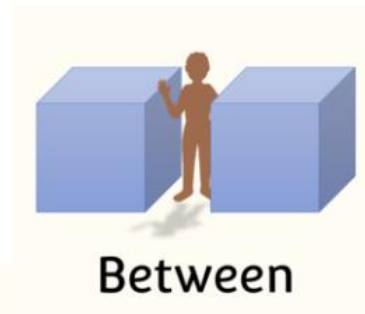
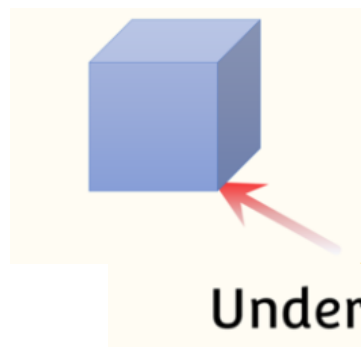
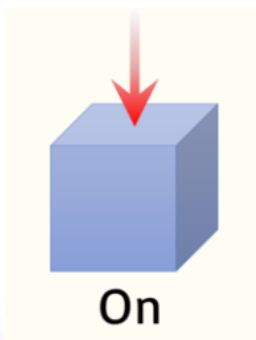
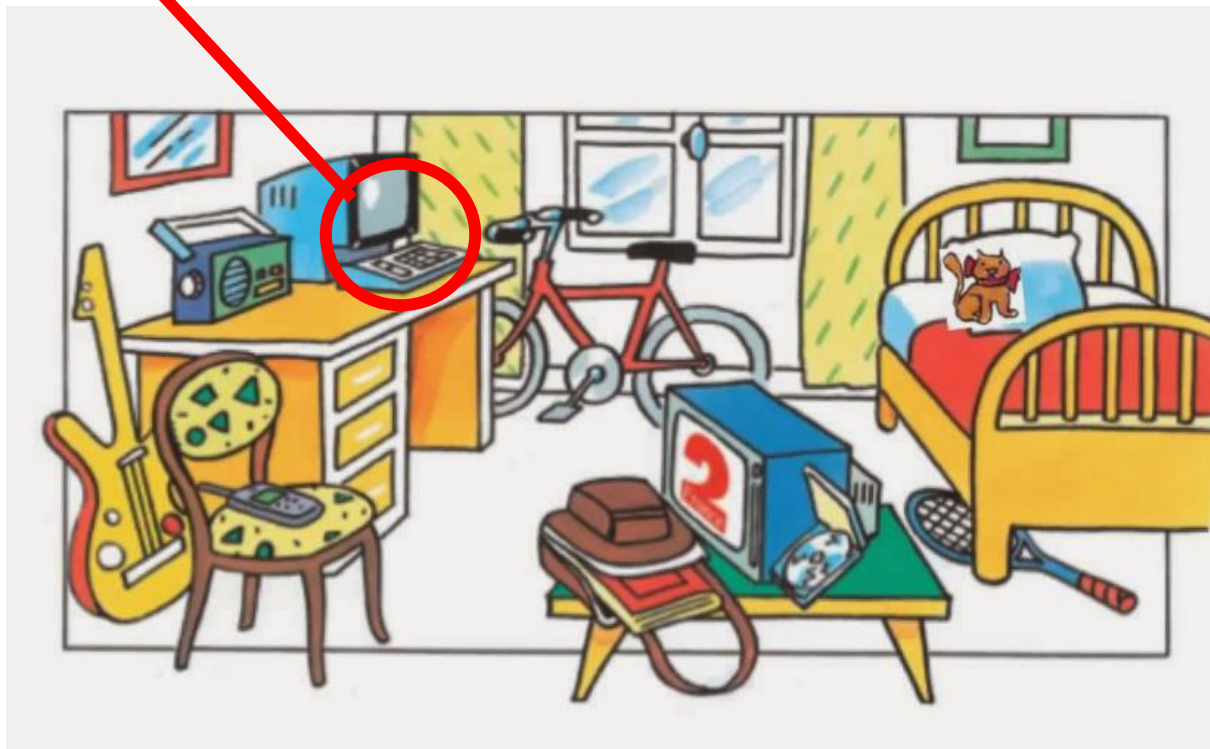
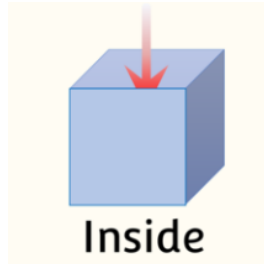
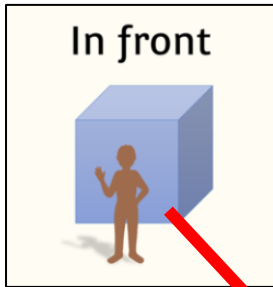


Maths Resource 1



Match the word to an object in the picture. One is done for you.

Example: The keyboard is **in front of** the screen



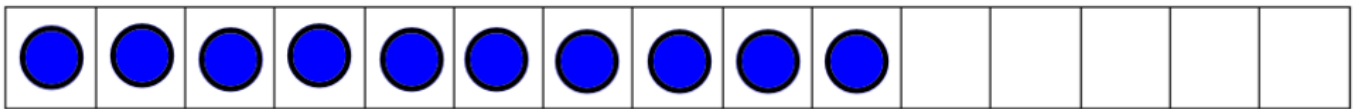
What other words can you think of that tell us the position of an object?

Maths Resource 2

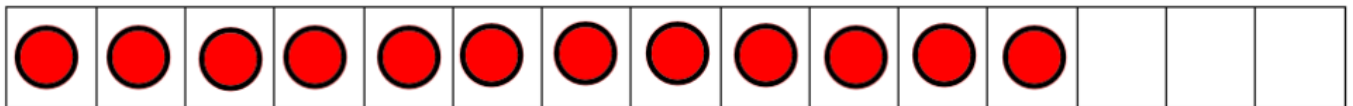
Find one more than each number by drawing one more in the box and counting carefully.



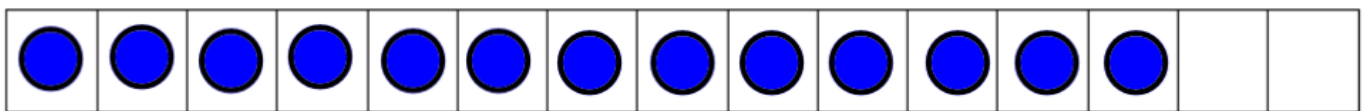
and 1 more is



and 1 more is



and 1 more is



and 1 more is



Practise saying one more than any number.

You can use your fingers to help with up to 10.



Maths Resource 3

Count the dots and say the number. Cross one off to find one less.
Then circle the number that matches.



8 9 13

One less than _____ is _____.



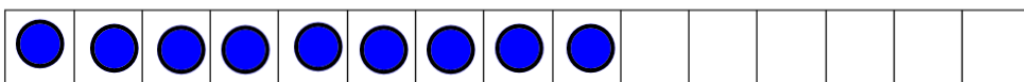
7 10 4

One less than _____ is _____.



11 12 13

One less than _____ is _____.



8 9 10

One less than _____ is _____.

★ Look at how the wording has changed in this sentence:




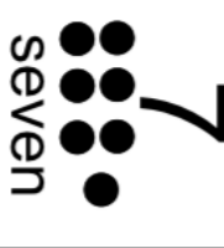


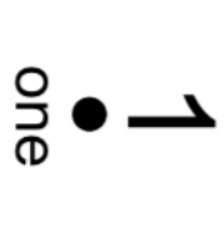




15 14 13

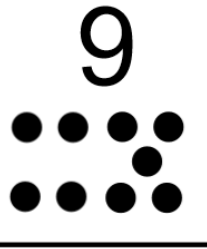

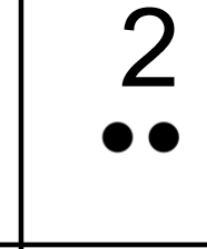
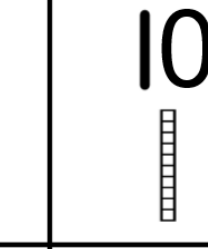
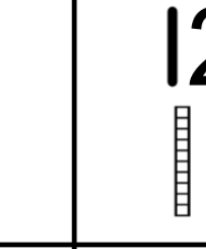
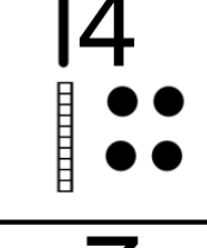
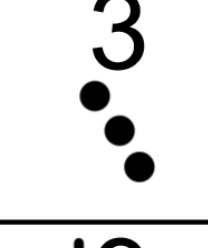
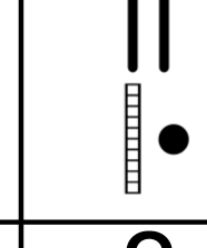
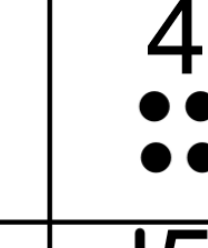
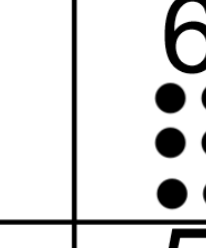
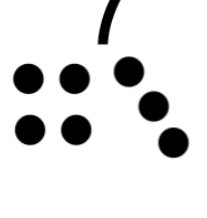
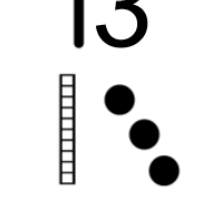
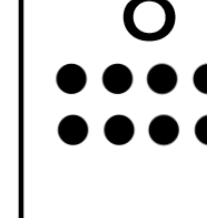
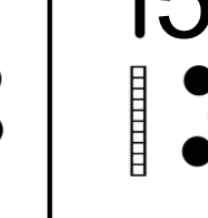
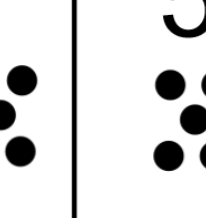
14 is one less than _____.



Maths Resource 4

Choose the number range that is best for you. Cut out the numbers and place them in the correct order. You could make your own number cards if you cannot print these.

 nine	 seven	 five	 three	 one
 eight	 six	 four	 two	

 9	 1	 2	 10	 12
 14	 3	 11	 4	 6
 7	 13	 8	 15	 5

Choose three numbers and place them in order from smallest to greatest.

Literacy:

Aa Bb Cc Dd Ee
Ff Gg Hh Ii Jj Kk
Ll Mm Nn Oo Pp
Qq Rr Ss Tt Uu
Vv Ww Xx Yy Zz



Literacy Resource 1



Use the pictures to help you retell the story.

You could tape them onto straws, lolly sticks or cardboard to make them sturdier.

Are there any characters missing? Why not make some other puppets?

Literacy Resource 2

The pigs ran and ran.



The wolf fell in the pot.



He huffed and he puffed.



The pig got lots of bricks.

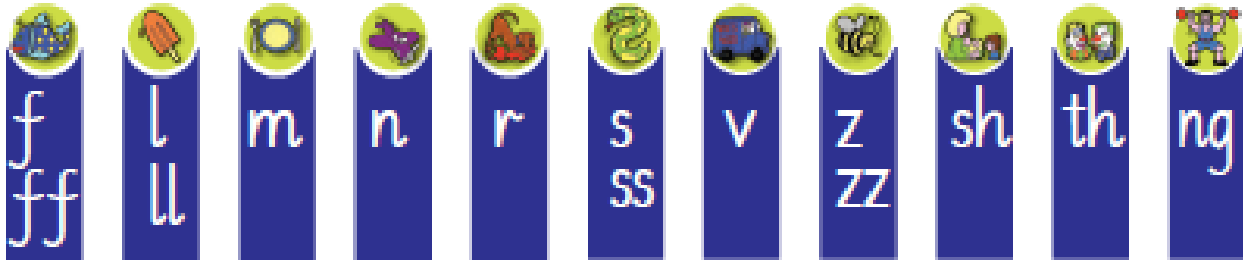


Now write your own sentence.



Consonant sounds

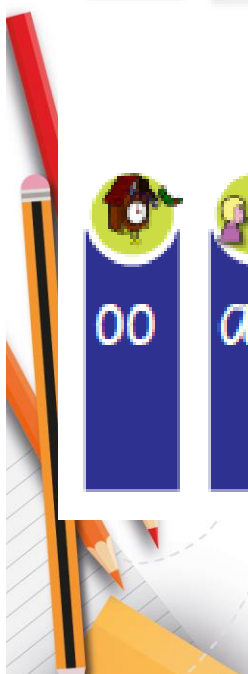
stretchy sounds



bouncy sounds



Vowel sounds





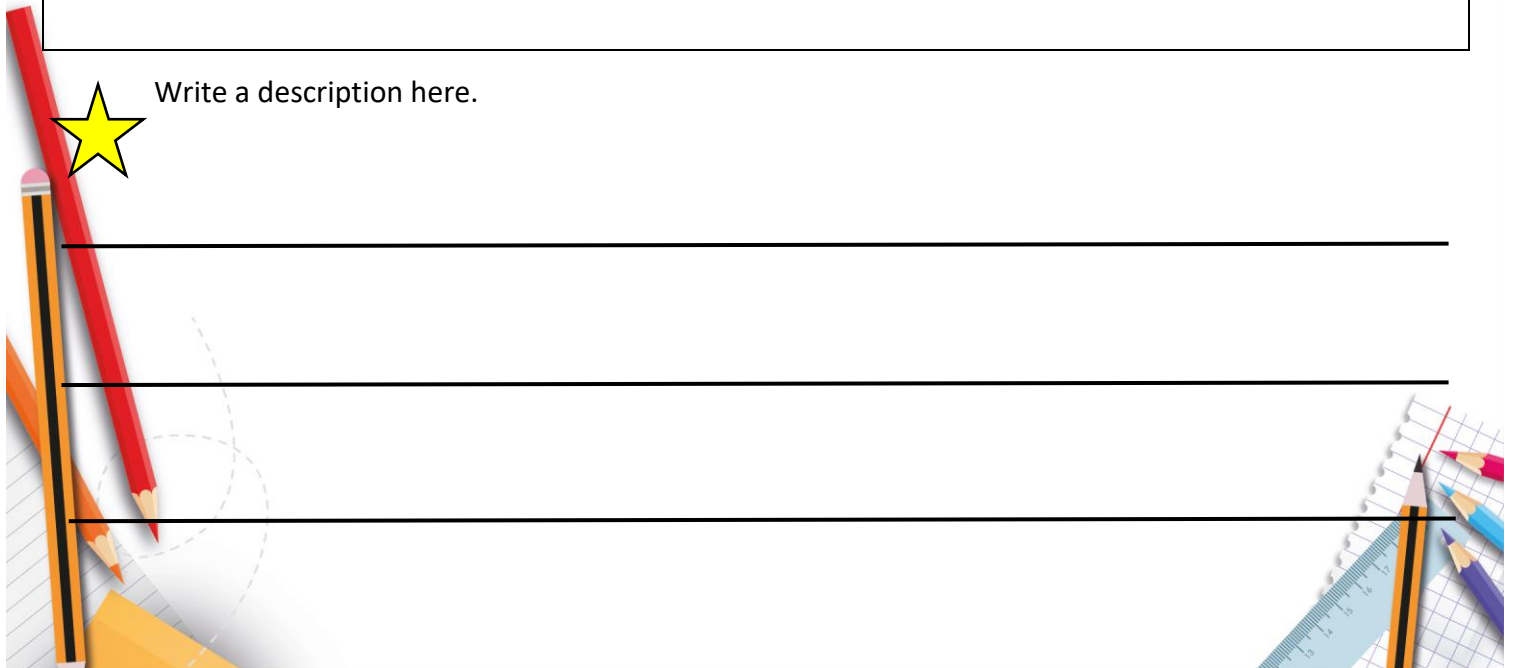
Home Learning

Literacy Resource 3

Draw a house for the three pigs to live in safely.

A large, empty rectangular box with a black border, intended for drawing a house for the three pigs.

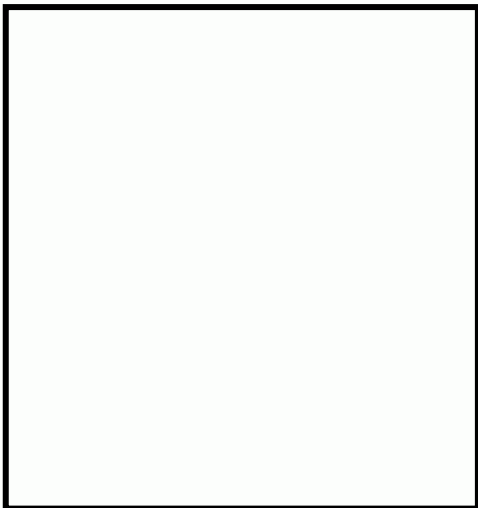
Write a description here.



Literacy Resource 4

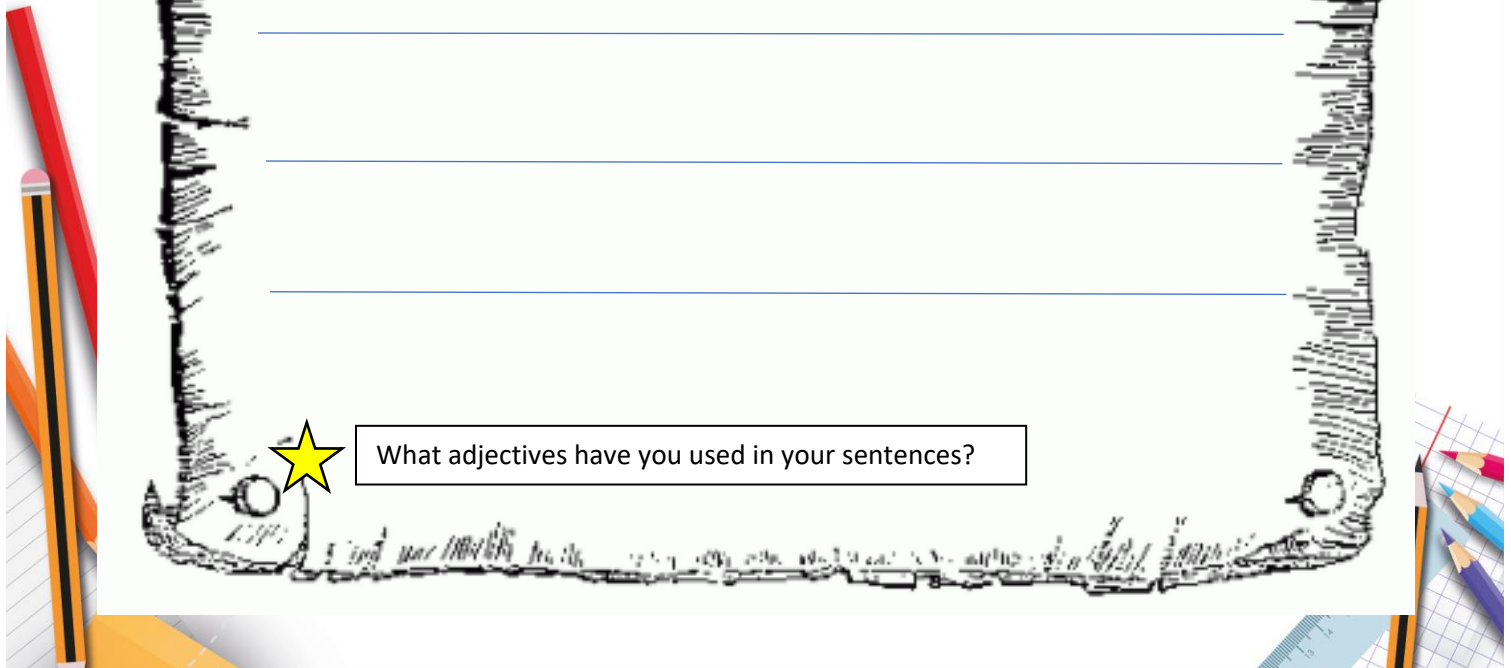
Describe the wolf to help us catch him.

WANTED





What adjectives have you used in your sentences?





Home Learning

Literacy Resource 5

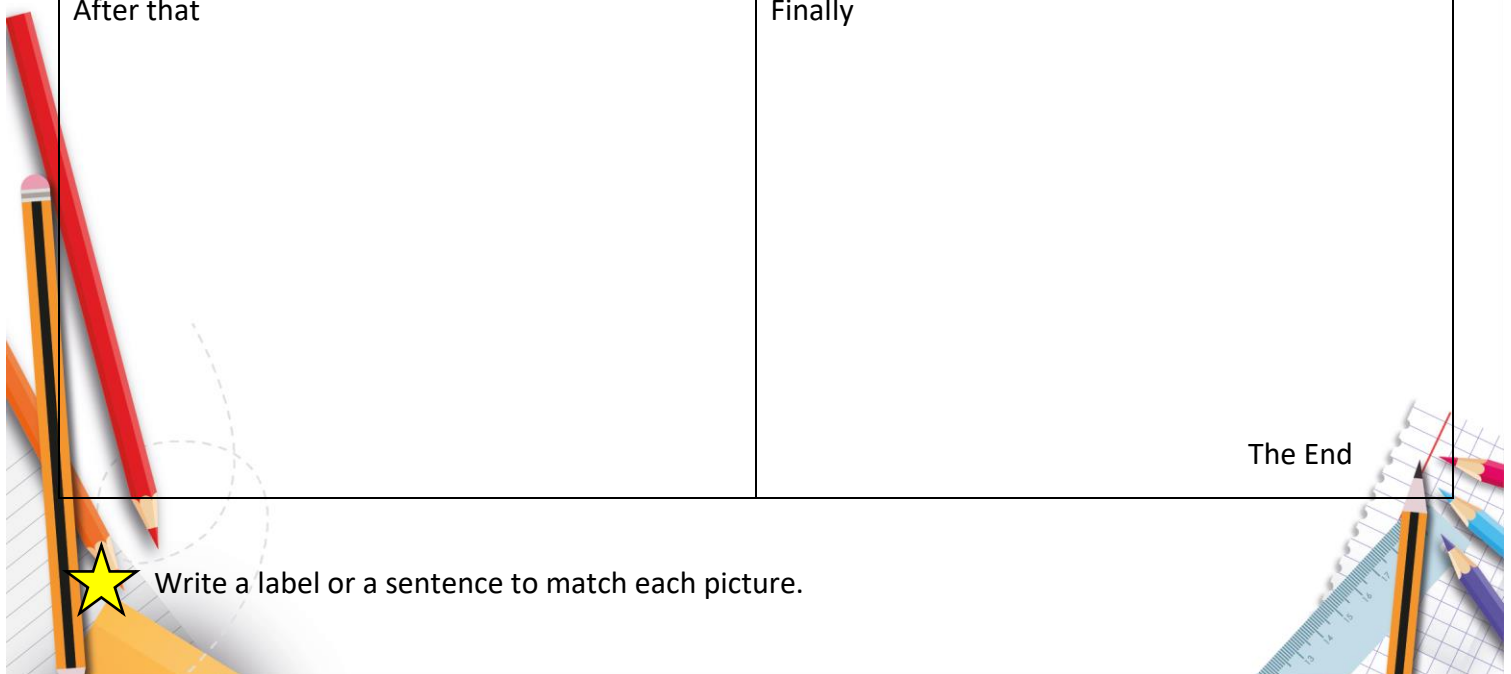
Draw what happens in your new version of the story.

Once upon a time	First
Then	Next
After that	Finally

The End



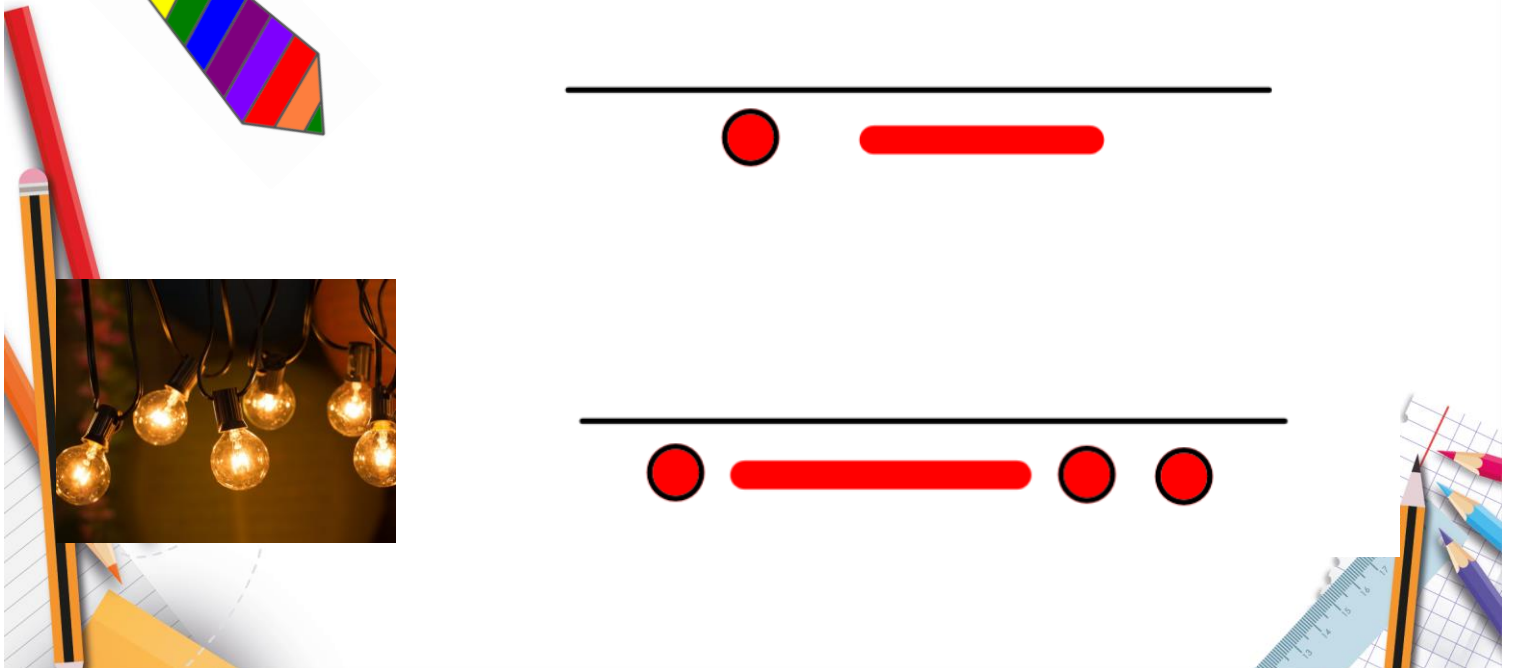
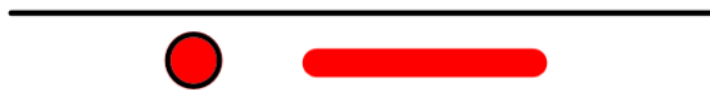
Write a label or a sentence to match each picture.





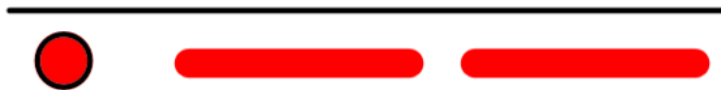
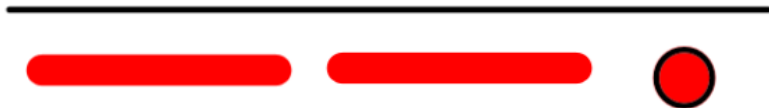
Phonics resource 1

Write the word on the sound buttons using the sounds, nk, oo, oo, ie, igh.



Phonics resource 2

Write the word on the sound buttons using the sounds, ee, or and oa.



Match the word and sounds



soap



seed

