

Reception Home Learning

Time frame: week beginning: 18/01/21

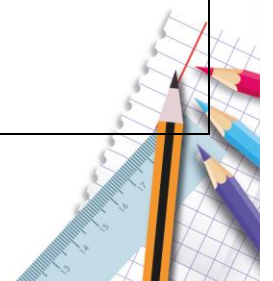
We are so sorry you are unable to be at school. Whilst you stay at home, we want you to keep learning, so please complete the following work I have set for you.




- 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.**

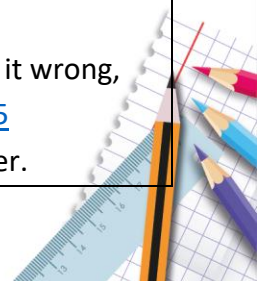
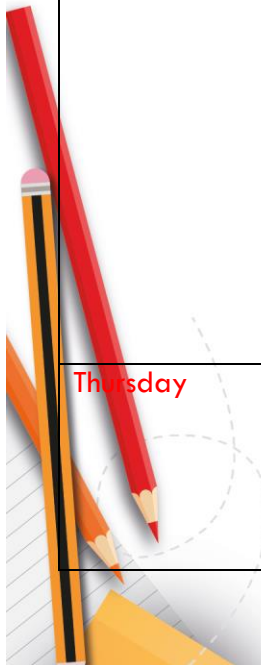






Reception Timetable

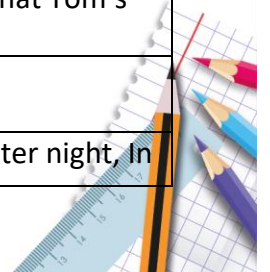
Zoom	
Wake Up, Shake Up 8:30am 30 minutes	'Wake Up, Shake Up' - Live Fun Fitness Sessions with Mr Bartlett and your schoolmates on Mondays, Tuesdays, Wednesdays and Fridays at 8.30-9.00am. Start your day right with a fun fitness session and challenges with Mr Bartlett and your schoolmates! What better 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 • 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	<p>Recognise count and write with numbers 11-15.</p> <ul style="list-style-type: none"> Recap counting with numbers 11-15. Have a go at the activity below - count the numbers of dinosaurs and write the number down. Maths resource 1 <p>Support: https://classroom.thenational.academy/lessons/counting-up-to-15-objects-and-putting-them-in-order-part-3-60v6cc</p> <p> Deepening: Fill in missing numbers on number line. Maths resource 2</p>
Tuesday	<p>Find one more.</p> <p>Tom and Marlon have been archaeologists and they have found some dinosaur bones. Tom found 7 but Marlon found 8. Who has more?</p> <ul style="list-style-type: none"> Have a go at the activity below, count the circles and write down what one more would be. You can choose the one star sheet with some numbers drawn in for you but choose the two star sheet if you want a challenge – don't forget Excellent Learners love a challenge! Maths resource 3 <p>Support: https://classroom.thenational.academy/lessons/knowing-one-more-than-a-number-within-15-60up8r</p> <p> Deepening: Can you write any as a calculation? E.g $3 + 1 = 4$</p>
Wednesday	<p>Find one less.</p> <p>Tom and Marlon have been using their dinosaur bones to help them with their numbers. Tom has realised they always have a different number of bones. Tom has 9 but Marlon has 10. Who has less?</p> <ul style="list-style-type: none"> Have a go at the activity below, count the circles and write down what one less would be. You can choose the one star sheet with some numbers drawn in for you but choose two star sheet if you want a challenge – don't forget Excellent Learners love a challenge! Maths resource 4 <p>Support: https://classroom.thenational.academy/lessons/knowing-one-fewer-than-a-number-within-15-6wtpcd</p> <p> Deepening: Can you write any as a calculation? E.g $5 - 1 = 4$</p>
Thursday	<p>Order numbers to 15.</p> <ul style="list-style-type: none"> Tom wants to order the numbered dinosaurs below but has done it wrong, can you write the numbers in the correct order? Maths resource 5 You could cut the dinosaurs out and stick them in the correct order.



	<p>Support: https://classroom.thenational.academy/lessons/ordering-and-exploring-numbers-within-15-6mr62c</p> <p> Deepening: Draw the correct number of objects next to the corresponding number.</p>
Friday	<p>Identify equal groups.</p> <ul style="list-style-type: none"> Recap that equal means the same. Have a go at the activity below – count the dots and write the amount in the box below, I have filled one in for you. Tick if they're equal or cross if they're not. Maths resource 6 <p>Support: https://classroom.thenational.academy/lessons/consolidating-learning-of-numbers-within-15-cguk0c</p> <p> Deepening: Can you make your own equal groups at home?</p>
	Literacy
Monday	<p>Write a story.</p> <p>Re-tell the story of Tom's night - Tom had a horrible night. He felt so sick so he got up to get a drink. He slipped and banged his head on the sink. He rang 999 and a man picked him up and put him on the bed. He went to hospital and the doctor gave him a pill and bandage on his head.</p> <ul style="list-style-type: none"> Look at the pictures below. Literacy resource 1 Write a word/caption or sentence to explain what is happening in each picture. <p>Support: Literacy resource 1</p> <p> Deepening: Can you write a sentence to tell me how Tom is feeling after his crazy night?</p>
Tuesday	<p>Write for a purpose.</p> <p>Tom went to see his Grandma at the weekend and she found a trunk in the attic full of items.</p> <ul style="list-style-type: none"> Look at pictures below. Literacy resource 2 Write a word/caption or sentence to match the pictures about what Tom's Grandma found in her trunk. <p>Support: I have included an example of what you could write below.</p> <p> Deepening: Can you use an exciting sentence starter? (On a cold winter night, In</p>



	the dark, dusty attic...)
Wednesday	<p>Design a setting.</p> <p>Listen to the story How to Grow a Dinosaur. The dinosaurs need to find a new place to live.</p> <ul style="list-style-type: none"> • Think of some ideas for a new setting. • Design a setting for the dinosaurs to live. Literacy resource 3. Keep this setting picture for tomorrow's lesson. <p> Deepening: Around your drawing write words or phrases to describe the setting e.g. blue trees, hot volcanoes, red dust.</p>
Thursday	<p>Hear and write the sounds in words.</p> <ul style="list-style-type: none"> • Look carefully at your setting picture you designed yesterday. • Think of some adjectives to describe it. How does it look, feel, sound or smell? • Write words, captions or sentences to describe your dinosaur setting. <p> Deepening: Can you read your work aloud?</p>
Friday	<p>Write for a purpose</p> <p>Listen to the story Old Bear. Tom thinks he has left a toy behind in Grandma's attic, so now he wants to rescue them just like the other toys did in 'Old Bear'.</p> <ul style="list-style-type: none"> • Look at the pictures from the story below. Literacy resource 4 • Write a caption or sentence for each picture to instruct Tom how he could rescue the toys. <p>Support: Literacy resource 4</p> <p> Deepening: Can you use some time words in your instructions? E.g. First, next, then.</p>

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

Monday: Recap digraphs learnt last week – you could re-watch lessons [‘nk’](#), [‘oo’](#) and [‘ie’](#).

Tuesday: Recap and blending lesson [here](#).

Wednesday: Watch the lesson [here](#) – digraph ‘ee’ ‘or’

Thursday: Watch the lesson [here](#). Read the captions or sentences aloud and circle our Words to Learn. [Phonics resource 1](#)

Challenge: Can you write a sentence with these words in?

Friday: Watch the lesson [here](#). Read the captions or sentences aloud and fill in the gaps with our Words to Learn. [Phonics resource 2](#)

Challenge: Can you write a sentence with these words in?

Words to Learn

Read and recognise our new Words to Learn this week:
Remember to use the letter names.

his, her, has

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

Look at the tricky words above, say them aloud. Have you seen these words before? Can you verbally put the words into a sentence? What makes a word tricky?

Other Curriculum Subjects

Monday

Personal, Social and Emotional Development

This week we are learning to show sensitivity to others’ needs and feelings.

Marlon, one of Tom’s teddy friends is moving away to another country – far far away. Marlon is really excited to move as he is moving to a big new school with lots of other teddies and lots of toys to play with.

- How do you think Tom is feeling?
- Could he be feeling sad and happy for his friend at the same time?
- Make a list of all the ways Tom could be feeling about his friend’s move away.

Tuesday

Expressive Arts and Design

This week we are learning to experiment to create different textures. Texture is what something **feels** like and dinosaurs are all different textures – scaly, smooth, slimy...

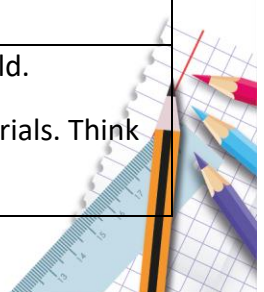
- Have a look at the pictures below to help you with ideas – [EAD resource 1](#).
- With any resources you have at home create 2 or 3 different dinosaur textures. You could use scrunched up tissue paper, paints, crayons, playdough...

Wednesday

Understanding the World

This week we are learning to comment and ask questions about our world.

We have been making junk model dinosaurs out of **lots** of different materials. Think about the following questions:



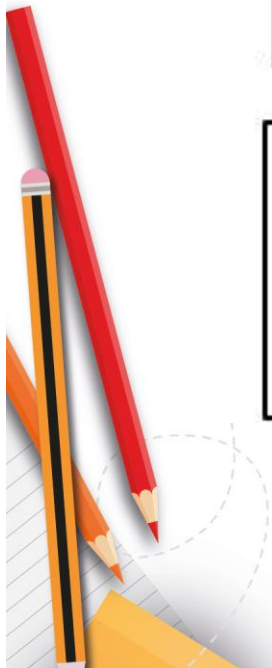
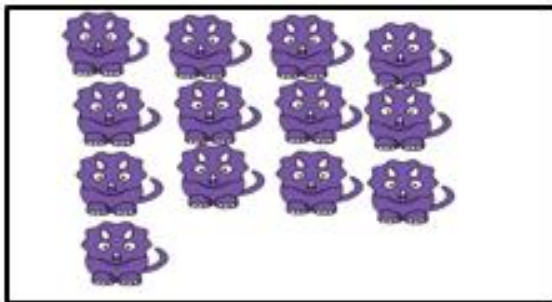
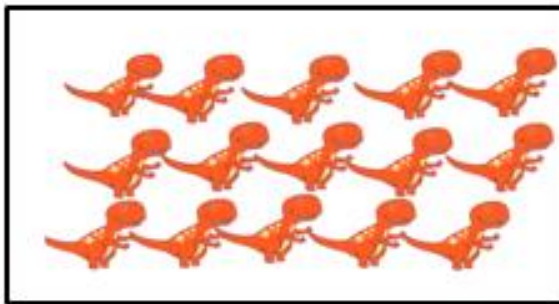
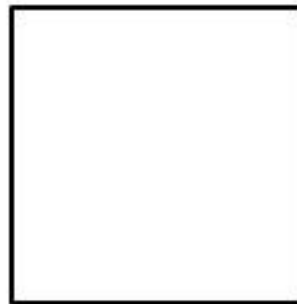
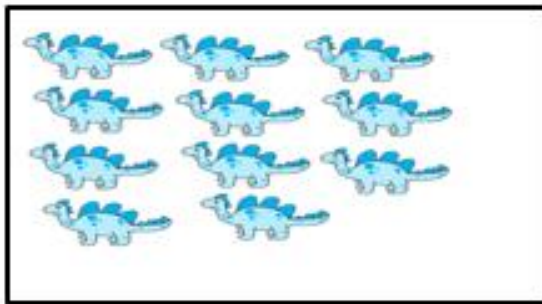
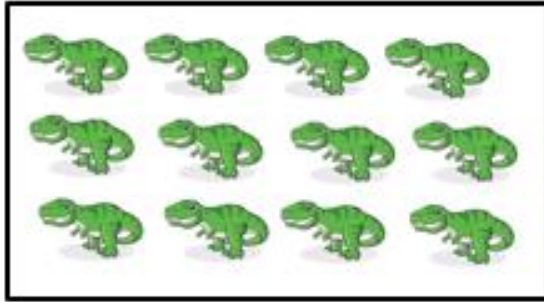
	<p>Watch this video.</p> <ul style="list-style-type: none">• What happens when we get rid of different materials?• Do we always put them in the same bin?• What does recycle mean? <p>Have a look at the materials below and have a go at sorting them into materials you can recycle and materials you can't recycle. UTW resource 1</p> <p>Challenge: Explain why.</p>
Thursday	Miss Ward will post the link to the music recorded lesson in the week to seesaw.
Friday	Miss Ward will post the link to the PE recorded lesson in the week to seesaw.

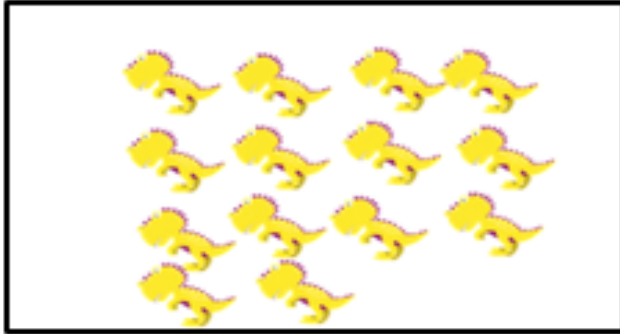
Miss Ward



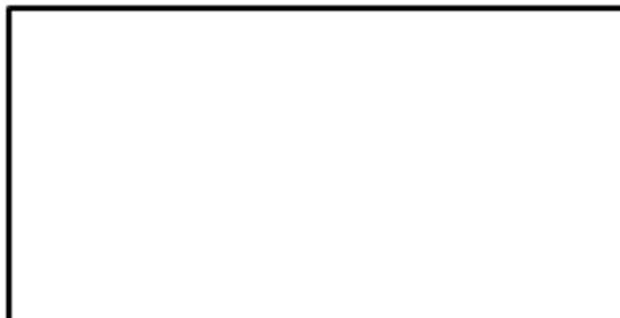
Maths:

Resource 1





★ Challenge: Can you draw 11, 12, 13, 14 or 15 things in the boxes and write the number to match?



Maths:

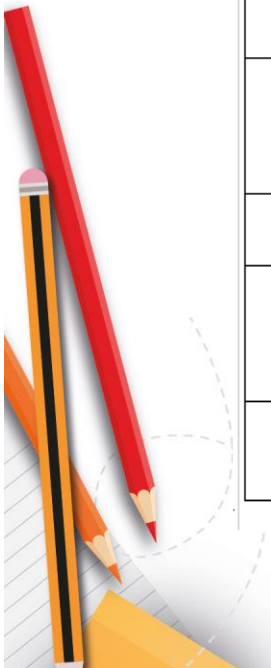


Resource 2

1	2	4	7	10	14

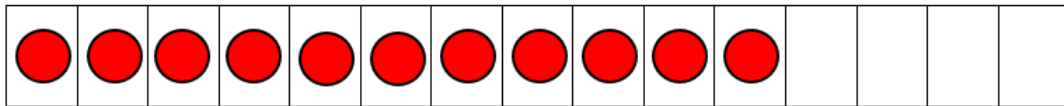
	3	5	10	11	14

1	4	6	8	14



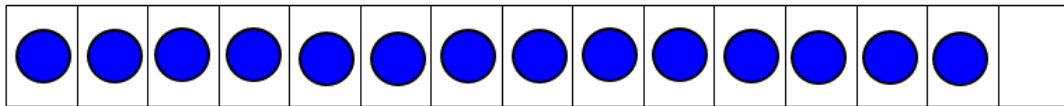
Maths:

Resource 3



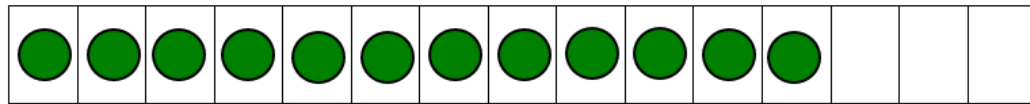
11

and 1 more is



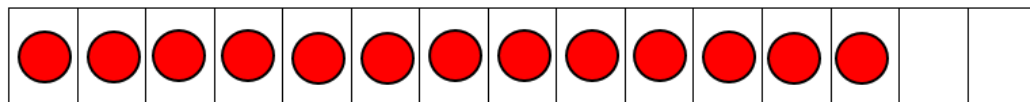
14

and 1 more is



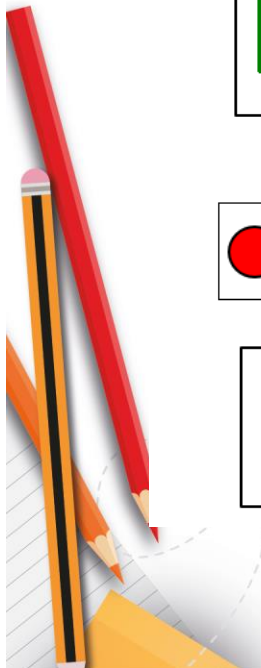
12

and 1 more is



13

and 1 more is





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and 1 more is

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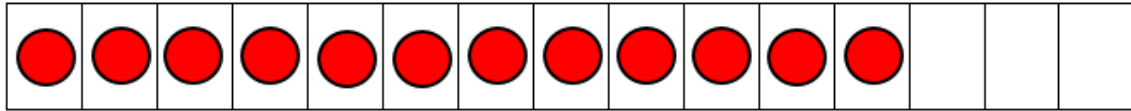
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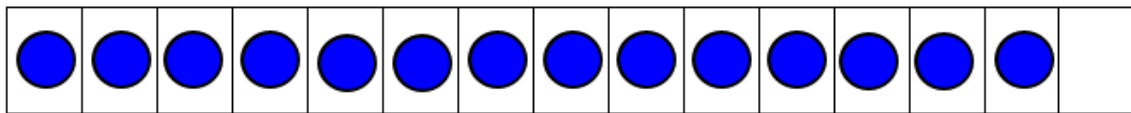


Maths:

Resource 4



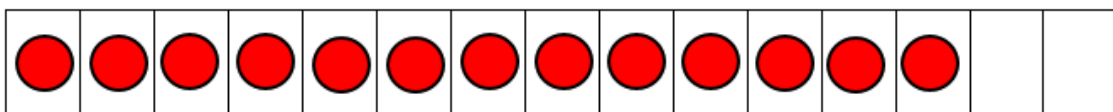
12 and 1 less is



14 and 1 less is



11 and 1 less is



13 and 1 less is





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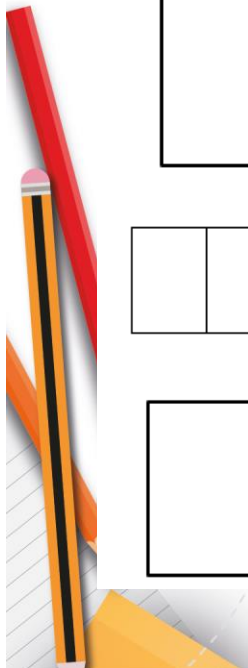
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and 1 less is

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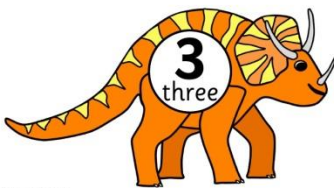
and 1 less is



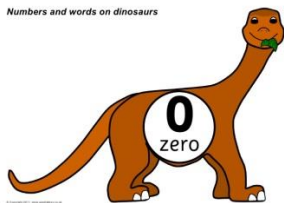
Maths:

Resource 5

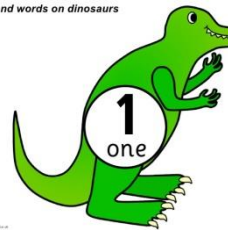
Numbers and words on dinosaurs



Numbers and words on dinosaurs



Numbers and words on dinosaurs



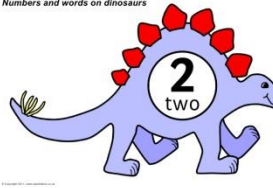
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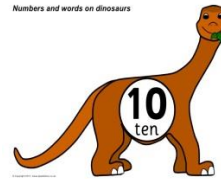
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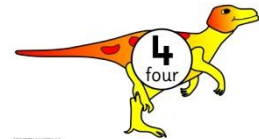
Numbers and words on dinosaurs



Numbers and words on dinosaurs



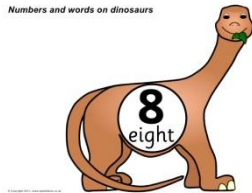
Numbers and words on dinosaurs



Numbers and words on dinosaurs



Numbers and words on dinosaurs



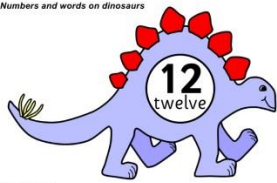
Numbers and words on dinosaurs



Numbers and words on dinosaurs



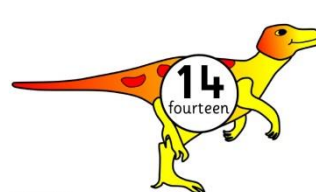
Numbers and words on dinosaurs



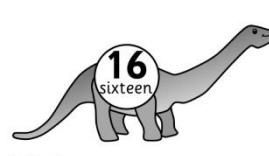
Numbers and words on dinosaurs



Numbers and words on dinosaurs



Numbers and words on dinosaurs

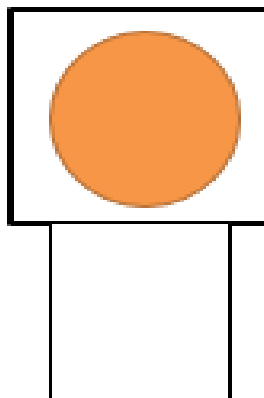
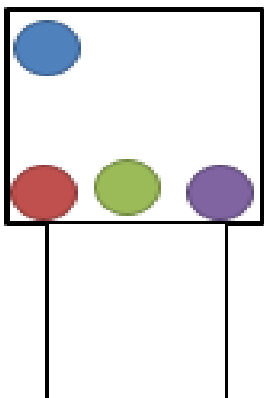
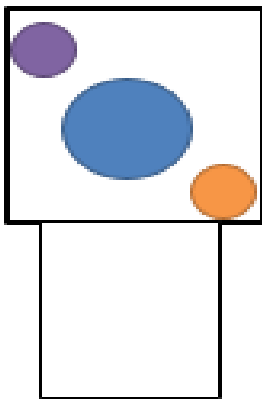
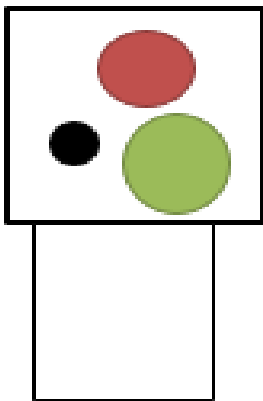
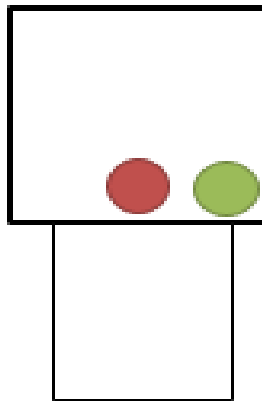
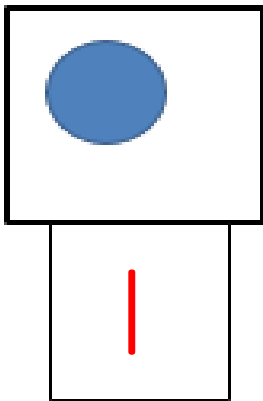


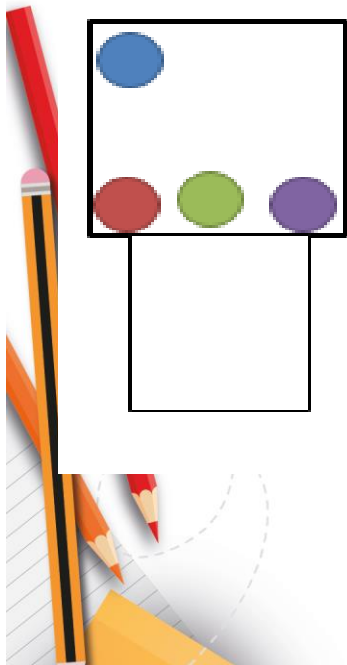
Maths:

Resource 6

WALT: identify equal groups

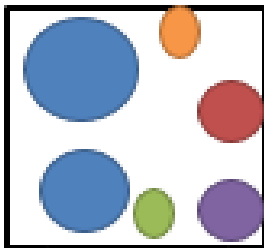
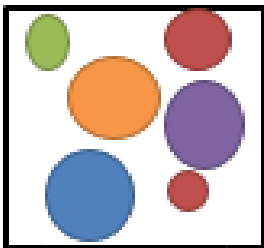
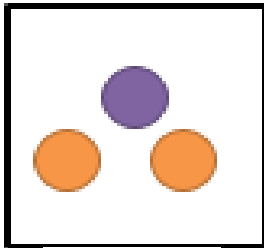
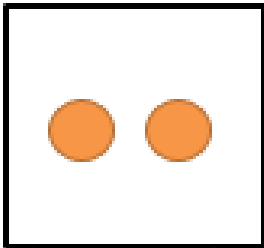
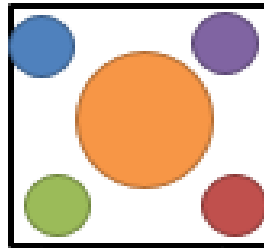
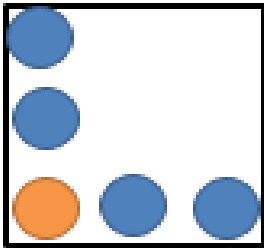
✓ or ✗

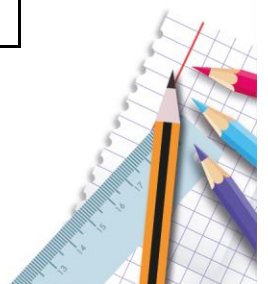




WALT: identify equal groups

✓ or ✗





Literacy:

Resource 1



WALT: write a story



Bed. ★

Tom is in bed. ★★

Tom is in bed but he feels
sick. ★★★



WALT: write a story



Literacy:

Resource 2



WALT: write for a purpose



Wood chest. ★

Tom found a wood chest in the attic. ★★

On a cold night Tom found a wood chest in the attic. ★★★





Home Learning

Literacy:

Resource 3

WALT: Design a Setting

Remember to: think of what it looks like and what is in it.

A large, empty rectangular box with a thin black border, intended for a student to draw a setting.

Literacy:

Resource 4

Independent

WALT write for a purpose



Bricks. ★

Use the bricks. ★★

First use the bricks to make a
tall tower. ★★★



Phonics:

Resource 1

It was his dog. ★

The big, scary dog was his. ★★

Her best friend.

She wanted to see her best friend.

I like his hat.

His hat was long, red and fluffy.

Was it his or hers?

They did not know if it was his or hers.

★ Challenge: Can you write a sentence with our Words to Learn in?



Phonics:

Resource 2

He _____ a dog. ★

He _____ a soft, brown dog. ★★

It _____ been cold.

It _____ been a cold and dark winter.

She _____ long hair.

She _____ long, brown hair and green eyes.



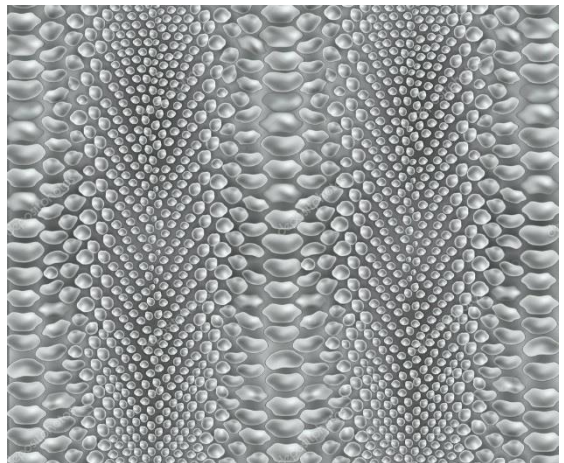
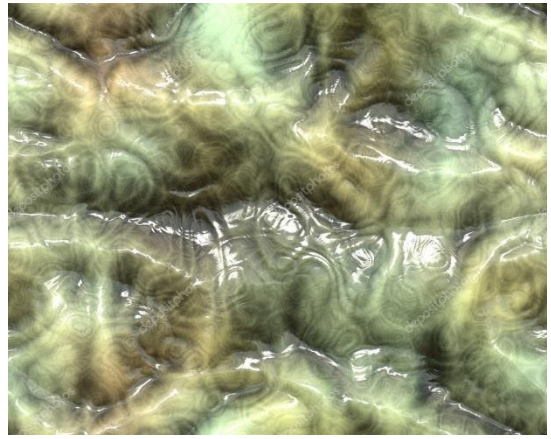
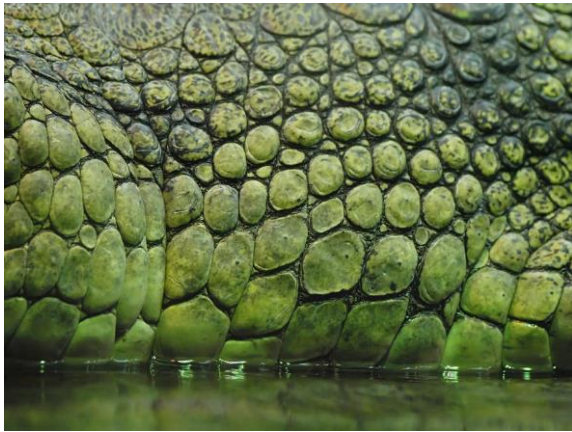
★ Challenge: Can you write a sentence with our Words to Learn in?



Home Learning

EAD:

Resource 1



UTW:

Resource 1

