

## Reception Remote Learning

Time frame: week beginning: 01.03.21

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

<b>Wake Up Shake Up</b> <b>08:30am</b> 30 minutes	<b>'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.</b> 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?!  <a href="https://us02web.zoom.us/j/83191144433?pwd=RTVLa0xyc0NSdVNhVnQvbkFwUVFRZz09">https://us02web.zoom.us/j/83191144433?pwd=RTVLa0xyc0NSdVNhVnQvbkFwUVFRZz09</a>				
<b>Registration</b> <b>10:00am</b>	<ul style="list-style-type: none"> <li>• Be dressed in your uniform</li> <li>• Have your resources to hand</li> <li>• Registration</li> <li>• Home learning for the day explained</li> </ul>				
<b>Maths</b> <b>10:05am</b> 20-25 minutes	<ul style="list-style-type: none"> <li>• Teacher to teach the maths concept</li> <li>• Pupils sent off to complete their work independently.</li> <li>• Some pupils may stay on with teacher to discuss further.</li> </ul>				
<b>Literacy</b> <b>12:00pm</b> 20-25 minutes	<ul style="list-style-type: none"> <li>• Teacher to teach the English concept</li> <li>• Pupils to complete their work independently.</li> <li>• Some pupils may stay on with teacher to discuss further.</li> </ul>				
<b>Curriculum</b> <b>When you have completed Maths and Literacy</b>	<ul style="list-style-type: none"> <li>• Pupils to complete the curriculum work in the home learning document.</li> <li>• Pupils to post their work on Seesaw to be marked by the teacher.</li> <li>• During this time, pupils to have lunch and take some exercise.</li> </ul>				
<b>Afternoon Registration</b> <b>2:30pm</b> 10-15 minutes	<ul style="list-style-type: none"> <li>• Whole class reading session.</li> <li>• Pupils to share their work and say goodbye for the day.</li> </ul>				
<b>Links to Days</b>	<a href="#">Monday</a>	<a href="#">Tuesday</a>	<a href="#">Wednesday</a>	<a href="#">Thursday</a>	<a href="#">Friday</a>
<b>Resources</b>	<a href="#">Monday</a>	<a href="#">Tuesday</a>	<a href="#">Wednesday</a>	<a href="#">Thursday</a>	<a href="#">Friday</a>

## Monday

<b>Maths</b>	<p><b>Addition</b></p> <ul style="list-style-type: none"> <li>You can recap the concept of addition <a href="#">here</a>. We use the add symbol + when we are adding one number to another to work out how many there is <b>altogether</b>.</li> <li>Talk Task – Partner A: Pick a number from your number line and count out that number of counters, pasta or lego. Partner B: Pick a number from your number line and count out that number of counters, pasta or lego. Partner A: Count how many you have altogether – can you say the number sentence?</li> <li>Repeat the talk task but this time can you record what you worked out in your own way? You could look at Tom’s Maths drawings below to help you. <a href="#">Maths resource 1</a></li> </ul> <p><b>Support:</b> <a href="https://classroom.thenational.academy/lessons/using-manipulatives-to-count-on-when-adding-60vpat">https://classroom.thenational.academy/lessons/using-manipulatives-to-count-on-when-adding-60vpat</a></p> <p> <b>Deepening:</b> Can you record your number sentence in at least 3 different ways?</p>
<b>Literacy</b>	<p><b>Know the beginning, middle and end of the story.</b></p> <ul style="list-style-type: none"> <li>Listen to the story of <a href="#">Little Red Riding Hood</a>.</li> <li>Join in with the story <a href="#">actions</a> and think carefully about what is happening at the beginning, middle and end of the story.</li> <li>Draw your own story mountain showing the beginning, middle and end of Little Red Riding Hood. <a href="#">Literacy resource 1</a></li> </ul> <p><b>Support:</b> You could look at Miss Ward’s below. <a href="#">Literacy resource 2</a></p> <p> <b>Deepening:</b> Which words/sentences could we use to show the beginning, middle and end? Write key words/sentences to match, e.g. Once upon a time.</p>
<b>Curriculum</b>  <b>Expressive Arts and Design</b>	<p><b>Introduce storyline and narrative into play</b></p> <ul style="list-style-type: none"> <li>Think back to the story of <a href="#">Little Red Riding Hood</a>.</li> <li>What delicious food would you like in your picnic basket?</li> <li>Design your own delicious basket of food you would bring to Grandma. <a href="#">Curriculum resource 1</a></li> <li>You could write a list of the food you have chosen below – keep this work for your curriculum task on Wednesday.</li> </ul>
<b>Phonics</b>	<p><b>Know our tricky word ‘said’</b></p> <ul style="list-style-type: none"> <li>Watch the lesson <a href="#">here</a>.</li> <li>Write a sentence with our new W2L in to describe what each character has <b>said</b>, e.g. “You can’t catch me!” <b>said</b> the Gingerbread Man. <a href="#">Phonics resource 1</a></li> </ul>

## Tuesday

<b>Maths</b>	<p><b>Addition</b></p> <ul style="list-style-type: none"> <li>• Watch the video on number stories in addition <a href="#">here</a>. There were 5 red apples and Red Riding Hood found 3 more. How many does she have altogether?</li> <li>• Use any objects you have at home (counters, pasta or lego) to help you solve the number story problems below. Can you put the numbers into the number sentences? <a href="#">Maths resource 2</a></li> </ul> <p><b>Support:</b> You can read the number sentences below with the numbers in <b>red</b> and partly filled in for you. <a href="#">Maths resource 3</a></p> <p> <b>Deepening:</b> The Big Bad Wolf went to the dentist and had 4 teeth sharpened. He went back to the dentist the next day and had another 4 teeth sharpened. How many teeth did the wolf have sharpened altogether?</p>
<b>Literacy</b>	<p><b>Act out a story</b></p> <ul style="list-style-type: none"> <li>• Listen to the story of <a href="#">Little Red Riding Hood</a> again.</li> <li>• With a partner at home, discuss what parts of the story you liked and disliked?</li> <li>• Look at your story mountain from yesterday. Can you use this story mountain to act out the beginning, middle and end of the story? Discuss the different parts needed and what each characters role is.</li> </ul> <p> <b>Deepening:</b> Can you write down the parts of the story that you liked and disliked?</p>
<b>Curriculum</b>  <b>Communication and language</b>	<p><b>To notice and describe changes</b></p> <ul style="list-style-type: none"> <li>• Look at the Little Red Riding Hood Spot the Difference. <a href="#">Curriculum resource 2</a></li> <li>• Circle or point out the differences that you can see.</li> <li>• Can you describe the differences you have spotted? Remember articulate learners can use their words to describe what they see.</li> </ul>
<b>Phonics</b>	<p><b>Know digraphs</b></p> <ul style="list-style-type: none"> <li>• Watch the lesson <a href="#">here</a>. Play digraph Bingo with me using the Bingo grid below – you can choose 1 star, 2 star or 3 star. <a href="#">Phonics resource 2</a></li> </ul>

**Wednesday**

**Maths**

**Addition**

- Watch the video [here](#) to see how we can use number tracks to help us solve number story problems. Jack has 6 white beans, the giant has 3 red beans. How many do they have altogether?
- Look at the number story problems below – fill in the number tracks and work out how many they have altogether. I have filled in the first one for you.

[Maths resource 4](#)

**Support:** <https://classroom.thenational.academy/lessons/adding-two-numbers-using-a-number-track-to-count-on-cmvk0t>



**Deepening:** Can you write your number sentence using + and = ?

**Literacy**

**Retell a story**

- Listen to the story of [Little Red Riding Hood](#) again.
- Practise using story language and actions. [Literacy resource 3](#)
- Think carefully about what happens at the beginning of the story.
- Use story language to write the beginning of the story. I have written an example to help you get started. [Literacy resource 4](#)

**Support:** Look at the pictures below from the beginning of Little Red Riding Hood – write a caption or sentence for each picture. [Literacy resource 5](#)



**Deepening:** Can you read your work aloud and underline the story language you have used?

**Curriculum**

**Understanding the World.**

**Look closely at similarities, differences and changes**

- Look at the food basket that you designed or you could look at the baskets below. [Curriculum resource 3](#)
- Have a think about the following questions:

Is the food in the basket healthy?

Why/why not?


What could you change to make your food basket healthier?



**Phonics**

**Know the trigraph 'ear'**

- Watch the lesson [here](#).
- Write captions or sentences to match the pictures in the video.

**Thursday**

Literacy	<p><b>Talk about a story.</b></p> <ul style="list-style-type: none"> <li>• Today is World Book Day – a day where we celebrate all the amazing books and authors. You could look at the World Book Day website <a href="#">here</a> to find out more.</li> <li>• Miss Ward’s favourite book is The Gruffalo because I like the characters and the illustrations.</li> <li>• What is your favourite book? Draw a picture of your favourite book. Can you write a sentence to explain why that book is your favourite?</li> </ul> <p><b>Support:</b> You could look at Miss Ward’s example below. <a href="#">Literacy resource 6</a></p> <p> <b>Deepening:</b> Who is the author? Who is the illustrator?</p>
Literacy	<p><b>Think about a story.</b></p> <ul style="list-style-type: none"> <li>• Listen to the story <a href="#">You Matter</a>.</li> <li>• What do you like about the story? The bright illustrations? The dinosaurs?</li> <li>• You matter for so many different reasons! Think about all the reasons why <b>you</b> matter.</li> <li>• Draw a picture or write a sentence to explain why you matter e.g. I matter because my family love me.</li> </ul>
Curriculum Music French	<p>Miss Ward will post the link to the Music recorded lesson in the week to seesaw.</p> <p>The links to the French lesson are as follows:</p> <p>Part 1: <a href="https://vimeo.com/516649174/e230c54b0d">https://vimeo.com/516649174/e230c54b0d</a></p> <p>Part 2: <a href="https://vimeo.com/516648980/82c47bb0c1">https://vimeo.com/516648980/82c47bb0c1</a></p>
Phonics	<p>Today is World Book Day – a day where we celebrate books, authors and illustrators and our love for reading!</p> <ul style="list-style-type: none"> <li>• Re-read your favourite book or read a new book you like the look of.</li> <li>• <b>World Book Day Challenge:</b> How many books can you read today? Can you spot any tricky words? Don’t forget – Excellent Learners love a challenge!</li> </ul>

	<b>Friday</b>
<b>Maths</b>	<p><b>Addition</b></p> <ul style="list-style-type: none"> <li>• Introduce our new star word 'equal'. Watch the video <a href="#">here</a> to help explain the meaning of equal.</li> <li>• Talk Task - Both partners to choose a number each, below 5, and put that number of objects on the number track. Move the numbers into the number sentence saying our new star words. <a href="#">Maths resource 5</a></li> </ul> <p><b>Support:</b> You could use the number tracks with the numbers below to help you. <a href="#">Maths resource 6</a></p> <p> <b>Deepening:</b> Can you write your number sentence using + and = ?</p>
<b>Maths</b>	<p><b>Create number stories</b></p> <ul style="list-style-type: none"> <li>• Recap our number stories this week <a href="#">here</a> and <a href="#">here</a> looking carefully at the pictures.</li> <li>• Look at the pictures below – can you make a number story out of them and tell it to a partner? I have written an example for you. <a href="#">Maths resource 7</a></li> </ul> <p><b>Support:</b> You can use objects at home to help you count (counters, pasta or lego).</p> <p> <b>Deepening:</b> Can you write down your number story problem?</p>
<b>P.E</b>	Miss Ward will post the link to the PE recorded lesson in the week to seesaw.
<b>Phonics</b>	<p><b>Know the trigraph 'ure'</b></p> <ul style="list-style-type: none"> <li>• Watch the lesson <a href="#">here</a>.</li> <li>• Finish the words with our new trigraph 'ure' and write them in captions or sentences.</li> </ul>

### 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.

### Words to Learn

This week our W2L is:

said

Remember to use the letter names.

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?

**Miss Ward**



## Resources

### Monday Resources

Maths 1

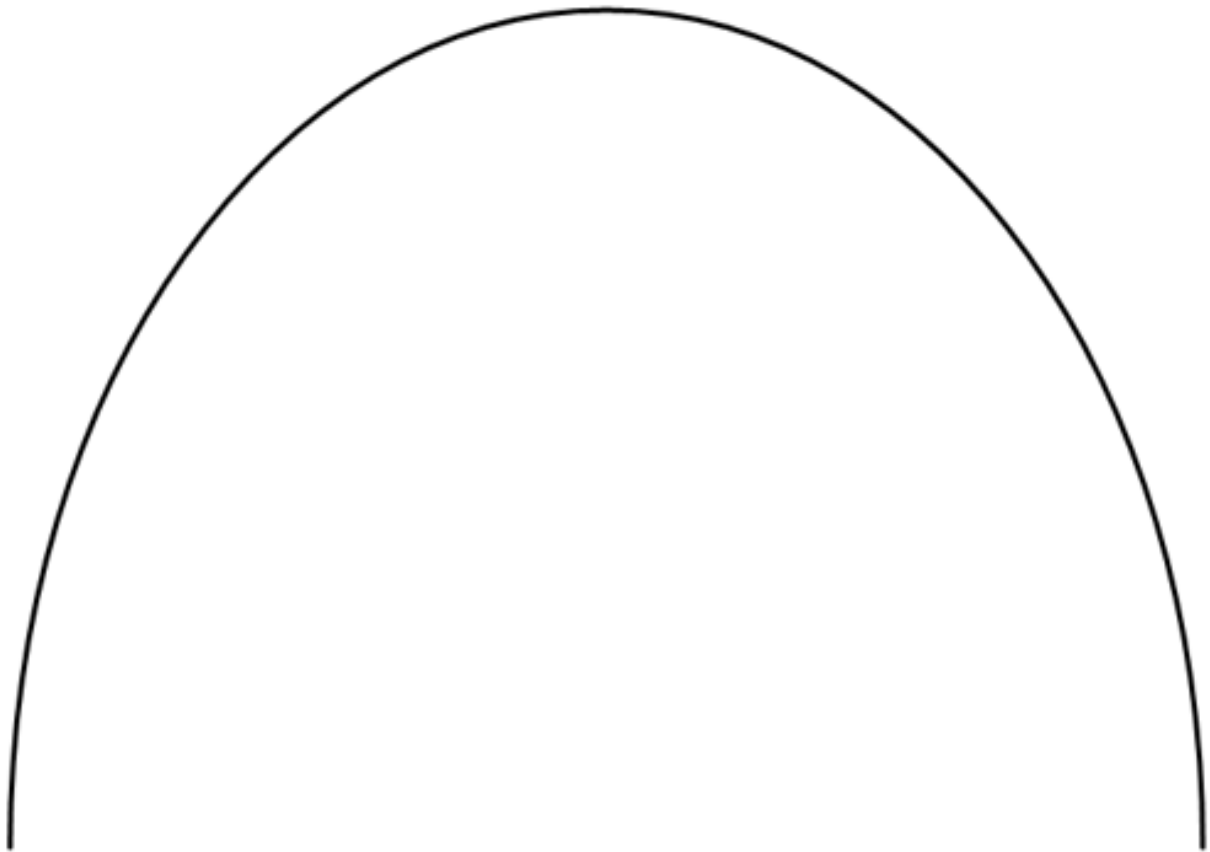
The image contains several handwritten mathematical diagrams and calculations:

- Top row (blue ink):** Three groups of circles. The first group has 3 circles, the second has 2 circles, and the third has 5 circles.
- Second row (red ink):** A sequence of numbers 1, 2, 3, 4, 5, 6. The number 4 is circled. Above the 4 and 5 are arrows labeled 1 and 2 respectively, pointing from 4 to 5. The number 6 is underlined twice.
- Third row (red ink):** The equation  $4 + 2 = 6$ .
- Bottom row (green ink):** A rounded rectangle containing three vertical bars (|||) on the left, the number 7 in the center, and two vertical bars (||) on the right.

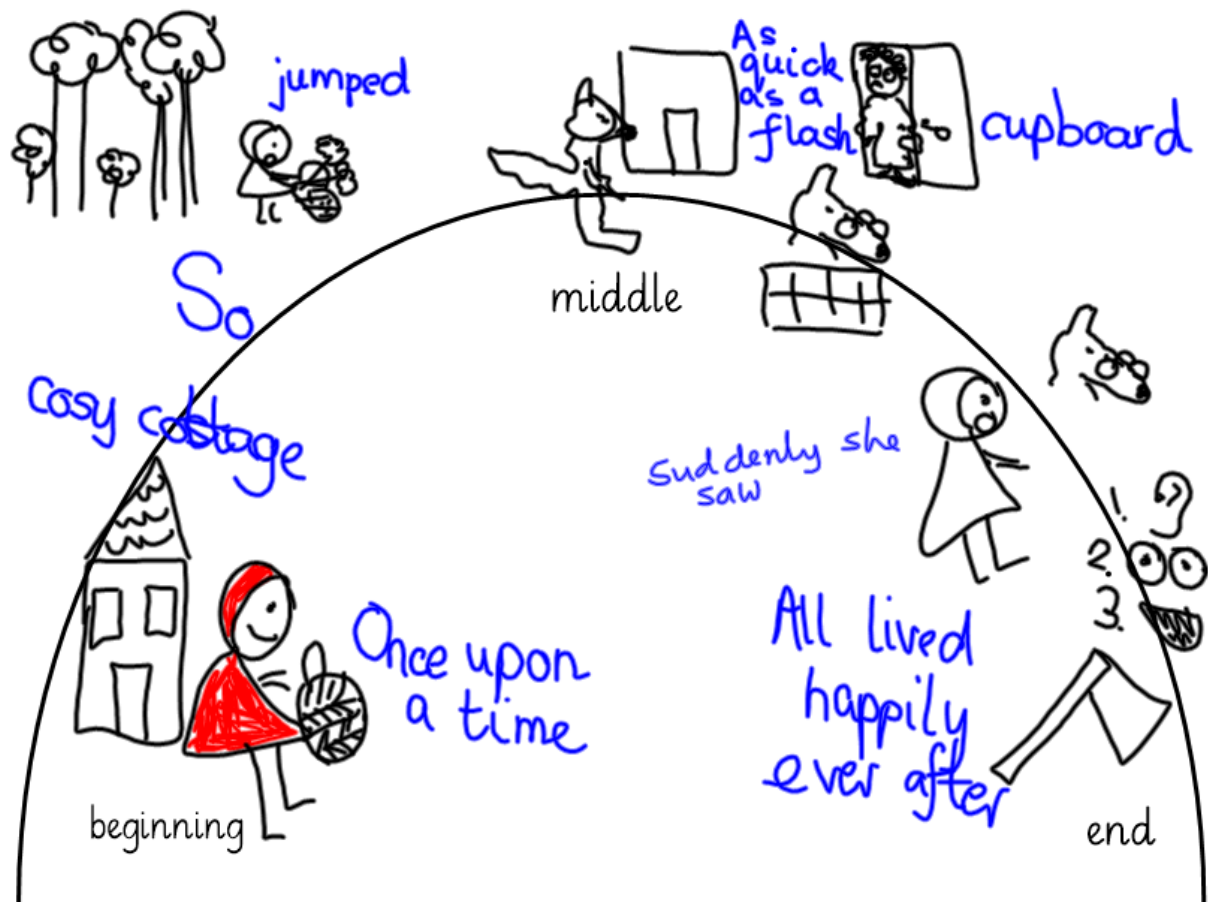
## Literacy 1

WALT- Know the beginning, middle and end of a story

I



## Literacy 2



## Phonics 1

Write a sentence for each character to describe what they have said.

		
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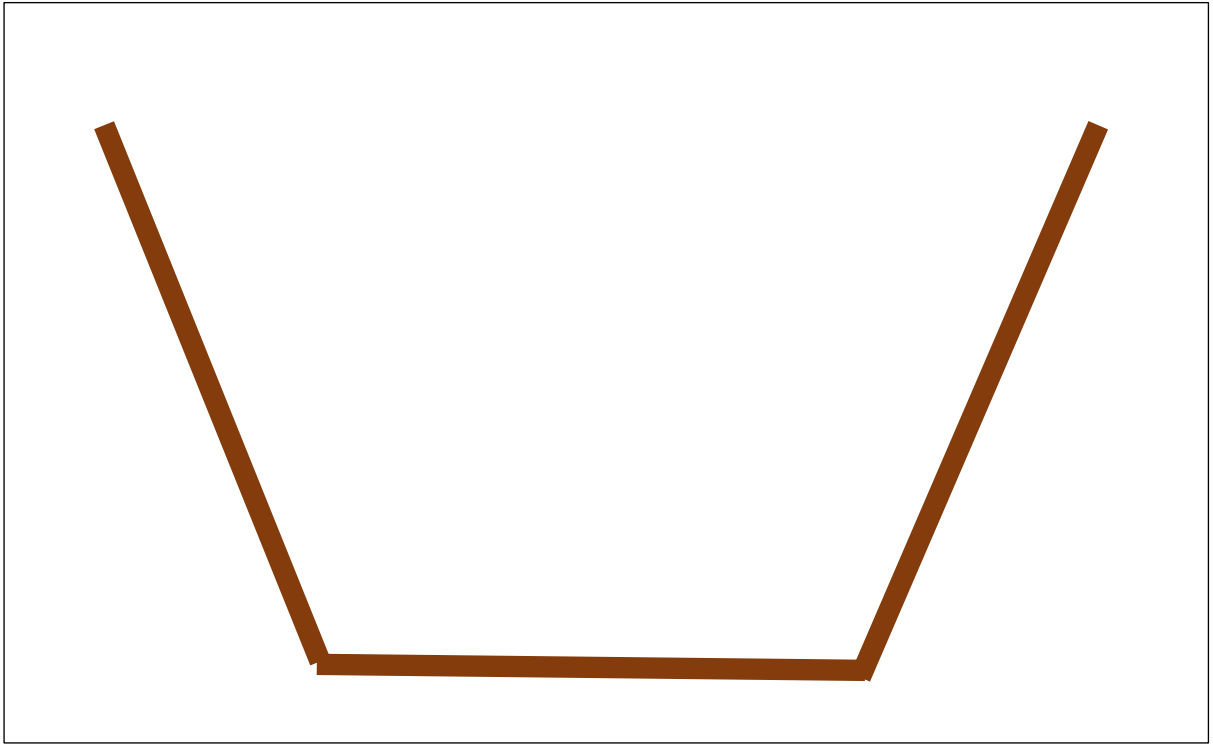


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## Curriculum 1

### My basket of food



Inside my basket there is:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

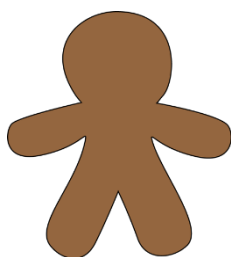
## Tuesday Resources

### Maths 2

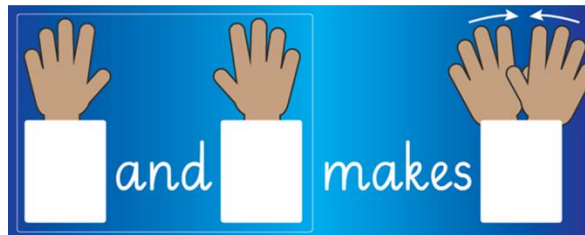
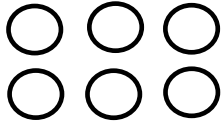
Little Red Riding Hood had 5 apples and found 3 more. How many does she have altogether?



The Gingerbread Man had 3 buttons and 2 eyes. How many did he have altogether?



Jack has 6 white beans, the giant has 2 red beans. How many do they have altogether?



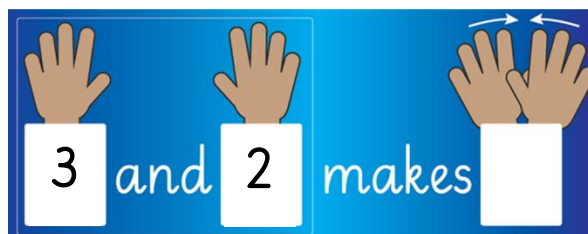
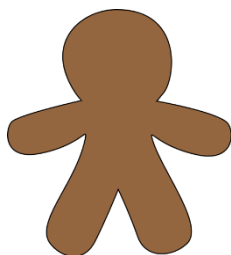


## Maths 3

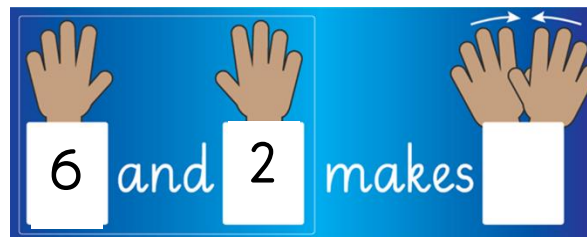
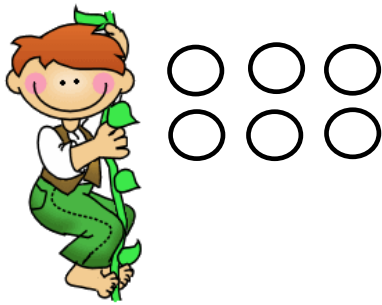
Little Red Riding Hood had 5 apples and found 3 more. How many does she have altogether?



The Gingerbread Man had 3 buttons and 2 eyes. How many did he have altogether?



Jack has 6 white beans, the giant has 2 red beans. How many do they have altogether?



## Phonics 2



oi



BELLEVILLE PHONICS

ai



BELLEVILLE PHONICS

or



BELLEVILLE PHONICS

qu



BELLEVILLE PHONICS

ie



BELLEVILLE PHONICS

ou



BELLEVILLE PHONICS



coin

rain

fork

quick

pie

ouch



coin

rain

fork

quick

pie

ouch

## Curriculum 2





There are 6 differences in the pictures below. Can you find them?

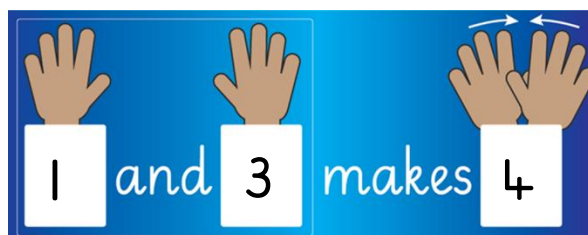


## Wednesday Resources

### Maths 4

Little Red Riding Hood had 1 green apple and 3 red apples. How many did she have altogether?

									
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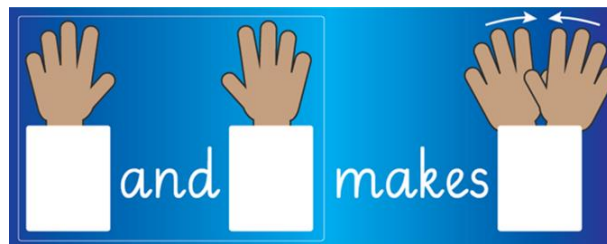
Jack had 5 white beans, the giant had 4 blue beans. How many beans did they have altogether?

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The Gingerbread man bought 2 pink buttons and 8 black buttons.  
How many buttons did he buy altogether?

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The Big Bad Wolf ate 4 red cookies and 3 yellow cookies. How many cookies did he eat altogether?

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## Literacy 3



Early one morning



Once Upon a Time



...who...



Suddenly



As quick as a flash



...because...



Next



After that



Finally



So



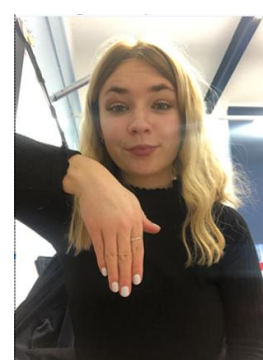
Unfortunately



First



Luckily



but

## Literacy 4

### Little Red Riding Hood

Once upon a time there was a little girl called Red Riding Hood who lived with her mother in a cosy cottage next to a forest.

Early one morning, the mother baked some cakes and asked Red Riding Hood to take them to her Grandma's house. So she placed the cakes into a basket and set off.

She skipped and she skipped until she saw some beautiful flowers growing in the forest. So Red Riding stopped to pick the flowers for her Grandma.

Suddenly, a big bad wolf jumped out from behind a tree and made her jump!

## Literacy 5



## Curriculum 3



## Thursday Resources

### Literacy 6



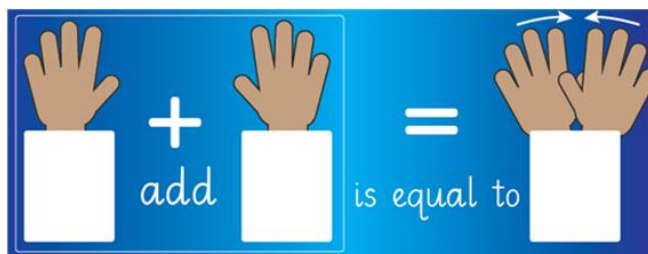
The Gruffalo is my favourite book because I like the funny characters and the bold illustrations. The part I like the most is when the mouse tells the Gruffalo that he likes to eat Gruffalo crumble!



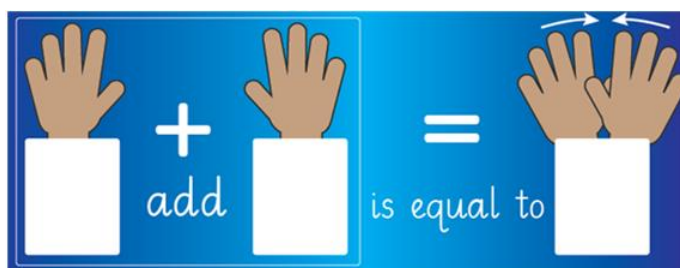
## Friday Resources

### Maths 5

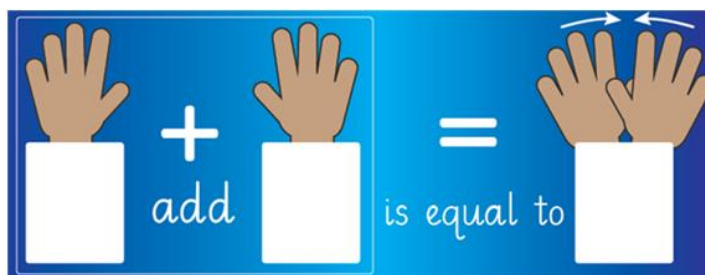
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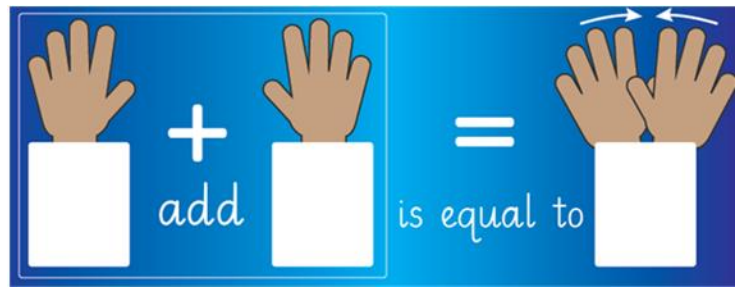
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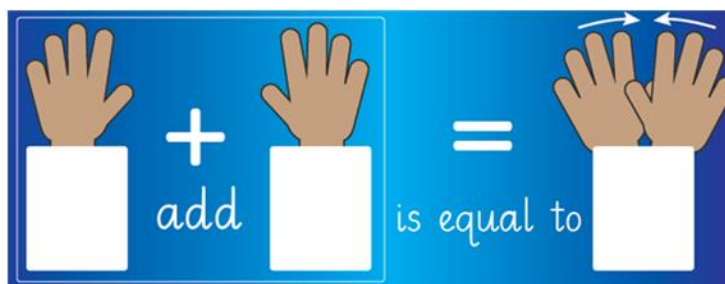


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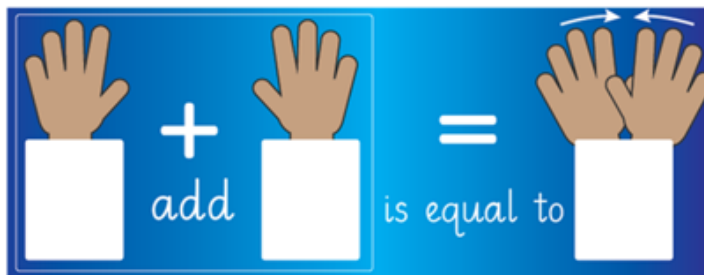


## Maths 6

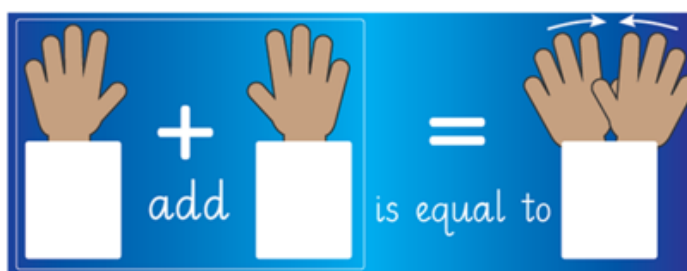
1	2	3	4	5	6	7	8	9	10



1	2	3	4	5	6	7	8	9	10

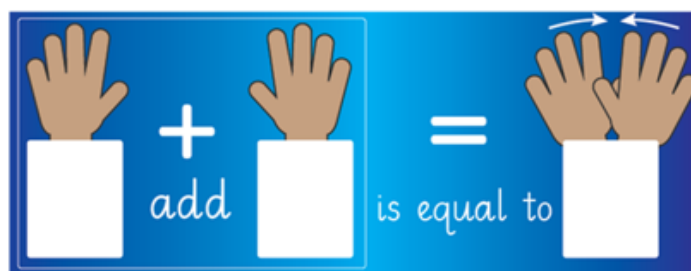


1	2	3	4	5	6	7	8	9	10





1	2	3	4	5	6	7	8	9	10



## Maths 7



Miss Ward's number story

Little Red Riding Hood ate 4 cupcakes and 2 blue cupcakes.  
How many did she eat altogether?

