

## Home Learning - Reception

WB: 23<sup>rd</sup> November 2020



Dear Parents,

Here is our plan for the second week, which we will be following on our Zoom sessions as before. Again, if you wish to follow it as it is set out, please do, however if you are unable to, please use it as best fits in with your home situation currently.

As with last week, the children will be encouraged to do some writing, maths and phonics but we have also enclosed some art ideas, fine motor activity and a paint recipe, if you choose to use these. Please do not feel that you must complete this learning, but anything you do - we would love to see it on EExAT! Please email if you have problems logging in.

A member of our team will be in contact with you at some point this week. If you have any questions or concerns in the meantime, please do not hesitate to contact your class teacher. Mrs Darling (Aurora) - [sdarling@fairfieldsprimary.co.uk](mailto:sdarling@fairfieldsprimary.co.uk) and/or Mrs Castle (Flora) - [ecastle@fairfieldsprimary.co.uk](mailto:ecastle@fairfieldsprimary.co.uk).

Thank you for your continued support and kind words about our lessons online!

The Reception Team

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Literacy:</b> Picture Power! Look at the picture of the moon in the sky. We are going to describe how we feel, what we could hear and then focus on what we notice in the picture. Using your sounds - sound out and write the sentence "I can see the _____ moon." (bright, luminous, shining)</p> 	<p><b>Literacy:</b> Intro our new story - The Way Back Home. Read the opening pages until he finds the aeroplane in the cupboard. What do you think the boy could be thinking? What would you think if you found the aeroplane in the cupboard? Introduce a thinking bubble (Fantastic) and talk about how it looks like a speech bubble but it for thinking (what we don't say but think!) Sound out and write your sentence "I forgot I had that!" using your sounds. Remember I is a capital letter both times in the sentence.</p>	<p><b>Literacy:</b> Recap our story. What has happened? TTYP and feedback. The boy found a plane in the cupboard. Where do you think he will go? Predict. Read on to where the plane splutters and runs out of petrol and he's on the moon. What do you think the boy is thinking now? We can come to the conclusion that he is not going to be able to get home. Model the thought bubble: Oh No! How am I going to get home? Write this carefully using your sounds and talk about capital letters, spaces and full stops.</p>	<p><b>Literacy:</b> Recap our story. What has happened? The boy is stuck on the moon. How do you think he is going to get home? Read the next page and talk about the boy's feelings as his torch goes out. Read on to the end of the page where the Martian meets the boy. 'They weren't alone any more. Introduce the speech bubbles. Compare this to the thought bubbles. Discuss the shapes. Show the picture on the slide with the bubble already saying 'Hello, I'm stuck here on the moon'. Ask the children what the Martian might say</p>	<p><b>Literacy:</b> Recap our story. Ask the children if they can predict the ending of the story. Read the rest of the story. Were we correct in our predictions? Show the children the picture of the Martian and boy. What might they be saying to each other? Write these onto the board. Show the next picture give the children some ideas of what they might be saying. Write the key words around this and explain to the children that their purple learner challenge is to write speech for this</p>

<p><b>Purple Learner Challenge:</b> Can you describe the sky outside?  <b>Diving Deeper:</b> Can you write a sentence about it?</p>	<p>Check you have Capitals, finger spaces, full stops and your letters are on the line.</p> <p><b>Purple Learner Challenge:</b> Can you write what the boy is thinking?  <b>Diving Deeper:</b> Can you write a sentence in a thought bubble?</p>	<p><b>Purple Learner Challenge:</b> Can you write what the boy is thinking?  <b>Diving Deeper:</b> Can you write a sentence in a thought bubble?</p>	<p>in response. Write the response 'Can I help you?' After - read some more of the story - to the end of the page where the boy was back on the moon.</p> <p><b>Purple Learner Challenge:</b> Can you write what the boy had said?  <b>Diving Deeper:</b> Can you write what both characters might say to each other?</p>	<p>picture. Show the succession of pictures from the story - explain to the children that this is the diving deeper challenge.</p> <p><b>Purple Learner Challenge:</b> Can you fill in the speech bubbles?  <b>Diving Deeper:</b> Can you write speech to go with the pictures from the story?</p>
<p><b>Maths:</b> Introduce to the children that we will be learning the days of the week today. Do we know any days of the week? Write them up on the board as we say them. How many days of the week are there? Sing the days of the week rhyme a couple of times so that children can commit it to memory. Now can we put the days in order? Use time vocab such as 'what day comes first? what day is next?' Now can we match the events to each day - e.g. P.E is on a Friday, Mrs Darling is not here on a Wednesday etc.</p> <p><b>Purple learner challenge:</b>  Can you order the days of the week?  <b>Diving Deeper:</b>  Can you write some of the days of the week yourself?</p>	<p><b>Maths:</b> Recap what we did yesterday. Sing our song again to remind ourselves of the different days of the week.</p> <p>Read 'The Very Hungry Caterpillar' story to the children. If no copy of the story, then use video and play through safe YouTube <a href="https://www.youtube.com/watch?v=75NQK-Sm1YY">https://www.youtube.com/watch?v=75NQK-Sm1YY</a> Pause at each part of the story and emphasise what he is eating each day. Use lots of time vocabulary to encourage children to think about first, next, after, last etc. Is there a pattern to what he eats on each day? Encourage children to think of the amounts. Monday - 1 apple, Tuesday - 2 pears etc.</p> <p><b>Purple learner challenge:</b>  Can you match the pictures from the story to the days of the week?  <b>Diving Deeper:</b>  Can you draw some different foods that he could eat each day? (think about the pattern)</p>	<p><b>Maths:</b> Explain to the children that we are going to now use of new time vocabulary to help us order different events.</p> <p>First show the children some main events from our school day e.g. morning work, literacy, phonics, lunch, maths, home time etc.</p> <p>Think of which of these would happen first in our day? Order these with the children using lots of time vocabulary. (First, next, after that, before, then, finally, eventually)</p> <p><b>Purple learner challenge:</b>  Can you order the events?  <b>Diving Deeper:</b>  Can you write a list of events in our day?</p>	<p><b>Maths:</b> Introduce to the children that we will be learning the months of the year today. Do we know any? Say them and then write them up on the board as we say them. How many months are there? Are there any important months to us? e.g. December because its Christmas, birthday months etc.</p> <p>Now order the months of the year. Use the calendar to help us. Now can we sort the months into the different seasons. Again use the calendar to help us.</p> <p><b>Purple learner challenge:</b>  Can you order the months of the year?  <b>Diving Deeper:</b>  Can you write some months of the year?</p>	<p><b>Maths:</b> Talk about what we have learned this week. We have been looking at timings. Dates, days, months, order of the day. Today we are going to introduce a clock.</p> <p>Emphasise this is a Y1 lesson but it is good for us to look at clocks as they are everywhere! Do you have clocks in your house? On the DVD player, computer, iPad, watches, ask Alexa etc. Show the face of a clock. This is analogue. Show the face of a digital watch - talk about the differences quickly. Go back to the watch face and look at the numbers. Talk about what they mean and relate simple times to times on the clock.</p> <p>Talk about when we come to school, when you get up, go to bed, lunch etc. Keep it simple.</p> <p><b>Purple learner challenge:</b>  Can you draw your own clock?  <b>Diving Deeper:</b>  Can you draw what time you go to bed?</p>
<p><b>Phonics:</b> Recall last sounds taught with either flash cards or slideshow. Teach "f" - Show picture card. Say "f f f flower" MTYT (My turn your turn.) Now show 'f' letter side and say 'f f f.' Remind children it's a bouncy sound. Repeat with bouncy hand movement. Practice writing 'f'</p>	<p><b>Phonics:</b> Recall last sounds taught with either flash cards or slideshow. Teach "e" - Show picture card. Say "e e e egg" MTYT (My turn your turn.) Now show 'e' letter side and say 'e e e.' Remind children it's a bouncy sound. Repeat with bouncy hand movement.</p>	<p><b>Phonics:</b> Recall last sounds taught with either flash cards or slideshow. Teach "l" - Show picture card. Say "l l l leg" MTYT (My turn your turn.) Now show 'l' letter side and say 'l l l.' Remind children it's a bouncy sound. Repeat with bouncy hand movement. Practice writing 'l'</p>	<p><b>Phonics:</b> Recall last sounds taught with either flash cards or slideshow. Teach "h" - Show picture card. Say "h h h horse" MTYT (My turn your turn.) Now show 'h' letter side and say 'h h h.' Remind children it's a bouncy sound. Repeat with bouncy hand movement.</p>	<p><b>Phonics:</b> Recall last sounds taught with either flash cards or slideshow. Teach "i" - Show picture card. Say "i i i insect" MTYT (My turn your turn.) Now show 'i' letter side and say 'i i i.' Remind children it's a bouncy sound. Repeat with bouncy hand movement. Practice writing 'i'</p>

<p>Run your finger along the picture side of 'f' and say "Down the stem and across the leaf"</p> <p>Ask the children to use their finger in the air.</p> <p>'Fred Talk' 'Green' words - fun, fit, fan, fat, fish, frog .</p> <p>Red words - my, a, so, do, no, put, said, go, I</p> <p>Suggest parents can use the free resource phonics play to support blending and segmenting.</p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure">https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure</a></p>	<p>Practice writing 'e'</p> <p>Run your finger along the picture side of 'e' and say "Lift off the top and scoop out the egg"</p> <p>Ask the children to use their finger in the air.</p> <p>'Fred Talk' 'Green' words - Peg, met, set, hen, pen, yes.</p> <p>Red words - my, a, so, do, no, put, said, go, she, he</p> <p>Suggest parents can use the free resource phonics play to support blending and segmenting.</p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure">https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure</a></p>	<p>Run your finger along the picture side of 'l' and say "Down the long leg"</p> <p>Ask the children to use their finger in the air.</p> <p>'Fred Talk' 'Green' words - Leg, lock, lip, log, lost, let .</p> <p>Red words - my, a, so, do, no, put, said, go, she, he</p> <p>Suggest parents can use the free resource phonics play to support blending and segmenting.</p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure">https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure</a></p>	<p>Practice writing 'h'</p> <p>Run your finger along the picture side of 'e' and say "Down the head, to his hooves and over his back"</p> <p>Ask the children to use their finger in the air.</p> <p>'Fred Talk' 'Green' words - hot, hen, hit, hip, hop, hut .</p> <p>Red words - my, a, so, do, no, put, said, go, she, he</p> <p>Suggest parents can use the free resource phonics play to support blending and segmenting.</p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure">https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure</a></p>	<p>Run your finger along the picture side of 'i' and say " Down the body and a dot for the head"</p> <p>Ask the children to use their finger in the air.</p> <p>'Fred Talk' 'Green' words - hit, in, pin, sit, bin, lip</p> <p>Red words - my, a, so, do, no, put, said, go, she, he</p> <p>Suggest parents can use the free resource phonics play to support blending and segmenting.</p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure">https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure</a></p>
<p><b>Art:</b> Can you create your own rocket using any materials around the house. You can do junk modelling, drawing, building etc</p> <p><b>Purple Learner Challenge:</b> Can you get your rocket to fly?</p>  <p><b>Rocket</b></p> <p>ACTIVITIES AND CRAFTS</p>  <p>FROGSANDSWAILSANDPOPPYDOGTAIL.COM</p>		<p><b>Art:</b> Can you create your own foil printed moon? All you need is tin foil to print your own patterns which look like the moon!</p> <p><b>Purple Learner Challenge:</b> Can you make a picture of a moon and the stars? Are there aliens in your picture?</p> 		<p><b>Art:</b> Can you design your own space suit? Think about what types of things astronauts have on their suit. E.g. helmet, space boots, buttons, air to breath!</p> <p><b>Purple Learner Challenge:</b> Can you design a suit for you to wear? Can you find a picture of you and put the suit on you?</p> 

If you are feeling extra creative this week here are some other recipes for you to try at home!



**MOTHERCOULD**

## TASTE SAFE PAINT

**YOU'LL NEED:**

- 1/4 cup salt
- 1/2 cup flour
- 1/2 cup water
- Food coloring

**INSTRUCTIONS:**

1. Mix the flour and salt in a bowl.
2. Add a few drops of food coloring to the water. Pour into the flour and salt mixture.
3. Whip well until and the clumps dissolve.

\*You can add more or less water depending on the consistency you desire.  
\*\*Store in the refrigerator. Can keep for 6 months or so.



**MOTHERCOULD**

## TASTE SAFE SLIME

**YOU'LL NEED:**

- 1/4 cup chia seeds
- 1 + 3/4 cup water
- Food coloring
- 3-4 cups corn starch

**INSTRUCTIONS:**

1. Mix the chia seeds, water and food coloring together.
2. Cover and refrigerate overnight.
3. Uncover and add the corn starch a little at a time. About a cup at a time. Mix and then continue until you achieve the desired consistency. Should be like regular slime. Slimy but can be easily taken off the hands.
4. Store covered in the refrigerator. You will need to add a little water each time you take it out to use it. It will reactive the slime.

Date: Monday 23<sup>rd</sup> November 2020.

Name: \_\_\_\_\_

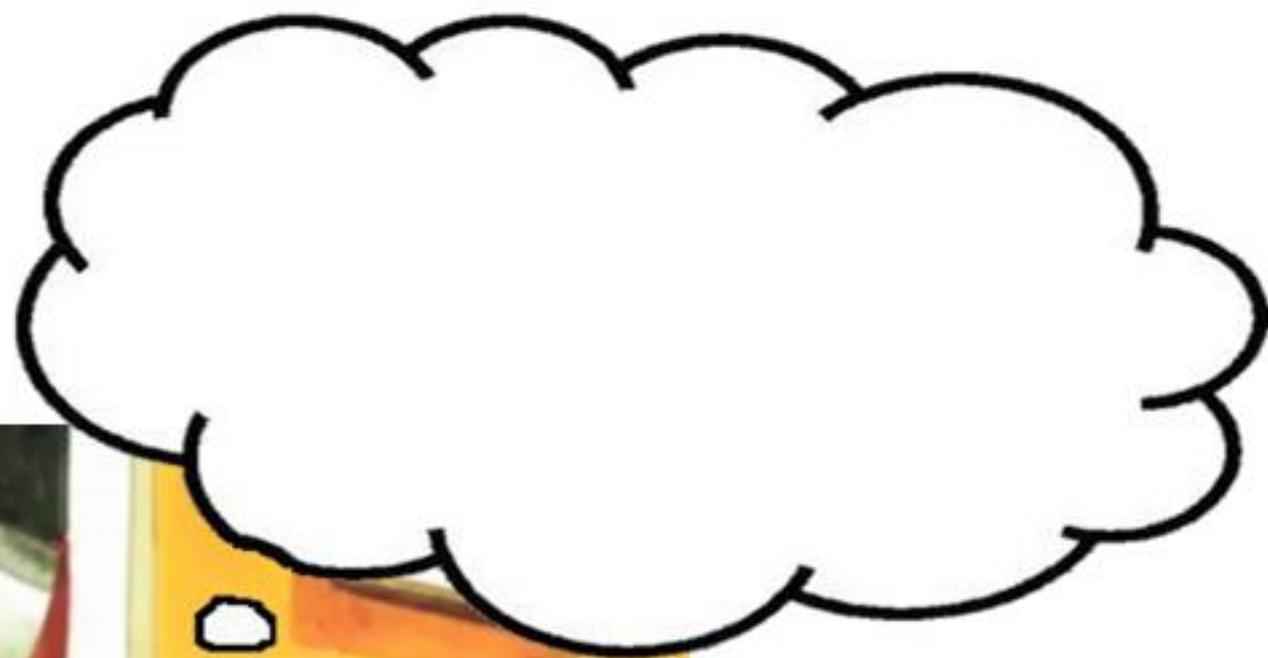


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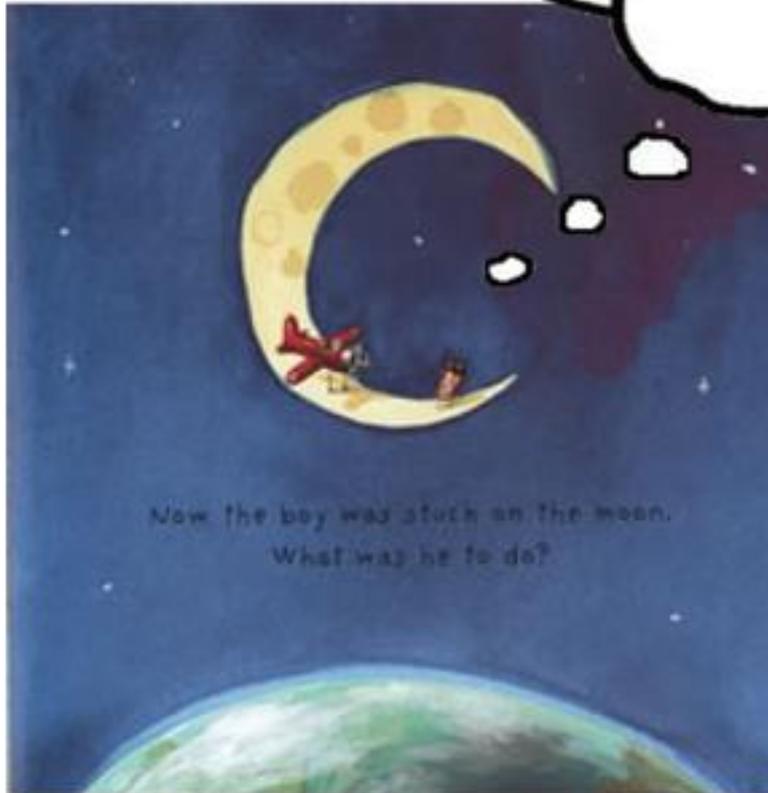
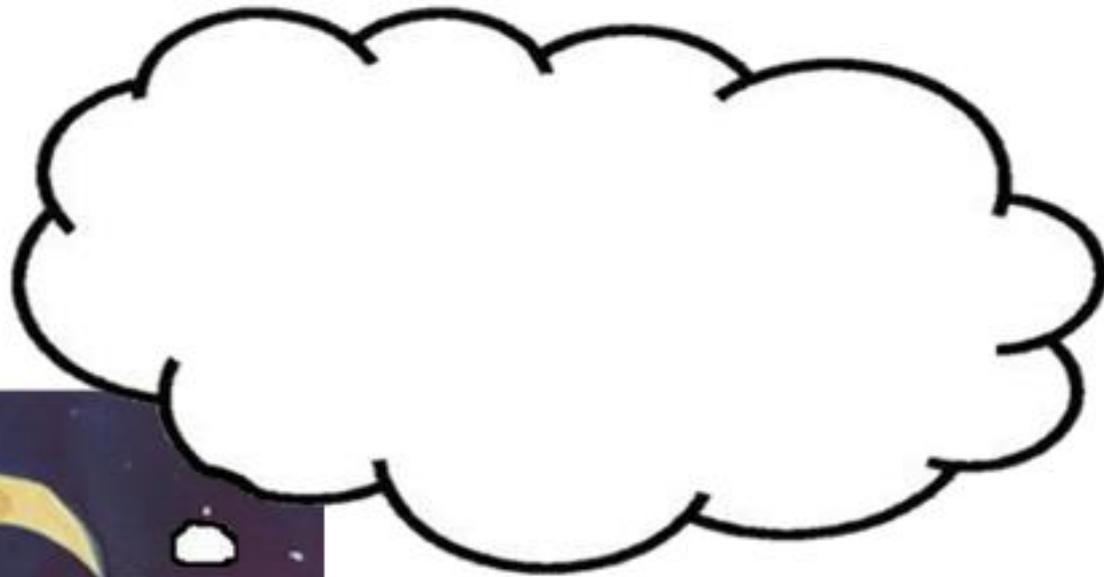
Date: Tuesday 24<sup>th</sup> November 2020.

Name: \_\_\_\_\_



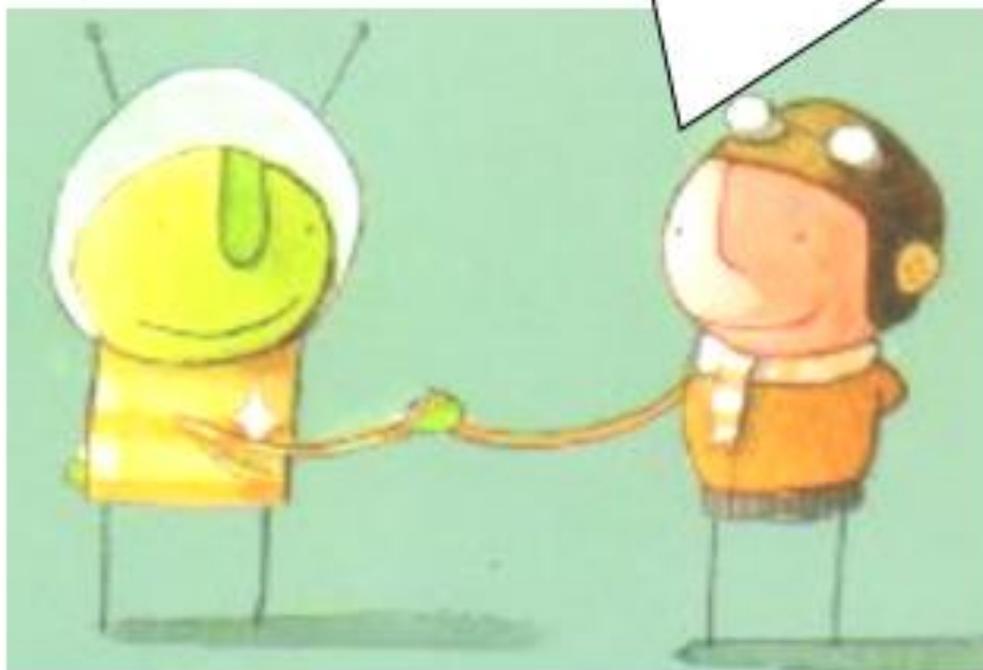
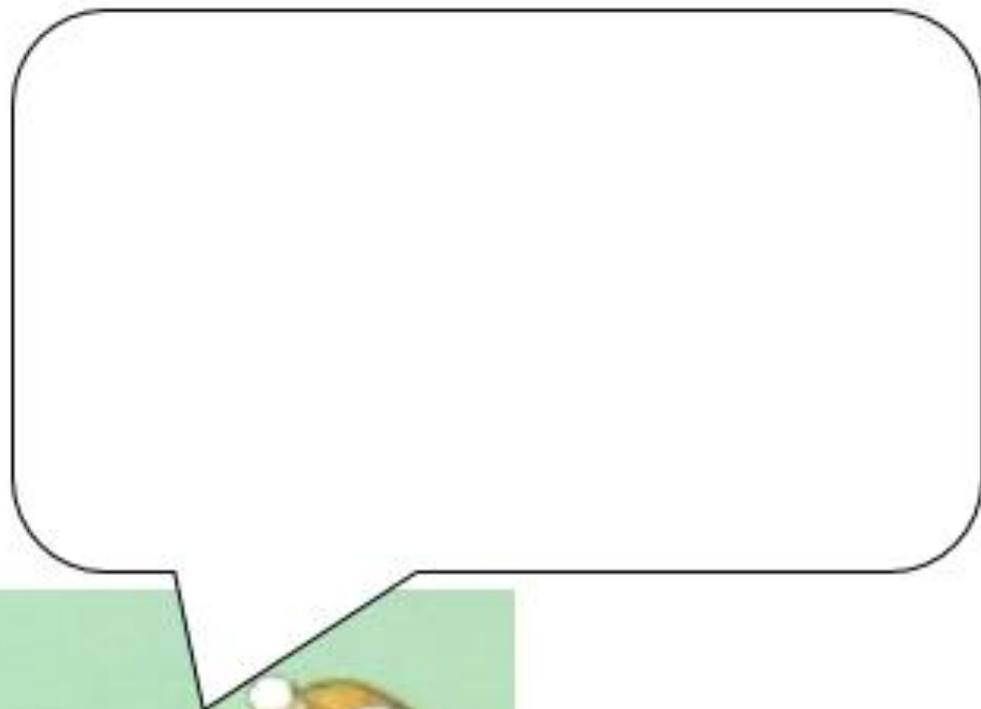
Date: Wednesday 25<sup>th</sup> November 2020.

Name: \_\_\_\_\_



Date: Thursday 26<sup>th</sup> November 2020.

Name: \_\_\_\_\_



Date: Friday 27<sup>th</sup> November

Name: \_\_\_\_\_

