

Home Learning - Reception

WB: 25th January 2021



Dear Parents and Carers,

Here is our online plan for our fourth week. You are doing great! Keep reading those high frequency words!

If you have any questions or concerns throughout the week regarding home learning, please do not hesitate to contact your class teacher.

Mrs Darling (Aurora) - sdarling@fairfieldsprimary.co.uk and/or Mr Kane (Flora) - lkane@fairfieldsprimry.co.uk.

We will talk to you throughout the week with your phone call, and we will see you on Zoom.

Thanks,

The Reception Team

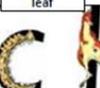
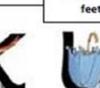
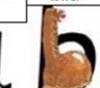
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Literacy: Picture Power!</p>  <p>Ask - What can you see? What does this remind you of? What do you notice?</p> <p>We can use your idea to form a sentence beginning with 'I can see...' (soil, mud, potatoes, roots etc.) and expand with an 'and'. Write the sentence as a class using our sounds and red words we have been practising in phonics. What words could we use to describe the picture? Muddy, dirty, filthy. Show children the word thermometer and place words.</p> <p>Word of the day: filthy</p> <p>Purple Learner Challenge: Can you write your own 'I can see' sentence?</p> <p>Diving Deeper: Can you use the word 'and' in your sentence?</p>	<p>Literacy: Intro our new story! Look at the image of the superheroes. What do we know about them? (superheroes in general)</p> <p>Introduce the Supertato story. Discuss author, illustrator etc. Slow Reveal - read up to 'Supertato to the rescue'. Introduce that we are going to write a descriptive sentence about Supertato.</p> <p>Today we are going to use the noticing lens. What does he look like? Feedback some sentences and model a sentence of your choosing. E.g He has a red cape. He has a black mask. He has red boots. He has a black belt.</p> <p>Word of the day: rescue</p> <p>Purple Learner Challenge: Can you label the picture of Supertato?</p> <p>Diving Deeper: Can you write a sentence about Supertato?</p>	<p>Literacy: Recap story so far. What has happened?</p> <p>Slow reveal - read up to 'commit more terrible crimes'. Explain that today we are using the action lens. What can Supertato do? What actions does he do? Does he jump etc.</p> <p>Orally compose some sentences e.g. He is super strong/He is super-fast. Discuss how we do we think Supertato moves. Play word collector - fast, quickly, speedy, rapidly, swiftly. Show children the word thermometer, place words to appropriate place. Talk to an adult at home/ discuss in class to think of an action sentence for Supertato eg Supertato can run quickly.</p> <p>Word of the day: quickly</p> <p>Purple Learner Challenge: Can you write an action sentence about Supertato?</p> <p>Diving Deeper: Can you write about what else he can do?</p>	<p>Literacy: Recap story so far. What has happened?</p> <p>Slow reveal - read up to 'GASPI'</p> <p>Look at the picture of Supertato trapped in the freezer. What words can we think of to describe how Supertato is feeling? Cold, freezing, chilly, cool.</p> <p>Talk about different ideas. Now model writing a feeling sentence using one of the children's cold words Eg Supertato is freezing because...</p> <p>Word of the day: freezing</p> <p>Purple Learner Challenge: Can you write a feelings sentence for Supertato?</p> <p>Diving Deeper: Can you write what else Supertato would say?</p>	<p>Literacy: Recap story so far. What has happened?</p> <p>Slow reveal - read up to 'he grinned a super grin'.</p> <p>Look at the picture of the veggies. How are they feeling now? Talk together and feedback ideas.</p> <p>Play word collector - happy, cheerful, delighted, joyful.</p> <p>Orally compose sentences with their partner and then model a chosen sentence on the board. 'The veggies are...' Add a 'because' to explain why they are delighted.</p> <p>Word of the day: delighted</p> <p>Purple Learner Challenge: Can you write a feeling sentence about the veggies?</p> <p>Diving Deeper: Can you write a feeling sentence about the evil pea?</p>

<p>Maths: Show the children the two sets of objects. How many are there here? Count together to see how many there are in the first group. Next, explain that we are going to add by counting on - this time using the number that we know is in the first group. Say aloud the number of the first group and cross off the other groups objects as you count on to find the total. Write the number sentence out fully and say aloud with the children. Repeat for the next slides.</p> <p>Purple learner challenge: Can you add by counting on, using resources around you? Diving Deeper: Can you write the number sentence to go with this?</p>	<p>Maths: Show the children the two sets of objects. How many are there here? Count together to see how many there are in each group. Write the number below the groups. Explain that we are going to add by counting on again today but we will be using a number line. Use the number line at the bottom to circle how many objects there are in the first group, then jump as many times as the second, to find our answer. Write the number sentence out fully and say aloud with the children. Repeat for the next slides.</p> <p>Purple learner challenge: Can you add by counting on, using a number line? Diving Deeper: Can you show the number sentence to go with this?</p>	<p>Maths: Recap yesterday's learning with adding by counting on using the number line. So this a couple of times.</p> <p>Next, show the children the next slides with the objects and explain we are not going to use a number line now, but our fingers. Model doing this first and encourage the children to join in. Put the first group number in our head and hold up the number of fingers in the next. Count on until we get to the total.</p> <p>Purple learner challenge: Can you use your fingers to add by counting on? Diving Deeper: Can you write the number sentence for this?</p>	<p>Maths: Recap yesterday's learning with adding by counting on using fingers. Write the number sentence below.</p> <p>Explain that we are going to look at this again today but we are going to see how the number sentence can look a little but different but mean the same thing. The = symbol means 'the same as' which means we can write number sentences both ways round. E.g. $6+4=10$ and $10=6+4$.</p> <p>Purple learner challenge: Can you add by counting on using your fingers? Diving Deeper: Can you write the number sentences both ways?</p>	<p>Maths: Recap yesterday's learning with adding by counting on using fingers. Write the number sentence below.</p> <p>Explain that we are going to go a little higher with our numbers today (bridging over 10) and using our learning from the week to do this. Use the slides to add by counting on, to numbers over ten and write the number sentences below this.</p> <p>Purple learner challenge: Can you add by counting on with your fingers, numbers to 20? Diving Deeper: Can you write both number sentences to go with this?</p>
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Phonics:
www.phonicsplay.co.uk
www.oxfordowl.co.uk
www.twinkl.co.uk
www.topmarks.co.uk
<http://www.ictgames.com/mobilePage/skyWriter/index.html>

Practise your formation this week. Make sure your letters are formed correctly and start at the correct point. There are lots of helpful videos for formation on YouTube - search for Read Write Inc. sounds or formation videos.

My Sound Mat

 Maisey mountain mountain	 Around the apple, down the leaf	 Slither down the snake	 Round his bottom, up his tall neck and down to his feet	 Down the tower, across the tower	 Down the body, dot for the head	 Down Nobby and over his net	 Down the plait and over the pirate's face	 Round her face, down her hair and give her a curl
 All around the orange	 Curl around the caterpillar	 Down the kangaroos body, tail and leg	 Down and under, up to the top and draw a puddle	 Down the laces, to heel, round the toe	 Down the stem and draw the leaves	 Lift off the top and scoop out the egg	 Down the long leg	 Down the head, to the hooves and over his back
 Down his back, then curl over his arm	 Down the body, curl and dot	 Down a wing, up a wing	 Down a horn, up a horn and under his head	 Down up, down up	 Zig-zag-zig	 Round her head, up past her earrings and down her hair	 Down the arm and leg, repeat the other side	

Art: Can you design your own superhero costume? Can you label it?



You will need:

Paper
Pencils
Colours

Topic: Understanding the world and Computing.

This week we are focussing on the world! (Open Google Earth) Can you name somewhere in the world? England, North Pole, France? Where have you been on holiday? Do you have family who live somewhere else?

Use Google Earth to find the countries or places they say. Talk about where places are in relation to us. Touch on the hotter and colder countries - why is this? How do you know? You can see on the map the hotter countries are brown as they have less trees and colder are white because of ice.

Purple Learner Challenge: Can you use google maps or an atlas find your favourite country? Can you share the atlas with a friend?

Google

Maps: <https://www.google.co.uk/maps>

Online Interactive

Map: <https://geology.com/world/>

Topic: Understanding the world.

Let's continue thinking about places in the world. Use a map/globe to show certain places. In the world, there are lots of big places just like London.

In many places there are things called landmarks! Landmarks are well-recognised objects or features. We can look through a few now (table below) Have you visited or seen any of these? What is the landmark of Milton Keynes? Xscape!

Purple Learner Challenge: Can you draw a picture of a landmark we have looked at and include the name of it? Have a look at the worksheet to help you!

Art: Create your own Supertato!



You will need:

A potato
Paper for decorating
Colours

Name: _____

Date: Monday 25th January 2021.



Success Criteria		My assessment	Teacher assessment
Have you used a capital letter?			
Have you used finger spaces?			
Have you used a full stop?			
Are your letters on the line?			
Have you used your sounds?			

Name: _____

Date: Tuesday 26th January 2021.



Success Criteria		My assessment	Teacher assessment
Have you used a capital letter?			
Have you used finger spaces?			
Have you used a full stop?			
Are your letters on the line?			
Have you used your sounds?			



Name: _____

Date: Wednesday 27th January 2021.



Success Criteria		My assessment	Teacher assessment
Have you used a capital letter?			
Have you used finger spaces?			
Have you used a full stop?			
Are your letters on the line?			
Have you used your sounds?			

Name: _____

Date: Thursday 28th January 2021.



Success Criteria	My assessment	Teacher assessment
Have you used a capital letter?		
Have you used finger spaces?		
Have you used a full stop?		
Are your letters on the line?		
Have you used your sounds?		

Name: _____

Date: Friday 29th January 2021.

Success Criteria	My assessment	Teacher assessment
Have you used a capital letter?		
Have you used finger spaces?		
Have you used a full stop?		
Are your letters on the line?		
Have you used your sounds?		



Supertato had saved the day.
‘Take him away,’ he said.
And the pea was marched back

‘This jelly tastes of peal!’
said Broccoli. And everyb
laughed and cheered.

100 High Frequency Words

the	in	and	he	I
a	to	is	she	It

we	went	see	said	mum
dad	at	of	on	my

was	you	for	they	me
be	go	no	can	up

as	off	his	but	like
with	that	all	are	an

had	her	what	there	out
this	have	some	so	not

then	were	little	one	them
do	down	big	when	It's

looked	very	look	don't	come
will	into	back	from	children

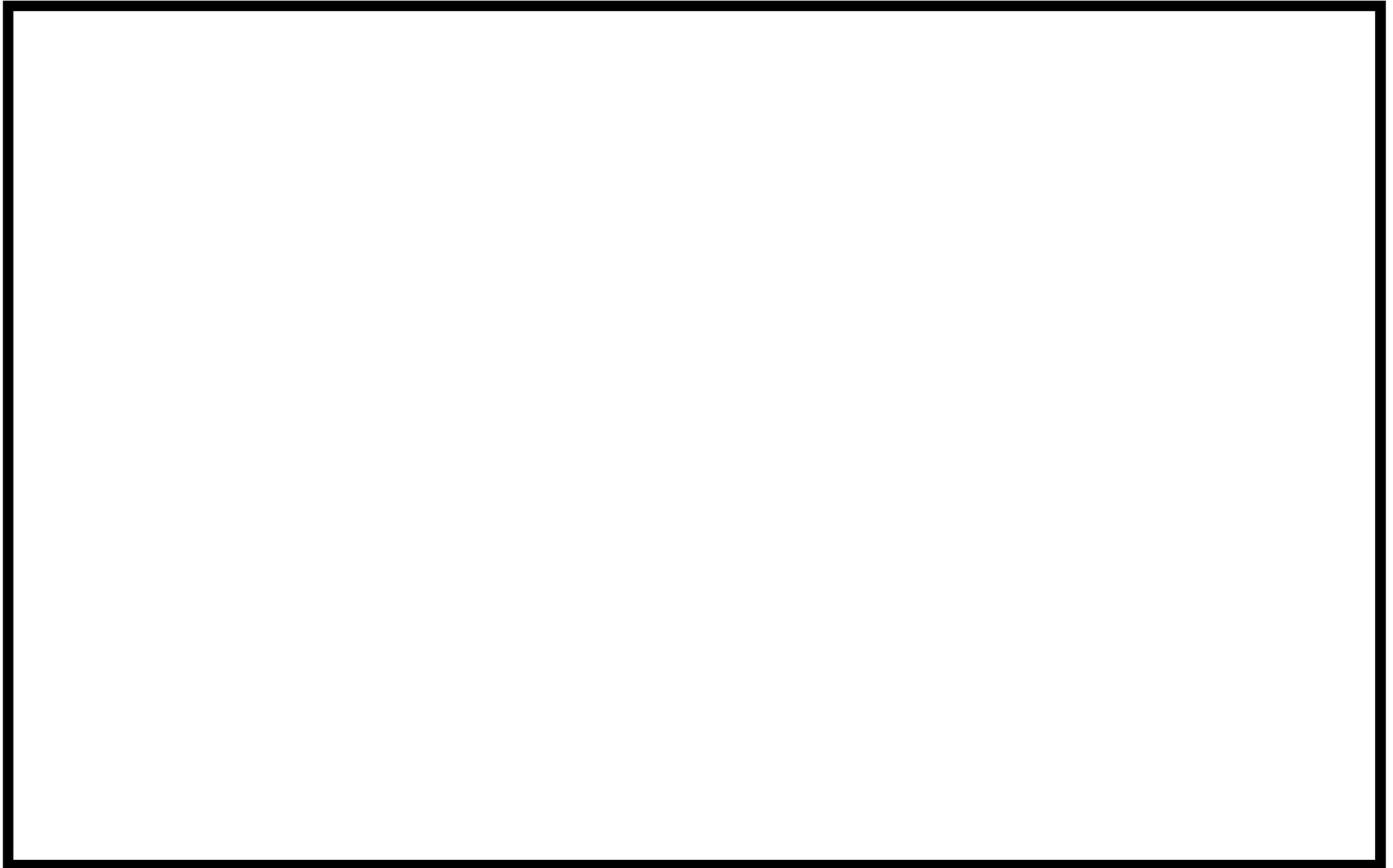
make	saw	if	him	get
just	now	came	got	by

put	I'm	here	called	oh
about	their	people	your	too

Mr	Mrs	old	house	day
could	time	help	made	asked

WALT: Understand the importance of places around the world

Draw a Landmark of your choice





Burj Khalifa

Location:
Dubai

Height: 828
Metres



Eiffel Tower

Location:
Paris, France

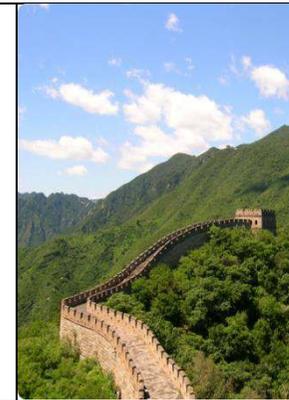
Height: 320
Metres



Empire State
Building

Location: New
York City, USA

Height: 443
meters



Great wall of
Chins

Location: China

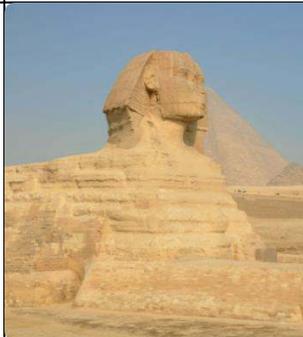
Length: 13.171
miles



London Eye

Location:
London, UK

Height: 135
metres



Sphinx

Location:
Giza, Egypt

Height 20
Metres



St Basil's Cathedral

Location: Moscow,
Russia

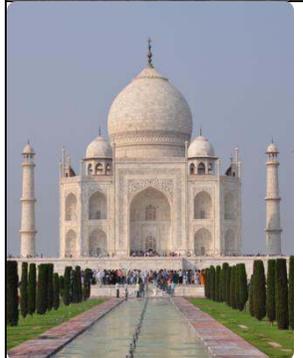
Height: 65 metres



Sydney Opera
House

Location:
Sydney,
Australia

Height: 67
Metres



Taj Mahal

Location: Agra,
India

Height: 171
Metres



Tower Bridge

Location:
London, UK

Height: 65
Metres



Tower of Pisa

Location: Pisa, Italy

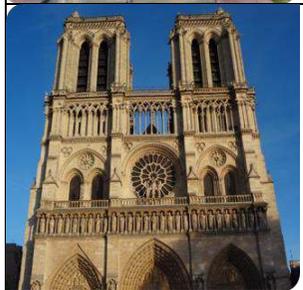
Height: 55.86
metres



Great Pyramid
of Giza

Location:
Cairo, Egypt

Height: 139
Metres



Notre Dame

Location: Paris,
France

Height: 1369
Metres



The Shard

Location: Southwalk,
London

Height: 306 Metres



WALT: Count by adding on.

Here is a tens frame for you to use to use to carefully count to 10.

Design your own superhero!
Here is a template for you to use if you choose!

