

Home Learning - Reception

WB: 5th January 2021



Dear Parents and Carers,

Us again! Here is our online plan for our first week, which we will be following on our Zoom sessions as before, only with our individual classes (Aurora and Flora). 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 before, the children will be encouraged to do some writing, maths and phonics but we have also enclosed some art ideas as well as others if you choose to use these as well. Please do not feel that you must complete this learning, but anything you do - we would love to see it on EExAT! As before, please email if you have problems logging in.

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.

Thank you again for your continued support during this difficult time.

The Reception Team

Tuesday	Wednesday	Thursday	Friday
<p>Literacy: Intro our new topic - Traditional Tales! What are traditional tales? Can you name any?</p> <p>Introduce our new story - the Three Little Pigs. This version is by Mara Alperin and Ag Jatkowska. They are the author and illustrator. Some versions have different endings.</p> <p>Slow reveal - read up to 'cottage in the forest' Explain this week we will be writing a story throughout the week. This will be your diving deeper challenge every day. Explain sentence stacking (how to write a</p>	<p>Literacy: Recap story so far. What has happened?</p> <p>Read the next double page up to 'a house of straw' Talk to your partner (TTYP) do you think a house of straw would work? Why? Why not? Repeat with the house of sticks.</p> <p>Read the next sentence up to 'tall and proud' Is the house of bricks a good idea? Which one is the best? How do you know? Model the sentence 'Percy made a house of bricks.' and add to our sentence wall. Show story so far.</p>	<p>Literacy: Recap story so far. What has happened?</p> <p>What do you predict might happen next?</p> <p>Slow reveal - read up to the sentence 'Trembled Boris' TTYP what will happen to the house of sticks? Will it stay up as the house is stronger or will the wolf blow the house down like the house of straw?</p> <p>Read up to 'all the way to Percy's house of bricks'.</p> <p>Look at the picture of all of the pigs. How are they feeling?</p>	<p>Literacy: Recap story so far. What has happened? What might happen at the end of our story? Do you think the house of bricks will fall like the house of straw and sticks? Ask children to explain their answer to a grown up.</p> <p>Slow reveal - read up to 'slid down the chimney'. TTYP: What do you think will happen next? What might happen to the pigs and the wolf?</p> <p>Slow reveal - read up to 'as fast as he could'. Ask the children to think of how the wolf escaped eg ran, dashed, sprinted,</p>

<p>story.) Write the first sentence out 'Once upon a time there were 3 little pigs' Carry on reading until the line 'giggled Boris.' Model the sentence 'Mummy pig told them to...' choose a word (leave, go, depart) Introduce word of the day - beware. What does it mean? Why are we using it in this part of the story?</p> <p>Word of the day: Beware</p> <p>Purple Learner Challenge: Can you write a list of what you notice in the pigs' bedroom?</p> <p>Diving Deeper: Can you write your own story?</p>	<p>Introduce the word of the day 'proud' What does this mean? Who is proud?</p> <p>Word of the day: Proud</p> <p>Purple Learner Challenge: Can you write what the pigs made their houses out of?</p> <p>Diving Deeper: Can you write your own story?</p>	<p>Play word collector - scared, frightened, terrified.</p> <p>Write down the children's ideas on the board then choose one of the ideas and then complete the sentence 'The pigs are...'</p> <p>Introduce word of the day - terrified. What does it mean? Why are we using it in this part of the story? Who is terrified?</p> <p>Word of the day: Terrified</p> <p>Purple Learner Challenge: Can you write a feeling sentence for the pigs?</p> <p>Diving Deeper: Can you write your own story?</p>	<p>and galloped. Model writing the final sentence. The wolf... away'. Introduce word of the day - escaped. What does it mean? Why are we using it in this part of the story?</p> <p>Word of the day: Escaped</p> <p>Purple Learner Challenge: Can you write an action sentence for the wolf?</p> <p>Diving Deeper: Can you write your own story?</p>
<p>Maths: Recap 2D shapes (square, rectangle, triangle, circle, diamond etc.) as you will need this for the lessons this week.</p> <p>We are focussing on patterns this week! What is a pattern? A pattern is a repeated design. Let's look into this! Using the shapes we know, we are going to be creating a pattern and we are going to see if we can find out which shape comes next. Make patterns and show how we know which might come next - getting some wrong to see if they can identify the mistake. How did you know these patterns were correct? Because they repeat! How else could we make a pattern? Big and small, thin and fat, sharp and blunt, colours etc.</p> <p>Purple learner challenge: Can you complete a pattern by drawing shapes?</p> <p>Diving Deeper: Can you make your own pattern using 3 different shapes?</p>	<p>Maths: What did we look at yesterday? Repeating patterns. How can we finish the pattern on the board? What shapes do we need? What colours do they need to be?</p> <p>We are going to have a look at making different patterns using objects around the room. Using 2 different objects start by showing how to create a pattern. This is an A B pattern. How can we make an A B C pattern? Find different resources to make different patterns and get children to talk to one another/an adult.</p> <p>Talk about the language used i.e. A B C, repeating, pattern, big, small, number bonds,</p> <p>Purple learner challenge: Can you create a pattern using resources around you?</p> <p>Diving Deeper: Can you complete the patterns on the paper using colours?</p>	<p>Maths: Can you explain on the pattern on the board? What do you notice?</p> <p>We are going to look at a pattern on the board (alternate colours ladybirds) What do you notice? Colours, they are ladybirds. Anything else? There is a hidden pattern on the ladybirds! The spots are in a pattern too. How sneaky!</p> <p>Show 2 other repeating patterns where there are 'hidden patterns' within the shapes also.</p> <p>Challenge minute! Show some shapes on 3 slides. 1 slide does not show a pattern. Discuss how we know those are and are not patterns.</p> <p>Purple learner challenge: Can you create a pattern in another area?</p> <p>Diving Deeper: Can you create a pattern that has a hidden pattern too?</p>	<p>Maths: Can you make a pattern using your body? Talk about what we could do. Clap, stamp etc. Recap pattern learning. Patterns come in make forms and we can see them everywhere in real life. Do a short pattern hunt. Can anyone see a pattern near them? Tshirt, floor, wall, socks etc.</p> <p>We are going to have a day focussing on more difficult patterns! We already know the AB and ABC patterns, now we are looking at making more difficult patterns.</p> <p>Show patterns following the AABBC using different objects or pictures, not just school resources. Can we clap? Can we make a pattern with animals? Can we find a pattern in our classroom/home?</p> <p>Purple learner challenge: Can you create different patterns using large objects?</p> <p>Diving Deeper: Can you show make it trickier and ask someone to continue it?</p>

<p>Phonics: Recap all of the sounds we have learnt so far. (Set 1)</p> <p>m a s d t i n p g o c k u b f e l h s h r j v y w t h z c h q u x n g n k</p> <p>'Fred Talk' 'Green' words - Peg, met, set, hen, pen, yes. 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. https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure</p>	<p>Phonics: Recap all of the sounds we have learnt so far. (Set 1)</p> <p>m a s d t i n p g o c k u b f e l h s h r j v y w t h z c h q u x n g n k</p> <p>'Fred Talk' 'Green' words - Leg, lock, lip, log, lost, let. 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. https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure</p>	<p>Phonics: Recap all of the sounds we have learnt so far. (Set 1)</p> <p>m a s d t i n p g o c k u b f e l h s h r j v y w t h z c h q u x n g n k</p> <p>'Fred Talk' 'Green' words - hot, hen, hit, hip, hop, hut. 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. https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure</p>	<p>Phonics: Recap all of the sounds we have learnt so far. (Set 1)</p> <p>m a s d t i n p g o c k u b f e l h s h r j v y w t h z c h q u x n g n k</p> <p>'Fred Talk' 'Green' words - hit, in, pin, sit, bin, lip 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. https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure</p>
	<p>Topic: Healthy Eating</p> <p>We are thinking about healthy eating this week. It is very important to eat a healthy balance of foods. What happens if we just eat chocolate? Or just milk? Our bodies will not get all of the nutrients we need to keep us healthy, stop us from being poorly and help us grow big and strong.</p> <p>Can you look on the internet on the NHS website and look at what different food categories there are. https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/</p> <p>Purple Learner Challenge: Can you create your own healthy food plate with something from each category?</p>		<p>Art: Healthy Eating Still Life Drawing</p> <p>Can you choose something healthy (e.g. a piece of fruit) and draw it in detail looking at all of the shapes, shading, and colours..</p> <p>Here is a great example of still life drawing:</p>  <p>Purple Learner Challenge: Can you create your own drawing by carefully copying a healthy food in your house?</p>

Name: _____

Date: Tuesday 5th January 2021.



Name: _____

Date: WB 4th January 2021

Can you complete the patterns by adding the next 3 shapes?



Name: _____

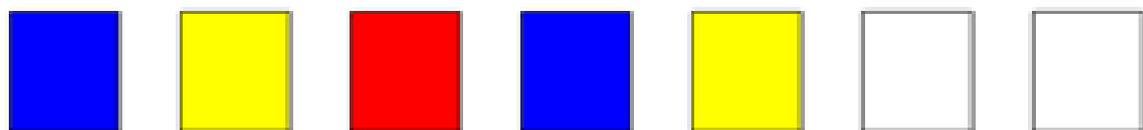
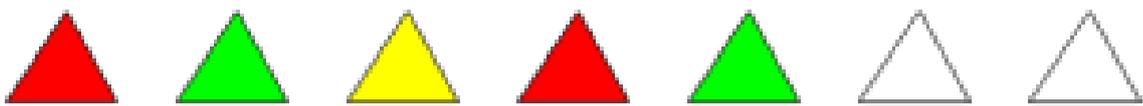
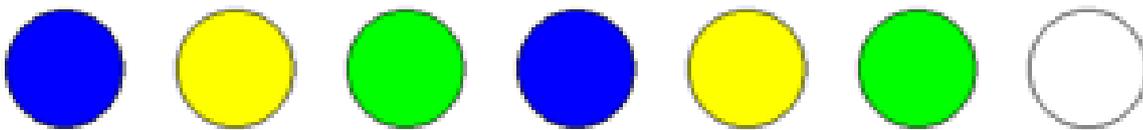
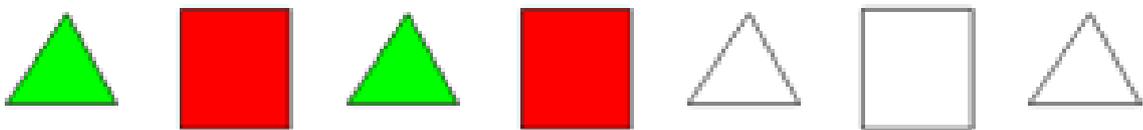
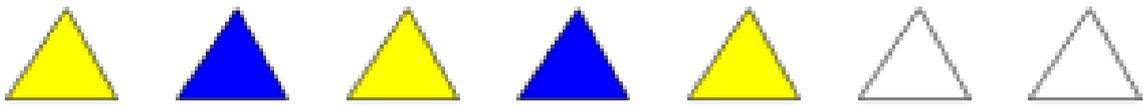
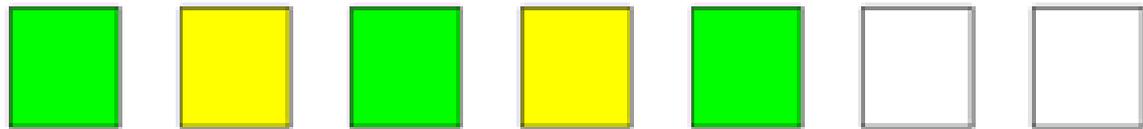
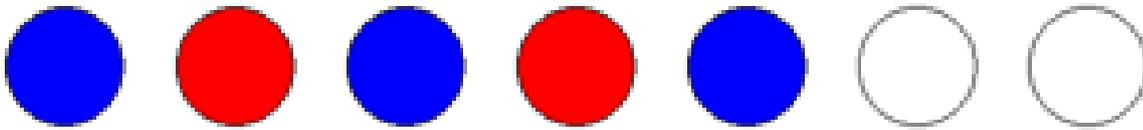
Date: Wednesday 6th January 2021.



Name: _____

Date: WB 4th January 2021

Can you complete the patterns by using different colours?



Name: _____

Date: Thursday 7th January 2021.



Name: _____

Date: Friday 8th January 2021.

