

Home Learning - Reception

WB: 11th January 2021



Dear Parents and Carers,

Here is our online plan for our second week. You are all doing such amazing work at home, well done! Keep being amazing (parents especially!)

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.

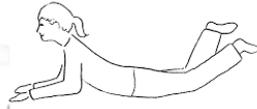
We will talk to you throughout the week with your phone call, and we will see you on Zoom.

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>Ask children to choose one of their ideas and form the sentence with your partner or grown up at home beginning with 'I can see...'</p> <p>Write the sentence as a class using our sounds and red words we have been practising in phonics.</p> <p>See if children can use adjectives to describe what they can see e.g. old castle, green grass, shimmering water</p>	<p>Literacy: Intro our new story! Goldilocks and the 3 bears.</p> <p>Discuss book language such as author, illustrator etc. Show the children that the author was the same as who had written the three little pigs</p> <p>Slow reveal - read up to 'and goodness, was she hungry!'</p> <p>Look closely at Goldilocks in the picture. What is she thinking? What would you think if you were Goldilocks?</p> <p>Slow reveal - continue reading up to 'What a delicious smell'. What can Goldilocks smell? What can you see in the picture? Honey, porridge etc.</p> <p>Slow reveal - continue reading up to 'so she ate it all up!' What taste words did Goldilocks use for porridge? Write them up on the working wall and add any new ones to our word collector pots.</p> <p>Read what we have written so far.</p>	<p>Literacy: Recap story so far. What has happened?</p> <p>Slow reveal - Read up to 'faster and faster, until....'</p> <p>...read what we have so far. What do we think will happen next? What will happen to the chair?</p> <p>What words can you think of to describe the sound a chair breaking would make? Smashed, crashed, etc</p> <p>Create a sentence using a word that the children have thought of eg The chair smashed.</p> <p>Word of the day: magnificent</p> <p>Purple Learner Challenge: Can you write a touching sentence about how one of the chairs feel e.g. hard, lumpy etc.</p> <p>Diving Deeper: Can you write some describing sentences for Daddy bear?</p>	<p>Literacy: Recap story so far. What has happened?</p> <p>Slow reveal - read up to 'then she hopped into baby bears bed'</p> <p>What do we think will happen next? How do we think Goldilocks is feeling after eating the porridge, swinging on the chairs and jumping on the beds?</p> <p>Slow reveal - read up to 'she had fallen fast asleep'</p> <p>What words could we use to describe how Goldilocks was feeling lying in the bed? Tired, sleepy, exhausted etc.</p> <p>Read what we have written so far. What can we describe next? Feedback ideas.</p> <p>Word of the day: exhausted</p>	<p>Literacy: Recap story so far. What has happened?</p> <p>Slow reveal - read up to 'and now it's broken!'</p> <p>What words can you think of to describe how the three bears are feeling? Angry, furious, annoyed, cross, irritated.</p> <p>Read what we have written so far. What can we describe next? Feedback ideas.</p> <p>Create the sentence 'The three bears were'</p> <p>Continue reading until the end of the story.</p> <p>Word of the day: furious</p> <p>Purple Learner Challenge: Can you use one of our lolly stick words in a sentence?</p>

<p>Word of the day: beautiful</p> <p>Purple Learner Challenge: Can you write a list of what you notice in the picture?</p> <p>Diving Deeper: Can you write a sentence with a describing word?</p>	<p>What can we describe next? Can we create a sentence how the porridge tasted. Eg delicious, tasty, yummy</p> <p>Word of the day: delicious</p> <p>Purple Learner Challenge: Can you write a taste sentence about the porridge?</p> <p>Diving Deeper: Can you write a describing sentence for the bears cottage?</p>		<p>Purple Learner Challenge: Can you a feeling sentence to describe how Goldilocks feel? Tired, exhausted, sleepy</p> <p>Diving Deeper: Can you write some describing sentences for Mummy bear?</p>	<p>Diving Deeper: Can you write some describing sentences for baby bear?</p>
<p>Maths: Show the children the pattern on the board. Explain that this is called an AB pattern. Write A and B underneath the pattern to show this. Show the next pattern. Is this an AB pattern? Why not? Explain that this is an AAB pattern.</p> <p>Write underneath to show this. Show the various patterns on the next slide and ask the children to see if they can identify the type of pattern it is.</p> <p>Purple learner challenge: Can you make an AB and AAB pattern?</p> <p>Diving Deeper: Can you show these patterns with different resources or toys?</p>	<p>Maths: Show the children the pattern (ABB). Ask them what they notice. Can anyone think about what this pattern might be - remind them we have seen AB and AAB. Tease out the ABB and then move onto the next slides to show this type of pattern again.</p> <p>Next, show the ABC pattern and explain what this is. Challenge the children to go away with their partner and gather objects to create their own patterns - writing on a whiteboard underneath, what pattern this is.</p> <p>Purple learner challenge: Can you show 3 different patterns we have learnt?</p> <p>Diving Deeper: Can you fill the grid with different patterns?</p>	<p>Maths: Show the children the new patterns on the board and allow time to talk about these. Explain that these are very tricky and show underneath how they are AABB and AABBC patterns (these are for rapid graspers to challenge).</p> <p>Show the examples on the next slides and see if the children can talk and complete the patterns.</p> <p>Purple learner challenge: Can you create a complex pattern using colours?</p> <p>Diving Deeper: Can you complete the pattern worksheet?</p>	<p>Maths: Show the children the grid and explain that we need to make a pattern that is going to fit this. Take lead from the children and see if the pattern we choose fits the grid exactly. If not, how can we change it?</p> <p>Investigate all the patterns to see if they fit the grids. AB, ABC, ABB, AAB, AABB, AABBC</p> <p>Purple learner challenge: Can you create your own AABBC pattern using objects?</p> <p>Diving Deeper: Can you investigate all patterns to see if you can see or make them in the house?</p>	<p>Maths: It is the final day of patterns! See if the children know the difference in patterns. What is AB, ABC, ABB, AAB, AABB, AABBC? How do you know?</p> <p>Show slides of different patterns and show how we know if they are simple or complex, and how we know they are AABBC etc.</p> <p>Purple learner challenge: Can you make an ABCB pattern?</p> <p>Diving Deeper: Can you make your pattern with your body?</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>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>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>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>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 - Peg, met, set, hen, pen, yes. Red words - my, a, so, do, no, put, said, go, she, he</p> <p>Use the free resource phonics play to support blending and segmenting. https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure</p>
<p>Art: Fork painting a bear.</p>  <p>You will need: A fork, some paint, a black pen and paper!</p>		<p>Topic: Exercise Can you create your own circuit and complete it in 10 minutes.</p> <p>Our school circuit for the week is:</p> <ul style="list-style-type: none"> 5 burpees 10 star jumps 10 sit ups 5 squats <p>Run on the spot for 30 seconds. Repeat!</p> <p>We have also been watching lots of Joe Wicks to keep us fit. Please use his YouTube channel (The Body Coach) if you need some ideas!</p> <p>Purple Learner Challenge: Can you do 20 push ups? (we are trying!)</p>		<p>Art: Tummy Drawing of goldilocks house!</p>  <p>The idea is to draw your pictures whilst laying on your tummy. This is excellent for your core strength and for your muscles in your shoulders, arms, hands and bottom!</p> 

Name: _____

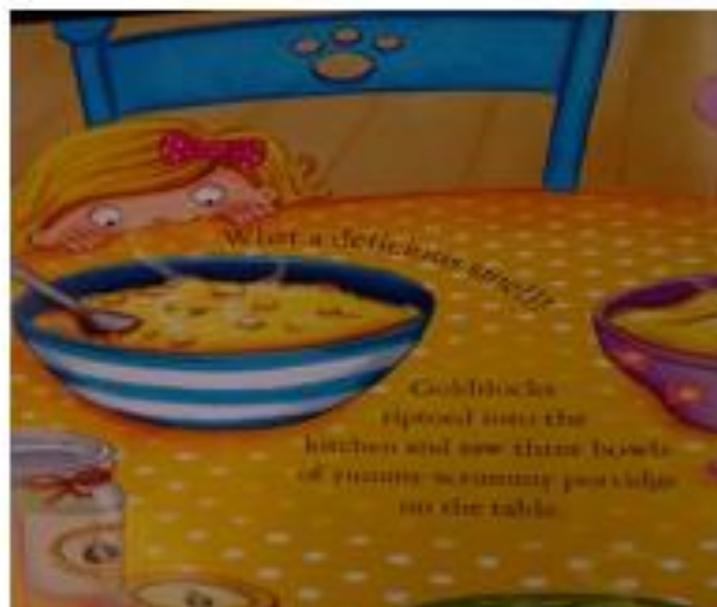
Date: Monday 11th January 2021



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 12th 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 13th 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 stanzas?		

Name: _____

Date: Thursday 14th 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?		

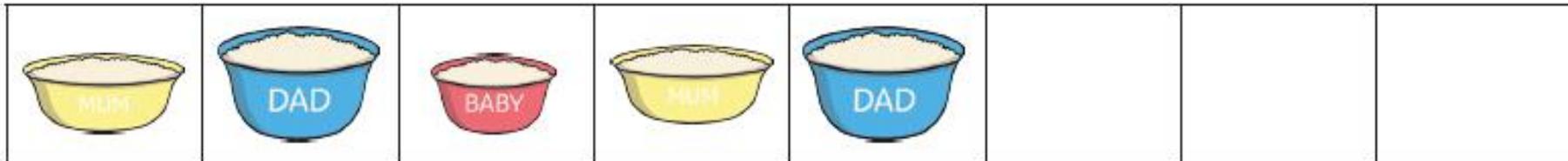
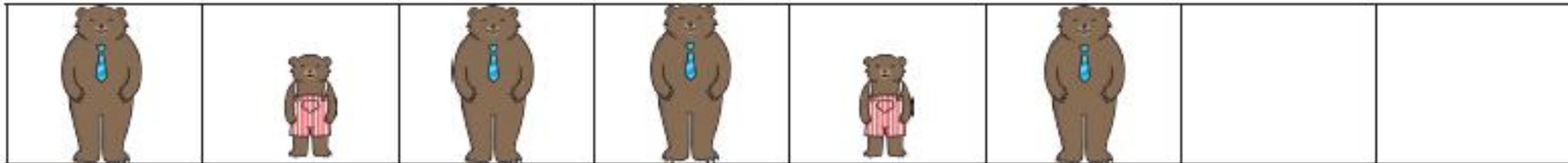
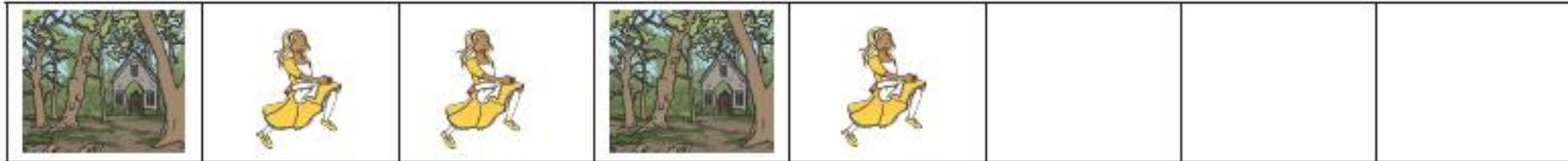
Name: _____

Date: Friday 15th 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?		

Can you complete the patterns?



Cut out and use to complete the patterns.

