

Home Learning - Reception

WB: Monday 1st March 2021



Dear Parents and Carers,

Here is our final week (hopefully) of online learning! You have all worked so hard (especially your parents) and you have really done an incredible job over the past couple of months. If you have any questions or concerns throughout the week regarding home learning, or ANY other aspect of coming to school, please do not hesitate to contact your class teacher for anything work/computer related or the office if the query relates to payments, lunches, or wraparound.

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

We will see you on Zoom,

Thanks,

The Reception Team

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Literacy: Introduce our new story. Talk about the similarities between this week's story and last week's story. Look at the picture of the hen on page 4 (so she flew, and she flew, and she saw, and she heard) TTYP/grown up - how is the hen feeling? Remember that her eggs are going missing. Play Word Collector using lollypop sticks- shocked, alarmed, devastated The fat red hen is.....</p> <p>Word of the day: alarmed</p>	<p>Literacy: Recap the story: what has happened so far? Slow reveal - read up to page 8 (I've thought of a really clever trick) Look at the picture of the animals - TTYP - how are they feeling? Play Word Collector using lollypop sticks- worried, scared, frightened. Orally compose the sentence 'The animals were.....' Now read up to page 10. Look at the sentence 'The ladybird had a clever plan'.</p>	<p>Literacy: Recap the story: what has happened so far? Look at the picture of the men and the hen on page 11. TTYP - what could you hear in this picture? Now think about the sounds the hen is making. Play Word Collector using lollypop sticks- clucking, squawking, shouting, screeching. Using lollypop sticks - scribe the words on the board. Model writing the sentence 'The hen was at the bad men.'</p>	<p>Literacy: Slow reveal - Read up to where the animals tell the men about the snuggly snerd. TTYP - what do you think the men are thinking? Encourage the children to think about their expressions. Feedback some ideas and then orally compose a sentence with the children. Model how to adapt it to improve it. Model writing the sentence in the thought bubble. How can we steal the snuggly snerd?</p>	<p>Final Fun Day!!</p>

<p>Purple Learner Challenge: Can you write sentences about how the hen is feeling?</p> <p>Diving Deeper: Can you use the word because in your sentence?</p>	<p>Join the sentences! The animals were frightened but the ladybird had a clever plan.</p> <p>Word of the day: frightened</p> <p>Purple Learner Challenge: Can you write a sentence about the animals?</p> <p>Diving Deeper: Can you use the word because in your sentence?</p>	<p>Word of the day: squawking</p> <p>Purple Learner Challenge: Can you write what you think the hen is saying?</p> <p>Diving Deeper: Can you write a plan for the animals?</p>	<p>We will be rich! What does it look like? Where is it hiding?</p> <p>Words of the day: thought bubble</p> <p>Purple Learner Challenge: Can you write what the men are thinking?</p> <p>Diving Deeper: Can you write what the animals are thinking?</p>	
<p>Maths Today we are going to use a different method to subtract (show the hand symbol) Subtraction means to take away a number or object. Show the board with objects. We can take away by moving resources - this promotes careful counting. However, what if we did not have objects? What if we only had numbers? Show the next slide with the number sentence $9-5=$. How can we do this if we have no resources to use? Show a number line. We can use this number line! Model how to use it by checking you can start with the biggest number. You then count <i>backwards</i> from the biggest number. Show this carefully and make sure the children understand the importance of reading the number sentence and careful counting. Use the pen to jump back and join the numbers as you count them. Repeat with 3 number sentences.</p>	<p>Maths Show the children a subtraction number sentence. Can you show me this sentence using your actions? (do it with them.) What do we need to use to count back if we have no resources? The number lines!</p> <p>Show the children 4 number sentences. These are more difficult than the day before as they go higher, and some have larger gaps, so it is important to count carefully! Talk about checking your answer at the end just to make sure you are not sure.</p> <p>Purple learner challenge: Can you create your own subtraction number sentence using numbers to 10?</p> <p>Diving Deeper: Can you write 3 of them?</p>	<p>Maths Show a number line and a number sentence with jumps on it. What do I need to do? Can you do it? What is the answer? Show a number sentence and a blank number line. Can you find the answer? How many jumps did you go back? How do you know that is correct? Talk through 1 more as a class then ask them to do another one all by themselves and explain it to the class! Do larger numbers and use the number lines from 1-20 this time and double-check your counting!</p> <p>Purple learner challenge: Can you create your own subtraction number sentence using numbers to 20?</p> <p>Diving Deeper: Can you write 3 of them?</p>	<p>Maths We know we have been looking at using a number line to subtract this week. We also know it is important to carefully count back 1 number per jump to make sure we have the correct answer. Today I want you to be a teacher! I have 3 answers, which are not correct. I would like you to figure out the correct answer to them! If you are super smart..., could you find out what went wrong, too?</p> <p>Show 3 number sentences with number lines and jumps all with different misconceptions. Talk about what we need to do as a class to find the answer and look at the differences!</p> <p>Purple learner challenge: Can you write your numbers all the way to 30?</p> <p>Diving Deeper: Can you continue as high as you can?</p>	<p>MATHS GAMES! FINAL ZOOM.</p>

<p>Purple learner challenge: Can you show how you count back by using your number line on your worksheet?</p> <p>Diving Deeper: Can you write the number sentence for your problems?</p>				
<p>Art: Can you build your own 3D farmhou: <small>Recycle a Box to make a Miniature Barn</small></p>  <p>You will need: A cereal box Scissors Glue/tape Paint to colour it in!</p>		<p>Topic: Farm animals. Cow, sheep, hen, duck, goose, cat, dog, horse, goat etc.</p> <p>Purple Learner Challenge: Can you write a Fact File about your own Farm animal.</p> <p>You are welcome to choose how to do this - either by using the template (attached) or by making your own incredible fact file booklet/poster!</p>		<p>Art: Create your own animal masks!</p> <p>You will need: Whatever you can find! String Glue Colours</p>

Name: _____

Date: Monday 1st March 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 2nd March 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 3rd March 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 4th March 2021.

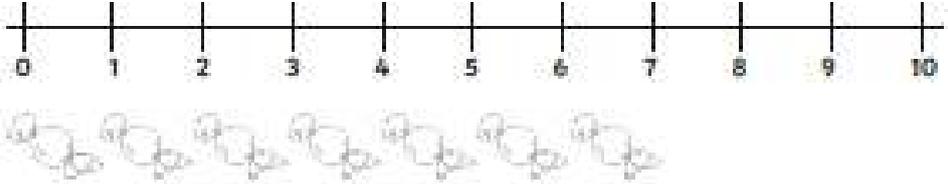
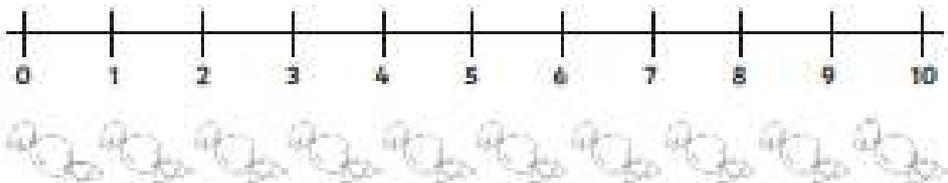
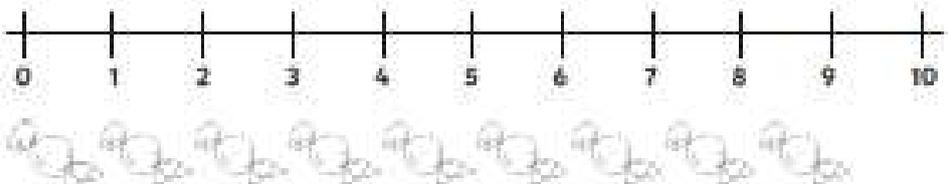
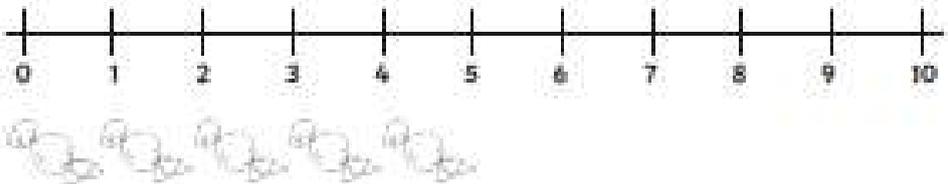
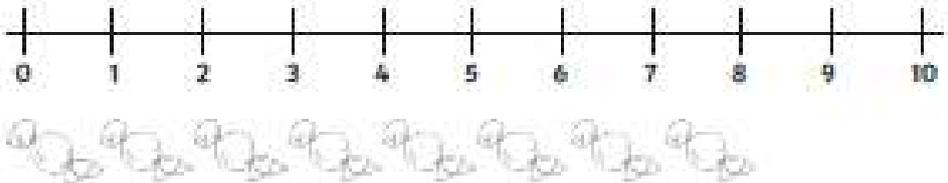
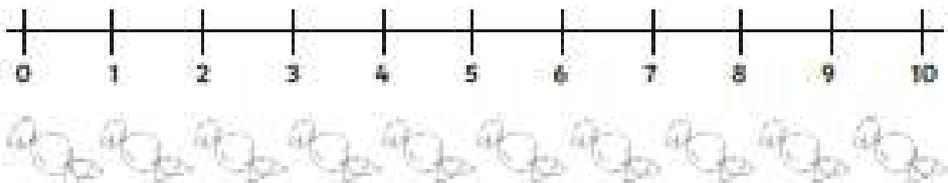


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Have you used a capital letter?			
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Have you used your sounds?			

WALT: Subtract by counting back.

Example	
$9 - 3 = 6$	
$10 - 5 =$	
$8 - 6 =$	
$9 - 4 =$	
$10 - 3 =$	

WALT: Subtract by counting back.

$7 - 4 =$	 <p>A horizontal number line with tick marks labeled from 0 to 10. Below the number line, there are seven sheep illustrations.</p>
$10 - 6 =$	 <p>A horizontal number line with tick marks labeled from 0 to 10. Below the number line, there are ten sheep illustrations.</p>
$9 - 2 =$	 <p>A horizontal number line with tick marks labeled from 0 to 10. Below the number line, there are nine sheep illustrations.</p>
$5 - 3 =$	 <p>A horizontal number line with tick marks labeled from 0 to 10. Below the number line, there are five sheep illustrations.</p>
$8 - 5 =$	 <p>A horizontal number line with tick marks labeled from 0 to 10. Below the number line, there are eight sheep illustrations.</p>
$10 - 9 =$	 <p>A horizontal number line with tick marks labeled from 0 to 10. Below the number line, there are ten sheep illustrations.</p>

Where do they live?

What do they eat?

Can you make us a farmhouse?

Can you colour us in?

