

Please access more work, information and communication from me through St

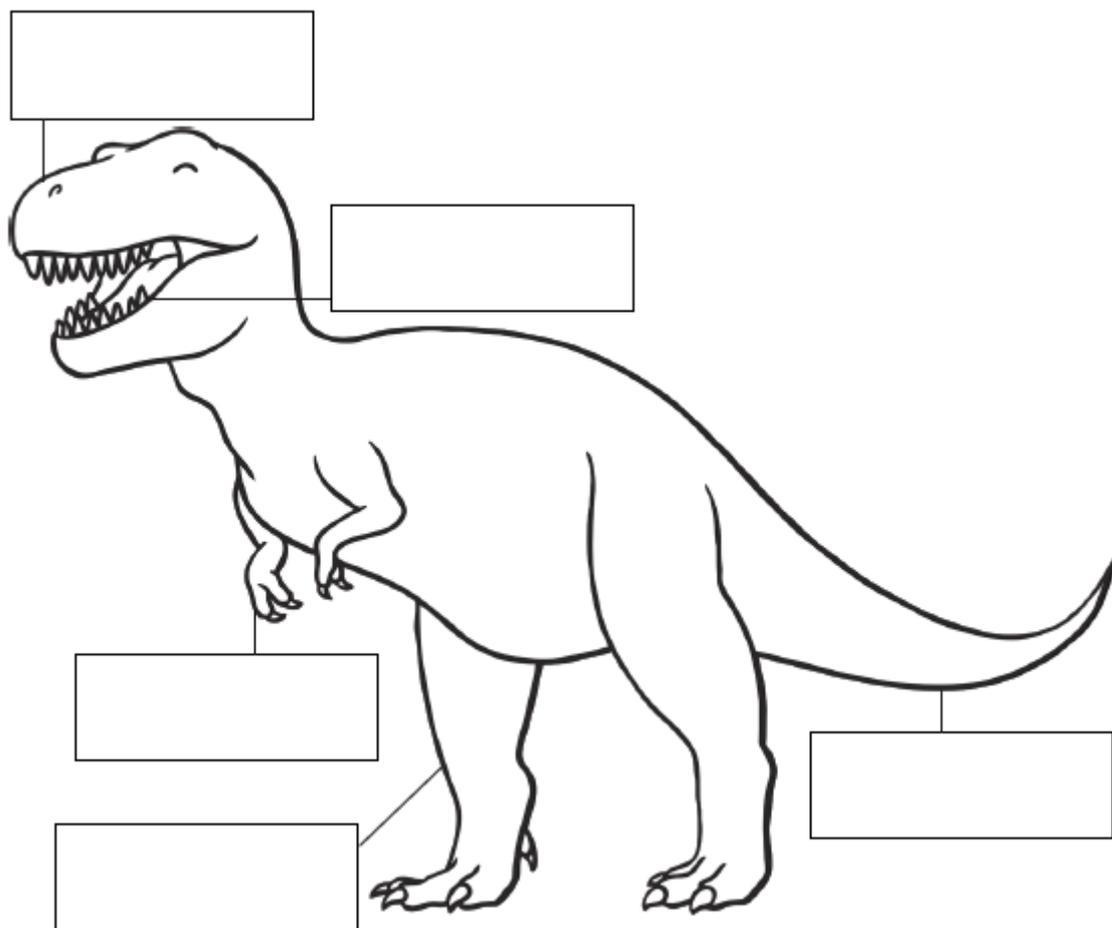
Mary's google drive if you can. I am here to help with your home learning.

Find information on how to log on to google drive on St Mary's school website.

Week 2 home learning pack - Reception Class

Writing

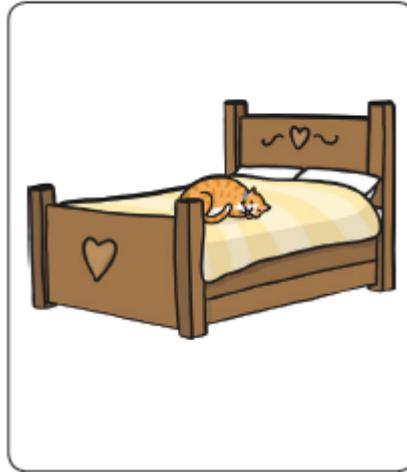
Task 1: Label the dinosaur. Use your phonics to write down the parts (example teeth, leg). Take a picture of your writing and send it to me on google drive.



Task 2: Finish the sentence. Adults you can write the sentence starter out onto paper for the children then they can finish writing it (or they could copy that part and sound out the rest). They can write whatever they

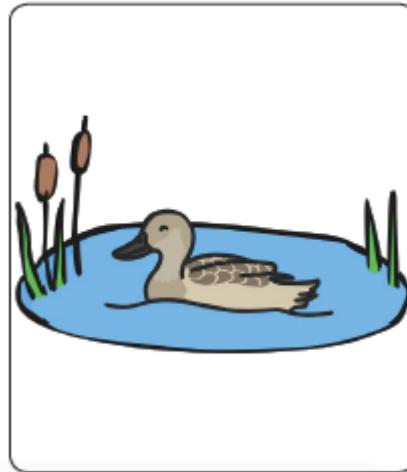
say down, you can help them think of a sentence or I have given an example of simple sentences they could have a go at writing below the picture.

The sleepy
cat...



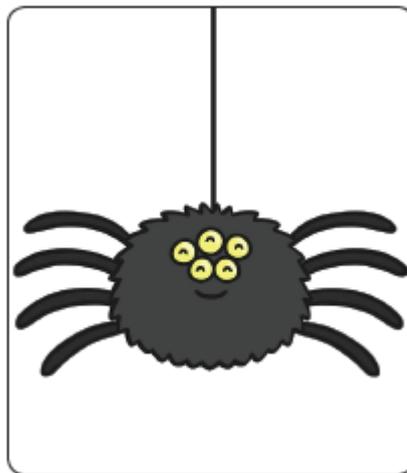
...is on the bed.

I can see
a...



...a grey duck in the pond.

There is
a...



...black spider it has 8 legs and 5 eyes.

Comparing Numbers to 10

Count how many vehicles are on each side of the road and then write your answers in the boxes. Circle which one has more.



*This is the end of year goal for Maths (number), when school closed we had began to focus on **addition** and **subtraction**, please can you focus this week on addition and subtraction.*

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

*Use **real objects** (dolls, cars, pencils, unicorns, anything they are interested in, to support them adding and taking away). Say Maths problems verbally **THEN** write them down (numbers to 10 only).*

Addition

$$2 + 3 =$$

"two pencils add three pencils equals?"

$$5 + 1 =$$

$$4 + 2 =$$

$$8 + 1 =$$

Subtraction

$$5 - 3 =$$

"you have 5 pencils, take away 3 pencils, how many are left?"

$$4 - 1 =$$

$$6 - 2 =$$

$$7 - 3 =$$

Music

Head, Shoulders, Knees and Toes

"Head, shoulders, Knees and toes, Knees and toes! Head, shoulders, Knees and toes, Knees and toes,

And eyes and ears and mouth and nose! Head, shoulders, Knees and toes, Knees and toes!"

Activity ideas

Personal Social and Emotional Development

- Try playing some simple board or card games together or try working together to build a jigsaw puzzle.
- Encourage children to talk about their likes and dislikes in terms of activities they like and do not like to do. Encourage them to explain their thoughts and feelings.
- Encourage children to be independent but to ask for help when needed. Encourage them to talk to familiar adults and children about activities they would like to do.
- Discuss different feelings - try acting out different emotions for children to identify.
- Discuss plans and routines and encourage children to talk about their daily activities.

Understanding the World

- Talk about special events in your family, such as holidays, weddings, birthdays and celebrations. Maybe bring in a souvenir to show the class!
- Explore different weather conditions and talk about seasonal changes in the world around you.
- Go on a technology treasure hunt at home! Talk to your child about how we make these things work and how to use them safely.
- Look at different types of technology when you're out and about. They could explore using a camera to take photos on days out too.

Expressive Arts and Design

- Try some different creative activities using a variety of different materials such as; making musical instrument models using empty packaging, collage activities to make pictures using wool or coloured paper and mix colours of paint to paint pictures.
- Encourage children to sing their favourite songs and listen to music.
- Try using some toys or make some puppets and create your own story!
- Try setting up a pretend shop, restaurant, hairdressers salon, workshop or classroom. Role play as customers and shopkeepers, etc. and create stories and scenes together.

Communication and Language

- Initiate conversations with your child, ask questions and demonstrate how to be a good listener.
- Share rhymes, songs, books and stories. Talk about what is happening in the stories or rhymes. With a familiar rhyme or book, stop suddenly and ask your child to continue, or you could accidentally get the words 'wrong' and your child could correct you!
- When sharing stories together, talk about the story and the characters. Ask your child to explain events in stories.
- Model correct sentence structure and words - instead of over correcting your child, repeat words or sentences, e.g. if your child says "bued an apple" say "Yes, you bought an apple."
- Talk about your children's interests and encourage them to learn and use new vocabulary.

RE: The Easter Story

*We have been looking at The Easter Story.
As the Easter Holiday approaches, you may
like to read stories about Easter with your child.*

*There are also lots of resources on Beebies-
Let's Celebrate*

<https://www.bbe.co.uk/beebies/watch/lets-celebrate-easter>

Phase 3 Home Learning Challenges

Look at the things around the room. Can you spot any words that begin with any of these sounds? Can you hear the sound they end with too? Try writing some of them down.

j v w y z

Can you put the sounds on this page into the phoneme frames to make words?

--	--

--	--	--

--	--	--	--

Play a game with your grown-up. Ask your grown-up to read a sound to you. Can you write the sound down? You could use different colours.

Can you read the digraphs on this page and think of a word that includes each sound?

igh

ow

air

ar

ear

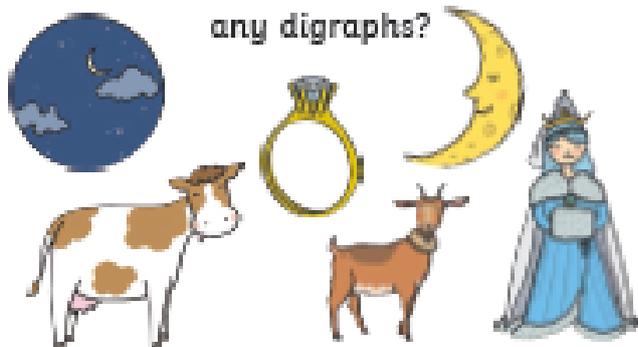
sh

ure

zz

Can you spell out any of the pictures?

Do all the words have the same number of sounds? Can you underline any digraphs?



Can you look in a book and find any of these words? Which words did you spot the most times?

he

all

she

are

we

her

me

was

be

they

you

my