

YR Christ Church

Friday 27th March

Reception Class Daily Timetable

Friday	
9.00-9.30	P.E. with Joe Wicks
9:30- 9:45	1 Handwriting (worksheet attached/cursive whiteboard)
9:45- 10:00	Movement break
10:00- 10:30	2 Literacy (story and worksheet attached)
10:30- 11:00	Break/snack time
11:00-11:30	3 Alphabet Code (planning attached)
11:30-12:00	Movement break
12:00- 13:00	Lunch
13:00-13:30	4. Spanish

DAILY READING (15 min)

This timetable is just for guidance on how you could possibly structure your child's learning. Please don't spend more than 30 minutes completing an activity. Make sure your child gets movement breaks in between subjects/tasks.

Movement breaks:

<https://www.youtube.com/watch?v=GkrZBsOlt3k>

<https://www.youtube.com/watch?v=388Q44ReOWE>

Please find the **weekend home learning** attached on the final page - Science (Understanding the World)

Can you trace the letters?

a a a a a a a a a a

b b b b b b b b b b

c c c c c c c c c c

d d d d d d d d d d

e e e e e e e e e e

f f f f f f f f f f

g g g g g g g g g g

h h h h h h h h h h

i i i i i i i i i i

j j j j j j j j j j

k k k k k k k k k k

l l l l l l l l l l

m m m m m m m m m m

n n n n n n n n n n

o o o o o o o o o o

p p p p p p p p p p

q q q q q q q q q q

r r r r r r r r r r

s s s s s s s s s s

t t t t t t t t t t

u u u u u u u u u u

v v v v v v v v v v

w w w w w w w w w w

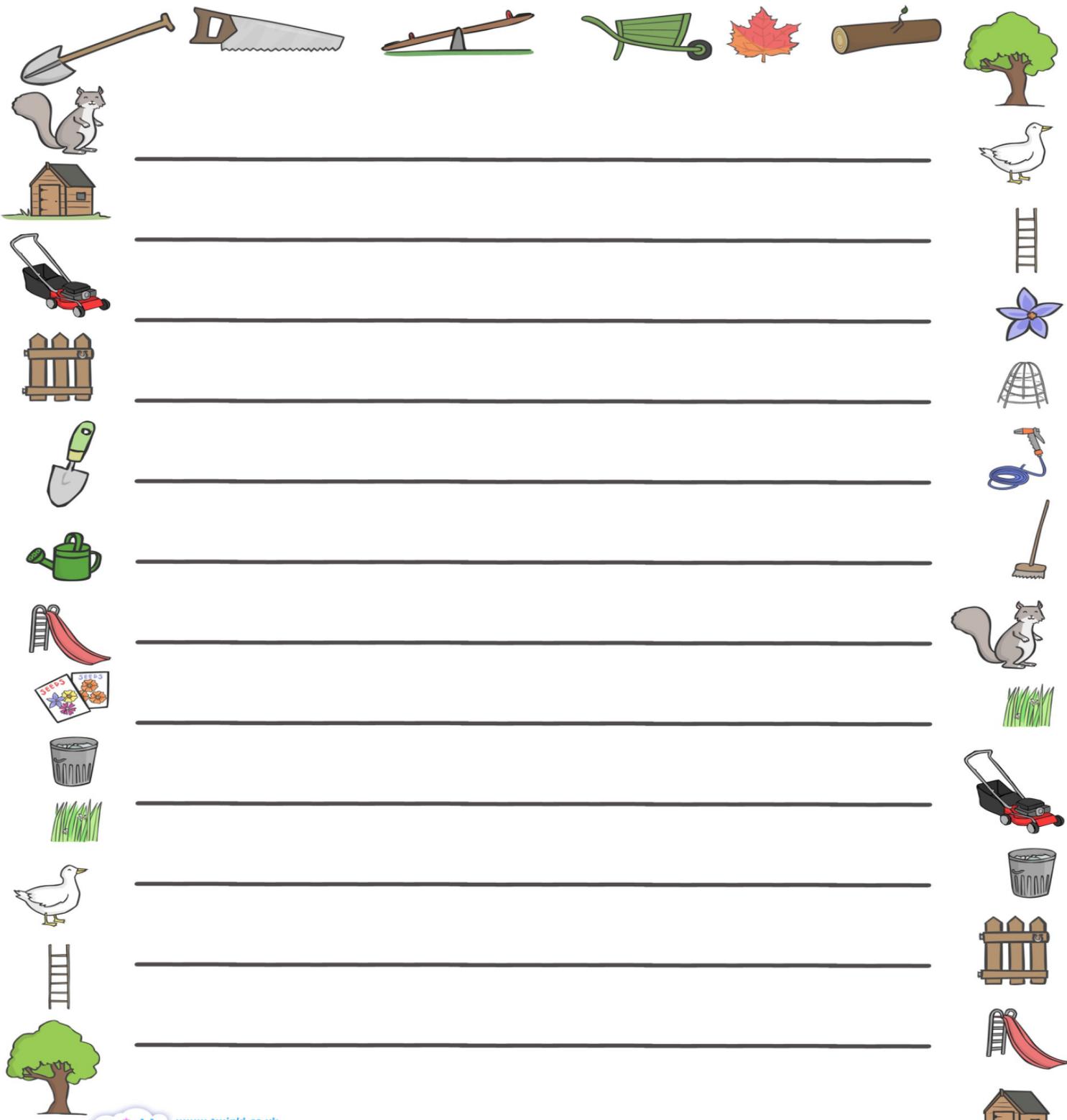
x x x x x x x x x x

y y y y y y y y y y

z z z z z z z z z z

Learning Objective: to retell the story of Percy the Park Keeper. Think about finger spaces and full stops. CHALLENGE - can you use a joining word to extend your sentence e.g. but, and or so.

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Alphabet Code

/oo/

moon, soon, bloom

Recap on previous sounds (adult to point to the codes, children to say the sounds)

/s/a/t/p/i/n/m/d/g/o/c/k/ck/e/u/r/h/b/f/ff/l/ll/ss/j/v/w/ch/sh/th/ng/ai/
ee/igh/oa/

Hear it and say it

Watch the clip demonstrating the sound /oo/

<https://www.youtube.com/watch?v=ONGqoexO8gY>

Invite children to generate further words in which they can hear the sound /oo/

See it and say it

Adult to model writing the /oo/ code, whilst making the sound (the letters should be joined, to emphasise that it is making one sound)

Children then practise writing the /oo/ code on their own boards

Read it

Adult to write moon and bloom for the children to read (segmenting the sounds, then blending)

Write it

Adult to ask children to write soon, and then boot (do not forget to draw the sound lines first e.g b oo t)

Activity:

Write a silly sentence featuring words with the sound. Let your child memorise the sentence before they attempt to write it on a whiteboard or paper. Remind them of finger spaces and full stops. They should be able to write it down independently (with some gentle prompts!)

His boots will be smelly soon.

Spanish

Dear parents/ caregivers,

While I wish this was not the way we involved families in the children's Spanish learning, I thought it would be a good opportunity to tell you about what we've been learning, and leave you with a few links to fun videos to watch during this time, and some work to review what we have been doing.

In Reception, it has been all about getting used to the language - we read stories, we watch videos and learn fun songs!

We have been learning numbers from 1 to 10, colours, animals and now we're doing the weather and the seasons.

Colours and Numbers

These are some of the videos we love about colours and numbers:

<https://www.youtube.com/watch?v=K0JXO3ILL00> - globos, globos

https://www.youtube.com/watch?v=y1ZIRC_LMzE - la canción de los números del 1 al 1

<https://www.youtube.com/watch?v=ZiNFXntWOJw> colores y números - rockalingua

Animals

To practise animals, we have been playing a lot of games. Our favourite is that I will say an animal, and they will have to make that animal's noise or actions, and sometimes one of the children does the noise and the rest of the class has to guess in Spanish what animal it is. We also find memory games online and say the animals as we are flipping the cards.

We have also been watching videos, these are a few examples:

<https://www.youtube.com/watch?v=hnhdU5hFufo> - animales de la granja

<https://www.youtube.com/watch?v=TwkADbTrNrQ> - el viejo Mcdonald

<https://www.youtube.com/watch?v=MHwNxfTBBYM> - Vamos al zoológico (this video is a very good one for the actions)

<https://www.youtube.com/watch?v=j5ThRHh4Pho> vamos a ir al bosque

Some of the animals we know are: Burro- donkey, leon - lion, tigre - tiger, elefante - elephant, koala, serpiente - snake, perro - dog, gato - cat, pinguino - penguin, canguro - kangaroo, lobo- wolf ...

Weather

Finally, we have been learning about the seasons and a bit of the weather.

We have been singing a song and doing a few actions for the weather.

<https://www.youtube.com/watch?v=7hr2LfzwGCg>

Something that we also do in class is to write (copy) some of the words that we are learning and label the pictures. I will be sending some work like that along the weeks, and I also recommend watching these videos together, as well as singing and interacting with the videos. It would also be nice if they could watch short story videos in Spanish, as that helps them get used to the language.

The work for this week will be to go through these links and talk about it with the children, hopefully it will be a fun time for everyone!

Best wishes.

Aina Manresa

Reception Class and Parents Learning Together – Understanding the World (Science)



1 Unit summary

Woodlands are the setting for many fairy tales and the home of imaginary creatures. They are also the 'natural environment' for much of the British Isles and are consequently the home of many iconic British animals and plants. In this unit children explore and enjoy both the story book and 'real life' elements of woodlands as they plan their own trip 'into the woods'.

Into the Woods

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This information is to inspire, reflect and challenge you. Please choose one challenge – this will be an ongoing task which will be the homework for next weekend too. Feel free to be flexible and extend the children's exploration of nature in any way which you like – that may be in your garden, looking at nature videos/information online, or reading fairy tales with woodland settings. Record your learning in your books in any format you choose – that could be drawings with labels, photographs, sentences... Adults, please scribe for your child if you would prefer.



3 Explorations

Make sure that children understand that trees are a type of plant. Encourage them to notice what trees have in common with smaller plants, as well as how they are different.

Introduce children to the work of Andy Goldsworthy, who creates art within the environment using natural objects. Encourage them to work together to make pictures outside using autumn leaves or other found objects.

Encourage children to make maps or miniature landscapes using small world props, perhaps in the sandpit. They could show the path taken through the woods of a story book character such as *Little Red Riding Hood* or *The Gruffalo*.



Key vocabulary

Help children to recognise and name some of the animals that live in British woodlands (fox, rabbit, squirrel, deer, owl, spider, etc.) and some that don't (lion, wolf, monkey). As they begin to recognise and name a few native trees (such as oak, hazel and beech) help them to learn that they are also a type of plant. They might also learn to recognise some other plants such as ivy, bluebells and honeysuckle.