

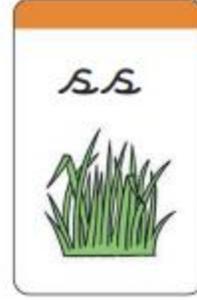
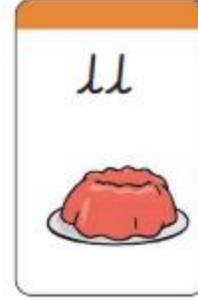
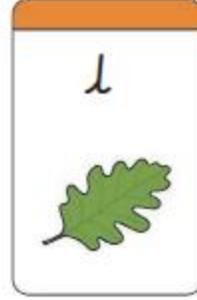
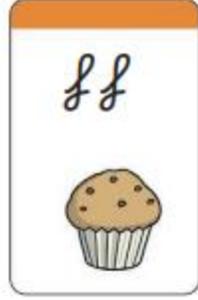
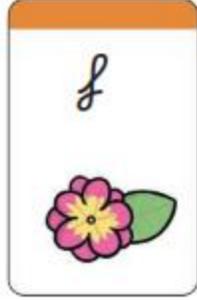
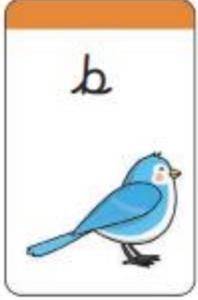
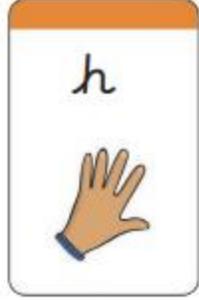
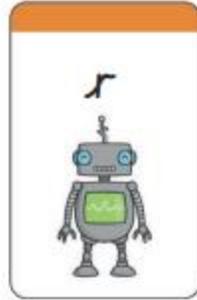
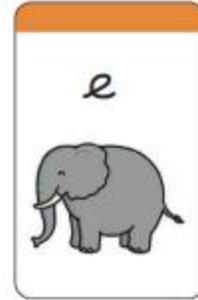
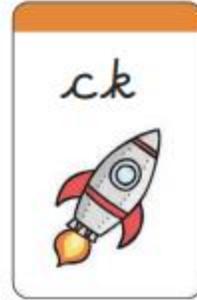
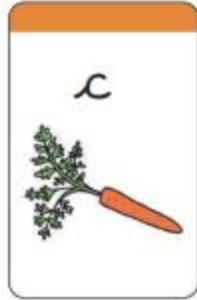
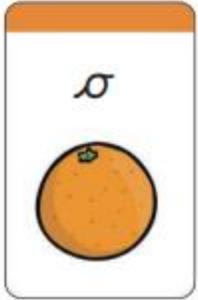
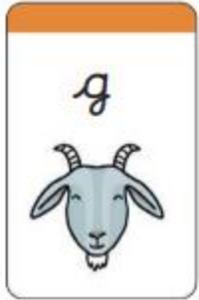
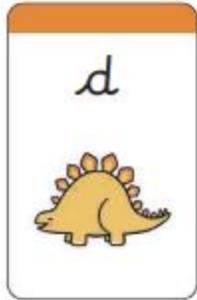
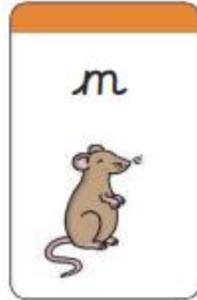
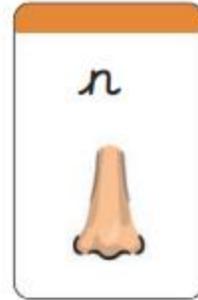
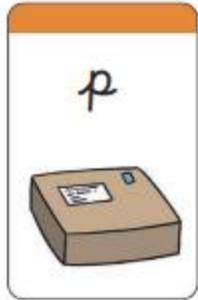
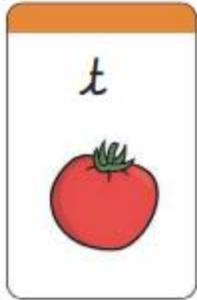
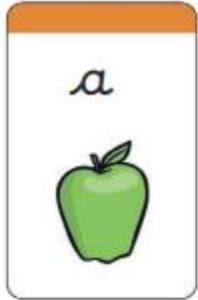
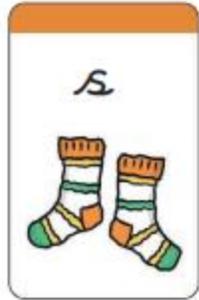
Home Learning – Reception Class Summer Term Week 4

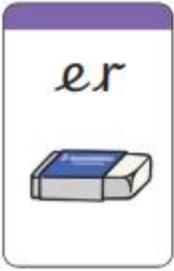
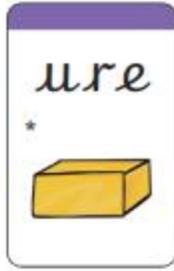
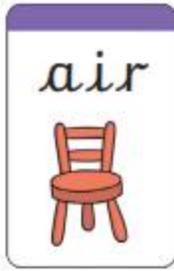
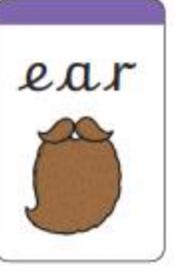
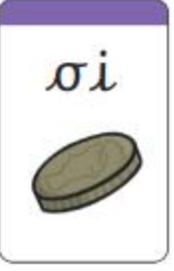
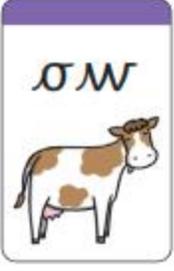
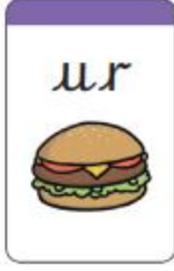
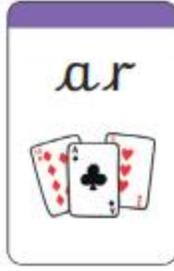
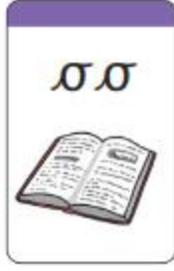
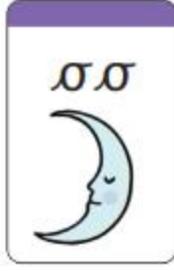
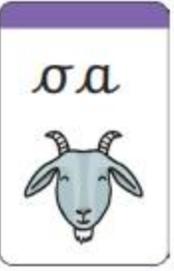
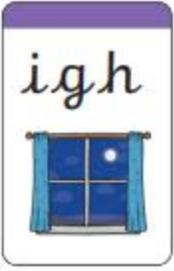
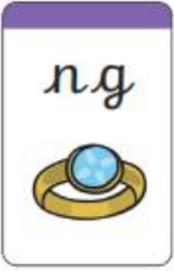
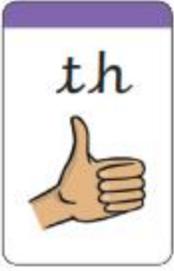
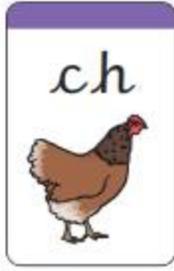
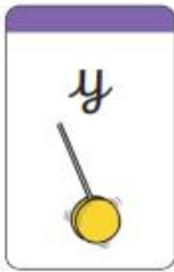
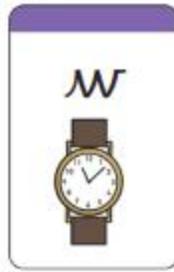
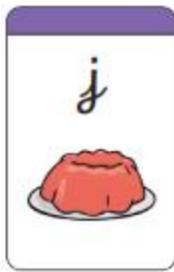
We have set out each week's learning as a series of suggested daily activities. However, the time may look very different for each family. Building in time to look after each other, be physical, creative and relax is as important as completing the set activities. You need to decide what works for you and your family. You could do more of the activities on one day and fewer on another, or you may find it helpful to have a more structured approach. It may help to give clear times for doing activities and clear times for breaks.

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	<p>MAKING LINKS: we have learnt about counting each group and adding in Reception this year.</p> <p>THINK: Can you help me with this problem? Fred and Marlon have lots of magic eggs. (See below.) How many eggs does Fred have? How many eggs does Marlon have? How many are there altogether? How do you know?</p> <p>SEE: (Support below.) Touch each egg in the picture as you count it. Count the first number, count the second number and then count them altogether.</p> <p>DO: Use what you have learnt today to solve these problems (See below).</p>	<p>MAKING LINKS: yesterday you practiced counting groups altogether.</p> <p>THINK: (support below) Can you help me with this problem? Fred has collected different groups of objects from around his home to make number sentences (See below.) What happens when you add numbers together? How many different ways can you say the addition sentence? Use your star words to help you. (See below)</p> <p>SEE: (Support below.) Touch object as you count it. Count the first number, count the second number and then count them altogether. Say your addition sentence out loud, use the star words to help you.</p> <p>DO: Use what you have learnt today to create your own addition sentences out of objects around your house and say them out loud.</p>	<p>MAKING LINKS: yesterday you practiced saying your addition sentences out loud. What happens when we add numbers together?</p> <p>THINK: (support below) Can you help me with this problem? Fred has been looking for objects to count. He wants to write down how many he has altogether. He found 5 books and then he found another 3. Use books or any other objects to solve this problem. How many different ways can you write down Fred's addition sentence? (See below.)</p> <p>SEE: (Support below.) Touch each object as you count it. Count the first number, count the second number, and then count them altogether. Write the problems and answer as many ways as you can. (See below.)</p> <p>DO: Find your own objects, create three different number problems and write it as many ways as you can.</p>	<p>MAKING LINKS: yesterday you had a go at making and writing addition problems. What strategies can you use to help you solve addition questions?</p> <p>THINK: (support below) Can you help me with this problem? Fred has 20 pieces of pasta. Fred has put the pasta into two groups. How many are in group 1? How many are in group 2? How many are there altogether? How do you know? (See below.)</p> <p>SEE: (Support below.) Touch each object as you count it. Count the first number, count the second number, then count them altogether</p> <p>DO: Use what you learnt today to find out how many different ways can you group the pasta to make addition problems that equal 20? Use pieces of pasta or any other object to solve this problem.</p>	<p>MAKING LINKS: yesterday you made different addition problems that equal 20. How many ways did you find?</p> <p>THINK: (support below) Can you help me solve this problem? I sharpened 10 pencils, later I sharpened 5 more. How many sharp pencils do I now have? (See below.) What numbers do you need? How many different ways can you show your answer? How can you check that your answer is correct?</p> <p>SEE: (Support below.) Find the numbers you need to add. Count both the numbers, and then count them altogether.</p> <p>DO: (Support below) Use what you have learnt this week to answer the word problems (See below.) You can use or draw any of your favourite counting objects around the house to help you and then write the addition number sentences</p>
Alphabet Code	<p style="background-color: yellow;">/ee/ sound – more than 1 spelling</p> <p>Look at the video showing the new spelling for the sound /ee/ - 'ea'. Children have already been taught the 'ee' spelling of /ee/</p> <p>https://www.youtube.com/watch?v=3PJGqbCeRU4</p> <ol style="list-style-type: none"> Copy each sound on the sound line Say each sound as you write it. Highlight the /ee/ spelling. Read the whole word <p>See below</p>	<p style="background-color: yellow;">/ee/ sound – more than 1 spelling</p> <ol style="list-style-type: none"> Read the words. Highlight the /ee/ spelling. Sort the words into the correct spelling groups. <p>See below</p>	<p style="background-color: yellow;">/ee/ sound – more than 1 spelling</p> <p>Write the words under the pictures and then colour the ones with the 'ea' spelling of the sound /ee/.</p> <p>See below</p>	<p style="background-color: yellow;">/ee/ sound – more than 1 spelling</p> <p>'ea' spelling activity – see below</p>	<p style="background-color: yellow;">/ee/ sound – more than 1 spelling</p> <p>https://new.phonicsplay.co.uk/resources/phase/2/buried-treasure</p> <p>Drag real words to the treasure chest and fake words to the dustbin.</p> <p>Click Start, Then Phase 5, Then 'ea'.</p>
<p>Reading: Make sure you have some quiet time for daily reading of your own book. Click here to find a book! You will need to sign up for free Listen to story time on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/</p>					
Spelling & Handwriting	Practise writing your numbers 1-9 - see below	Practise writing your numbers 10-20 - see below	Practise writing your numbers 0-20 – see below	Practise writing the letters of the alphabet – see below	Practise writing the letters of the alphabet – see below (a-j)

Writing	<p><u>Write adjectives</u> Listen to the story of The Snail and the Whale. The Snail and the Whale visit so many beautiful settings. Look at the setting pictures in the book and write a list of adjectives to describe 2 of them. You can work by yourself or with someone in your family. How many can you think of?</p> <p>Examples of settings below</p>	<p><u>Write a diary entry</u> Your teacher had a very busy day yesterday and wrote a diary entry to remember what she did. Write your own diary entry- it can be about what you have actually done, or what you would have liked to have done. Don't forget to start with 'Dear Diary' and use some adjectives to make it exciting.</p>	<p><u>Write a diary entry</u> Listen to the story of Fidgety Fish. Fidgety Fish wants to write his own diary entry to record his amazing adventures. Use your imagination to pretend you are Fidgety Fish. Write your diary entry about what happened. How did you feel?</p>	<p><u>Plan a story</u> Fidgety Fish wants to go on another adventure and meet some more friends. Plan a new story for Fidgety Fish. Think of two characters that he will meet, a problem that he will encounter and a solution to the problem. Your teacher has had a go so have a look at her story plan if you need help thinking of ideas!</p>	<p><u>Write a story</u> It's time to write your own story about Fidgety Fish and his new adventure. Read your teacher's story and see if you can find all of the adjectives she has used. Then use your story plan to write your own story. Make sure to read it to your family when you are done!</p>
Topic	<p><u>Understanding The World</u> <i>Save our Oceans Poster</i> Can you make a poster about how we can save our ocean? Remember to include why it is important to protect our ocean! Look at the link here about turtles to help you.</p> <p><u>Expressive Art and Design</u> Make a sea creature Get creative! Can you make a sea creature out of items in your kitchen? Look at the examples below to help you.</p>	<p><u>Physical Development</u> <i>Hand creatures</i> Draw around your hands with a pencil. Can you make them into a sea creature? Look at the examples below to help!</p> <p><u>Personal Social and Emotional Development</u> Understanding Feelings Read the book 'The Snail and the Whale' by Julia Donaldson from yesterday. Choose a character: the snail or the whale. Discuss how each character is feeling. Why do they feel that way?</p>	<p><u>Understanding The World</u> <i>Floating and sinking</i> What does float mean? What does sink mean? Choose 3 food containers from your kitchen and 3 plastic toys. Guess whether the item will sink or float. Put each item in a sink full of water and see whether it sinks or floats.</p>	<p><u>RE</u> <i>What does it mean to be thankful?</i></p> <ul style="list-style-type: none"> ● Watch the video of this story of The Elephant and The Bad Baby. ● What should the Bad Baby have said when he got all the items? Christians often say thank you to God for all the wonderful things in their lives. ● Draw a picture of 5 things you are thankful for in your life. 	<p><u>Communication and language</u> <i>Sea Bingo</i> Can you play a game of under the sea bingo? Choose 6 sea creatures to go in your 6 boxes. Choose a quiz master to call out the creatures and see who can cross out all of the creatures first! Whoever wins shouts BINGO!</p>
<p align="center">Choose one of the challenges to do with your family! Remember to take photographs and videos to share with your class teacher! Click on the link 'Everything is Interesting' on the website'</p>					

Useful sound mats to help you with your writing:





DAY 1 RESOURCES:

THINK:



Fred



Marlon

SEE:



Fred



Marlon

Fred has 3 eggs

Marlon has 2 eggs

3 eggs and 2 eggs is 5 eggs altogether

$$3 + 2 = 5$$

Do:

Question 1



Question 2



Question 3



Monday Alphabet Code:

beach	sea	sleep	street	see
cheese	speed	reach	three	leaf
team	read	dream	sheep	cream

Monday Handwriting:

Can you trace the numbers?

0 0 0 0 0 0 0 0 0 0

1 1 1 1 1 1 1 1 1 1

2 2 2 2 2 2 2 2 2 2

3 3 3 3 3 3 3 3 3 3

4 4 4 4 4 4 4 4 4 4

5 5 5 5 5 5 5 5 5 5

6 6 6 6 6 6 6 6 6 6

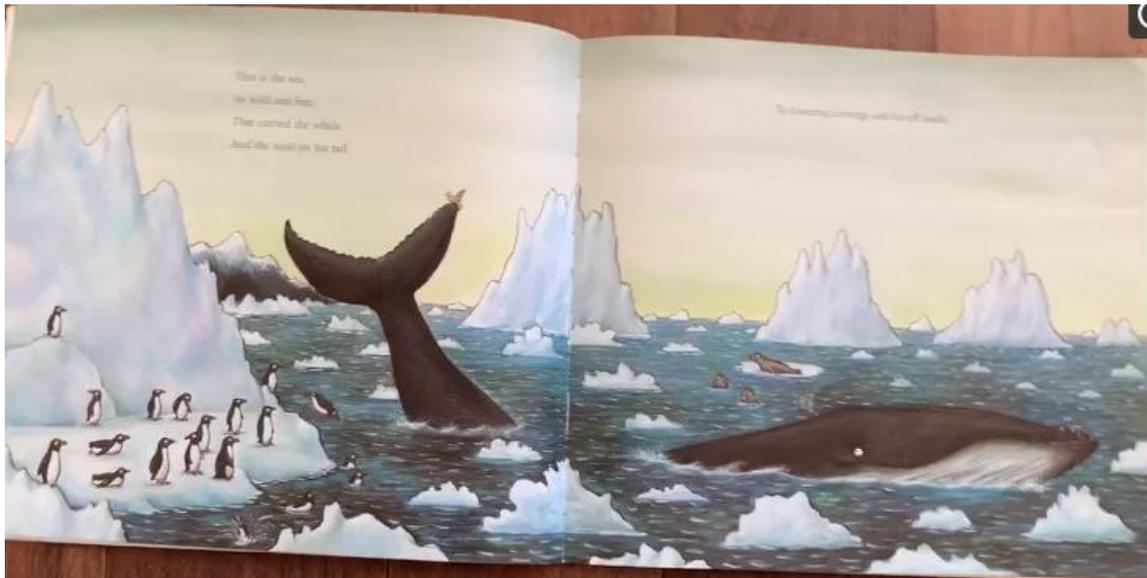
7 7 7 7 7 7 7 7 7 7

8 8 8 8 8 8 8 8 8 8

9 9 9 9 9 9 9 9 9 9

Monday Writing:

Examples of settings to describe:



Monday & Tuesday Topic:

Make a Sea Creature Ideas



Junk modeling for example:

Egg cartons, milk bottles, water bottles, cereal boxes, glue, scissors, paint

Hand Creatures

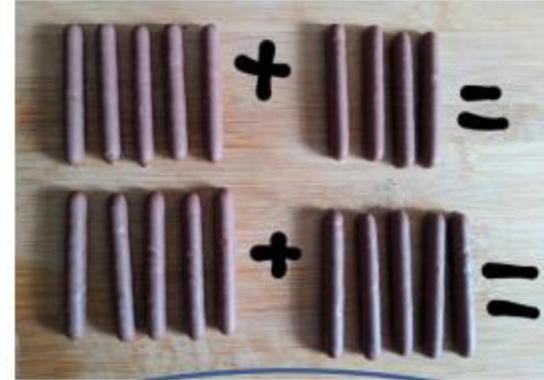


DAY 2 RESOURCES:

THINK:



SEE:



Five **plus** four **equals** nine.

Five **add** five is **equal to** ten.



plus
add
equals to
altogether

<i>ee</i>	<i>ea</i>

<i>bee</i>	<i>leaf</i>	<i>sleep</i>	<i>three</i>	<i>fifteen</i>
<i>green</i>	<i>beak</i>	<i>treat</i>	<i>sheep</i>	<i>meat</i>
<i>free</i>	<i>cream</i>	<i>east</i>	<i>speak</i>	<i>feet</i>

Tuesday Handwriting:

10 10 10 10 10 10 10 10

11 11 11 11 11 11 11 11 11 11

12 12 12 12 12 12 12 12

13 13 13 13 13 13 13 13

14 14 14 14 14 14 14 14

15 15 15 15 15 15 15 15

16 16 16 16 16 16 16 16

17 17 17 17 17 17 17 17

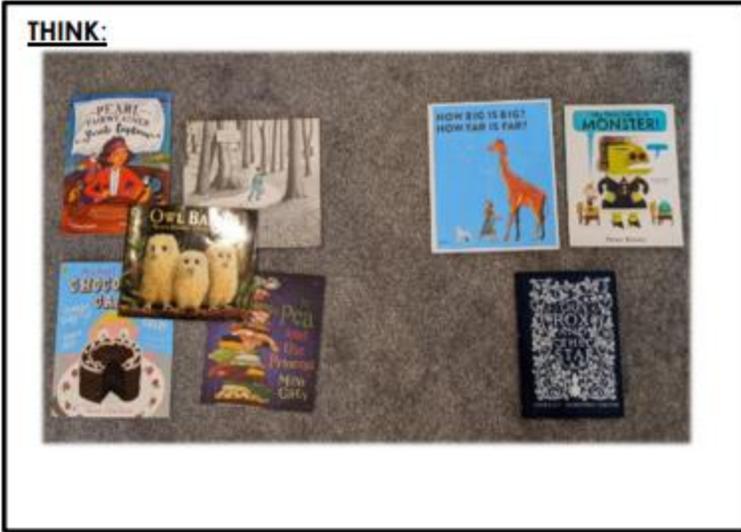
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19 19 19 19 19 19 19 19

20 20 20 20 20 20

DAY 3 RESOURCES:

THINK:



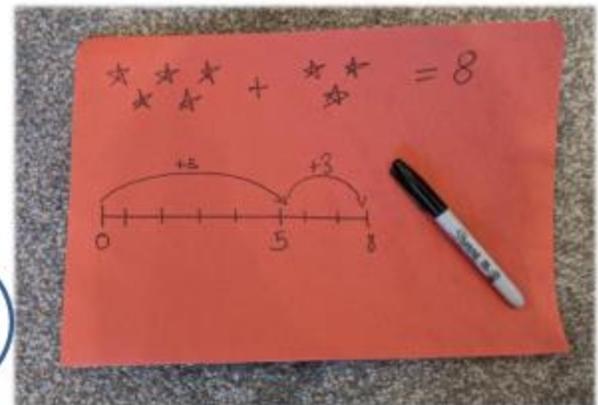
SEE:



$$5 + 3 = 8$$

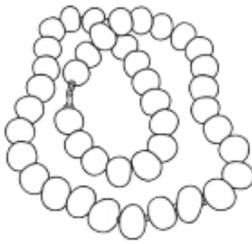
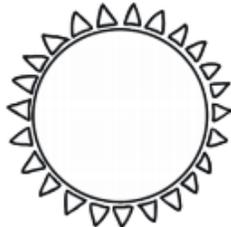
○○○○○ + ○○ = ○○○○○○

Five add three equals eight.
Five books plus three books makes eight books altogether



Wednesday Alphabet Code:

Words: *sea, read, meat, seat, beads, leaf, die, sun, seal*

 <input type="text"/> <input type="text"/>	 <input type="text"/> <input type="text"/> <input type="text"/>	 <input type="text"/> <input type="text"/> <input type="text"/>
 <input type="text"/> <input type="text"/> <input type="text"/>	 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	 <input type="text"/> <input type="text"/> <input type="text"/>
 <input type="text"/> <input type="text"/>	 <input type="text"/> <input type="text"/> <input type="text"/>	 <input type="text"/> <input type="text"/> <input type="text"/>

0 1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20

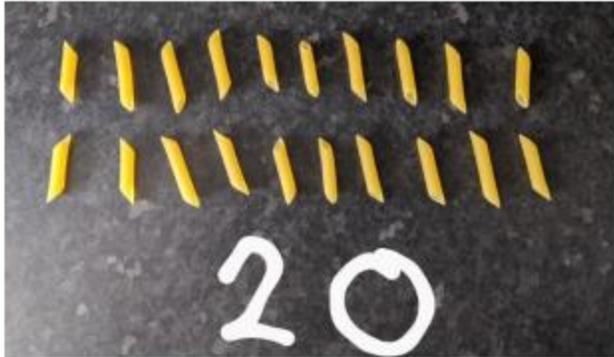


My 0-20 Number Formation

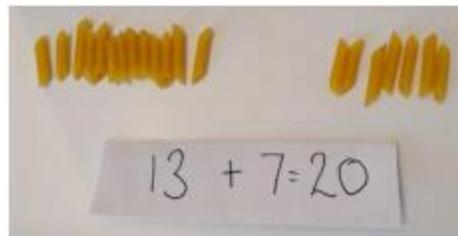
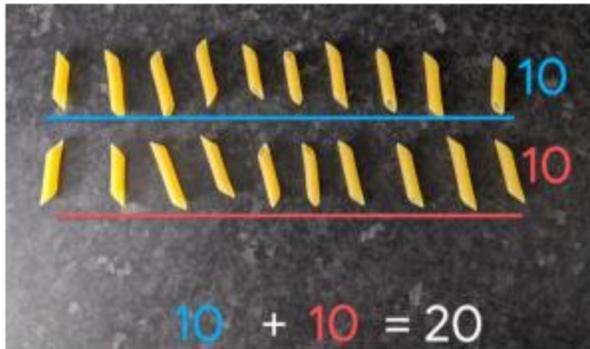
0 1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20

DAY 4 RESOURCES:

THINK:



SEE:



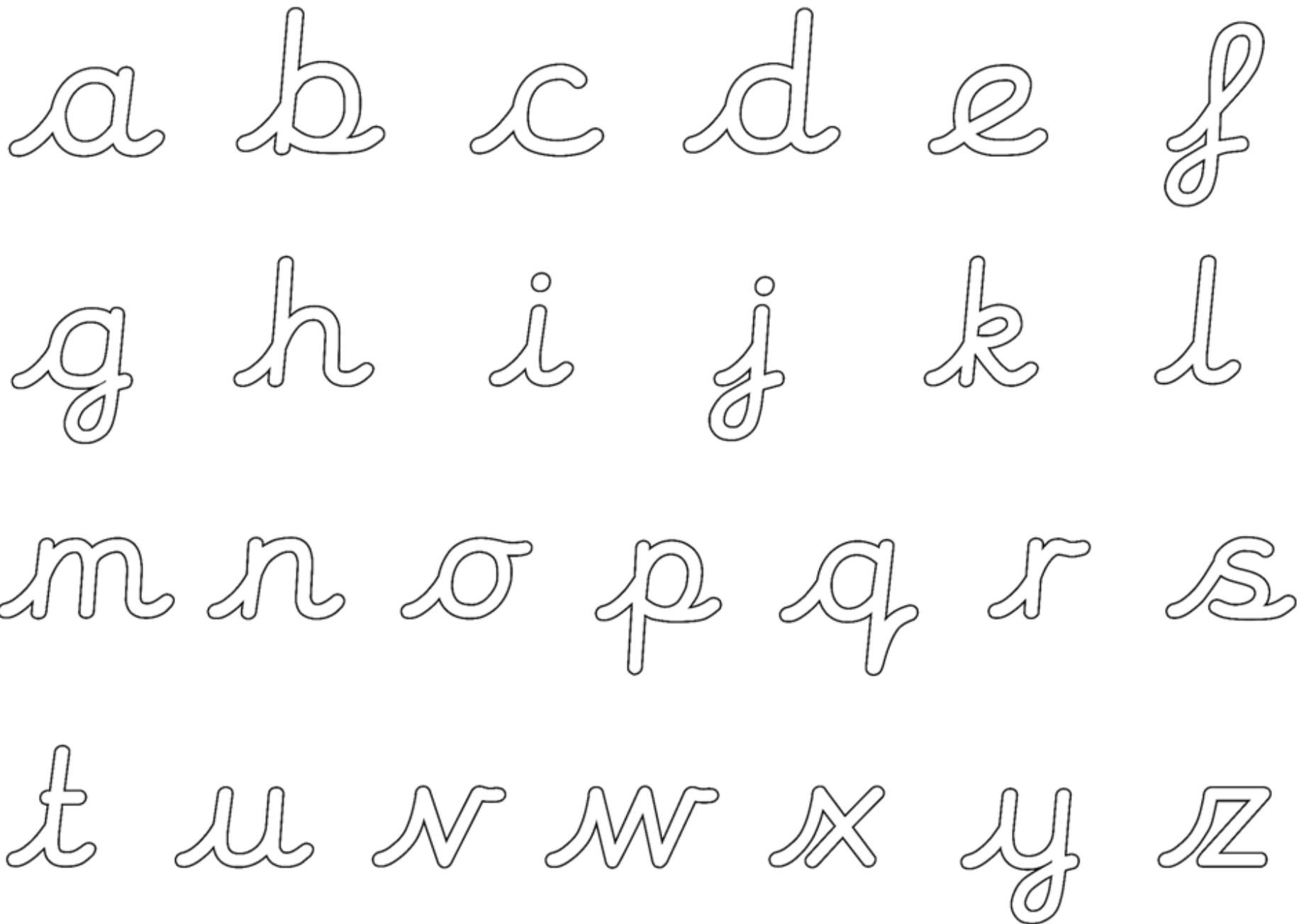
Find the 'ee' and 'ea'

Use a **red** colouring pencil to colour the boxes where the words contain 'ee'.

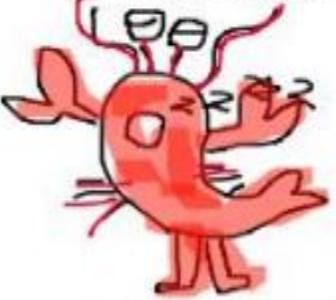
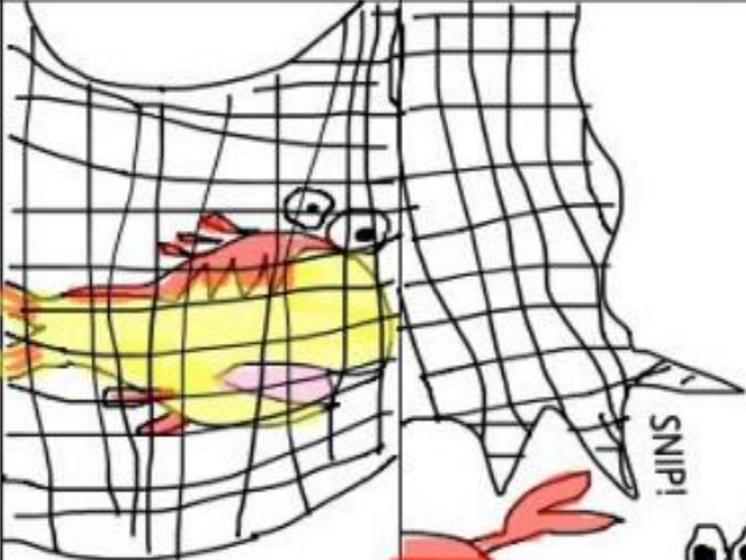
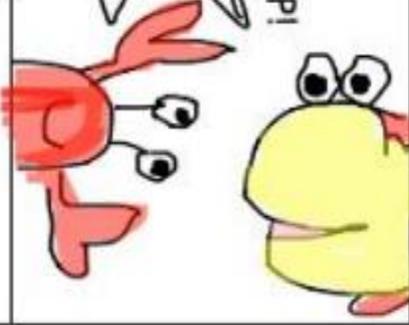
Use a **green** colouring pencil to colour the boxes where the words contain 'ea'.

speak	beach	cheese	teeth	mean
breeze	geese	jeans	leak	sheep
peach	wheel	freeze	bead	seagull
canteen	meal	lead	steep	seeds
tea	coffee	bee	wheat	beans

|



Thursday Writing:

Characters	Problem 	Solution 
<p>Lazy Lobster</p> 		
 <p>Silly Seahorse</p>		<p>SNIP!</p>

DAY 5 RESOURCES:

THINK:



I sharpened 10 pencils, later I sharpened 5 more. How many sharp pencils do I now have?

SEE:

I sharpened 10 pencils, later I sharpened 5 more. How many sharp pencils do I now have?



10 pencils plus 5 more pencils equals 15 pencils.
 $10 + 5 = 15$
There are 15 sharp pencils in total.

DO:

1. There were 7 super heroes and 4 more arrived, how many are there now?



2. I could see 4 bicycles parked outside my house, but then they doubled the amount, so how many are parked there now?



3. There were 5 ducks in the pond and then there were 2 more, later on 2 more arrived, so how many ducks are there in total now?



4. 14 bumble bees buzzing in a hive and 6 more joined them, so how many are in there now?



5. I had 11 chicks but they sent me 8 more to look after, so how many chicks do I have now?



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

Friday Writing:

Example

One sunny day Fidgety Fish was feeling bored. He decided to go on an adventure. He wriggled and jiggled in the cold sea until he met a red lobster. The lobster was so lazy that he kept falling asleep! So Fidgety kept on swimming. Soon he met an orange seahorse. He was so silly that he kept being rude! So Fidgety Fish kept on swimming. Suddenly he was stuck in a huge net! ...