

Websites to use at home

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• <u>www.phonicsplay.co.uk</u> (use the free phonics play and use phase and 3 games depending on their phonic group)

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- <u>https://www.topmarks.co.uk/learning-to-count/gingerbread-</u> <u>man-game</u> (matching, counting, ordering)
- https://www.ictgames.com/mobilePage/hfwBingo/index.html (high frequency word bingo reading phase 3 or phase 3 words)
- <u>https://www.ictgames.com/mobilePage/bingoOriginal/index.ht</u> <u>ml</u> (bingo phase 3 and phase 3)
- <u>https://www.ictgames.com/mobilePage/viking/index.html</u> (spelling words)
- <u>https://www.ictgames.com/mobilePage/countingCaterpillar/ind</u> <u>ex.html</u> (ordering numbers)
- <u>https://www.ictgames.com/mobilePage/hundredHunt/</u> (hundred hunt)
- <u>https://www.primarygames.co.uk/pg2/splat/splatsq100.html</u> (splat the 100)
- <u>https://www.topmarks.co.uk/maths-games/3-5-years/counting</u> (counting, ordering/sequencing/shape games)
- http://www.pobble365.com/ (talk about the picture of the day)
- www.twinkl.co.uk (resources you can download)
- <u>https://www.teachyourmonstertoread.com/ (phonics and reading game)</u>
- <u>https://uk.ixl.com/</u> (all areas of learning)
 <u>https://www.phonicsplay.co.uk/</u> (phonics)
 Username: march20 password: home
- <u>https://www.oxfordowl.co.uk/for-home/find-a-book/library</u> page/?view=image&query=&type=book&age_group=Age+4-<u>5&level=&level_select=&book_type=&series=#</u> (ebooks)

If you do not have a printer to print this out you can record in the following ways:

- Paper/card and pens
- Computer
- Ipad/tablet
- Whiteboards
- Chalk

Real Provide American Science Provide American

All A

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All A

All A

Please keep all home learning to bring to school when we return.

We would love to see your home learning on Tapestry.

We hope you are all ok and staying safe.

Love from

Reception Team 🙂

<u>Day One</u>

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Learning Objective: Writing - To write a sentence about the picture.

Challenge: To retell the story.

Remember to use a capital letter, fingers spaces and full stops.



Learning Objective: Maths - Number - To order numbers to 20

Real Providence

All A

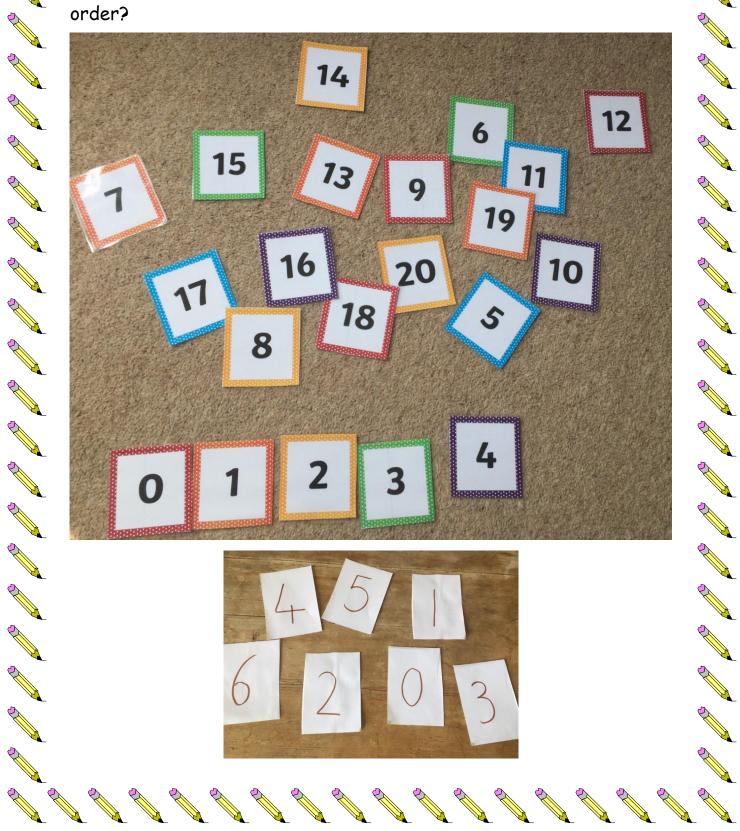
A A

A A

All A

Can you order numbers from 0-20. You can make number cards yourself by cutting up pieces of paper and writing the numbers on, checking these are formed correctly, All A

Challenge: Close your eyes and ask your grown up to muddle up a few of the numbers. Can you put all of the numbers back in the correct order?



Day Two

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All A

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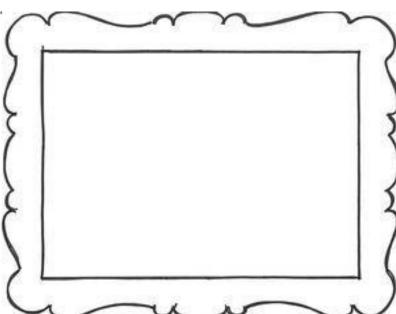
Learning Objective: Writing - To describe what I look like.

Look in the mirror. Write 3 sentences about what you look like.

Example- I have brown hair.

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Learning Objective: Maths - Capacity

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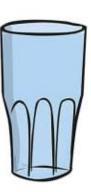
S S

Fill up cups or bottles with different amounts of water or sand or pasta. Can you order these from empty to full?

Use the language empty, nearly empty, half-full, nearly full and full.

Which container in your house holds the most amount of water? Which container holds the least?

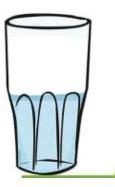
Full

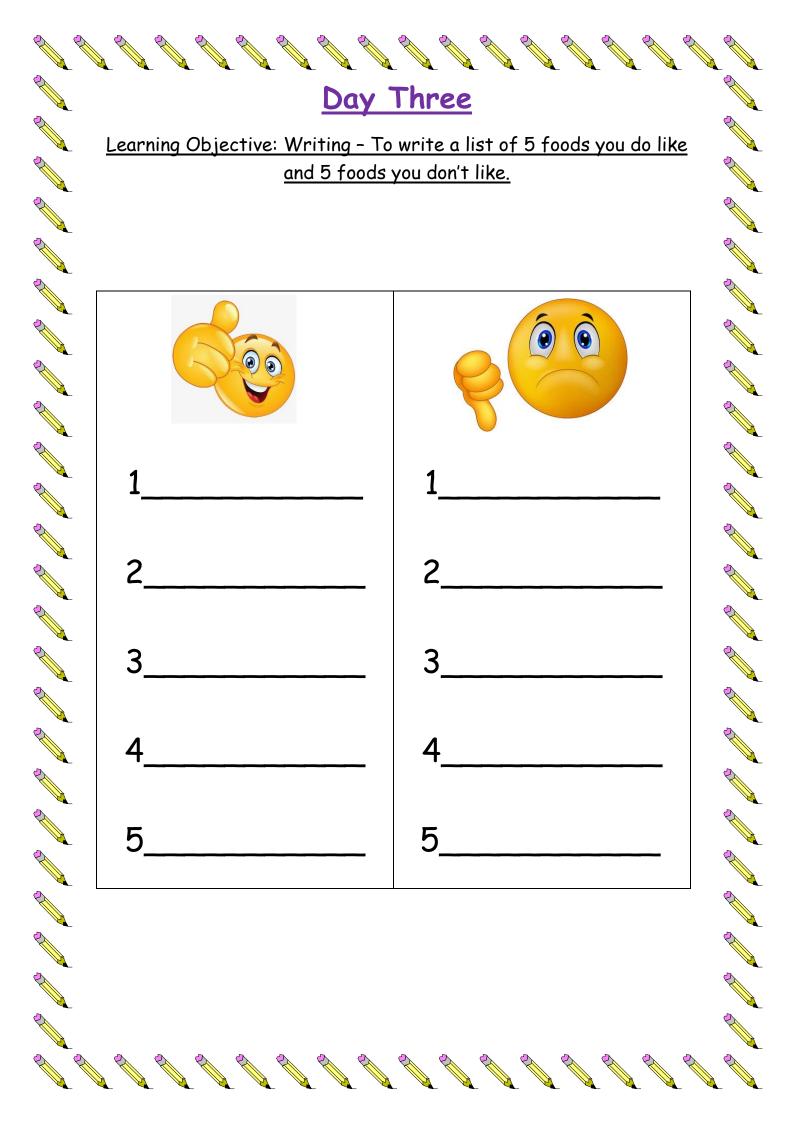


Empty



Half full





Today you are going to play teachers again with your grown-ups. Can you take it in turns one of you to write the number sentence and then the other one to write the answer. Then swap around. Remember you can use objects and a number line to help find the answer.

Learning Objective: Maths - Subtraction.

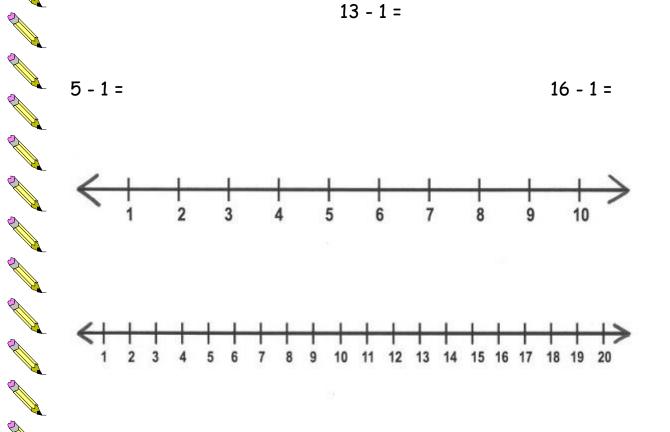
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13 - 1 =



Challenge - To take away 2 or 3 from number up to 20.

Day Four

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Seller.

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Learning Objective: Choose a toy and write a speech bubble for them. What do you think they are saying?

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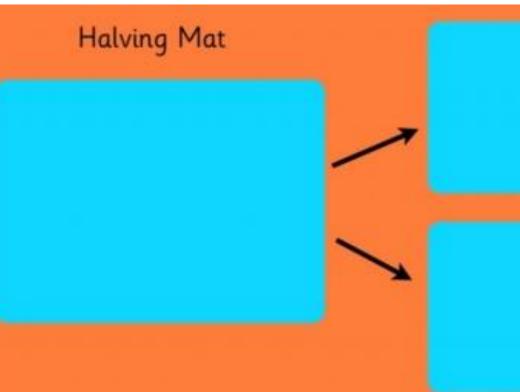
Learning Objective: Maths - halving.

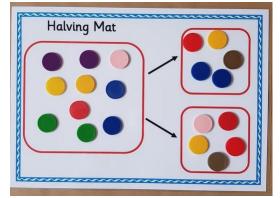
All A

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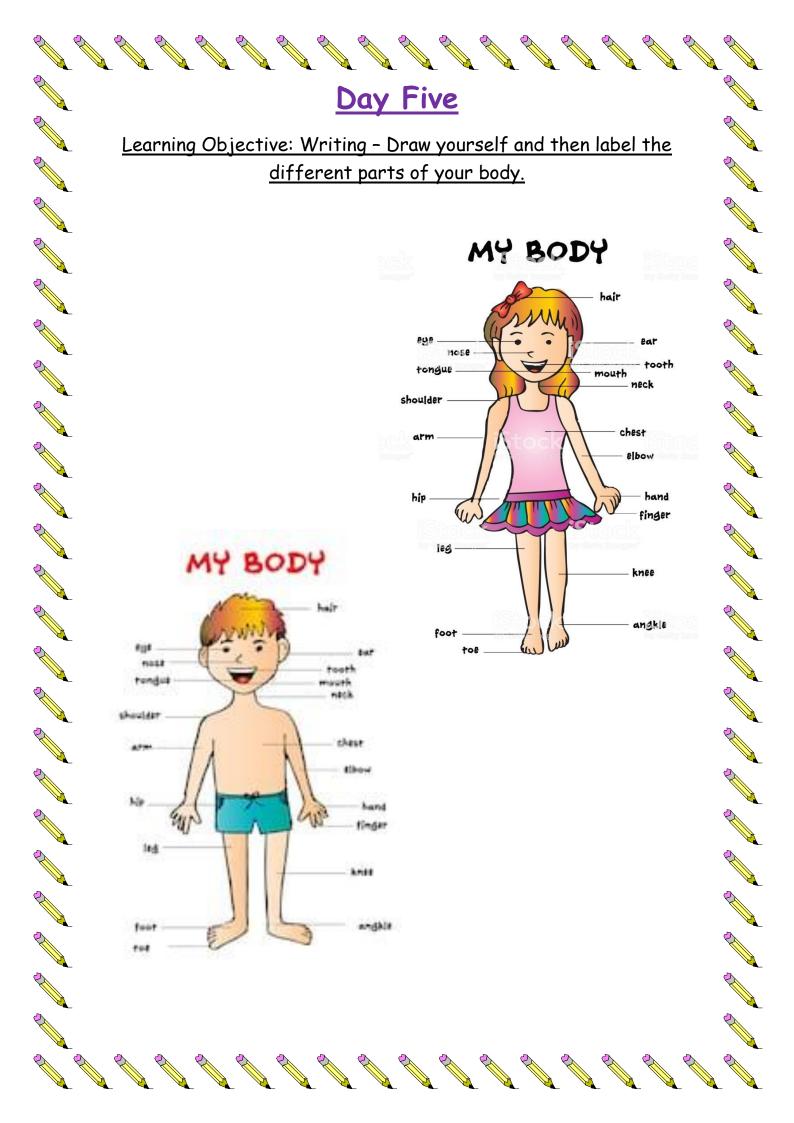
All a

Today you are going to be halving different numbers. To half a number, you must count out that many objects (e.g. 8) onto the left hand side of the halving mat. Then split these equally into the remaining two boxes on the right. Work out how many counters are now in one of the smaller boxes and this is half of the original number. You must make sure the two smaller boxes have an equal number of objects. You could use counters, coins or anything else small you can find in your house,





Challenge: Are there any numbers you cannot half equally?



	1			3
6				9
			12	
10		12		14
	17		19	



All A

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Letter formation - have a look at how the letters are sitting on the line, do your letters match?

All A

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A A

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All A

A B

Real Provide American Science Provide American

A S

Real Provide American Science Provide American

All A

A A

A A

Real Provide American Science Provide American

A S

Real Provide American Science Provide American

A A

a Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz twinkl





Take 5: Ideas for Independent/Home Learning Oh No, George! by Chris Haughton (Walker)

1. Explore it





"George! What have you done? You've RUINED the place...





Read aloud these pages and look carefully at the pictures. What do you notice? What is happening?

George was really happy to see Harris when he came home. How do George's feelings change? How can you tell? What is he thinking? Why is Harris cross? What has George done? What makes you think that?

Talk more about George and Harris. What is their relationship? Would you like to meet George and Harris? Why? Why not?

How would you describe each of the characters? Try not to just think about the way they look, think also about the way they behave.

2. Illustrate it

Look at the way George looks in each of the pictures. How can you tell when he is happy and excited? How do you know when he feels sad? Talk about how his face changes and how his eyes look each time. What does his body position tell you about how he is feeling? Can you pretend to be George in each scene and change your eyes, your face and your body to show you feel either happy or sad? Draw pictures of George showing him looking happy and looking sad.

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3. Talk about it

- Why does Harris say, "Oh no, George!"? Can you say it like you think Harris would say it? How do you sound? Why?
- Why is there soil on the floor? What do you think happened?
- Do you think George understands what he has done wrong? What makes you think that?

4. Imagine it

Think again about Harris's question, "George! What have you done?"

- What do you think George has done?
- How did he ruin the place?
- What other things might George have done to the house?
- Do you know a dog? How do they behave?

You could draw what you imagine George might have done to the rest of the house or how you think the furniture was knocked over.

Look at the last scene in which Harris holds out the empty plate and George looks upset.

- Have you ever felt sorry like this?
- What did you do? How did you make it better?
- What do you think George should do now? How could he make it better? What would you do or say to Harris if you were George?

5. Create it

Create some family agreements that will help you look after your home and each other's things. How could you be helpful and work as a team? Draw up a chart with some suggestions for keeping your home nice for everyone.

What could you do if you have upset someone else? What is most helpful? Could someone help you write a note or draw a picture to say sorry? What would you say? Give it to the person and see how it makes them feel. Did it make them feel better? How?

Think about your friends and family. How can you show you care about each other? What would be a kind thing to do for someone else? Try to do something kind for someone else every day. How does it make you feel?

You can find out more about author/illustrator Chris Haughton and how he makes his books on CLPE's Power of Pictures: <u>https://clpe.org.uk/powerofpictures/books-and-teaching-sequences-0/shh-we-have-plan</u>

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