



# My Home Learning Journal

Week 4 - 27<sup>th</sup> April

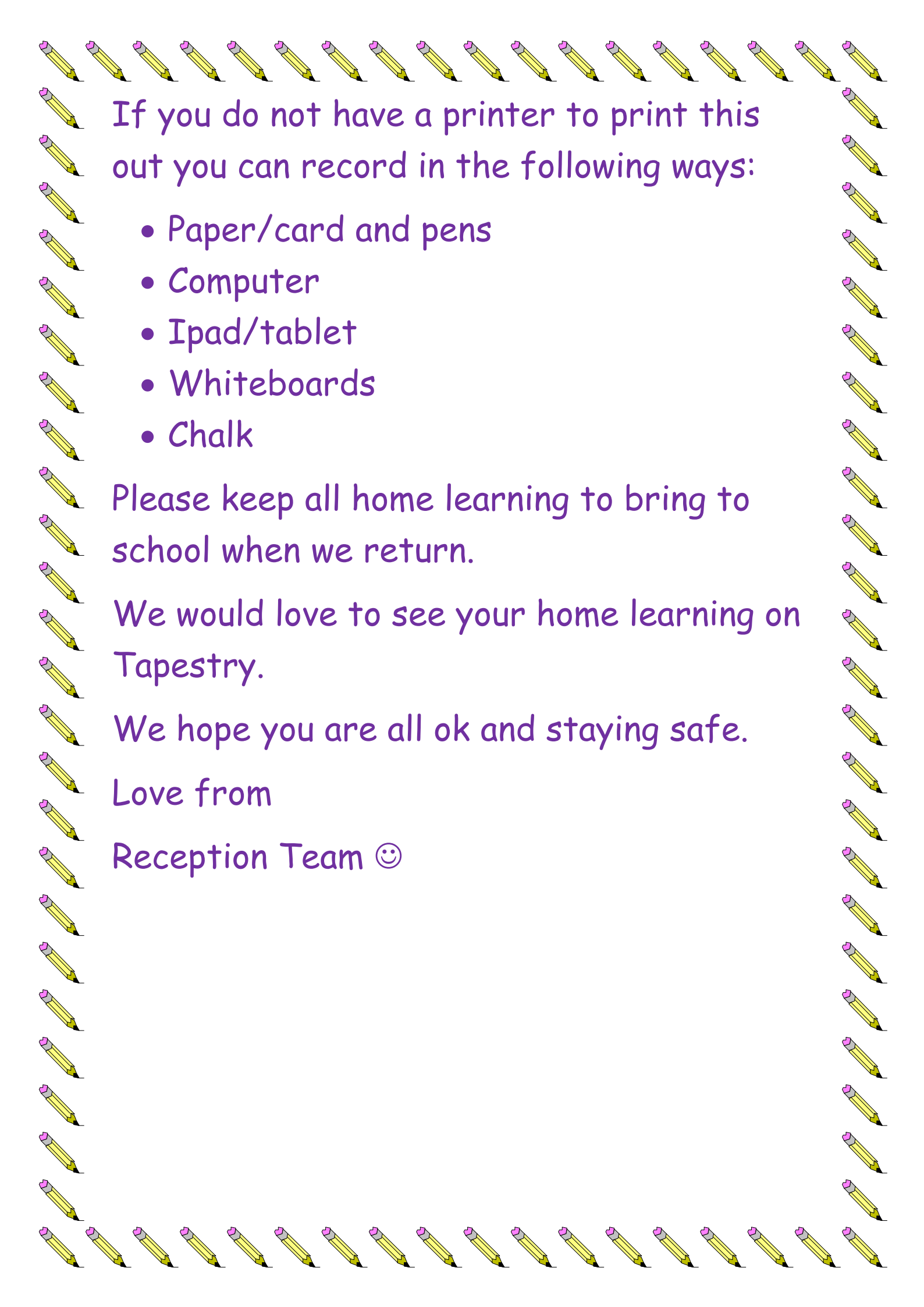
By

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(draw a picture of your teacher)

## Websites to use at home

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

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 😊



## Day One

Learning Objective: Writing - To draw a picture and write a sentence about your favourite activity you did during the weekend.

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

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Learning Objective: Maths - Height - To find toys taller and shorter than your teddy.

Can you find your favourite teddy bear or favourite toy and then go around your home and find other toys which are taller and shorter than your toy. Please draw these below.

Challenge - To use cubes or a ruler to measure the objects.



## Day Two

Learning Objective: Writing - To write a list of instructions.

Can you help a grown up to put the washing on. What did you have to do? Can you write a list of instructions for me to use with my washing.



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## Learning Objective: Maths - Number hunt

What numbers can you find in your house? Can you write these numbers? What was the biggest number you found? What was the smallest number you found? Can you put the numbers in order starting with the smallest to the biggest?



## Day Three

Learning Objective: Writing - To write your teacher's exercise workout.

Can you devise a 1 minute video to upload to Tapestry of my exercise workout

Can you the write these instructions down so I can remember them.  
e.g. 5 jumps, 3 hops, 6 star jumps and jog on the spot.



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Learning Objective: Maths - To add 2 numbers together to find the total (adding 1 up to 10 or 20).

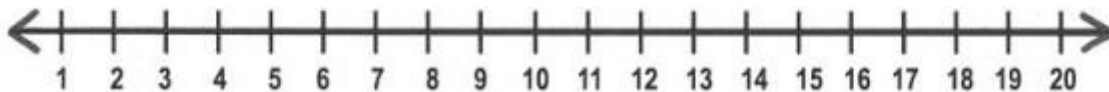
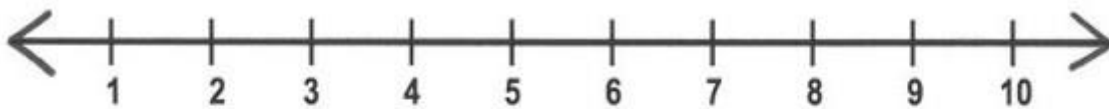
Today you are going to play teachers with your grown-ups. Can you take it in turns one of you to write the number sentence and then the other one to write the answer. Then swap around. Remember you can use objects and a number line to help find the answer.

Challenge - To add 2 or 3 to a number up to 20.

$$9 + 1 =$$

$$15 + 1 =$$

$$10 + 1 =$$



## Day Four

Learning Objective: Reading and writing.

Story review challenge - Can you read your favourite story, add video to tapestry (video limit 1 minute).

Can you write a story review? Where is the story set (castle / farm / woods), who are the characters in the story? What was your favourite part?



Learning Objective: Maths - Doubling.

How many people live in the house? How many socks would you need all together? Find some socks to work out the answer.

Extend the doubling challenge by using some of your toys. How many socks would you need for 5 teddy bears?



2



4



6



## Day Five

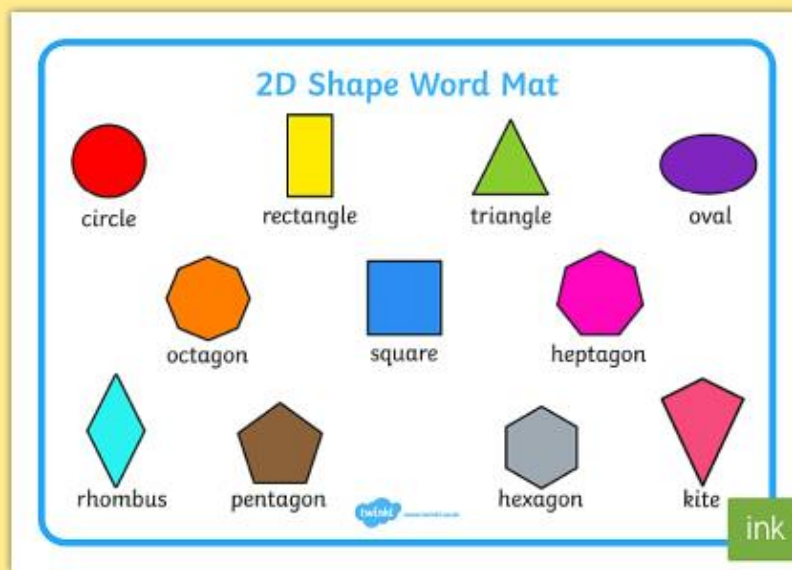
Learning Objective: Writing - To design your own treasure map and write instructions for me to find the treasure.

E.g. Go through the forest, under the trees, down the path.

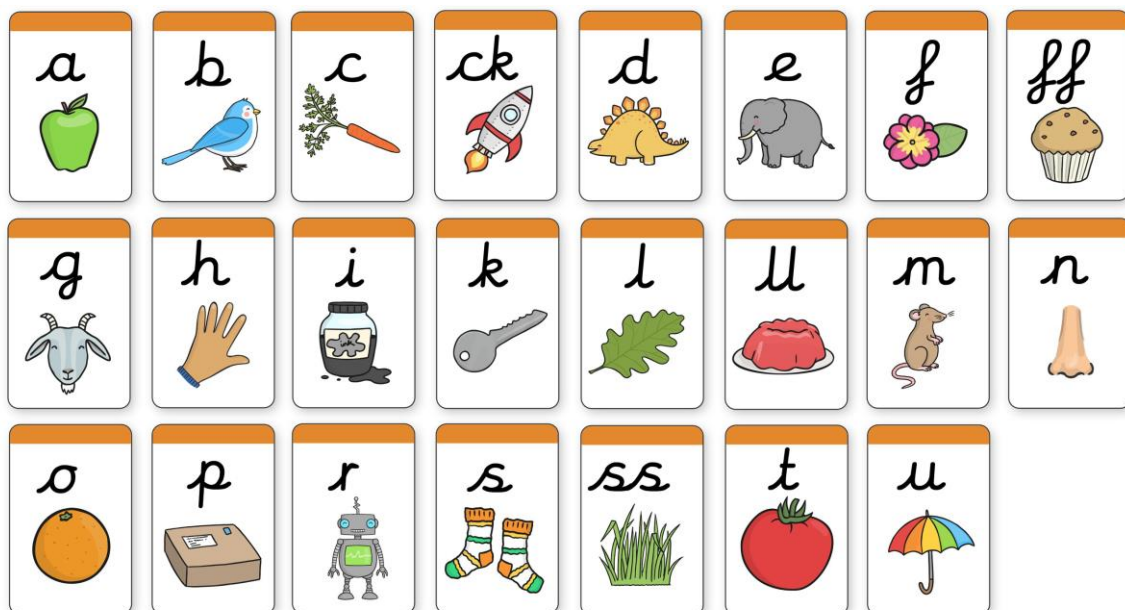


Learning Objective: Maths - 2D Shape - To name and describe 2D shape

Go around your house and find 5-10 2D shapes. Place them on the floor or table. Can you cover your eyes. A grown up can take one shape away. Can you name and describe the shape they have taken away. Repeat.



Here is a sound mat to help you.





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

Aa 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

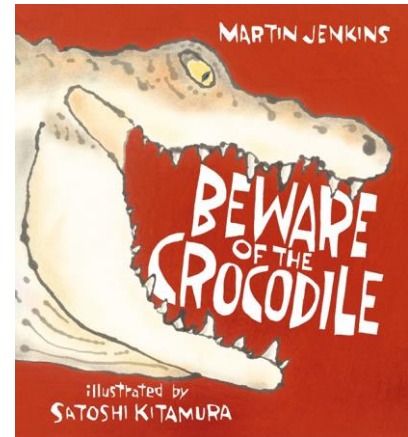
## Take 5: Ideas for Independent/Home Learning

### Beware of the Crocodile by Martin Jenkins and Satoshi Kitamura (Walker)

#### 1. Explore it

Look at the front cover and talk about what you see.

- How does it make you feel? Why?
- Would you like to meet this crocodile? Why? Why not?



Read the title inside the crocodile's jaws.

- What does BEWARE mean? Why do you think a crocodile might be dangerous? How do you know?
- Do you know about crocodiles from stories or real life? Can you share what you know?

#### 2. Illustrate it

Look at the front cover again and talk about what the rest of the crocodile looks like. If you have access to books or the internet you might want to find a photograph of a real crocodile to help you talk about it.

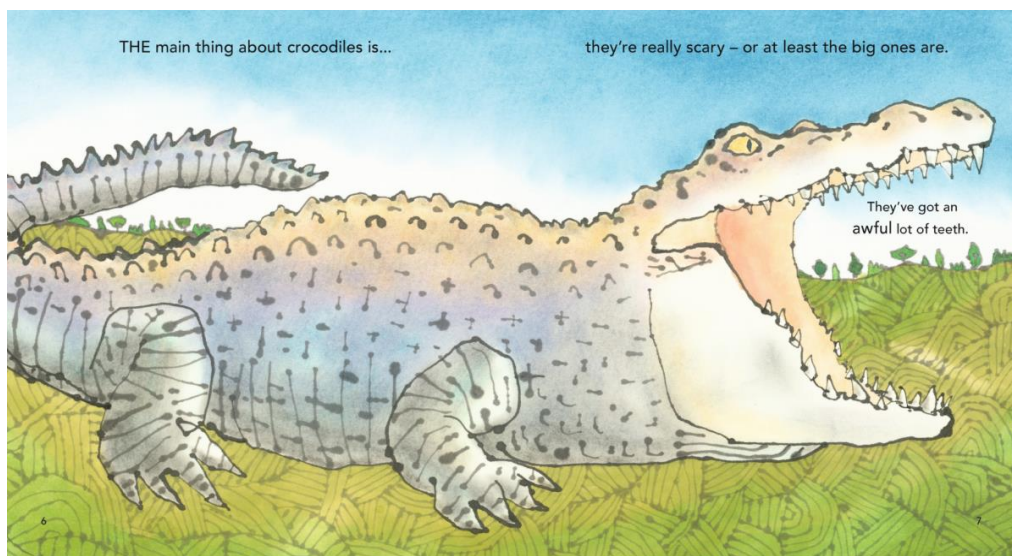
- What is special about a crocodile? What are its eyes like? What about its teeth? What does its body look like? Does it have a tail, arms or legs?
- How would its skin look and feel? What colour is it? How does it move?

Use any materials you have to hand to draw or create a crocodile of your own.

- Can you describe and label its special features? How might you find out more about crocodiles?

#### 3. Talk about it

Now, look at the spread from the book. Is this how you imagined the crocodile? How is it the same or different?



Read aloud the text on the page:

- What does this tell us about crocodiles?
- What make a crocodile scary? Why does having lots of teeth matter? Are big crocodiles scarier?
- Think about the title, *Beware of the Crocodile*. Have you heard the word 'Beware' used with any other animals? You may have seen signs that say 'Beware of the Dog' before. Why do we need to be careful of some animals?

#### 4. Imagine it

Talk together about things that might make us scared.

- Do we all have the same fears? How did it feel to share your fears with someone else?
- Can you draw what you are afraid of? Why is it scary? Is everything we are afraid of dangerous?

Think of something that you want to do but are afraid to try, this might be something like riding a bike, swimming or doing a forward roll.

- Can you imagine being able to do it? How would you feel?

Draw what you would look like achieving this goal.

- How could you be more confident? What would you need to think about? Who could help you?

#### 5. Create it

Now, think of something that you find easy but someone else might not. What are you good at? Could you teach someone else? Think about anything you would need to tell them about staying safe. Talk about what they need to know and any instructions they might need to take.

Create a guide for others to learn your special skill using whatever you have to hand in the home. You might use drawings and writing or make a film to send to your friends.

Try your guide out on someone to see if it works. Can they learn your special skill? Have they stayed safe?

You could also look for things in the home that could be dangerous and talk together about why we must take care, for example by the oven or in the bathroom. You could look for warning signs around the home and create your own warning signs to stick up.

You can look for more ideas to use quality information books like this one on Walker Books website:

[http://www.walker.co.uk/UserFiles/file/Nature%20Storybooks/4944%20Nature%20storybooks%20poster%20A2\\_08%20.pdf](http://www.walker.co.uk/UserFiles/file/Nature%20Storybooks/4944%20Nature%20storybooks%20poster%20A2_08%20.pdf)

**Starts Monday 27th April 2020**



**KEEP YOUR CHILD'S PHONICS LEARNING  
ON TRACK WITH OUR DAILY LESSONS,  
DESIGNED AND DELIVERED BY EXPERTS**

**12 weeks of summer-term lessons using the same  
Letters and Sounds programme as your child's school**

Dear Parents/Carers

We are pleased to let you know that your child can receive a daily phonics lesson whilst schools are closed. Phonics is the way we teach children to recognise the sounds in words. It helps your child to learn to read and is an essential part of your child's education.

During the summer term, you will be able to access for your child a daily phonics lesson by clicking on [Letters and Sounds for home and school](#). All lessons are introduced by celebrities, including children's TV presenters, which adds an exciting addition to the lessons.

There are three sets of daily lessons to choose from and we suggest your child starts with one set of lessons most suitable to their year group **and** reading ability. If you're not sure which lessons your child should watch or your child finds the lessons too difficult, then your school should be able to recommend which lessons are the most appropriate for your child.

From Monday 27 April, a new phonics lesson will be uploaded everyday, Monday to Friday, at the times below during the summer term. \*After upload, each lesson will then be available to watch at any time during the summer term.

**11 am\***

**Learning to blend**

**For children in Reception and Year 1 who need extra practice sounding and reading words such as 'tap' 'cap' 'mat' 'pat'**

**10 am\***

**Reception Summer term**

**For children who can confidently blend and read words such as 'fish' 'chat' and 'rain'**

**10:30 am\***

**Year 1 Summer term**

**For children who can confidently blend and read words such as 'stamp' 'chair' and 'green'**

After watching each lesson, we encourage you to read aloud to your child and, if your child has reading books from school, listen to your child read. More information about phonics and how to help your child can be found in our [parent/carers video guide](#). Further guidance on how you can help your child continue their education at home is available in [Help primary school children continue their education](#).

The online lessons are designed to follow the phonics programme your child has been learning at school and are the only online Letters and Sounds lessons approved and funded by the Department for Education.

As with all online content, parents and carers are advised to supervise their child's use of the internet. Further guidance and support on the use of online materials can be accessed from websites such as [ParentInfo](#) and [Internetmatters.org](#)

We hope you will find the new phonics lessons useful to support your child's learning during this unprecedented time.

[Watch Letters and Sounds at home and school with your child by pressing Control and click here](#)