



Mossbourne Riverside Academy

Home Learning Year Reception

03.04.20

Home Learning Timetable

Time	Activity
07:30 – 08:30	Get dressed – Time to get ready for your day. Get dressed, have breakfast and brush your teeth
08:30 – 09:00	“Walk to school” – use this time to exercise or <u>take a look</u> at the MRA website and select the work you will be completing for the day
9:00 – 9:30	P.E - complete a P.E activity, eg. Watching Joe Wicks or Cosmic Yoga on YouTube, playing in your garden or completing the ‘1 minute challenge’ - choose an activity (star jumps, tuck jumps, squats, lunges, running on the spot, stretching high then touching the floor etc) and see how many you can do in 1 minute, then do it again and try and beat your score!
09:30 – 10:00	Literacy - <u>Take a look</u> at your homework that was sent to you by your teacher. Work on the activity set for today. Make sure to use the resources and useful links provided to help you
10:00 – 10:30	<i>Break time – Have a snack and a break</i>
10:30 – 11:30	Maths activity – Take a look at your homework that was sent to you by your teacher. Work on the activity set for today. Make sure to use the resources and useful links provided to help you
11:30-12:00	Quiet reading time – choose a story to read to yourself quietly or watch a story on YouTube.
12:00 – 13:00	<i>Lunch</i>
13:00 – 13:30	Free time/playtime
13:30 – 14:15	Topic activity – Homework provided by teacher
14:15 – 15:00	Creative activity – visit the MRA website and select an activity that you would like to do or draw a picture, design and build a junk model
15:00 – 15:30	Home time exercise activity - P.E - complete a P.E activity, eg: Watching Joe Wicks or Cosmic Yoga on <u>Youtube</u> , playing in your garden or completing the ‘1 minute challenge’ - choose an activity (star jumps, tuck jumps, squats, lunges, running on the spot, stretching high then touching the floor etc) and see how many you can do in 1 minute, then do it again and try and beat your score!

Hello from the EYFS team, we hope you're all doing well at home. Here are some activities, each day has lots of things to choose from. It is not a requirement that you finish them all, pick and choose what suits you. Most of the activities have more than one option, again you don't need to do everything choose the one that works best for you. We hope the children enjoy them as well as lots of free play just like they would at school.

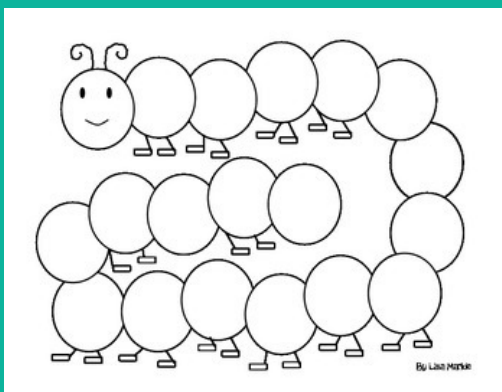
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MATHS

Task:

Ordering and sequencing numbers.

Draw a simple caterpillar with as many body sections as you like and number them as far as you can go starting from number 1. We have been learning up to 20. Your caterpillar could look like the below or it could be straighter, shorter or longer. Just make sure the sections are big enough to fit each number in.



OR

Play Caterpillar counting game on Topmarks

H
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L
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A
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i
n
g

<https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering>

Parent guidance:

Remind children the caterpillar can be as short or long as they like. Perhaps they could draw each body section one by one numbering as they go until they can't go anymore.

Remind children teen numbers **start** with one group of ten. If they are stuck they can go back to the very beginning and count up. Use number rhymes to help with formation (refer to Thursday task). For example, to write 12, child to say out loud "1 group of 10" as they write 1. "and 2 ones" as they write 2. Remember to praise effort and remind children they can always fix their numbers. They can show you how they do that neatly.

LITERACY

Task: You could start by reading a rhyming book with your grown up or listen to this lovely CBeebies radio programme

Remember we were working on rhyming just before school ended. Match these animals to their rhyming pair?



Can you think of any words that rhyme with these animals?

pig hen rat fox

Here's one I tried; dog- log, fog, bog, frog. I've written them down but you can just say them.

Parent guidance:

For most of this activity it's all about hearing the rhymes rather than writing anything down. If they struggle to hear the rhymes you can repeat the words for them. If your child does have a go at writing a list encourage them to use their phonics independently. Get them to keep repeating the word slowly to hear all the sounds, ask them to use their Fred fingers. The children are really familiar with this but here is a quick guide; most importantly you need to use sounds rather than letter names, say the word slowly a couple of times, put up fingers and as they say each sound pinch a finger, so for frog 'f', pinch index finger, 'r' pinch middle finger, 'o' pinch ring finger, 'g' pinch little finger. Now

as they write they should check each finger and hopefully remember which sounds to write, if they don't repeat the process. Remember we're looking for phonetically plausible attempts, for example 'fog' for frog and you can celebrate any sounds they hear. It can be a slow process so if either of you are getting frustrated just praise the attempt and move on to the next word or take a break!

Here's a link to a RWI parent video explaining Fred fingers.

<https://m.youtube.com/watch?v=absSgYIPCns&t=22s>

TOPIC : Science

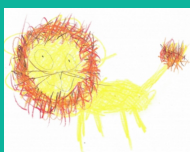
Task:

What are your favourite animals? To get started you could watch this song:

https://m.youtube.com/watch?v=oV_idfKcCdQ

or just have a chat about animals. I wonder what it is you like about them. Do they have wings, a tail, scales, fur? Make a list of your 5 favourite animals, you could use words or pictures or both to make your list. Remember to use your phonics to sound out the words and write all the sounds you hear.

lion



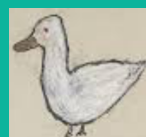
panda



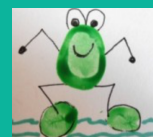
dolphin



goose



frog

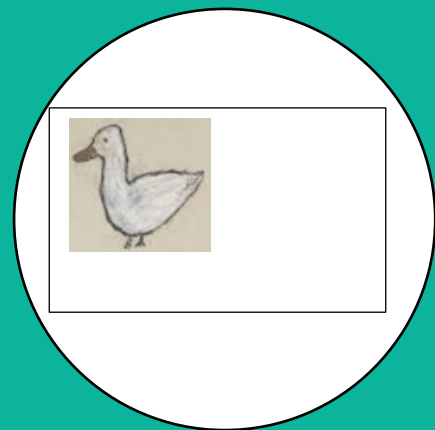


Talk to someone about the similarities and differences of the animals you chose. Which ones are the same as each other? Draw 2 big circles and decide how you are going to sort your animals and give each circle a title, you might not use them all. Draw the animals in the correct circle.

has fur



has wings



If your interested in animals you could choose some of these class clips to watch to find out more.

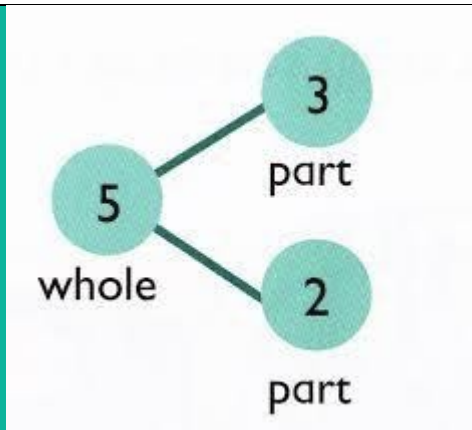
<https://www.bbc.co.uk/bitesize/topics/z6882hv/resources/1>

Extension: Draw or make an imaginary animal which has features from all of the animals on your list. What would your animal be called?



Parent guidance:

		<p>Firstly, have a chat with your child about different animals. You could do google image searches to look at the ones they have chosen (google currently has a fun feature for certain animals, you can select 3D view, which accesses your camera and makes the animal appear in your living room! Not necessary but fun!). They'll need help to decide on how to sort their animals, feel free to use my headings or guide them by helping them spot similarities in the animals they've chosen. If you choose to do the extension once you've got them started they should be able to be independent. The children love watching the nature clips in the final link if you need something educational to keep them occupied for a while and you can spare a screen, let them have a browse!</p>
	<p><u>T</u> <u>u</u> <u>e</u> <u>s</u> <u>d</u> <u>a</u> <u>y</u></p>	<p><u>MATHS</u></p> <p><u>Task:</u></p> <p>Addition</p> <p>Pick any 5 numbers to 20. How many addition equations can you say/ write? Draw simple 'part, part whole' models to help you. Write two numbers in the parts. You can make your own paper counters by cutting/ ripping paper into small bits, find some small objects to use or draw the same amount of dots in the parts. Count them all together to find the whole/ total and write the number in the whole. Remember to say your 'super sentence/s' once you have found the whole. You can write the matching equation/s if you like.</p>



Challenge:

Find the matching subtraction equation/s to your addition equations.

OR

Play an addition game

<https://www.starfall.com/h/addsub/add-machine-1/?sn=math1--math0>

<http://www.ictgames.com/funkyMummy/index.html>

Parent guidance:

If children pick bigger numbers, they can use their 'count on' to help them. Put the biggest part in their head and 'count on' the other part, touching the counters or dots as they go. The number they end on is the whole/ answer. For example, "I will put 10 in my head and count on 11,12,13. 10 plus 3 is equal to 13." They have been practicing this technique in maths meetings, they may be proud to show you. You could ask "can you use your count on?". 'Super sentence' means the children say a 'full sentence', for example, the full equation out loud. "10 plus 3 is equal to 13."

LITERACY

Task: Today's task needs to be done after topic! If you have room you can do this under your pictures, if not do it on a new piece of paper folded in half. Write some words or sentences about what you did when you were a baby, for example.

I drank milk.

Now write some words or sentences about what you can do now.

I can run fast.

Parent guidance:

When writing their sentences once they have thought of it ask them to repeat it 3 times. Encourage them to use their Fred fingers to spell each word, re-reading what they have written as they go. The children are familiar with this from 'hold a sentence'.

TOPIC

Task:

How have you changed since you were a baby?

Talk about what you were like when you were very small.
What could you do? What did you eat? How did you move?

What did you look like? Maybe you could look at some pictures together. If you have a baby brother or sister spend some time observing them and see what they do. Or you could watch this:

<https://m.youtube.com/watch?v=htBItQjAKYk>

The words might be a bit hard but you can just watch the babies!

Fold a piece of paper in half. On one side draw yourself as a baby and on the other side draw a self-portrait of yourself now, doing something you are proud of; like riding a bike, swimming or running fast. Leave some space underneath for your literacy task.

Extension: As you grow up you will keep changing until you are an adult. Draw a picture of what you'd like to be when you grow up.

Here's a song that you can listen to to get some ideas.

<https://m.youtube.com/watch?v=GnQLdYqSamY>

Here's a nice book all about babies.

https://m.youtube.com/watch?v=8sewM_uSS1Y

Parent guidance: This is a nice activity for you to spend lots of time talking and looking at baby photos. It will also give you a chance to celebrate all the amazing progress they've made! Feel free to twirl the sound off on the video.

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MATHS

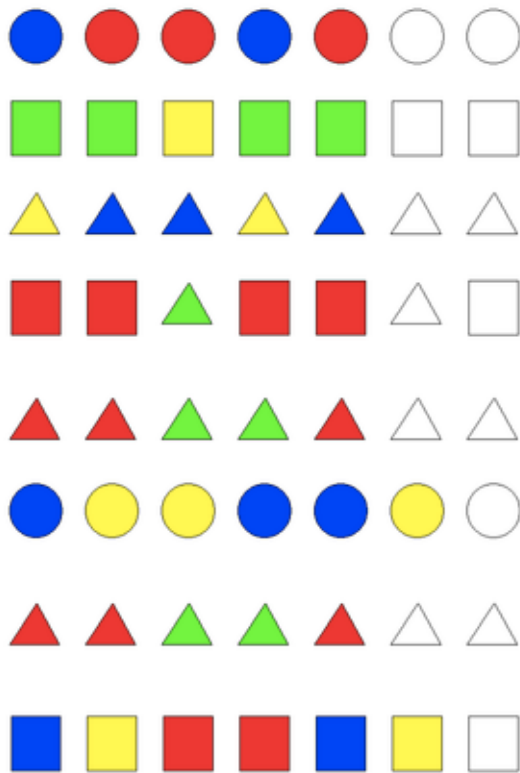
Task:

Repeating patterns

<https://www.youtube.com/watch?v=MBjjxSx45-Q>

Before you start, you can watch the pattern song and sing along, saying the next parts of the pattern. Either draw out and **finish the patterns** below, get your grown up to draw a pattern for you to finish or create a repeating shape and/ or colour pattern by yourself on paper with pencil, colouring pencils and/ or paint. Make sure once you've completed or drawn it, you describe it from start to end including any shapes or colours you've used. "The pattern has a blue circle, red square, yellow triangle, blue circle, red square, yellow triangle etc.

Complete the patterns 3



Challenge:

Try creating a repeating number pattern! For example:

2, 2, 3, 3, 2, 2, 3, 3

OR

Play a finish the pattern game

<https://www.topmarks.co.uk/ordering-and-sequencing/shape-patterns>

Parent guidance:

Remind children that a repeating pattern means it starts again at least once. The pattern can be as simple or complex as they can manage. Encourage children to use a variety of different 2d shapes they know and remember. You can use

this task to practise naming 2d shapes with them. If they need a support, you could draw out a track with empty squares for them to colour.

LITERACY

Task: Complete a page in your handwriting book, make sure you use the rhymes to form each letter correctly.

Extension: Write some sentences using some of the words from your handwriting page.

Parent guidance:

Your children should be very familiar with the handwriting rhymes for each letter, if you still have the little green book we sent home at the end of the autumn term they are also in there. Encourage the children to take their time and form each letter correctly.



TOPIC

Task:

We were learning about birds in our local area. Spend some time looking out of the window, remember you have to be very quiet! Look out for birds see if you can remember what they are called.

You might see:



Don't worry if you don't recognise them just count how many you see.

Remember how much we all enjoyed finding out more about birds and listening to bird song? Here's the website we used.

Extension Draw one of the birds you saw and if you want write some words or sentences to describe it.

<https://www.rspb.org.uk/birds-and-wildlife/wildlife-guides/bird-a-z/>

Parent guidance the children were really interested in birds they could see around them. Encourage them to sit quietly

for 5-10 mins 😊 looking out for birds. Don't worry if they don't know what they're called.






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MATHS

Task:

How many objects?

Count the different animals below. Use your counting fingers carefully to count, whilst you say the numbers out loud as you go. You can print this sheet or just count them on the screen like in school. You can write the answers down if you like or just say a super sentence "there are 11", remembering to say, "one group of 10 and.." as you write them.

		Object	How many?
			
			
			
			

Challenge:

I wonder how many different household objects you can count? Perhaps you could count them in 2s?

You could practise the counting by 2s song we sing

<https://www.youtube.com/watch?v=JyCr0lgbYcl>

Here are some examples of household objects you could use:

- pasta
- pencils
- toys
- pretend food
- tins from the kitchen
- spoons
- cups
- socks
- counting the steps on the staircase

OR

Play an underwater counting game

<https://www.topmarks.co.uk/learning-to-count/underwater-counting>

Parent guidance:

Remind children they can use helpful techniques to help them count the objects. For example, putting the objects in a line and counting from end to end, touching each object as they say the number. Or moving the objects from a group

one by one as they count. Remind children to always **count out loud** and start from the beginning if they lose count.

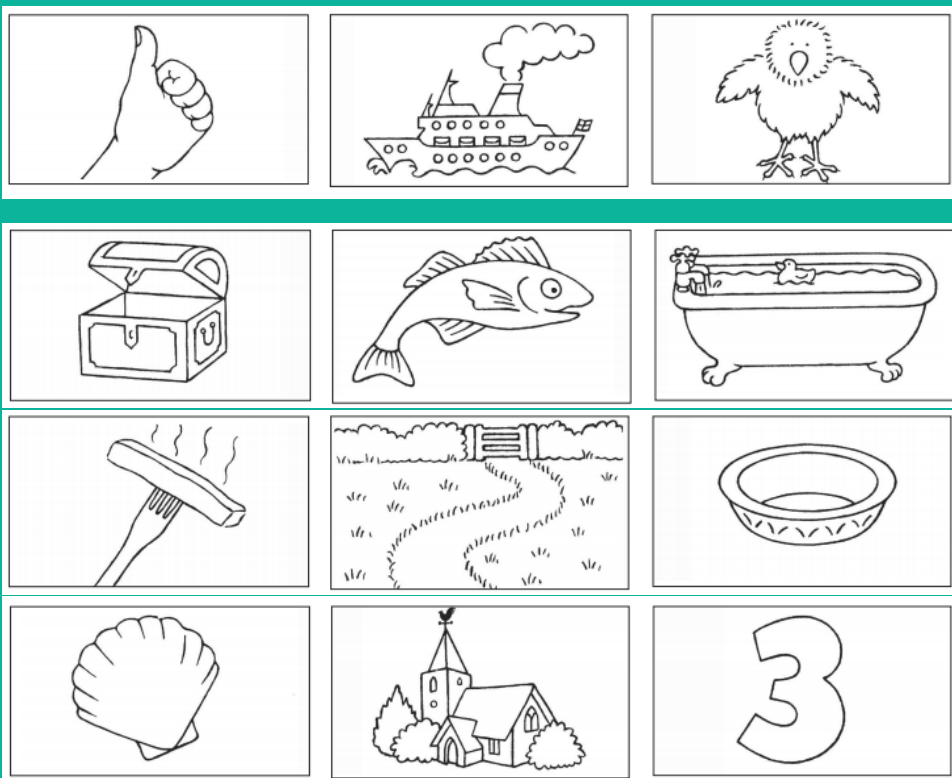
See Appendices 1 for print out

LITERACY

Task:

Phonics- Two letters one sound- 'Special friends'

What do you see in each picture below? Say it out loud. For example, "thumb". Then 'Fred talk' the word (excluding silent letters) e.g "th-u-m" and then see which special friend you hear in the word. Try and write the special friend down on a piece of paper. You can make a list of them as you work through each picture or 12 sound cards to use again or do speed sounds with your grownup.



Extension: Try writing a sentence or two using the words. For example. 'I have three cats'. Make sure you say the sentence first by saying it lots of times. Then say each word and write the sounds you hear. Every time you finish a word go back to the beginning of the sentence and say it out loud to know what word comes next. Don't forget a finger space between each word!

Parent guidance:

Make sure to guide the children to the correct word if, for example, they say "bird" instead of "chick", "fork" instead of "chip" or if they don't recognise a picture. Children can write the singular sound e.g 'th' and the full word too if they want to after they have used their 'Fred talk' to say the word. You can write the rest of the word and put a line where the special friend goes if they need more support. For example, __hell or fi__ or __urch. For the extension, remember to praise effort and if the sentence is phonetically plausible. For example: 'Th chuch is rly big' is a great sentence. You can revise red words (tricky words that can't be sounded out) if they use one they don't remember in their sentence.

Speed sounds cards is a part of a phonics speed sound lesson where the teacher shows each card speedily one by one whilst the children say the sounds. There is a sound in mind for the chn to find. When they see it they can point or shake there jazz hands. Watch this RWI video (from 6.00mins – 7.20mins) to see how it's done.

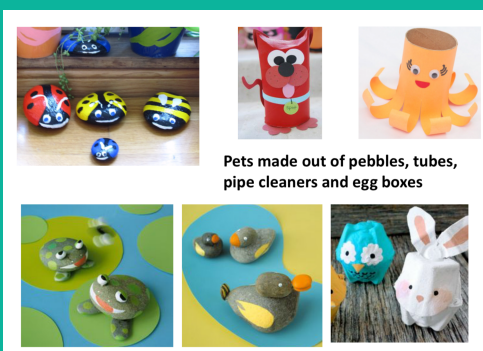
<https://www.youtube.com/watch?v=uYAxX2WO9jk>. These

videos are happening daily in the morning on the Ruth Miskin youtube channel. The children have learned Set 1 and some Set 2 so far at school. Please practise Set 1, even if they know them if you'd like to watch them.

TOPIC

Task:

Can you make an animal that you would like to have as a pet out of junk modelling?



Parent guidance:

This task is more about the process than the finished product! As long as they are using their imagination and thinking of ways to join the materials together it's a success.

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MATHS

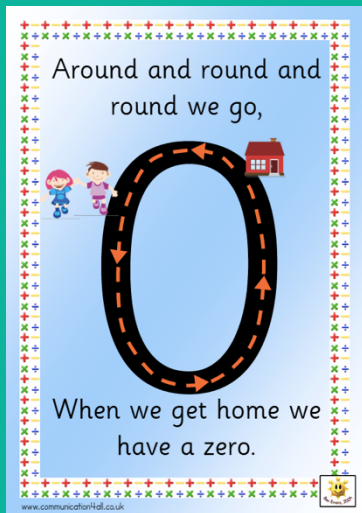
Task:

Number formation

Spend some time practising writing your numbers!

Remember practice makes perfect 😊 Start with numbers within 20. Work up from 0 if it helps.

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Use your number rhymes to help you! Use your 'magic pencils' in the sky first to practise before you write.

0- around and round and round we go, when we get home we have a zero

1- start at the top and down we run, that's the way we make a one

2- around and back on a railroad track- two, two, two

3- around the tree and around the tree that's the way we make a three

4- down and over and down some more, that's the way we make a four

5- down and around then a flag on high, that's the way we make a five

6- down we go and make a loop, number six makes a hoop

7- across the sky and down from heaven, that's the way we make a seven

8- make a 's' and do not wait, when it's joined up you have an 8

9- make a loop and then a line, that's the way we make a nine

Numbers from 10 - __ group of ten and __ ones

This numbers in the teens song may help

<https://www.youtube.com/watch?v=uedvwH6Ay18>

Challenge:

Try making your own number cards with the same amount of dots below and/or write a number then draw the same amount of dots next to it. You could even try to tally the number! Saying "1,2,3,4,5 shut the gate, 6,7,8,9,10 shut the gate" as you go.

Parent guidance:

Encourage children to write numbers starting from 0-10 first so you can work out which numbers they still need to practice. Only practise writing numbers within 20 if these can be written. 'Magic pencil' means they hold an imaginary pencil in their hand, writing the formation in the air in front of them.

See Appendices 2 and 3 for print out practice sheets

LITERACY

Task:

Phonics- 'Red words' practice

You have lots of time now to practise those tricky words you just need to know in your head/ off by heart so you can get better and better at reading. Create your own practice chart like the one below. You can simply fold a piece of paper into four parts. Find some red words in books or magazines that you need to practice writing or just use the ones below. Write them in the part on the left. Ask your grown up if they are correct before you continue. Cover the words or fold the paper over and write the words down as you remember them. Check if they are right. Try again if you make a mistake and remember you can always fix a word if you make a mistake the second time by looking at the word and seeing if it looks the same.

Look...	Cover...	Write...	Check...
...carefully. Trace the letters with a pencil and say the letter names.	...the target word and try to 'see' it in your mind.	...the word down.	...if you have it right. If not, try again.
said so come some little large	← Fold this column to cover the words. →		

Other common red words include: the, was, I, put, to, for, he, she, they, we, so. Or there are more examples in this video <https://www.youtube.com/watch?v=EFfU58CkD9o>

Extension: Try finding some red words in a book at home.

Parent guidance:

Remind children that they cannot 'fred' red! i.e they cannot sound out these words so they shouldn't try to. They can say the first or last sound to help them guess the word or give them a clue but be careful with endings such as 'le' in 'little' or 'me' in 'some' or 'come' as they don't sound as they're written. They don't need to write any headings for their practice chart. Keep it simple! Just remind them which each part/ column means if need be. Praise effort and reinforce that mistakes can be fixed.

See Appendices 4 for print out practice chart

TOPIC

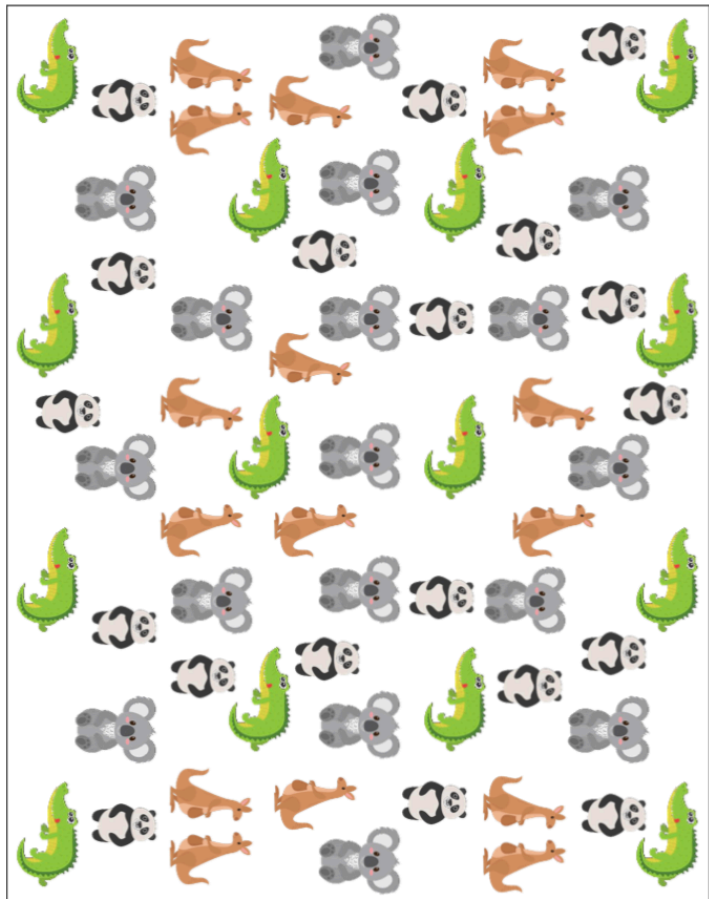




Task:

Think of a special celebration that you have shared with your family, it might be your birthday, a religious festival or anything you regularly do together. What a lovely memory! We aren't able to see all our family and friends at the moment but we all have lots of lovely pictures of happy times together in our heads. Draw a picture to put up

		<p>somewhere in your house so you can all remember that special time.</p> <p><u>Extension:</u> Write a story about your special time.</p> <p><u>Parent guidance:</u> You can judge whether this activity is a good idea for your child if you think it will upset them leave it for now. It can be helpful to have a happy memory to focus on if they are feeling sad or missing people they love.</p>
	Challenge	Useful Links
	<p>Challenge included in all activities for further challenge activities go to the school website home learning section.</p>	<p>All links with activities.</p> <p>RWI are running daily speed sound lessons on their YouTube channel</p> <p>Set 1 sounds- single sounds a-z and sh, ch, th, qu, ng and nk. 9.30</p> <p>Set 2 sounds- long vowel sounds eg. ay, ee, these will be new to some of the children. 10.00</p> <p>https://m.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ</p>

Appendices Below

Appendices 1

			
			
Object			
How many?			

Number Formation Activity

Can you trace the numbers?

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Appendices 3

Number Formation

Can you trace the numbers?

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Look... ...carefully. Trace the letters with a pencil and say the letter names.	Coverthe target word and try to 'see' it in your mind.	Write... ...the word down.	Check... ...if you have it right. If not, try again.
said so come some little large	← Fold this column to cover the words. →		