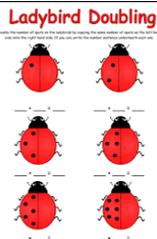
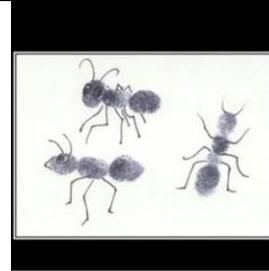


Reception Classes Week 10 "Changes and Mini beasts" 2020

Day	Personal, social & Emotional	Phonics	Literacy	Maths	Art & Design	UW, Skills /Challenges
Mon POD A@ SCHL	Moving to year 1. Think of 5 things that are exciting about moving to year 1, tell them to your friend/parent. (It's normal to feel excited about change, but it can also make us feel a little nervous. If you feel nervous, tell your parent/friend.)	Break the Letters & sounds lesson into different parts. Teach as separate short lessons Eg. Flash the letter sounds they use, then sound out the related words; let your child do this, then let your child read them: 8-10 mins Pm, learn the tricky words, then read / follow the sentence part of lesson . Lastly write the words they use with correct grip and letter orientation.	Read the hungry caterpillar together. Fancy Words – grow your child's vocabulary while using some of these related words: Chrysalis, wiggle, metamorphosis, larva, hatch, pupa, emerge.	 <p style="text-align: center;">Ladybird Doubling</p> <p style="text-align: center;">Draw 6 ladybirds with a different numbers of spots on one side of each of them. Can you double the number of spots and write an addition sum? For example $4 + 4 = 8$</p>	Over two sessions: Make a mini beast hat, discussing what mini beast you'd like to be and what features you'd like on your hat.	Symmetrical mini beasts. Fold a piece of paper in half lengthways. Adult to draw half a mini beast - can you draw the rest on the other side so it's symmetrical? Do the same with a butterfly, paint it or colour it so it's symmetrical. Planting a sunflower seed. Drawing and labelling the parts of the flower.
Tues POD A @ SCHL	Who are my friends? Think of 5 friends you want play with. Write a list.	Do the letter sound/word and tricky word part of the lesson. Go over what is a sentence: (capital letter, finger spacing, full stop ? ! etc Later do the second part of the sentence.	Inspire your child to independently make some story props – make or collect a leaf, draw or use real fruit (encourage their imagination)	Can you work out these Mini beast problems and write a sum for each. Do the numbers need to be added together or are you taking one number away from another? Worded Mini beast maths problems.docx	 <p style="text-align: center;">With pen pencil, make fingerprints and turn them into mini beasts</p>	
Wed ALL learn at home	Stone painting Why do you like your friends? Thinks of words and phases like: fun, kind, caring, good at football, has a nice smile. Collect 5 stones, paint a heart on them to show you care about your friends.	Revise daily letter sounds. Revise what is a sentence. Play and work on sentence substitution at child's level. https://www.phonicsplay.co.uk/resources/phase/3/sentence-substitution-ph3 make up a sentence	Use the props to help retell the story. (Extend by focusing on using sequencing concepts first, then, next, when, after, last, etc.)	Go on a mini beast hunt in your garden or your local park. Count how many of each type that you find. When you get home you can make a simple graph with your adult.		Mini beast hotel. Make a mini beast hotel by piling up stones and sticks in your garden or in the park.

Thur POD B @ SCHL	Friendship bracelets Use thread and beads (you could make beads from pasta or roll a piece of paper round a pen and sellotape it then cut it into small sections) to make a friendship bracelet for each of the friends in your list.	Flash letter sounds/ related words and tricky words. Make up a sentence and play sentence substitution with a partner. Use funny words to make them laugh eg. The king wore a clean (crown) train/fruit etc.	Over two sessions retell the story from the point of view of the caterpillar. Why was it so hungry? How did it feel after eating so much?		Over 2 sessions: make a mini beast shaker; thinking about what noise your mini beast makes, the colours you want to use and what materials you will need: <u>If in school:</u> Bring in your own LABELLED container in your lunch bag to decorate.	Planting a sunflower seed. Drawing and labelling the parts of the flower.
Fri POD B @ SCHL	Draw a picture of yourself, and on a piece of paper write what you like doing. Cut out and stick the words around the picture - you can show this to your new teac	Do flash sounds/ words and tricky words. Later Make up at least 2 sentences about the members of your family. Use a capital letter, finger spaces and a full stop/ ? or ! Read the sentence (s) to your family.				Spider webs. Look for different types of spider webs. How many different ones can you find? How are they different? Can you draw one?

ONLINE LINKS: PHONICS Letters and Sounds from <https://wandleenglishhub.org.uk/lettersandsounds/reception>

Monday 22nd June: Lesson 41 - Adjacent consonants and short vowel sounds **Tuesday 23rd June:** Lesson 42 - Adjacent consonants & s v sounds
Wednesday 24th June: Lesson 43 - Adjacent consonants and short vowel sounds **Thursday 25th June:** Lesson 44 - Adjacent consonants and short vowel sounds
Friday 26th June: Lesson 45 - Adjacent consonants and short vowel sounds (You may wish to purchase 'More Phonics' Flash cards)

HANDWRITING: each day one letter: Jj, Kk, Yy Practice with a pencil/ paintbrush/ stub of crayon/ large marker. and use a link e.g.:

<https://www.youtube.com/watch?v=55eLSzJHQIA> <https://www.youtube.com/watch?v=a8delzcg6qY> <https://www.youtube.com/watch?v=DKXPBCcXQB8>

SCIENCE WEEK 9 PDF link under Early Years/Reception on home learning.

MATHS: Continue to familiarise and explore maths on Purple Mash, the mathsfactor estimation/sharing/ no bonds: <https://www.themathsfactor.com> Espresso writing numbers; https://central.espresso.co.uk/espresso/modules/ey_writing_to_20/videos/index.html **MUSIC** www.haringeymusicdigital.org.uk Teacherusername 158617 Password Rokesly1 *Continue as last week.* Go to Freestyle then Listening Centre then Styles, Genres or Era. Select a genre.

SEND any photos of your work, labelled with name and class to : admin@rokesly-inf.haringey.sch.uk Please note that this grid is now for three sets of users; those of POD A, POD B and those staying at home. Pod A please do activities from Wed – Fri at home, similarly, Pod B please do activities Mon – Wed at home. We will then start/ continue your learning at school. Activities at school may change or alter slightly to fit in with the needs of the children, their interests and their progress.