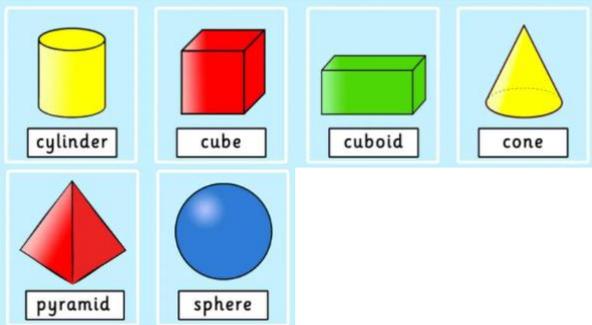


# Reception Class Home Learning (Amazing animals-The First Animals) W/B 01/02/21

Date	Challenge 1	Challenge 2	Challenge 3
<p>Monday 11<sup>th</sup> January</p>	<p>Learn new digraph 'ch' (sound).  <a href="#">Lesson 41 (part 1) - Reception - YouTube</a></p> <p>Can you have a go at writing 'ch' in the air (with your 'magic' finger), then on the ground and finally on paper?</p> <p>Practise blending to read and segmenting for writing simple words with the video below.  <a href="#">Lesson 41 (part 2) - Reception - YouTube</a></p> <p><i>If you would rather not watch the second video you can help your child read</i></p> <p>qu i z (quiz)  y e s (yes)  b o x (box)</p> <p><b>Practice tricky words</b></p> <p>I  go</p> <p><b>Spelling</b></p> <p>b a t</p>	<p><b>3D Shapes</b></p> <p>Watch this Bitesize clip to introduce 3D shapes. <a href="#">3D Shapes - BBC Bitesize</a></p> <p>Can you dress up as detectives like the lady in the video and go for a hunt around the house for 3D objects.</p> <p>Together make 4 different areas labelling them Cube, Cylinder, Sphere and Cone. Can you organise the objects you collected into the correct area? <i>You can also introduce the shapes cuboid and pyramid.</i></p> <p>Together discuss the different shapes:  Can they roll?  Can they slide? (does not roll; it slides flat along a surface)  Ask children to try sliding or rolling their shape.  Point out that a shape needs a curved side to enable it to roll</p> 	<p><b>PSHEE</b></p> <p>Go on to the Cbeebies website and answer some questions about yourself to find out what dinosaur are you?</p> <p><a href="#">What dinosaur are you? - Cbeebies - BBC</a></p> <p>Watch a few of Andy's Adventures on BBC I player to learn about the different types of dinosaur. Can you find the video that matches the dinosaur the quiz said you were most like?</p> <p><a href="#">BBC iPlayer - Andys Dinosaur Adventures</a></p>
<p>Tuesday 12<sup>th</sup> January</p>	<p>Learn new digraph 'sh' (sound).  <a href="#">Lesson 42 (part 1) - Reception - YouTube</a></p>	<p><b>Sorting 3D shapes using a Venn diagram</b></p> <p>Collect a range of your 3d shapes from yesterday.</p>	<p><b>Literacy</b></p> <p>Can you make a dinosaur fact file? Draw a picture of a dinosaur of your choice and</p>

# Reception Class Home Learning (Amazing animals-The First Animals) W/B 01/02/21

Can you have a go at writing 'sh' in the air (with your 'magic' finger), then on the ground and finally on paper?

Practise blending to read and segmenting for writing simple words with the video below.

[Lesson 42 \(part 2\) - Reception - YouTube](#)

If you would rather not watch the second video you can help your child read

ch i p (chip)

sh o p (shop)

v a n (van)

r a t (rat)

**Practice tricky words**

I

of

**Spelling**

b e d

Cube- Dice

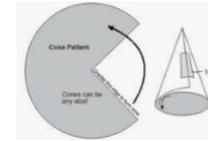
Cuboid - Cracker or cereal box

Sphere- Ball

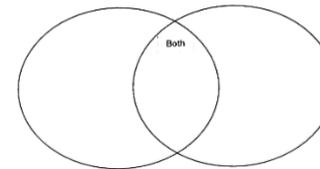
Cylinder- Kitchen roll tube

Cone- a funnel or make one by rolling a piece of paper and sticking it down.

Pyramid - Might be tricky one do not worry if you can't find one but you might have a perfume bottle or a cheese grater (you could always cut in out a block of cheese, just remember to try and make the base square or triangle not round) You may have the magnetic tiles that you could make one out of.



You need two circles for this activity this you could use two hula hoops or you could mark out on the floor using a skipping rope, dressing gown belt or masking tape for example. Label the two circles 'curved face' and 'flat face'. Overlap the two hoops to create a Venn diagram.



Point out the labels and read these together. Explain that if a shape has a curved face and a flat face, it can be put in both hoops so it goes in the section where the hoops overlap.

Take it in turns to put the shapes in the correct area, when it is your turn does your child agree with you?

write a few facts about that dinosaur for example:

What does it like to eat?

Can it fly?

Is it big or small?

or

Create your own dinosaur. Draw a picture then write its name underneath. You could ask a grown-up to help you write some adjectives to describe your new dinosaur. Is it scary or friendly? Is it large, long or scaly?

		<p>Afterwards look at the shapes in each of the hoops and discuss them. Reinforce the shape names: cube, cone, cylinder, sphere, cuboid and pyramid.</p> <p>Play 'I'm thinking of a shape'. Tell your child that you are thinking of a shape that has two flat faces and one curved face. Ask if they can choose the shape you were thinking of and if they can name it.</p> <p>Repeat with other shapes, e.g. <i>I'm thinking of a shape that has all flat faces and every face is a square and I'm thinking of a shape with just one curved face. They could also test you.</i></p>	
<p>Wednes day 13<sup>th</sup> January</p>	<p>Learn new digraph 'th' (sound).</p> <p><a href="#">Lesson 43 (part 1) - Reception - YouTube</a></p> <p>Can you have a go at writing 'th' in the air (with your 'magic' finger), then on the ground and finally on paper?</p> <p>Practise blending to read and segmenting for writing simple words with the video below.</p> <p><a href="#">Lesson 43 (part 2) - Reception - YouTube</a></p> <p><i>If you would rather not watch the second video you can help your child</i></p> <p><b>Read</b> sh e ll (shell) f i sh (fish) f i x (fix)</p>	<p><b>Faces of 3D shapes</b></p> <p>You will need an example of each 3d shape again: cube, cuboid, sphere, cylinder, cone and pyramid.</p> <p>Draw and cut out a triangle, circle, rectangle and square. Ask your child to name the 2D shapes.</p> <p>Hold up the 3D shapes one at a time (cube, cuboid, pyramid, cone and cylinder). Rotate each shape so that your child can see each face.</p> <p>Ask your child to spot the 2D shape as a face on the 3D shape being held. Repeat this for each 3D shape, spotting and identifying all the flat faces.</p> <p>Hold up a cube and a cuboid. Discuss what is the same about them and what is different. Count the faces. <i>Both have six flat faces.</i> Point out that the cubes faces are all squares whereas the cuboids faces are squares or rectangles.</p> <p>Hold up a cylinder and cone. <i>What is the same?</i> They both have a flat circle face and a curved face. <i>What is different?</i> The cylinder has two circle faces whereas the cone has only one circle face and a point at the other end. <i>What does this cone</i></p>	<p><b>EAD</b></p> <p>Can you make your own dinosaur sock puppet and put on a show for your family? When planning your show think about what story you are going to tell, what is your dinosaur going to be doing and saying.</p> <p><a href="#">Dinosaur Sock Puppet - CBeebies - BBC</a></p> <p>Things you will need:</p> <p><b>Dinosaur Sock Puppet</b> Create a dinosaur sock puppet.</p> <div data-bbox="1579 1165 2094 1292"> <p><b>You will need</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Old Socks</li> <li><input checked="" type="checkbox"/> Glue</li> <li><input checked="" type="checkbox"/> Stickers</li> <li><input checked="" type="checkbox"/> Scissors (grown-up use only)</li> <li><input checked="" type="checkbox"/> Washing sponge</li> <li><input checked="" type="checkbox"/> Marker Pen</li> </ul> </div>

# Reception Class Home Learning (Amazing animals-The First Animals)

W/B 01/02/21

	<p>w e t (wet)  <b>Practice tricky words</b>          the          of  <b>Spelling</b>          w e t</p>	<p>remind you of? (An ice cream this way up, or a traffic cone or witches' hat this way up!)</p>	
<p>Thursday 14<sup>th</sup> January</p>	<p>Learn new digraph 'ng' (sound).  <a href="#">Lesson 44 (part 1) - Reception - YouTube</a>          Can you have a go at writing 'ng' in the air (with your 'magic' finger), then on the ground and finally on paper?           Practise blending to read and segmenting for writing simple words with the video below.  <a href="#">Lesson 44 (part 2) - Reception - YouTube</a>   <i>If you would rather not watch the second video you can help your child read</i>          m o th (moth)          th u d (thud)          q u i ck (quick)          f i ll (fill)  <b>Practice tricky words</b>          he          the  <b>Spelling</b>          p i ck</p>	<p><b>Building with 3D shapes</b></p> <p>Have a range of 3d shapes (could be recycling or building blocks or different toys).          Can your child use them to build models? When building discuss with each other which are good to build with and which are less good to build with, e.g. cubes and cuboids are good; spheres are useless! Cylinders are useful if stacked on the flat faces, and cones can only go on the top of a model because they have only one flat face. Find some pictures of temples, mosques, etc. online and ask your child to use 3D shapes to build similar buildings. Children could also discuss the names of the 3D shapes and the names of their faces.</p>	<p><b>The world/ Science</b></p> <p>Can you make your own volcano (see sheets below)?           or a dinosaur fossil</p> <p><a href="#">Making a Fossil - CBeebies - BBC</a></p>

# Reception Class Home Learning (Amazing animals-The First Animals) W/B 01/02/21

Friday  
15<sup>th</sup>  
January

## Dinosaur digraph stomp game

Make 10 dinosaur footprints and write the following digraphs on them. sh, th, ch, ng, ll, ss, ff, qu, ck and zz.

Lay them down on the ground, play some music and when the music stops shout out a sound, ask your child to stomp on the correct digraph and turn it over if they are correct.



Dinosaur songs you could use:

[Tyrannosaurus Rex and 23+ songs!](#)  
[Dinosaur Songs | + Compilation |](#)  
[Pinkfong Songs for Children -](#)  
[YouTube](#)

See if you can make some new dinosaur names by using the 4 new sounds we have learnt this week ng,sh,ch,th and your own name  
For example, Mrs Calvert's could be

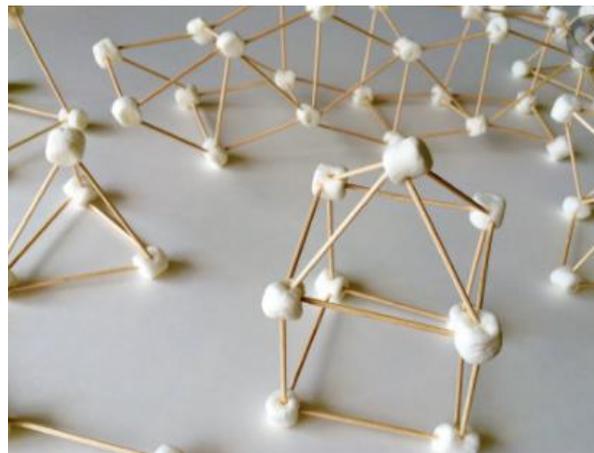
shcalvertarus

sh-c-a-l-v-e-r-t-a-r-u-s

## Making 3D shapes

Using dry spaghetti or cocktail sticks, mini marshmallows, playdough or blue tack can you build some 3D shapes. Try to make the ones we have learnt this week and label them.

You could then see if you can create your own 3D shapes and give them a different name.



## Physical Development

Have a go at this week's challenges set by the Norfolk schools sports partnership. If you film/take pictures and post the children's success, we can send off their results and they will receive a certificate for their hard work. Rather than 1 minute allow your child 1 min 30 secs as they are only in Reception.

### Challenge 1:

How many times can you pass the ball around your waist in 60 seconds?

If you drop the ball you need to pick it up quickly and carry on.



### Achieve Gold

50 Times around your waist.



### Achieve Silver

40 Times around your waist.



### Achieve Bronze

30 Times around your waist.



### Challenge 2:

# Reception Class Home Learning (Amazing animals-The First Animals) W/B 01/02/21

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How many times can you throw a ball up, clap once and catch it in 60 seconds?  
The ball must go above your head. If you drop the ball, carry on counting your score from where you left off.



- Achieve Gold**  
35 catch and claps 
- Achieve Silver**  
25 catch and claps 
- Achieve Bronze**  
15 catch and claps 

### Challenge 3:

#### The Physical Challenge

How many times can you tap up a tennis ball on a racket in 60 seconds?  
If the ball touches the floor, time continues but your score freezes until you start tapping again!



- Achieve Gold**  
60 Tap Ups 
- Achieve Silver**  
45 Tap Ups 
- Achieve Bronze**  
30 Tap Ups 

## Make Your Own Volcano

### You will need:



### Method:

1. Fill your glass just over half full with water, add 3 tea spoons of baking soda and give it a good stir until most of the baking soda dissolves. Then add 3 drops of red food colouring and stir until it turns red.
2. Add a good squirt of washing up liquid into the cup and once again give it a stir.
3. Make sure your volcano is in the kitchen or outside (or somewhere you don't mind making a mess).
4. Quickly pour in just under a quarter of a cup of vinegar and enjoy your very own volcanic eruption!



### The Science Bit

You just made a chemical reaction! By mixing the acid (vinegar) and the alkali (bicarbonate of soda), bubbles of carbon dioxide ( $\text{CO}_2$ ) were released like in a pyroclastic flow. These move very fast and are extremely dangerous, whilst lava flows move slowly and aren't much of a threat.