

Reception Class Home Learning (Amazing Animals- Safari)

W/B 18/1/21

Date	Challenge 1	Challenge 2	Challenge 3
<p>Monday 18th January</p>	<p>Learn new phoneme 'y' (sound). Lesson 36 (part 1) - Reception - YouTube Can you have a go at writing 'y' 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. Lesson 36 (part 2) - Reception - YouTube</p>	<p>Introducing number pairs to 10 Prepare a number line with cards 1-10. Include a duplicate number 5 so there are 11 number cards altogether. Count out and show your child ten dinosaurs or cars or teddies, etc. Ask your child to come and make two piles of dinosaurs. Encourage them to split the objects just by pushing them to make two piles rather than moving the objects one at a time. Ask your child to count the objects in one pile and choose the matching number from the number line. Then count the objects in the other pile and choose the matching number from the number line. Then ask how many dinosaurs are there altogether? How many did we first count out? Establish there are ten. Take the numbers relating to the piles of objects and stick them on a window using sticky tack. Draw out and stick a plus sign (+) between them. Read the start of the number sentence to your child e.g., <i>Six add four....</i> Then make and stick the equals sign (=) at the end of the sentence. Point to the piles of dinosaurs and ask again how many dinosaurs there are altogether. <i>Ten</i>. Write 10 to complete the number sentence $6 + 4 = 10$ and read, <i>six add four equals ten</i>. Repeat this asking your child to make different size piles. Repeat the activity three more times so you end up with $5 + 5 = 10$, $6 + 4 = 10$, $7 + 3 = 10$, $8 + 2 = 10$ and $9 + 1 = 10$ on the window. Tell your child we have five pairs to ten. Read through them together.</p>	<p>PSHEE The Ugly Five by Julia Donaldson & Axel Scheffler - YouTube</p> <p>If you have the book 'The Ugly five' share it with your child, if not watch this you tube clip.</p> <p>Show your child the front cover of The Ugly Five. Discuss the following questions:</p> <ul style="list-style-type: none"> • Do you know the names of any of these animals on the front cover? • What does ugly mean? Is it a nice word to use? How might these animals feel if you said they were ugly? <p>Share the story with your child. And ask the following questions:</p> <ul style="list-style-type: none"> • How do you think the animals will feel being called the 'lovely five'. • Can they think of a time they haven't been very nice to someone or someone wasn't very kind to them. Talk through what happened, and how saying or acting in a nicer friendlier way would have made everyone feel happier. • Can you think of a time someone was nice to you, talk about what happened and how it made them feel.

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<p>Tuesday 19th January</p>	<p>Learn new phoneme 'z' (sound). Lesson 37 (part 1) - Reception - YouTube Can you have a go at writing 'z' 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. Lesson 37 (part 2) - Reception - YouTube</p>	<p>Making pairs to 10 using cubes Make a tower of ten blocks. Ask your child how many cubes are in the tower. Ask your child to snap the tower to make two towers. Ask them to confirm how many are in each tower. Help them to count and say, e.g. <i>Four add six equals ten</i> Write the matching addition sentence down, reading it to them then asking them to read it back to you. Repeat, putting the tower of cubes back together and asking them to snap it to make two different towers. <i>One could be a tall tower and one a short tower.</i> Again, ask the child to say what they have, e.g. <i>eight add two equals ten, two and eight makes ten.</i> Begin to say the additions both ways so children can see $8 + 2$ and $2 + 8$ are the same. Model writing the number sentence and reading it. Repeat until you have five number sentences on the whiteboard: $5 + 5 = 10$, $6 + 4 = 10$, $7 + 3 = 10$, $8 + 2 = 10$ and $9 + 1 = 10$. Your child might be able to write the number sentences themselves.</p>	<p>Literacy Ask your child to pick one of the safari animals from the end of the story yesterday (6 min 15 secs on the you tube clip). Ask them to draw a picture and use describing words to describe the animal. Encourage your child to try and sound out the words they use and allow them to write or mark make (they may just appear to scribble) how they think the word is written. Your child may need help with describing their animals so you could help by asking questions such as: 'Is it big or small' or 'Is it fast or slow'.</p>
<p>Wednesday 20th January</p>	<p>Learn new phoneme 'zz' (sound). Lesson 38 (part 1) - Reception - YouTube Can you have a go at writing 'zz' 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. Lesson 38 (part 2) - Reception - YouTube</p>	<p>Partitioning bus passengers to make pairs to 10 Make a pretend bus with chairs or cushions with enough seats for 10 passengers, and ask your child to find 10 toys they would like to ride their bus. Children begin by putting some of the ten passengers on the bus and then lining the rest up at a bus stop. Ask them to write the appropriate number sentence to show how many are on the bus and how many are at the bus stop, e.g. $2 + 8 = 10$. Support by: first asking your child to count all the people. Then put some on the bus and count the whole group again. Then count the group left at the bus stop and count the whole group again to check there is</p>	<p>EAD Going on Safari. Can you make something that would help you whilst going on a safari adventure. Maybe a hat? Some binoculars? Or even a safari jeep?</p>  <p>Once made, can you role play going on a safari, place toys or stuffed animals around the house or garden and off you go, see what you can spot!</p>

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		<p>always 10. Ask your child to say the matching number sentence aloud, e.g. five plus five equals ten.</p> <p>Extend by: asking your child to draw passengers on a bus and at the bus stop to match a given number sentence. E.g. ask a child to draw passengers to match the number sentence $4 + 6 = 10$. And then $3 + 7 = 10$, etc. Children draw in some people on the bus and some by the bus stop. Remind them to check that they have drawn ten altogether and their picture matches the number sentence. There may be children who are ready to do this independently once shown how.</p>	
<p>Thursday 21st January</p>	<p>Learn new phoneme 'qu' (sound). Lesson 39 (part 1) - Reception - YouTube Can you have a go at writing 'qu' 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. Lesson 39 (part 2) - Reception - YouTube</p>	<p>Doubling objects Draw a large butterfly or ladybird outline. Encourage children to plan out their picture before they start painting or colouring, e.g. Discuss how many spots (1-5) and which half they will paint (or colour). Ask your child to paint spots on one side only of the butterfly or ladybird. Count the spots then tell children to paint the same number in a matching pattern on the other side. When complete, count the total number of spots saying <i>double two is four, or double five is ten, etc.</i> Encourage children to learn their doubles by heart: <i>double one is two, double two is four, etc.</i> Support by: using the painted pictures to create a display on doubling clearly showing $double\ 1\ is\ 2, 1 + 1 = 2, etc.$ Extend by: working together to represent all the doubles from 1 to 5.</p> <p>(this can be done with circles of paper and glue on the dots or felt tip pens etc.)</p>	<p>The world African Safari Virtual Field Trip - YouTube</p> <p>Watch this clip, to go on a virtual safari trip. In particular look at environment the animals live in. Can you build, make or draw a safari landscape</p> <p>Is it green, full of trees or is in sandy and dry?</p> <p>Is there lots of water everywhere or just a little bit?</p> <p>Is it flat or hilly?</p> <p>Do you think it is hot or cold?</p> <p>Are there any houses or parks to play on?</p> <p>You could talk about how it differs from the last two weeks of rainforest and polar regions.</p>

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Friday 22nd
January

Recap the new sounds we have learnt this week by playing the game Letter Spinner:
1-Cut out a hexagon from a bit of cardboard, draw a line from the centre to each corner to make 6 triangles.
2- In each triangle write one of our new sounds, y,z,zz,qu and two tricky words: no and go.
3-Push a sharp pencil through the centre of the hexagon so that the hexagon will spin on the pencil.
4- Now write all the sounds and tricky words on a piece of paper.
5- Take it in turns to spin the spinner and tick off (and say) the sound or word you land on (the side of the hexagon touching the floor.) The first person to tick off all their sounds wins 😊



Halving at the teddy bears picnic

Before the session, put out the biscuits, fruit, crisps or sweets so that each plate has one variety of biscuit/ snack but a different even number, e.g. two biscuits on one plate, four crisps on another, six orange segments on another, eight sweets on another and ten raisins on another.

Set up a picnic rug and choose two teddies with an empty plate each.

Hand them a plate of six orange segments and ask them to count how many segments there are. *Six*. Then ask them to share the orange segments equally between the two teddies. Emphasise that if the teddies are to have half each, the two halves must be the same number of biscuits. Ask your child what is half of six. Help children to count it out as they share the six biscuits between the two empty plates. *Half of six is three*

Repeat and share out the plate of four crisps. Once the teddies have their biscuits say, *Half of four is two*. Repeat until all the plates of snacks have been halved. Each time, ask your child to say aloud what half of each number is. Emphasise that the two halves must be the same.

PE

Join the cosmic Yoga Lady on a jungle safari lesson.

[Yoga Time! Jungle Safari: Kids Yoga and Nursery Rhymes | Cosmic Kids - YouTube](#)

Or

Take part in the West Norfolk School Sport Partnership Fitness Challenge (instructions below). Take a picture of your child completing the activities and post their results on tapestry. We will send results (no pictures) to the partnership and they will award certificates to the children that participate at the end of the term (there will be different challenges in future weeks)

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WEST NORFOLK SSP

5-1 FITNESS



1. The Plank.

- Ensure the body is straight – 'head higher than bum,
- Only toes and forearms to contact the ground.
- Stop the timer if knees, head or chest touch the ground, or if bum lifts to a 'V' shape body.
- 1 minute is good, 3 minutes maximum suggested.



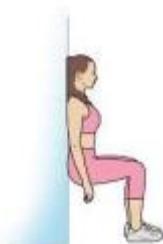
2. The 'V' Sit.

- From a seated position raise the legs off the floor (keep them straight if possible,
- Arms should be straight and pointing towards your toes.
- Stop the timer if back or feet touch the ground, or if knees bend to a tuck shape.
- 30 seconds is a good score.



3. The Stork Stand

- Stand in the position in the picture. The time starts when the performer pushes the standing leg onto the ball of the foot.
- Arms must stay on hips.
- Stop the timer if the leg comes off the knee or arms wobble.
- 45 seconds is a good score.



4. The Wall Sit

- Stand against the wall.
- Keeping your back against the wall bend until you copy the picture. You should not be able to see your toes.
- Arms should be in front of you, against the chest or hanging.
- 60 seconds is a good score, no more than 4 minutes is needed.



Starting with 2 feet on the floor, step up on to the box, and then off. Both feet must go on the box before the first foot steps back off.

'Up Up, Down Down'

Try to get a jogging rhythm and don't go off too fast. 2 minutes is a long time on this exercise!
A score of above 80 is good.