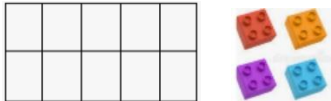
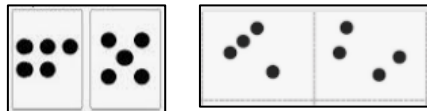





Reception Maths and Literacy Home Learning Menu Spring 1- week beginning Monday 18th January to Friday 29th January 2021

MATHS				
Sequence 1- Calendar and Time	1. Days of the week <i>Do you know all of the days of the week? How many days are there in a week?</i> With your adult write a list of the days of the week. <i>What day is it today? What day was it yesterday/is it tomorrow? Are there certain things/activities you do on different days of the week?</i> Draw a small picture of yourself and you can move it on to the day it is as we move through the week. On each day you could write one thing that you do.	2. Seasons Use 'The 4 seasons' picture below to talk about each season. <i>e.g. What happens in this season? What is the weather like? What do you wear? Which season comes next?</i> Watch this short video of the changing seasons. https://www.youtube.com/watch?v=-n_cXcOe6xk <i>Can you identify which season it is as it moves through the year?</i>	3. Ten second challenge Count to 10 and then backwards from 10 to 0. You are going to see what you can do in 10 seconds. Ask a family member to either count forwards to 10 or backwards from 10 for you. <i>What can you do in 10 seconds?</i> e.g. find a toy and give it to your family member, write your name, go and switch the light on/off. <i>What couldn't you do in 10 seconds? Were you quick or did your activity take too long?</i> We look forward to hearing about what you could do in 10 seconds.	4. Sequencing an event We want you to think carefully about the order in which you do something. With your adult you could make a sandwich for your lunch. <i>What did you do first? What did you do next? What did you do last?</i> You could time how long it takes you to make your sandwich (most phones have a stopwatch on them) Your adult can talk to you about how there are 60 seconds in 1 minute. Now you can enjoy your sandwich! :)
	1. Counting using a ten frame Ask an adult to draw a ten frame and get some objects to count on to it e.g. Lego bricks, buttons, pasta.  Practise counting different amounts on to your 10 frame. <i>Can you arrange the objects in a different way to show the same number?</i> <i>What is 1 or 2 more/less than the number you have on your 10 frame?</i> If you are confident with your 10 frame you could draw another and practise the above with numbers to 20.	2. Matching numeral and quantity You will need an adult to write the numbers 0-10 on to pieces of paper. Place these face down and then choose one. Go find and carefully count that number of objects and bring them back to your adult. Place the number next to the objects you found. Repeat with all of the numbers. You could also play this game with some numbers 11-20. You might want to try finding 1 more than the number card you turn over.	3. Snap- using amounts Make some spotty cards 1-5. You will need to make at least 2 of each number and ensure that the spots are arranged differently for each number.  You can now play snap! Your child is now practicing instantly recognising the number of objects in a small group without having to count them. This is called subitising.	4. Make your own number staircase Use bricks to make individual towers from 1-10 and place these in the correct order.  Do you notice that the towers have 1 more on them as you move along the towers. You will now need your number cards 1-10 made previously. Place them face down, choose a number and find that tower. <i>What is 1 more/less than this number?</i>

Counting objects which cannot be moved

Use the sheet below to practise your careful counting. *Can you remember some of our careful counting rules?* You will definitely need to use the rule 'Cross out each object as you count it' because you won't be able to move these objects as you count them.

How many bobble hats are there?

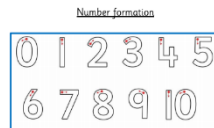
How many mittens?

How many snowflakes?

How many scarves and boots are there altogether?

Number formation

Practise correct number formation by using the guide which is at the bottom of the Holly and Ivy class pages on the school website. There are some little songs to help you remember how to correctly form each number ☺





Number formation songs
Clap to the tune of 'Twinkle, Twinkle Little Star'
0 To the left and back around, number zero I have found.
1 A downward stroke, that was Jan, now I've made the number one.
2 Half a heart shape, 'I love you' said it best, now I've made a two.
3 Half a cat, repeat with me, now I've made the number three.
4 Down, across and down once more, now I've made the number four.
5 Draw the hat, the back, and turn, now my number five is done.
6 To the left and out it round, number six has now been found.
7 Straight across, down to the left, number seven is the best.
8 Make an 'O' and close the gate, now I've made the number eight.
9 Make an oval and a line, now I've made the number nine.

Additional ongoing maths activities

- Number recognition to 20
- Practise ordering numbers to 20
- Missing numbers- make a number line to 20. Ask an adult to remove a number. *Which number is missing?*
- Practise counting to 20 and then back to 0. You could begin your counting from different starting numbers
- Practise identifying the number that is 1 more or 1 less than a given number
- Practise your careful counting of objects- those which can be moved and those which cannot be moved e.g. dots on a piece of paper
- One- minute challenges e.g. *how many star jumps can you do in one minute? How many bricks tall can you build a tower? How many times can you write your name? etc.*
- You can watch 'Numberblocks' on BBC iPlayer

Please move on to the next page for the Literacy activities ☺

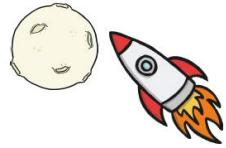
LITERACY

Sequence 1- The Tiger Who Came to Tea	<p><u>1. Reading the story</u></p> <p>If you have been able to access the Oak Academy lessons we hope you enjoyed the story 'The Mouse Deer and Tiger.' Here is also a link to watch an animated version of this story. https://www.youtube.com/watch?v=9uoaA5YYaiQ</p> <p>This made us think of another story which has a tiger in it. You can listen to Mrs Jennings read 'The Tiger Who Came to Tea' by Judith Kerr (video on Holly and Ivy class page of school website) or you might have this story at home.</p> <p>With your adult discuss the questions relating to this story (See below)</p>	<p><u>2. Re-tell the story</u></p> <p>Can you re-tell the story of 'The Tiger Who Came to Tea?' with your adult. <i>Can you add some sound effects?</i> e.g. chomping noise when the tiger is eating, slurping when he is drinking, a roaring noise for the tiger.</p> <p>You can then have a go at re-telling the story to a soft toy/doll/toy figure. Perhaps your adult could send in a short video of you re-telling part of the story.</p> 	<p><u>3. Draw a story map</u></p> <p>This is simply a sequence of pictures which help you remember a story in the correct order. You can then use this to help you confidently re-tell your story.</p>  <p><i>What was your favourite part of the story and why?</i></p>	<p><u>4. Write a list</u></p> <p>Write a shopping list for Sophie's parents to take to the shop with them when they go to buy more food.</p> <p>Please remember to:</p> <ul style="list-style-type: none"> • Sound out words • Use a sound mat so you can copy the letters you need (available on school website or make your own by writing the letters of the alphabet) • Leave a finger space between each word • Number the items on your list • For each new item, start a new line
Sequence 2- The King and the Moon	<p><u>1. Reading the story</u></p> <p>If you can, access the Oak Academy lessons (linked on the Holly and Ivy class page) please watch Lesson 1 of 'The King and The Moon' where the story is told.</p> <p><i>What was your favourite part of the story? Why?</i></p> <p>Perhaps you could act this story out using some of your soft toys/dolls/toy figures.</p>	<p><u>2. Draw a story map</u></p> <p>You have already had a go at drawing a story map about 'The Tiger Who Came to Tea.' Now we would like you to draw one for 'The King and the Moon.' This is simply a sequence of pictures which help you remember a story in the correct order. You can then use this to help you confidently re-tell your story.</p> <p>Use your story map to re-tell the story to a family member.</p>	<p><u>3. Writing</u></p> <p><i>What was your favourite part of the story?</i> Write at least one sentence telling us about your favourite part.</p> <p>Please remember to:</p> <ul style="list-style-type: none"> • Sound out words • Use a sound mat so you can copy the letters you need (available on school website or make your own by writing the letters of the alphabet) • Leave a finger space between each word • Start your sentence with a capital letter and finish it with a full stop 	<p><u>4. The Moon</u></p> <p>We would like you to research the moon. Find out at least 2 interesting facts and write these down. You might want to present your facts as a simple poster i.e. include pictures/drawings, your facts, make sure it's colourful.</p> <p style="color: blue; text-align: center;">The moon is a dusty ball of rock!</p> <p>We can't wait to see your facts and learn some more interesting things about the moon 😊</p>

If you can't access the 'The King and the Moon' via the links on the school website then you could do these first 3 activities with any book of your choice

Reading about the Moon

Have a go at reading the short story about a trip to the moon! You can then answer the questions too.



Speed sounds and words

A family member needs to say a sound and you must write it.

Don't forget our special friends

Sh- as in **ship** and **wish**

Ch- as in **chat** and **bench**

Th- as in **them** and **with**

Ng- as in **ring**

Nk- as in **sink**

If you want you can then play speed words. Your adult will need to say a simple 3 or 4 letter word and you have to sound it out and write it
mat, shop, chip, pig, sun, sing, bin etc.

Additional ongoing literacy & phonics activities

The scheme we use at Whitnash to teach phonics is called 'Read, Write, Inc.' They have a YouTube channel which is showing phonics lesson which you can access with your child for free.

Focus Sounds 18th- 29th January:

ay ee igh ow (as in *blow*) oo (as in *zoo*) oo (as in *look*)

The lessons for our focus sounds start on Thursday 28th January @9.30am on the YouTube channel (Ruth Miskin Training)

https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ?mc_cid=71ef745098&mc_eid=c9705b8c67

Each lesson is 10-15 mins long and available on the channel for 24hours. There is a link to view the lesson schedule on the Holly and Ivy class page. It is at the bottom of the page, click the yellow button labelled 'Learning to read from home.'

Join in with the set 1 sound lessons if your child is unsure of these:

m a s d t i n p g o c k u b f e l h r j v y w z x

sh th ch qu ng nk ck- Special friends (2 letters which make 1 sound)

- Play I-spy- initial sounds or by sounding out words e.g. *I-spy something that sounds like c-u-p*
- Sing Nursery rhymes
- Practise writing your first name and surname
- Practise correct letter formation. You will find a letter formation guide, with the rhymes we teach the children for each letter, at the bottom of the Holly and Ivy class page.
- Please remember to read with your child frequently and log your comments on GoRead.
You can access our school reading scheme books through the Oxford Owl website

Maths: Calendar and Time

The 4 seasons in the UK

Winter

December

January

February



Spring

March

April

May



Summer

June

July

August



Autumn

September

October

November



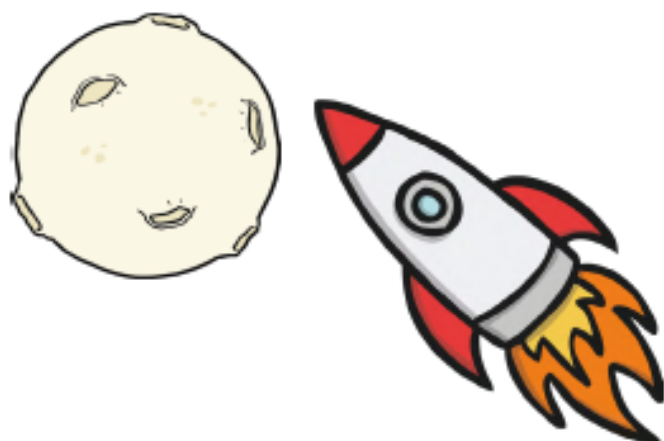




- What other words could you use to describe the tiger?
- How would you feel if a tiger turned up at your house for tea? What would you do?
- Do you think the tiger was greedy? Why do you think this?
- Where did Sophie and her family go for their dinner?
- Imagine that you are Sophie telling your daddy about the tiger. How will you explain what happened?
- How do you think Sophie was feeling at the end of the story?

Zoom to the Moon

- 10 I am in a rush to get to the Moon.
16 I zoom up into the night.
21 The stars are my light.
29 My ship hits the rock with a thud.
37 I hop down and look near and far.
44 It is too dark on the Moon.
50 I zoom back to my bed.



Read Together Quick Questions



1. What does the author see on the way to the way to the Moon? Tick one.

- ☐ planets
☐ stars
☐ rockets



2. Where does the text end? Tick one.

- ☐ on the Moon
☐ in bed
☐ in the rocket ship



3. Which word describes the way the ship hits the Moon? Tick one.

- ☐ bang
☐ bash
☐ thud



4. Do you think that the author liked being on the Moon?
