

Home Learning W/C 22.06.20

Hello to our lovely Reception class and parents. We hope you and are keeping safe and well and continuing to adjust to the new changes of Lockdown.

For 'Week 11' of our home learning support we are going to explore a free eBook titled 'We are all different'. The link for this is <https://www.twinkl.co.uk/resource/13-256-7-we-are-all-different-ebook>. You may need to sign up to the Twinkl site we have previously mentioned, but many resources are free including a great range of eBooks. You can also download the free Twinkl App onto a phone, tablet or computer.

The book is a great starting point to discuss with your child the meaning of diversity, being unique and celebrating our differences. With current issues in the news, it seems a relevant time to support the children's learning and understanding of our wider world and communities. It is also a great way to support children in celebrating their own unique qualities such as their appearance, family make up, likes, dislikes and personalities.

We understand that many of you are working from home or may be heading back to work in the very near future, so please just do what you can and when you can. We appreciate all you are doing to support your children with their education, we really are surprised each week by the amount of work and enthusiasm that is being put into providing wonderful learning opportunities for your children at home.

Additional resources you may find helpful to discuss this theme:

<https://www.twinkl.co.uk/resource/13-256-49-we-are-all-different-inspirational-people-powerpoint>

<https://www.twinkl.co.uk/resource/13-256-83-embrace-our-differences-powerpoint-1>

Additional resources for Maths

<https://www.twinkl.co.uk/resource/13-256-5413-ghosts-spatial-awareness-positional-language-powerpoint>

<https://www.twinkl.co.uk/resource/13-256-31267-spatial-awareness-pirate-treasure-map-activity-t-m-31267>

Monday	Tuesday	Wednesday	Thursday	Friday
(30 minutes)				
<b>Go for a walk with your family, practise riding your scooter/ bike, garden physical activities such as football, throw and catch or tig!</b>				
Reading for 20 minutes. Practise reading words				
<p><b>Reading/ Speaking and Listening Activity</b> Read the book with your child and talk about the images of the children on each page. What do they look like? What are they doing? Which child, family, personality is most like you or the people you know? Support your child in reading the words along with you, pointing out familiar words and letters. Talk about the illustrations and</p>	<p><b>Writing Activity</b> <u>My appearance</u> Provide your child with a mirror and let them look at their faces- their eye colours, hair colour and texture, skin tone etc. Ask the children to draw and label a portrait of themselves and another person they know who has different features. Eg: I have blonde curly hair, but mummy has long brown hair. I have blue eyes, but my</p>	<p><b>Writing Activity</b> <u>What makes my family?</u> Talk to your child about how all families may have different et ups but how this is OK because everyone's family is special. Discuss your own family and compare that of other families you know- the number of children, the parents who live together or apart. Draw a 'family map' to show who belongs to your family. This can</p>	<p><b>Writing Activity</b> <u>Likes and dislikes?</u> Think about the amount of preferences we all have and different tastes, hobbies, subjects, weather we all prefer over others. What do you like that other people in your own family don't? Use this as a basis for sentence work to look at comparisons eg: I like apples but Billy prefers bananas. I like it when it is snowing but mummy</p>	<p><b>Writing Activity</b> Handwriting/ phonics Practise reading and writing word cards or phase 2/3 words previously sent in week 8. Continue to work on letter formation of lowercase and capital letters.  Look at additional resources attached to explore diversity and differences in more depth.</p>

overall meaning the book is trying to convey.	cousin Max has green eyes. I have attached 'me' and 'my friend' sheet as an easier alternative if preferred.	be two houses joined together with the different people who live in each, one house with everyone inside or lots of places to include grandparents or siblings who live away.	likes the sunshine instead. You could maybe add some sentences to show similarities E.g: Everyone in my family loves strawberry ice-cream. My brother and I both hate sprouts!	
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(20 minutes) Phonics based learning. Use home phonics mats from your learning pack to practise reading and writing words containing the phase 3 sounds, or access the websites available for phonics games- Phonics bloom, phonics play, Twinkl etc.

For Maths this week we are looking at a specific Early Learning Goal, which focuses heavily on language and understanding mathematical vocabulary. We have added the ELG as a whole and then highlighted the specific focus for each day in red.

<p><b>MATHS</b> ELG Children use everyday language to talk about <b>size</b>, position, distance, time and money to compare quantities and objects and to solve problems. Use 6 objects or toys at home to explore what is meant by the words big, small, bigger, smaller, biggest, smallest. Use different objects to reinforce this. Extend to use the similar endings for words tall, short, thin, wide etc so you child has a broad understanding of a variety of size associated vocabulary.</p>	<p><b>MATHS</b> ELG Children use everyday language to talk about size, <b>position</b>, distance, time and money to compare quantities and objects and to solve problems. This is often a fun area to teach in school as we try to do it as practical as we can to reinforce the vocabulary: left, right, forwards, backwards, clockwise, anti-clockwise, above, underneath, besides, next to, behind, in front. This can be taught using tablet apps, programmable toys, blindfold games. You could use objects and ask your child to 'place the teddy to the left of the ball' etc or direct them to a certain place in the garden blindfolded. I have added a few ideas in the additional resources section above. Hope this helps!</p>	<p><b>MATHS</b> ELG Children use everyday language to talk about size, position, <b>distance</b>, time and money to compare quantities and objects and to solve problems. Talk the children about distance being a measure of the space between things. Is the distance to school short enough to walk? Is it closer to grandmas? Who lives the closest to you in your family? Who lives the furthest away. Use the 'social distancing 2M rule to discuss the concept of 'how far' you have to stay apart from others. Play estimating with your child to see if they think the distance between two points is shorter or longer than 2M? Vary this to include nearer and further measures.</p>	<p><b>MATHS</b> ELG Children use everyday language to talk about size, position, distance, <b>time</b> and money to compare quantities and objects and to solve problems. Recap the work we have looked at involving time. Explain examples of 1 second, 1 minute, 1 hour, 1 day, 1 week, 1 month, one year and basic equivalents . Children to draw something which takes them each of those time periods or only happens within those. Eg: It takes 1 second to click my fingers, it takes 1 hour to clean my rabbit hutch, it takes 1 week for Mrs Kewleys children to brush their teeth before bedtime!!!!</p>	<p><b>MATHS</b> ELG Children use everyday language to talk about size, position, distance, time and <b>money</b> to compare quantities and objects and to solve problems. Recap coins and the name of each. Order the coins and recap (to your child's level) the value of each in comparison eg: five pennies are the same as one 5p coin. Continue to work on this and consolidate what your child remembers and recap. The main concept is to know the coin name and order their value.</p>
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### **Creative/ Outdoor/Knowledge and Understanding**

For our afternoon sessions we have decided to add a 'bank' of ideas for you to choose from as we are aiming to be more flexible and allow you to spend as much (or as little time) on them as you like. From feedback, it seems 5 activities have been a lot for parents to manage after a busy morning or 'getting back' to everyday life and balancing work commitments. We are reducing the amount of choice but some activities can be done over a few afternoons depending on time, resources, weather and your own child's enthusiasm! Please get in touch if you have any further questions.

Activity 1- World portrait. We would love you to think of 4 places in the world, research them and find about the cultures/ ways of life of the children. We would like you to draw/paint/create a picture with 4 children together which you feel+ represent our world and every changing cultures and diversity.

Activity 2- 'I'm Special because I am me' task. Think about something you could not do last year which you can now. How did you get to that goal and achieving it? Maybe your child has just learnt to write their surname, tie their lace, ride a bike?

Help your child set some mini-goals for the week. Eg: This week I am going to learn to use my knife and fork or zip my coat. Help them write about their goal and each day evidence how they have worked towards it. This can be a diary, picture, photo on Tapestry etc.

Activity 3- My Family tree. Help your child think about their family tree and people are connected together, I have added a template in the link above but anyway you decide to approach this is fine. Encourage your child to see the link between them and their parents and how their family fit together. It is important they understand history as a time gone by, so maybe talk to them about older relative, family who are no longer with us and write it down together. I know they will love hearing tales from days gone by and you will enjoy telling them!

Share a story a day. Keep reading!

Take care of yourselves and your families and please get in touch if we can support you further. We miss you all lots and are looking forward to seeing those smiling faces again.

Love, Mrs Kewley and Mrs McCormick

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