

Reception Weekly Home Learning

Please send completed work to the following emails by Friday each week so feedback can be given.

receptionsm@beecroft.leeds.sch.uk - Miss Marshall's Class

receptions@beecroft.leeds.sch.uk - Miss Sayania's Class

Literacy

Little Red Riding Hood - Here is a link of Miss Sayania reading a different version of Little Red Riding Hood

<https://youtu.be/L-mIK87UN6s>

Monday

01.02.21

Re- read the story - [Little Red Riding Hood - Give Us a Story! - YouTube](#)

Key Questions

Discuss the different the characters in the story. Who is a good/bad character?

Why is the wolf a bad character?

What does the wolf do in the story?

The wolf is tricking Little Red Riding so he can get what he wants - he is sly/cunning.

This week you will be writing a discussion - **Should Little Red Riding Hood go into the woods alone?**

Lesson on Oak National Academy:

[To listen and join in with a discussion \(thenational.academy\)](#)

After watching the video lesson, speak to an adult and answer these questions:

What were the advantages and disadvantages to Little Red Riding Hood going into the woods? Make a list.

Should Little Red Riding Hood have gone into the woods?

Would you have gone into the woods if you were Little Red Riding Hood?

Tuesday

02.02.21

Review yesterday's lesson and discuss the advantages and disadvantages or Little Red Riding Hood going into the woods alone.

Lesson on Oak National Academy:

[To map and speak a discussion \(thenational.academy\)](#)

	<p>Use the video to help map your discussion. Talk through the pictures on your discussion map to make sure you know what each of them mean.</p>
<p><u>Wednesday</u></p> <p>03.02.21</p>	<p>Complete the next lesson to step through your story map! Can you add actions to your discussion map?</p> <p>Lesson on Oak National Academy: To speak and step a discussion (thenational.academy)</p>
<p><u>Thursday</u></p> <p>04.02.21</p>	<p>It is now time to write your discussion! <u>Should Little Red Riding Hood go into the woods alone?</u></p> <p>Use your discussion map to help you with your writing.</p> <p>Don't forget to sit your letters on the line, remember your tall and short letters, capital letters, finger spaces and full stops! Keep re-reading your writing to identify the next word.</p> <p>Use the videos below to help you write your discussion. You may want to split up these lessons for different parts of the day.</p> <p>In this lesson you will be writing your introduction. Lesson on Oak National Academy: To write a discussion (Part 1) (thenational.academy)</p> <p>In this lesson you will be writing the disadvantages of letting Little Red Riding Hood go into the woods alone. Lesson on Oak National Academy: To write a discussion (Part 2) (thenational.academy)</p>
<p><u>Friday</u></p> <p>05.02.21</p>	<p>Today you will finish writing your discussion!</p> <p>In this lesson you will be writing the disadvantages of letting Little Red Riding Hood go into the woods alone. Lesson on Oak National Academy: To write a discussion (Part 3) (thenational.academy)</p> <p>In this lesson you will be writing the conclusion to your discussion. Lesson on Oak National Academy: To write a discussion (Part 4) (thenational.academy)</p> <p>Please send pictures of your completed discussions to the class email.</p>

Phonics

<p><u>Monday</u></p> <p>01.02.21</p>	<p>Focus sound - 'oi'</p> <p>Practise sounding and blending words with this sound e.g. boil, coin</p> <p>Watch Jolly Phonics - /oi/ Sound - Short Song ♪ - YouTube</p> <p>Practise singing the song and doing the actions.</p> <p>Write words containing 'oi'. Can you write a sentence using one of these words?</p> <p>E.g.</p>
<p><u>Tuesday</u></p> <p>02.02.21</p>	<p>Read this sentence:</p> <p>She has had lots of good books</p> <p>Write the sentence on a whiteboard.</p> <p>Rub out one of the words and replace it with one of these words:</p> <p>food seen hard Joan</p> <p>Does your sentence make sense?</p> <p>Continue substituting words to make new sentences - She has lots of good food, She has seen lots of good food, Joan has lots of hard books etc- read each new sentence to decide whether it makes sense or is nonsense</p>
<p><u>Wednesday</u></p> <p>03.02.21</p>	<p>Focus sound - 'ear'</p> <p>Practise sounding and blending words with this sound e.g. fear, beard</p> <p>Watch ear Words Phase 3 Phonics Trigraph - YouTube</p> <p>Write words containing 'ear'. Can you write a sentence using one of these words?</p> <p>E.g. My dad has a long beard.</p>

<p><u>Thursday</u></p> <p>04.02.21</p>	<p>Read these questions.</p> <p>Do you think the answer is yes or no?</p> <ul style="list-style-type: none">• Is a thick book thin?• Are the teeth of sharks sharp?• Will a ship sail on a road? <p>Can you create your own questions?</p> <p>Write the questions in your red writing book and send a picture to the class email at the top of this document.</p>
<p><u>Friday</u></p> <p>05.02.21</p>	<p>Focus sound - 'air'</p> <p>Practise sounding and blending words with this sound e.g. fair, chair</p> <p>Watch air Words Phase 3 Phonics - YouTube</p> <p>Write words containing 'air'. Can you write a sentence using one of these words?</p> <p>E.g. I can sit on a chair.</p>

Maths

Measuring weight

Monday

01.02.21

Can you find the answer to the following number sentences? - use any method to help you find the answer - (using objects, dots, fingers, number line etc)

$$4 + 5 =$$

$$9 + 2 =$$

$$6 - 3 =$$

Lesson on National Oak Academy:

<https://classroom.thenational.academy/lessons/comparing-the-weights-of-objects-and-using-language-about-weight-crt3cc?activity=video&step=1>

If you would like to make your own balancing scales, you can use a hanger and some string.



What have we measured before? - **length** (how long something is) and **capacity** (how much something can hold/contain)

Choose 3 household items to measure the weight of - can you estimate which item will be the *heaviest* and which item will be the *lightest*. Use the key words when talking about your objects.

Key Words

Weight - how heavy or light something is

Estimate - a sensible guess

Equal - the same

Heavy

Light

Heavier

Lighter

<p><u>Tuesday</u></p> <p>02.02.21</p>	<p>Can you put these 3 numbers in <u>order</u> from smallest to biggest? 15, 6, 12</p> <p><u>Lesson on National Oak Academy:</u></p> <p>https://classroom.thenational.academy/lessons/differentiating-between-heavier-and-lighter-cgwpad?activity=video&step=1</p> <p>Use the key language to estimate the weight of the objects in the video. Can you say <i>why</i> you think which object will be heavier/lighter?</p>
<p><u>Wednesday</u></p> <p>03.02.21</p>	<p>Complete the number bonds to 10:</p> <p>1 + ? = 10 5 + ? = 10 6 + ? = 10</p> <p><u>Lesson on National Oak Academy:</u></p> <p>https://classroom.thenational.academy/lessons/consolidating-learning-on-weight-64wkae?activity=video&step=1</p> <p>Challenge -</p> <ul style="list-style-type: none"> - Find two objects in your house, where the bigger object is <i>lighter</i> than the smaller object. - Find 3 of the same objects that together is <i>lighter</i> than 1 other object.
<p><u>Thursday</u></p> <p>04.02.21</p>	<p>Write a number line on your board. Can you find 1 more and 1 less than these numbers. 9, 6, 2</p> <p>Find these objects around your house. An apple, a book, a pencil, a teddy, and a remote. Can you find out which one of the following objects is <i>heavier</i>.</p> <p>Apple - teddy Pencil - book Remote - pencil Book - apple Remote - teddy</p>

	Book -remote Apple - pencil
<u>Friday</u> 05.02.21	<p>Go over your number bonds to 10, you can use the rhymes to help you remember them.</p> <p>Find these objects around your house. A banana, a cup, a shoe, a sweet and a fork. Can you find out which one of the following objects is <i>lighter</i>.</p> <p>Banana - cup Cup- shoe Sweet - fork Banana -shoe Cup - fork Sweet - banana Fork- banana Sweet - shoe</p> <p><i>Challenge-</i> Can you find another item that is the same weight as these items?</p>

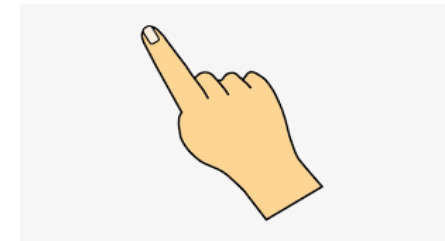
Nursery Rhyme of the Week:

Here is a link of Miss Marshall singing One Finger One Thumb Keep Moving
<https://youtu.be/WsJetiBBW18>

Also listen here: https://www.youtube.com/watch?v=zvZRixZgG_o

One Finger One Thumb Keep Moving

One finger, one thumb keep moving.
One finger, one thumb keep moving.
One finger, one thumb keep moving, we'll all be merry and bright.



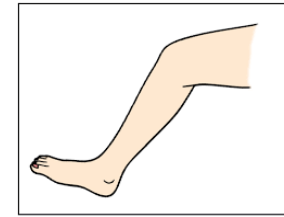
One finger, one thumb, one arm keep moving.
One finger, one thumb, one arm keep moving.
One finger, one thumb, one arm keep moving, We'll all be merry and bright.



One finger, one thumb, one arm, one leg keep moving.

One finger, one thumb, one arm, one leg keep moving.

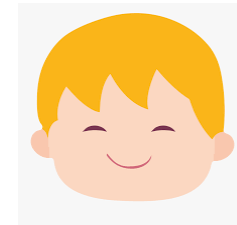
One finger, one thumb, one arm, one leg keep moving, we'll all be merry and bright.



One finger, one thumb, one arm, one leg, one nod of the head keep moving.

One finger, one thumb, one arm, one leg, one nod of the head keep moving.

One finger, one thumb, one arm, one leg, one nod of the head keep moving, we'll all be merry and bright.



One finger, one thumb, one arm, one leg, one nod of the head, sit down stand up keep moving.

One finger, one thumb, one arm, one leg, one nod of the head, sit down stand up keep moving.

One finger, one thumb, one arm, one leg, one nod of the head, sit down stand up keep moving, we'll all be merry and bright.

