

Reception Weekly Home Learning

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

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Literacy

Goldilocks and the Three Bears	
Thursday 07.01.21	<p>Talk about the term - 'Traditional Tale.' - It is a story that has been told for many years... well known stories. Your parents and grandparents will all know this story!</p> <p>Discuss <i>Goldilocks and the Three Bears</i>- Have you heard of/listened to/read this story before? There are many different versions of this story- The same story has been written again so it may be slightly different.</p> <p>Read the story - Goldilocks and the Three Bears - Give Us A Story! - YouTube</p> <p>How do traditional tales begin? Are any words/phrases repeated?</p> <p>Lesson on Oak National Academy: To listen to and join in with a story (thenational.academy)</p>
Friday 08.01.21	<p>Re-read the story - Goldilocks and the Three Bears - Give Us A Story! - YouTube</p> <p>Lesson on Oak National Academy: To map and speak the story (thenational.academy)</p>

	<p>Can you add actions to your story map? Complete the next lesson to step through your story map!</p> <p>Lesson on Oak National Academy: To step and speak the story (thenational.academy)</p>
<p><u>Monday</u> 11.01.21</p>	<p>Review the word- 'version' from last week. (The same story however some things may be slightly different) Read a new version of <i>Goldilocks</i>. Discuss differences and similarities with previous version.</p> <p>Watch YouTube clip- Goldilocks and the Three Bears Kids Books - YouTube</p> <p>(Directly compare the words used to describe the cottage/porridge/chair/bed in each.)</p> <p>How is this version different to the one you read on Wednesday? Discuss differences and similarities with previous version.</p> <p><u>Setting</u></p> <p>Think about the different settings in the story (forest, kitchen, bedroom) Can you think of words to describe the forest? What would you find inside the kitchen or bedroom?</p> <p>In the next lesson you will be drawing the different settings of the story and labelling your pictures. Can you segment the words using your phonic knowledge? E.g. you might choose to draw a log in your forest picture. Try to segment 'log' by breaking the word into sounds - 'l-o-g' and write it next to your drawing!</p> <p>Lesson on Oak National Academy: To draw and label settings (thenational.academy)</p>

<p><u>Tuesday</u> 12.01.21</p>	<p>Re read the story - Goldilocks and the Three Bears - Give Us A Story! - YouTube and think carefully about these settings: Forest, Kitchen, Living Room, Bedroom Can you think of some words to describe each setting?</p> <p>Here are some more ideas, do you know what all of these words mean? Forest - dark, green, deep Kitchen - clean, cluttered, light Living Room - small, dim, cosy Bedroom - airy, relaxing, spacious</p> <p>Lesson on Oak National Academy: https://classroom.thenational.academy/lessons/to-write-sentences-describing-settings-in-the-story-6gwkce?activity=video&step=1</p> <p>Practise writing your sentences in your red book. Can you spell keywords 'The', 'is', 'and' correctly? Don't forget your capital letters, finger spaces and full stops!</p>
<p><u>Wednesday</u> 13.01.21</p>	<p>Look at a picture of Goldilocks.</p> <p>Today you are going to be describing Goldilocks' appearance. Discuss 'appearance.' Appearance is what something looks like. Make a list of words that we could describe - hair, eyes, mouth, clothes...</p> <p>Can you think of some words to describe her hair, eyes, mouth, clothes etc?</p> <p>Practise verbally describing Goldilocks in full sentences- 'Goldilocks has...'</p> <p>E.g. 'Goldilocks has golden hair and large blue eyes.'</p> <p>Use the labels and word bank in the home learning packs to aid writing your sentences. Practise writing sentences in your red book.</p>

<p><u>Thursday</u> 14.01.21</p>	<p>Re read Goldilocks.</p> <p><i>How did Goldilocks behave in the story?</i> <i>Why did Goldilocks go to the bears house?</i> <i>Was she a good/bad character? Why?</i> <i>Was it a good idea for Goldilocks to enter the house?</i> <i>Why not?</i></p> <p>When we are describing how Goldilocks acts and behaves, we are describing her personality. Think of some words to describe Goldilocks personality.</p> <p>Discuss vocabulary- naughty, rude, cheeky, sly, brave</p> <p>Do any of the words have the same meaning? ('Brave' 'Fearless') When words have the same meaning they are called synonyms. Can you think of another synonym for 'brave'? (Fearless, courageous, bold, adventurous, daring).</p> <p>Practise describing Goldilocks' character in full sentences- 'Goldilocks is...'</p> <p>E.g. 'Goldilocks is brave and naughty'</p> <p>Use the labels and the word bank in the home learning packs to aid writing your sentences. Practise writing sentences in your red book.</p>
<p><u>Friday</u> 15.01.21</p>	<p>Write a character description of Goldilocks using the word bank and labels to support. Goldilocks has... Goldilocks is</p> <p>Use the Goldilocks writing sheet provided in the home learning pack to write your descriptions.</p> <p>Make sure you are re reading your sentences to identify the next word!</p>

Phonics

Thursday
07.01.21

Starter: Write a word containing each of these phonemes:
sh, ch, th, ng

Focus sound - 'oa'

Practise sounding and blending words with this sound e.g. coat

Watch [Jolly Phonics "oa" Sounds - YouTube](#)

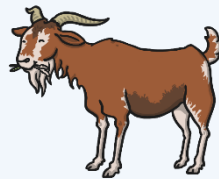
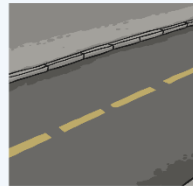
Practise singing the song and doing the actions.

Choose an 'oa' word. Can you write a sentence using this word?

E.g. The boat has a sail.

Friday
08.01.21

Can you write these words?



Now write a sentence using one of these words.

Monday
11.01.21

Starter: Recap phonemes on the phase 3 sound mat up to 'oa'

Focus sound: 'oo' (long oo sound in food)

<p><u>Thursday</u> 14.01.21</p>	<p><u>Starter:</u> Quickfire 'oo' words (words containing both the long 'oo' sound and the short 'oo' sound e.g. food, book)</p> <p>Focus sound: 'ar' jolly phonics ar - YouTube Join in with the song and actions.</p> <p>Can you think of 5 words containing the 'ar' sound? Write a list in your red book.</p> <p>Choose one of your words and draw a picture of it.</p>
<p><u>Friday</u> 15.01.21</p>	<p>Practise recognising your High frequency Words (HFW).</p> <p>Practise spelling - the, and, to</p> <p>Can you write a sentence containing all three of these words?</p>

Maths

Addition and number bonds to 10

<p><u>Thursday</u> 07.01.21</p>	<p>Practise writing a number line from 0-10 on your whiteboard. Make sure your numbers fit inside the squares and remember only 1 number in 1 box.</p> <p><u>Lesson on National Oak Academy:</u></p> <p>https://classroom.thenational.academy/lessons/adding-two-numbers-using-a-number-track-to-count-on-cmvk0t?activity=video&step=1</p> <p>Use the number line in the home learning pack to help you count on. You can choose an object to help you count along the number line - (this could be a little teddy or toy, if you can't find anything you can use your finger)</p> <p>Example:</p> <p>$2 + 3 =$</p> <p>Start on the number 2. Use your object to help you jump up 3 spaces. The number you land on is the answer.</p> <p>Practise with a few different examples.</p>
<p><u>Friday</u> 08.01.21</p>	<p>Use your number line and choose a number. Identify one more and one less than the number you chose. Practise with another number.</p> <p>Using the adding technique learnt yesterday (using a number line), practise solving the number sentences and writing them yourselves. You can think of some more sentences if you would like. (Don't forget 1 number/symbol in 1 box)</p> <p>$1 + 3 =$ $4 + 2 =$ $5 + 3 =$ $1 + 8 =$ $2 + 7 =$ $9 + 1 =$</p>

<p><u>Monday</u> 11.01.21</p>	<p><u>Number bonds to 10</u></p> <p><u>Lesson on National Oak Academy</u></p> <p>https://classroom.thenational.academy/lessons/number-bonds-to-10-part-1-68rk4t?activity=video&step=1</p> <p>Using your 10 objects, split them into two groups. Use your number cards to show how many is in each group. Change the groups around and find the correct cards for the groups. Can you find all the different ways of making 10?</p>
<p><u>Tuesday</u> 12.01.21</p>	<p><u>Number bonds to 10</u></p> <p>Can you remember any of the number bonds to 10 from yesterday's lesson? What is a number bond to 10? (2 numbers that go together to make 10)</p> <p><u>Lesson on National Oak Academy</u></p> <p>https://classroom.thenational.academy/lessons/number-bonds-to-10-part-2-ccwk2e?activity=video&step=1</p> <p>Lay out 2 pieces of paper in front of you and place the 10 objects onto one of them. Choose a number from 0-10. Move that many objects onto the second piece of paper. Can you guess how many objects will be left on the first piece of paper? How do you know?</p> <p>Practise with a few different numbers.</p>

<p><u>Wednesday</u> 13.01.21</p>	<p><u>Number bonds to 10</u></p> <p>Learn these rhymes for the number bonds to 10</p> <p>10 and 0 superhero 0 and 10 big red hen 1 and 9 draw a line 9 and 1 bang the drum 2 and 8 shut the gate 8 and 2 tie your shoe 3 and 7 eat a lemon 7 and 3 climb a tree 4 and 6 pickup sticks 6 and 4 knock on the door 5 and 5 go for a drive</p> <p>Can you think of your own actions for these rhymes to help you remember them.</p>
<p><u>Thursday</u> 14.01.21</p>	<p><u>Number bonds to 10</u></p> <p>Draw the outline of a ladybird. Choose a number from 1-10 and draw the spots on one of the ladybirds wings. Can you find out how many dots need to go on the other wing to make a number bonds to 10?</p>
<p><u>Friday</u> 15.01.21</p>	<p><u>Number bonds to 10</u></p> <p>Split the 10 objects into 2 groups. Can you record this as a number sentence on the squared paper? How many different number bonds to 10 can you write.</p>

Nursery Rhyme of the Week:

When Goldilocks went to the house of the bears

[When Goldilocks Went to the House of the Bears \[SONG\] | Nursery Rhymes Sing-Along with Lyrics - YouTube](#)

When Goldilocks went to the house of the bears,
Oh what did her two eyes see?
A bowl that was huge,
A bowl that was small,
A bowl that was tiny and that was all,
She counted them: one, two, three.

When Goldilocks went to the house of the bears,
Oh what did her two eyes see?
A chair that was huge,
A chair that was small,
A chair that was tiny and that was all,
She counted them: one, two, three.

When Goldilocks went to the house of the bears,
Oh what did her two eyes see?
A bed that was huge,
A bed that was small,
A bed that was tiny and that was all,
She counted them: one, two, three.

When Goldilocks ran from the house of the bears,
Oh what did her two eyes see?
A bear that was huge,
A bear that was small,
A bear that was tiny and that was all,
They growled at her: grr, grr, grr!

