

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

The Three Little Pigs Here is a link of Miss Marshall reading The Gingerbread Man https://youtu.be/MPj1PS5piLg	
<u>Monday</u> 1.3.21	<p>Introduce and read The Gingerbread Man - The Gingerbread Man - Give Us A Story! - YouTube</p> <p><i>How do traditional tales usually begin? (Once upon a time, there lived...)</i> Re-visit the meaning of 'Once upon a time...'</p> <p><i>Who was the story about? Who was the main character?</i> Make a list of all the characters in the story.</p> <p><i>Why did the old woman make a gingerbread man?</i> <i>Why did he run away?</i> <i>Which characters chased the Gingerbread Man?</i></p> <p>Lesson on Oak National Academy: To listen to and join in with a story (thenational.academy)</p> <p>Try to join in with the repeated refrain 'Run run as fast as you can you can't catch me I'm the gingerbread man'.</p>
<u>Tuesday</u> 2.3.21	<p>Re-read - The Gingerbread Man - Give Us A Story! - YouTube</p> <p>Re tell a section of the story. Try use correct story language when retelling (Once upon a time, One day, First, Second, Third, Fourth, Next, Then, After that, Finally)</p> <p>Lesson on Oak National Academy: To explore description through role play (thenational.academy)</p>

<p><u>Wednesday</u></p> <p>3.3.21</p>	<p>Lesson on Oak National Academy: To draw and label characters (thenational.academy)</p> <p>Complete the drawing and labelling activity from the lesson.</p>
<p><u>Thursday</u></p> <p>4.3.21</p>	<p>Re-read the story, looking closely at the fox's character - The Gingerbread Man - Give Us A Story! - YouTube</p> <p>How would you describe the fox's character? Which word is used to describe the fox in the story? Discuss the word sly. What do you think it means? How do you know? Make a list of other words to describe the fox:</p> <p>Sly, mean, sneaky, cunning, nasty, hungry etc.</p> <p>Practise writing sentences about the fox using the keywords -'The' and 'is'. E.g,</p> <p>The fox is sneaky. The fox is sly. The fox is hungry.</p> <p>If you can, try to extend your sentence using 'because'. E.g.</p> <p>The fox is cunning because he tricks the gingerbread man.</p>
<p><u>Friday</u></p> <p>5.3.21</p>	<p>Read 'Run run as fast as you can you can't catch me I'm the gingerbread man'</p> <p>Cut up some pieces of paper and write each of these words on each individual piece.</p> <p>Mix all of the words up and order them to say 'Run run as fast as you can you can't catch me I'm the gingerbread man'</p> <p>Practise reading together - ensure children are separating each word by pointing to each word - not just chanting.</p> <p>Look closely at the words 'I'm' and 'can't' Discuss the purpose of an apostrophe - it is two words pushed together to make it easier to read. (I'm is I am, can't is cannot). The apostrophe replaces some of the letters.</p> <p>Practise writing 'Run run as fast as you can you can't catch me I'm the gingerbread man' encouraging children continually re-read their writing to identify the next word.</p> <p>Have you remembered capital letters, finger spaces and to sit your letters on the line?</p>

Phonics

<u>Monday</u> 01.03.21	<u>Re-visit writing two syllable words -</u> 1. Say a word (e.g. farmyard) then clap each syllable. 2. Repeat with more words (e.g. lunchbox, winter, tablet, shampoo) 3. Clap the first word again and tell the children that the first clap is farm and the second is yard. 4. What are the sounds in farm? Write them, underlining the digraph 'ar'. 5. Repeat with the second syllable. 6. Read the completed word. 7. Repeat with another word. 8. Practise writing these words on whiteboards.
<u>Tuesday</u> 02.03.21	Read this sentence: She has worn red shorts Write the sentence on a whiteboard. Rub out one of the words and replace it with one of these words: boots boats seen He Does your sentence make sense? Continue substituting words to make new sentences - He has worn red shorts, He has worn red boots, He has seen red boots etc - read each new sentence to decide whether it makes sense or is nonsense
<u>Wednesday</u> 03.03.21	<u>Quick write sounds</u> Adult to look at the Phase 3 sound mat (purple sound mat) and say a sound. Child to write it on their whiteboard as fast as they can.
<u>Thursday</u> 04.03.21	Read these questions. Do you think the answer is yes or no? <ul style="list-style-type: none">• Can a coat hang on a hook?• Can you hear bees buzzing now?• Can a coach zoom into the air?

	Can you create your own questions?
<u>Friday</u> 05.03.21	Revise all Phase 3 sounds - Play Buried Treasure (phonicsplay.co.uk) on Phonics Play. Sound and blend the word, real words go into the treasure chest and fake words go into the dustbin.

Maths

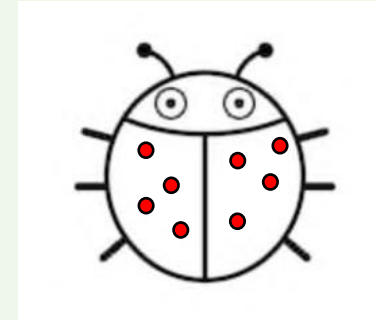
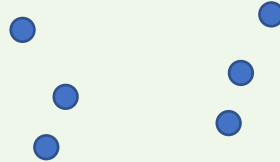
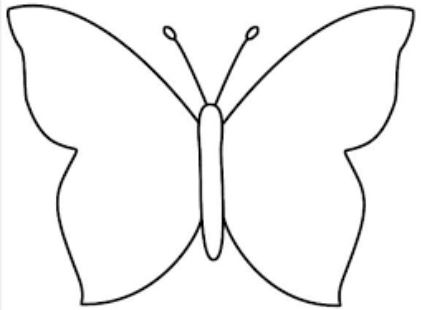
<u>Monday</u> 01.03.21	Can you find the mistakes in the number line? 1 3 4 6 7 8 8 9 10 <u>Lesson on National Oak Academy:</u> https://classroom.thenational.academy/lessons/exploring-sharing-objects-into-two-equal-groups-cmuk4c?activity=video&step=1 Use your counting objects to equally share the objects between 2 groups. When you share an object into 2 groups that is called a half. Can you half these numbers and use the sentence guide below once you have found your answer. 2 4 6 8 10 ' shared equally between is...." "half of is"
<u>Tuesday</u> 02.03.21	Can you find one more and less than these numbers? 5, 7, 9, 10, 13 When you half a number, it is the opposite of doubling it. Can you draw the outline of a ladybird or butterfly (you can think of other animals) and half the numbers by

drawing dots on each side. You can use finger paint, colours, pencils etc to make the dots.

Half these numbers: 12, 14, 16, 18, 20

For example:
Half of 6 is 3

Half of 8 is 4



Wednesday

03.03.21

How many number bonds to 10 can you remember? Can you use your fingers to help you find the matching number bond?

Lesson on National Oak Academy

<https://classroom.thenational.academy/lessons/understanding-the-concept-of-equal-groups-6wvp8r?activity=video&step=1>

Choose 15 objects to count - you can choose lego, grapes, toy cars etc

Draw 3 circles on your whiteboard.

Practise equally sharing the objects into the 3 circles.

To make sure that you have shared the objects equally, count the amount of objects in each circle and make sure that they are the same.

Can you share these numbers equally? 3, 6, 9, 12, 15

Thursday

04.03.21

Double the number 5.

Half the number 10.

What do you notice?

Lesson on National Oak Academy

<https://classroom.thenational.academy/lessons/exploring-sharing-objects-into-equal-groups-6gu34e>

choose 20 objects to count - you can choose lego, grapes, toy cars etc

Draw 4 circles on your whiteboard.

Practise equally sharing the objects into the 4 circles.

Can you share these numbers equally? 4, 6, 8, 12, 16, 20

Friday

05.03.21

How many halves can you recite?

For example,

Half of 2 is 1

Half of 4 is 2

Half of 6 is 3

Etc.

Solve these sharing challenges. Think carefully about how many circles you need to draw for each question.
Make sure your total is the same in each circle.

Share 12 into 3 groups. How many goes into each group?

Share 15 into 5 groups. How many goes into each group?

Share 8 into 4 groups. How many goes into each group?

Share 18 into 6 groups. How many goes into each group?

Nursery Rhyme of the Week:

Here is a link of Miss Sayania singing 5 Currant Buns <https://youtu.be/MH-q3wplnUw>

5 Currant Buns

5 currant buns in a baker's shop, round and fat with a cherry on the top.

Along came a boy with a penny one day. Bought a currant bun and took it away.



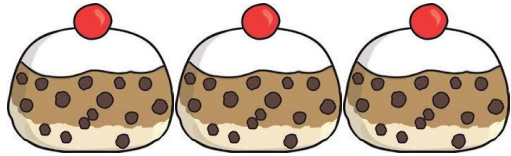
4 currant buns in a baker's shop, round and fat with a cherry on the top.

Along came a girl with a penny one day. Bought a currant bun and took it away.



3 currant buns in a baker's shop, round and fat with a cherry on the top.

Along came a boy with a penny one day. Bought a currant bun and took it away.



2 current buns in a baker's shop, round and fat with a cherry on the top.

Along came a girl with a penny one day. Bought a current bun and took it away.



1 current bun in a baker's shop, round and fat with a cherry on the top.

Along came a boy with a penny one day. Bought a current bun and took it away.

