

## 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](mailto:receptionsm@beecroft.leeds.sch.uk) - Miss Marshall's Class

[receptions@beecroft.leeds.sch.uk](mailto:receptions@beecroft.leeds.sch.uk) - Miss Sayania's Class

### Literacy

The Three Little pigs Here is a link of Miss Sayania reading The Three Little Pigs <a href="https://youtu.be/6lnBDnrzfjQ">https://youtu.be/6lnBDnrzfjQ</a>	
<b><u>Monday</u></b>  22.02.21	<p>Read the story: <a href="https://www.youtube.com/watch?v=xGFjzp8wl1E">https://www.youtube.com/watch?v=xGFjzp8wl1E</a></p> <p>Can you join in with the repeated phrases "Little pig, little pig let me come in" and "no, no, no, not by the hair on my chinny chin chin".</p> <p>Lesson on Oak National Academy: <a href="https://classroom.thenational.academy/lessons/to-listen-to-and-join-in-with-a-story-cmw3gt?activity=video&amp;step=1">https://classroom.thenational.academy/lessons/to-listen-to-and-join-in-with-a-story-cmw3gt?activity=video&amp;step=1</a></p> <p>Recap the word 'mood' from the lesson. What does 'mood' mean? Mood is how we feel.</p> <p><b><u>Key Questions</u></b></p> <ol style="list-style-type: none"><li>1. How were the little pigs feeling when they had to go and build a house?</li><li>2. How was the wolf feeling when he knocked on the door?</li><li>3. How were the little pigs feeling when they said "no, no, no, not by the hair on my chinny chin chin".</li></ol>
<b><u>Tuesday</u></b>  23.02.21	<p>Re-read the story: <a href="https://www.youtube.com/watch?v=xGFjzp8wl1E">https://www.youtube.com/watch?v=xGFjzp8wl1E</a></p> <p>Children to answer these recall questions:</p> <ol style="list-style-type: none"><li>1. What is the title of this book? (<i>The title is the Three Little Pigs</i>)</li><li>2. Who is this story about? (<i>It is about three little pigs and a wolf who wants to eat them up</i>)</li></ol>

	<ol style="list-style-type: none"> <li>3. What does the first little pig do? (<i>He builds a house of straw</i>)</li> <li>4. What does the wolf do to the first little pig's house? (<i>He huffs and he puffs and he blows the house down</i>)</li> <li>5. What happens to the second little pig? (<i>He builds a house of straw and the wolf blows this house in too</i>)</li> <li>6. Why can't the wolf blow down the third little pig's house? (<i>The house is strong and is built of bricks</i>)</li> <li>7. How does the wolf plan to catch the pig next? Does his plan work? (<i>He tried to get into the house through the chimney</i>).</li> <li>8. What happens to the wolf at the end? (<i>He falls into the fire and then ran out of the door to the cold river</i>).</li> </ol> <p><b>Lesson on Oak National Academy:</b>  <a href="https://classroom.thenational.academy/lessons/to-map-and-speak-the-story-6mw32c?activity=video&amp;step=1">https://classroom.thenational.academy/lessons/to-map-and-speak-the-story-6mw32c?activity=video&amp;step=1</a></p>
<p><b><u>Wednesday</u></b></p> <p>24.02.21</p>	<p>Think back to Monday's lesson and recap what 'mood' means. (Mood is how we feel). Think of different moods (e.g. happy, sad, scared, lonely, angry, excited) and have a go at creating these mood through different facial expressions to someone in your family. Can they guess which mood you are being?</p> <p>In this lesson you will explore mood through the medium of mime.</p> <p><b>Lesson on Oak National Academy:</b>  <a href="https://classroom.thenational.academy/lessons/to-mime-the-moods-in-the-story-c5jpar?activity=video&amp;step=1">https://classroom.thenational.academy/lessons/to-mime-the-moods-in-the-story-c5jpar?activity=video&amp;step=1</a></p>
<p><b><u>Thursday</u></b></p> <p>25.02.21</p>	<p>Complete writing activity from the online lesson about adjectives.</p> <p><b>Lesson on Oak National Academy:</b>  <a href="https://classroom.thenational.academy/lessons/to-write-simple-sentences-with-an-adjective-6ct32r?activity=video&amp;step=1">https://classroom.thenational.academy/lessons/to-write-simple-sentences-with-an-adjective-6ct32r?activity=video&amp;step=1</a></p> <p>Sing the song again from lesson about adjectives (to the tune of it's raining it's pouring)</p> <p>"Describing, describing,  We use adjectives.  They help us to describe things,  We use adjectives."</p> <p><b>Remember</b> - an adjective is a word that describes something (it tells you what something looks, feels, smells, tastes, or sounds like).</p>
<p><b><u>Friday</u></b></p>	<p>Today you will be writing captions about different parts of the story, thinking carefully about the characters' moods.</p> <p>See below two pictures from the story. You can either use the format below or choose your own parts of the story to write</p>

26.02.21

captions about.

Here are some examples of captions you may write:


**The little pigs are leaving the house. They feel worried and excited.**

**The wolf is feeling hungry. He is trying to find the little pigs.**

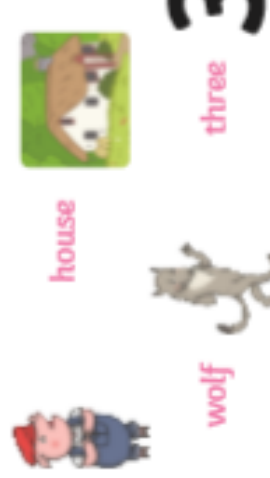
Use the word bank below to help write your sentences. Don't forget to try and sound out new words, remember finger spaces and full stops.

Think about which part of the story you want to write a caption about. Use your red book to draw a picture of this part of the story and write your caption below. Please send work to the class email.

sound it  
finger sp  
full stop



house  
pig  
wolf  
three  
3



Blank writing lines for the student to write their caption.

# Phonics

<b><u>Monday</u></b>  22.02.21	<b><u>Revise consonant digraphs</u></b> Revise sounds <b>sh, ch, th ng</b>  Practise writing these sounds on whiteboards. Adult to say a word containing one of these sounds and children to segment the word and quick write them on a whiteboard.
<b><u>Tuesday</u></b>  23.02.21	<b><u>Revise vowel digraphs/trigraph</u></b> Revise sounds <b>ai, ee, igh, oa, oo.</b>  Practise writing these sounds on whiteboards. Adult to say a word containing one of these sounds and children to segment the word and quick write them on a whiteboard.
<b><u>Wednesday</u></b>  24.02.21	<b><u>Revise vowel digraphs</u></b> Revise sounds <b>ar, or, ur, ow, oi</b>  Practise writing these sounds on whiteboards. Adult to say a word containing one of these sounds and children to segment the word and quick write them on a whiteboard.
<b><u>Thursday</u></b>  25.02.21	<b><u>Revise vowel digraphs/trigraphs</u></b> Revise sounds <b>ear, air, ure, er</b>  Practise writing these sounds on whiteboards. Adult to say a word containing one of these sounds and children to segment the word and quick write them on a whiteboard.
<b><u>Friday</u></b>  26.02.21	<b><u>Writing two syllable words -</u></b>  <ol style="list-style-type: none"><li>1. Say a word (e.g. farmyard) then clap each syllable.</li><li>2. Repeat with more words (e.g. lunchbox, winter, tablet, shampoo)</li><li>3. Clap the first word again and tell the children that the first clap is farm and the second is yard.</li><li>4. What are the sounds in farm? Write them, underlining the digraph 'ar'.</li><li>5. Repeat with the second syllable.</li><li>6. Read the completed word.</li></ol>

7. Repeat with another word.
8. Practise writing these words on whiteboard.

## Maths

Monday

22.02.21

Count up to 20, start quiet and get louder. Count down from 20 to 0, start loud and get quieter.

Lesson on National Oak Academy

<https://classroom.thenational.academy/lessons/adding-and-subtracting-using-a-number-track-crv6at?activity=video&step=1>

If you do not have a number line to use, draw one on the squared whiteboard or a piece of paper.

**Quick Warmup** -get your adult to choose a number - find this number on the number line. How quickly can you find it.

Use the number line to solve the following number problems. You need to read the number sentences carefully to see if you will be adding or taking away. When adding on the number line you jump up the number line, When taking away on a number line to jump down.

(Find the first number on the number line, the move up or down the number line after reading the number sentence carefully to find your answer.)

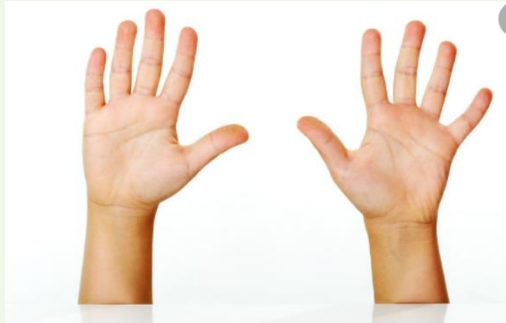
$$4 + 5 =$$

$$7 - 3 =$$

$$2 + 6 =$$

$$8 + 1 =$$

$$9 - 4 =$$

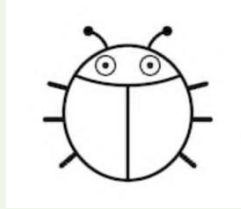
<p><b><u>Tuesday</u></b></p> <p>23.02.21</p>	<p>Number bond to 10 quiz. Get your adult to choose a number between 0 and 10. Do you know what number completes the number bond to 10.</p> <p><b><u>Lesson on National Oak Academy:</u></b></p> <p><a href="https://classroom.thenational.academy/lessons/understanding-the-concept-of-double-6gw3ad?activity=video&amp;step=1">https://classroom.thenational.academy/lessons/understanding-the-concept-of-double-6gw3ad?activity=video&amp;step=1</a></p> <p>Talk about what doubling is - adding the same number twice.</p> <p>Complete the activity in the video. Use objects (pasta, buttons, raisins etc) to double the numbers from 0-10.</p>
<p><b><u>Wednesday</u></b></p> <p>24.02.21</p>	<p>What is doubling? (adding the same thing twice) When we double does the number get bigger or smaller (bigger because we're adding more)</p> <p><b><u>Lesson on National Oak Academy:</u></b></p> <p><a href="https://classroom.thenational.academy/lessons/exploring-the-concept-of-doubles-cgu3gd?step=1&amp;activity=video">https://classroom.thenational.academy/lessons/exploring-the-concept-of-doubles-cgu3gd?step=1&amp;activity=video</a></p> <p>Have a go at doubling the following objects without using objects. This time you can double by drawing spots, drawing the same pictures or even using something creative like paint to make the dots! Double the numbers shown in the video.</p>
<p><b><u>Thursday</u></b></p> <p>25.02.21</p>	<p>You can double the numbers 1-5 using your fingers. Hold up the same amount on each hand and then count how many you have altogether to find the answer. Use your fingers to double the numbers 1-5. Write them as a number sentence.</p> 

$$5 + 5 = 10$$

**Friday**

26.02.21

Draw the outline of a ladybird on your whiteboard.



This ladybird needs to have the same amount of spots on each side. When doubling the numbers draw the same amount of dots on both sides and then count them altogether to find the total. Write them as number sentences.

Double the numbers:

6, 7, 8, 9, 10

Now that you've doubled numbers from 1- 10 practise chanting them like this

$$1 + 1 = 2$$

$$2 + 2 = 4$$

Etc.

See how many you can remember!

If you want to challenge yourself you can practise doubling numbers bigger than 10!

## Nursery Rhyme of the Week:

### Here We Go Round the Mulberry Bush

Here is a link of Miss Marshall singing 'Here We Go Round the Mulberry Bush'

<https://youtu.be/HueEcQcydHw>

Here we go round the mulberry bush, the mulberry bush, the mulberry bush.

Here we go round the mulberry bush, on a cold and frosty morning.

This is the way we wash our face, wash our face, wash our face.





This is the way we wash our face, on a cold and frosty morning.

This is the way we comb our hair, comb our hair, comb our hair.

This is the way we comb our hair, on a cold and frosty morning.

This is the way we brush our teeth, brush our teeth, brush our teeth.

This is the way we brush our teeth, on a cold and frosty morning.

Here we go round the mulberry bush, the mulberry bush, the mulberry bush.



Here we go round the mulberry bush, on a cold and frosty morning.