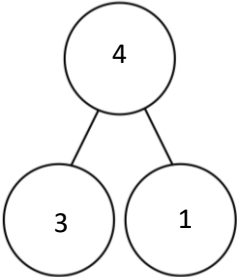


Reception Remote Learning 17th January 2022

<p style="text-align: center;">Phonics</p> <p>Please contact the school office so that we can set some Phonics lessons for you to practise at home. Depending on where your child is up to, this maybe consolidating previous learning or learning some new sounds. You will be able to access this through your Phonics Bug Active Learn Login Account.</p>	<p style="text-align: center;">Maths</p> <p>Activity 1 This week we are focusing on recognising dice patterns 1-6. If you have any board games e.g. Snakes and ladders etc you could play this at home. What we want children to be able to do is 'subitise' the pattern. This means recognising how many without counting. We have also saved some subitising PowerPoints too.</p>
<p>Literacy Activity 1 Have a look at the Naughty Bus book on you tube. Read up to 'But When I'm Full Up.' Talk about how the characters look. Are they happy or sad? Etc. Discuss with the children how they look sad, cross, mad etc. Can your child show you a mad face? Can they think of a time they have been mad? Etc. Can children draw a picture of themselves either sad, cross or mad and have a go at writing 'I am sad.'</p> <p>Activity 2 Read the book up to where it says 'And nothing must stand in my way.' Discuss how the bus is driving through different foods. If you have the foods ham, jam, bun in your house (anything that can be easily sounded out) If you are feeling brave and have a toy bus, you could let your child drive the bus through the food. Can they write a sentence? 'The bus is in the ham.'</p>	<p>Activity 2 We have introduced a part whole model. This is where we look at what 'hidden' numbers can be found in a whole number e.g. 3 and 1 can be found in 4 as well as 2 and 2. We can represent this using a part whole model, like you can see to the right.</p>  <p>Can you complete the making 6 sheet? You will need a dice!</p> <p>Activity 3 You will need subitising cards (PPT) a puppet or soft toy, and a collection of round objects, such as large counters, toy plates or card circles, to recreate the dots from the cards. Explain that we are going to try and 'take some pictures' with our eyes today. Look at the arrangement (e.g. show 3 dots card) Can you take a picture with your eyes? [Mime the eyes closing and opening with your hands, then turn the card over so that the arrangement can no longer be seen. Can children recreate the dots they saw in the same arrangement? Encourage them to talk about where the dots are. Reveal to see if they are right. Repeat the activity using the subitising dot cards for 4 and 5.</p>
<p>Understanding of the World: Music Listen to Busy Town https://www.youtube.com/watch?v=8zBqogfncOg. Show the children two images one of a countryside and one of a busy city. Which one do they think the music represents? How do they know this? Listen to the rap and encourage children to move to the beat, joining in when they can with the words. Invite children to choose instruments and sound makers that suggest the noise and bustle of city life to play with the rap. Some children may be able to play in time with the pulse. Try modelling the rap without the backing and invite a group to play their own city accompaniment.</p>	<p>Understanding of the World: RE Know the story of The First Disciples and know and respect that people in Britain have different beliefs and religions Remind children of the story that we read last week 'Starry Eyed Stan'. Remind children about how Stan the Starfish helps him. Talk about how you can be a good friend. Maybe you could make a list of what a good friend does? Show children a bible or picture of a bible from the internet. Talk about how a bible is important to Christians. Explain that we are going to be learning some stories from the Bible that look at some very special people to Christians. The first story that we are going to look at is how Jesus was special and made some special friends. Read the story 'The First Disciples' (see PDF). Play the game 'Simon Says' Talk about who is</p>



the leader and who is the follower. Let children have a turn at taking on the Simon Says role. Talk with the children about how sometimes we find it difficult to be the follower e.g. following instructions from our teacher or parents etc. Ask who the leader and the followers are in the story. Ask children who they think the special people are in the story. Talk about how Simon, James, John were Jesus's special friends and Christians call them disciples (followers of Jesus who helped Jesus teach)

You could get your child to act out the story of the First Disciples and send it in via email to us or draw a picture/ scene from the story and ask your child to talk about what they remember.

Understanding of the World: Past and Present

Remind children over our previous learning from last term of past and present baby photos. (You can find this on the school website in last terms floor book) Remind children over the language of past and present. Look at the PPT of past and present transport. Talk with the children about how the vehicles are different e.g. engines, size, number of passengers etc. Set children the challenge to sort the pictures into past and present vehicles. Encourage children to use the language of past and present and give verbal reasons for their answer. E.g. I think this aeroplane is from the past as it can only carry 1 passenger etc. Download the sorting activity, cut up the pictures or verbally ask them to sort them.



Expressive Arts and Design: Media and Materials

Explain to the children that we are going to make a London Bus. Discuss with children what a bus needs to have. It needs to have 4 wheels, windows etc. Talk about what shapes these are. Have a look at a range of junk modelling equipment that you have in your house e.g. cardboard boxes, toilet tubes etc and see if they are able to match some of the 3D shapes with the shapes for the bus. Work with a partner/small group and talk about ideas and their design. Encourage children to draw their design and have a go at labelling it by listening for the sounds they can hear. Allow children time to make their models. Discussing the process with them. Share finished models with the class and talk about it using full sentences.

