

Reception Remote Learning 24th January 2022

Phonics

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.

Literacy

Activity 1

Can you 'mess up' one area of your house and pretend that you have just seen the Naughty Bus leaving. This could be just tipping some cushions off the couch onto the floor. Doesn't have to be a big mess! Ask your child that if they see anything that if they find any other evidence of naughtiness could they write it down. Think of all of the things he does in the book Encourage your child to write a letter to their class. E.g. To Class 2, the bus is bad. He went in the mud. From...' Don't forget to send it to us!

Activity 2

Read to to 'over there'. Discuss with your child what they can see. How do they think the bus feels? How do they know? What does 'I can see my reflection mean?' What does handsome mean? Have a look at the Naughty bus PPT. Explain that we are going to look around the pond and see what we can find. Use the pics below to name what they can see. E.g I can see a frog. Can they write a sentence e.g. I can see a frog.



Maths

Activity 1

Show the Numberblocks Character cards (available in resources) and talk about who they are and what number they represent. Count their cubes to help. Have numeral cards 1-5 and explain to your child that the Numberblocks have lost their numberling (numeral) and need your help to find them. Ask them to pick a number card, what numberling is it? Talk about and trace over the shape – it has a straight bit here, it looks bumpy, round etc). Can they match it to its Numberblock?

Now have a go at writing numbers 0-5, making sure the numerals are correctly formed and orientated.

Activity 2

Watch Numberblocks clip


<https://www.bbc.co.uk/iplayer/episode/b08cr0y7/numberblocks-series-1-off-we-go>

What did you notice in the clip? How did you know the Numberblocks were in the wrong order? Using your Numberblock cards from yesterday model putting them in the right order, using language such as first, second Make a mistake and see if your child can help you fix it. Once complete talk about how you know it is in the right order. Introduce the idea of one more and the '1 more ness' of each Numberblock. Try making the Numberblocks/ towers using squares of paper or wooden blocks. Can you line them up in order creating a staircase, looking carefully at how they are different and how many more squares they are to the one next.



Activity 3

Introducing the concept of a half. Have a cake or pizza (real or picture) and cut it into 2 pieces making them unequal. Say would this be fair, getting your child to talk about them being different sizes and one bigger than the other. Introduce the word 'equal' meaning the same, and that when we cut things in half we make two pieces which need to be the same size. Repeat this time making them the same. Say that we can half amounts of things/ numbers too. Get 4 cupcakes/ biscuits/ sweets and say that we are going to share and have half each. With 2 plates demonstrate '1 for you and 1 for me' until the objects are shared out equally. Say

	<p>that we had 4 to start with and when we shared we have 2 each. Half of 4 is 2. Repeat activity with different numbers up to 10.</p> 
<p>UW: Music: Know how to listen attentively and move to music. Explain that we are going to learn the song ‘Living in the City’. It is sung to the tune ‘This Old Man...’ <u>Lyrics</u> People walk, Down the street, Stop and chat with Friends they meet ‘Tell me how’s your granny?’ Say I said ‘Hello!’ City neighbours On the go. Talk with your child about where they think the people in this song live? How do they know? Talk about the word city and refer back to our previous lesson where we learnt that a city is a busy bustling place. Learn to sing the song through repetition. Talk about the differences between a city and countryside environment. What noises are you likely to hear in each environment? Discuss with your child what noises the neighbours in the story might hear. Can they create some sound makers to use to go with the story? (Banging pots and pans? Shaking a bottle with rice in it) in order to create a noisy, bustling city accompaniment. You could also introduce the song ‘The Wheels on the bus.’ Don’t forget to send us a video to the home learning selfie address so we can see how you have been getting on!</p>	<p>UW: Recognise and name some landmarks in London <u>Identify the River Thames, Big Ben, London Eye, Parliament, Tower Bridge, Buckingham Palace.</u> Look at a basic picture map of London (see image below). Can your child identify any of the landmarks from their homework from last week? Together make a list of some of the key landmarks that they know. Talk about whether they think London is a city or countryside (link to Music). Remind children that London is our capital city. Together choose a picture from the map below- do they know which building it is. Explain that we are going to play a game of I spy and that we are going to flyover the city of London. Use the link below. https://www.youtube.com/watch?v=4VyR328Tzik Whilst watching the flyover, children to try and identify the buildings they can see, talk about how the river runs through the middle of London. Does your child know what the river is called? Challenge your child to make their own picture map of London, based on the picture map below. You may wish to have a look on google images for some London buildings that they can add to their map. Don’t forget to send us a picture of your map.</p>
<p>UW: P&C Name and identify different jobs in society <u>Talk about different jobs and roles in society.</u> Know what jobs there are in society Explain to your child that there are lots of jobs in this world. Explain to the children that as they get older you will start to think about what career or job they would like to do as an adult. Explain that they might change their mind lots of times and this is ok. It’s usually a good idea to choose a job that relates to something they are interested in and because this can change over time, your ideas for the job you would like might too. It’s important to remember that jobs can be done by anyone - no matter who they are, their gender, where they are from, what they look like or how they choose to live their lives. Can your child think of any jobs (link</p>	

back to homework from last week), use the 'when I grow up' pictures to help if your child is struggling to think of any jobs. Talk with your child about things they like to do. Model first e.g. I like to make things, I like being creative, I love being outside etc. Have a look at the PPT of the jobs, are there any that the children think they would like to do? Challenge your child to draw a picture of themselves doing the job they would like to do. Again, don't forget to send us a picture. If you are feeling adventurous you could role play the job too!

