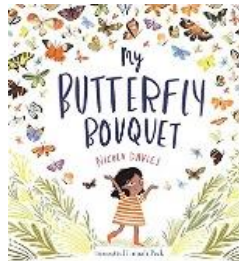


Reception Remote Learning Spring 1 Week 1

Literacy		Maths
<p><b>Literacy 1</b>  <b>Please do not show the front cover to your child just yet!</b>                      Show your child the first 2 page spread, talk about what season it is in the book? How do they know? What signs of Winter can we see?                      Look closely at the picture of the little girl. How do we think she is feeling? How do you know? Talk about what Dad is doing to cheer her up.                      Read up to "...A whole bouquet of them!" Discuss with your child how dad is looking for colourful things to cheer up his daughter and talk about things they can see around them which are colourful. Discuss the word 'bouquet' and that it means a bunch of colourful flowers. Ask your child to predict where they think Dad is going to take his daughter that has a "bunch of colours....a bouquet of them".</p> <p><b>Literacy 2</b>                      Read up to "...spots and stripes". Discuss what a greenhouse is and why it would be warm and steamy, that the glass makes it warmer than the outside, so even though it is winter outside the greenhouse makes it feel like summer! Ask your child to make verbal predictions of what the bouquet will be based on the clues, greenhouse, swirls spots and stripes. Read the final paragraph "...lots of wings"                      Allow your child the opportunity to amend their ideas of what the bouquet could be with the additional clues. Ask your child to draw a butterfly and using their phonic knowledge add labels.</p>		<p><b>Maths 1</b>                      Make 2 sets of objects for your child to compare such as cars, crayons etc.                      What do you notice? Who has more crayons? Who has fewer?                      I have 4 crayons and you have 2, so I has more aeroplanes than you. [Encourage the children to say who has more/fewer, not just the number they have.]]                      Use the stem sentence: _____ has more than _____ ; _____ has fewer than _____                      Show your child a container.                      I'm going to take some of these [e.g. writing pencils]. Would you like to take some too? [Offer the container to your child.]                      Let's look at what we've got. Who has more [writing pencils]? Who has fewer [writing pencils]? How do you know?                      Can you show me on your fingers? Repeat                      Show your child another container.                      I'm going to take some of these [e.g. colouring pencils]. Would you like to take some too? [Offer the container to your child.]                      Let's look at what we've got. Who has more [colouring pencils]? Who has fewer [colouring pencils]? How do you know?                      [You could provoke a discussion by suggesting that you have more because e.g. your pencils are the red ones, but conclude by agreeing with your child that the colour of the objects doesn't matter, it's the number that determines who has more/fewer.] Repeat</p> <p><b>Maths 2</b>                      Make/draw 2 sets of objects of differing sizes such as aeroplanes.                      What do you notice? (e.g. "The aeroplanes are different sizes." / "My aeroplanes are bigger than your aeroplanes.")                      Who has more aeroplanes? Who has fewer? How do you know?                      Show your child a container of comparing toys.                      I'm going to take 3 of these toys. Would you take some too? [Offer the container to your child.]                      Let's look at what we've got. Who has more toys? Who has fewer toys? How do you know?                      [You could provoke a discussion by suggesting that you have more because e.g. your frogs are bigger.] Repeat several times with different amounts.                      Conclude by agreeing with your child that the colour and/or size of the objects doesn't matter, it's still the number that determines who has more/fewer.</p>
<p><b>Phonics</b>                      Please contact the school office so that phonic lessons can be set for you to practise at home with your child. Depending on where your child is up to, this maybe consolidating previously learning or learning new sounds. You will be able to access this through your child's Phonic Bug account.</p>		
<p><b>RE</b>                      This term during our RE lessons, we will be looking at which times are special to us and why. To begin with, we will be discussing a 'Special Person'. Ask your child</p>	<p><b>PSED</b>                      In school we will be reading a story through our 1 decision resources about a raindrop who sees another raindrop being unkind to his friend. Discuss with your</p>	<p><b>Music</b>                      This half term we will be focusing on finding the pulse within a song. We will be learning a song called 'Growing Up'. Children can practise their singing by getting you to</p>



## Reception Remote Learning Spring 1 Week 1

<p>to name each of the people who are special to them and why.</p> <p>Ask your child if they are special and how it is important to understand that we are all special in lots of different ways.</p> <p>Can your child draw a picture of themselves and have a go at writing the things that make them special using their phonic knowledge? It could be that they run fast, have a big smile, tell jokes etc.</p>	<p>child what they should do if they see someone who is being unkind to someone else. Talk about telling the teacher, telling a trusted grown up, telling the other child to stop etc. Can children make a poster to show what they would do if they knew someone was being unkind to someone else?</p>	<p>join in with a song they already know. The following song is one we have been practising and it is sang to the song 'There was a famer, who had a dog.../Bingo'</p> <p><i>I am the leader of my band, So everybody copy, La, la, la, la, la La, la, la, la, la La, la, la, la, la Did everybody copy?</i></p>
---	---	--