


Reception Remote Learning 28th February 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>Maths</p> <p><u>Activity 1</u> We are focussing on forming each number correctly and ensuring we do not reverse a number (writing the wrong way round). Watch the link below which is a short clip focussing on how to form numbers to 10. After you have watched the video, have a go at writing numbers to 10 correctly. You could do this at least 5 times! https://youtu.be/OnJlGMqgBes</p> <p><u>Activity 2</u></p>
<p>Literacy</p> <p>We are continuing to read My Butterfly Bouquet and taking the opportunity to research some facts about the humble butterfly.</p> <p>Reading up to “.....favourite food”</p> <p><u>Activity 1</u> https://www.youtube.com/watch?v=B2JdRPKYyTc this is 10 min long so only watch the first 3 min discusses about the 3 ways to protect themselves.</p> <p>Below are some photo's to look at and discuss with your child, can they identify the way the butterfly is protecting themselves.</p> <p>https://www.istockphoto.com/photos/camouflage-butterfly - https://www.youtube.com/watch?v=9HzKKeK7p38 https://www.kidsbutterfly.org/faq/general/5</p> <p>Can you design a butterfly with at least one way to 'protect' themselves from predators.</p> <p><u>Activity 2</u> Highlight that butterflies taste with their feet! Can you research what foods butterflies like to eat? What could you use to research this? What would the question be? Make a list of the foods and if butterflies in the UK eat the same as those in the rainforest.</p>	 <p>Sing the nursery rhyme 'Once I caught a fish alive'.</p> <p>When singing 'One, two, three, four, five, [Grow] the fingers on your right hand as you say the numbers.]</p> <p>Once I caught a fish alive.</p> <p>Six, seven, eight, nine, ten, [Slowly say these numbers as you grow the fingers on your left hand, exposing the '5 and a bit' structure of each number.]</p> <p>Then I let it go again.” [Repeat the song, continuing to encourage your child to join in.]</p> <p>Ask why did we show 6 this way? [Show 6 as '5 and a bit' on 2 hands.]</p> <p>Draw your child's attention to how 6 is made up of '5 and 1 more'.</p> <p>I have 5 fingers on my hand [wiggle the 5 fingers] and here's 1 more [wiggle the single finger].</p> <p>Use the generalised statement: 5 and 1 more makes 6 altogether. Demonstrate how this can be shown on a 10's frame using an interactive frame from www.mathlearningcenter.org. Use different colours to show 5 (blue) and then 1 more (red).</p> <p>Encourage your child to join in as you say the statement together, gesturing to emphasise each part of the number sentence.</p> <p>What could we say about 7?</p> <p>Repeat the process to show how 7 is made up of '5 and a bit'.</p> <p>Use the generalised statement: 5 and 2 more makes 7 altogether.</p> <p>Can you show me 8 as '5 and some more'? Do we agree?</p> <p><u>Activity 3</u></p>

Activity 3

Have a think about your favourite food, do you eat the same things as a butterfly?!

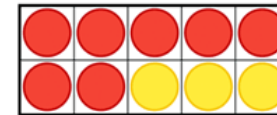
Can you draw and draw about your favourite food.

Are there any books that you can think of where a caterpillar /butterfly eats loads of food.

Repeat the nursery rhyme 'Once I caught a fish alive' and discuss the ways we can make numbers 6, 7 and 8 using our fingers to begin with then look at the 10's frame from yesterday.

How could we make 9, 10?

Draw 5 tens frames and ask your child to represent how to make numbers 6-10 on a 10's frame. Can your child write the corresponding number equation?



PSED-

Your child needs to know that fruit and vegetables can be eaten often

Your child needs to know that sugary foods should be eaten as a treat

Discuss with your child what Butterflies eat. Read 'The Hungry Caterpillar' story to your child. Discuss with your child whether they think all caterpillars eat this type of food. Discuss with your child whether the foods are all healthy foods? How do they know? Using pictures of foods sort them into healthy/ unhealthy foods/ mixture of both. Encourage your child to use the vocabulary of sugary foods, healthy, unhealthy, treats etc. Talk with your child about how fruits have natural sugars in too.

EAD AND PD

Your child needs to know how to use tools for spreading and cutting safely

Your child needs to know some healthy and unhealthy foods

Design

Explain to your child that we are going to be making a healthy sandwich. Discuss what you need to make a sandwich. Together make a list e.g. bread, butter. Discuss what tools you need e.g. knife. Remind your child that we need to create a healthy sandwich- have a selection of suggested fillings- unhealthy- chocolate, strawberry jam (discuss sugar content related to fruit), crisp and healthy choices tuna, ham, cheese. Discuss which ingredients we could plan to use. Together 'design' the sandwich on the 'Design a sandwich' sheet.

Make

Give your child time to make their own sandwich, discuss with your child the importance of using a knife safely. Discussing how to hold the knife both when making the sandwich and if and when walking around the classroom/ at home. Make a sandwich- take photographs and send it to us at the class learning selfie email address.

WORLD BOOK DAY ACTIVITIES

Discuss with your child how we have read the story of 'The Hungry Caterpillar' this week. Discuss with your child what the difference is between an author and illustrator. Explain that Eric Carle was special because he was both an author and illustrator. Discuss how he didn't just write one book, he wrote a lot of books. Share the Eric Carle PPT with the children. Have a look online or share some Eric Carle Books that you have at home e.g. the bad-tempered ladybird; Brown bear, brown bear what do you see; From head to toe; The Mixed-up chameleon; Slowly slowly says the Sloth.

