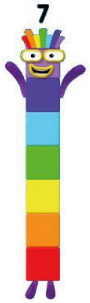


Reception Remote Learning Plan: Week beginning 14.03.22	
Literacy	Maths
<p>Literacy 1 Get your child to tell you all about the Animals Take Over Visit that happened last week. If they did not attend due to illness. Think of a time you have visited the zoo/ safari park/ farm etc. Discuss with the children when this happened, did it happen in the past, present or future. Discuss with the children what happened? What animals did they see? What was their favourite animal that they held/saw? Encourage children to tell you in a full sentence what their favourite animal was. Model writing a sentence 'I held the spider. It was good/ I liked it best.'</p> <p>Independent write Have a go at writing a sentence about an animal that they held during the visit including animals. Encourage your child to think about what sounds they can hear. Encourage them to stretch the word and then chop it into the sounds they can hear.</p> <p>Literacy 2 Introduce the cover, title, and author of The Very Busy Spider if you have it at home. If not, you can google the front over and then listen to the story using the following link. https://www.youtube.com/watch?v=TfL0g-XRxnA Remind your child that Eric Carle was an author and illustrator. Read the first few pages and then ask the following questions... Where is the spider? How did she get there? Why is she not answering any of the animals' questions? Then, continue reading aloud for enjoyment and to see how story ends. Why did the very busy spider spin her web? Ask each person in your house do they like spiders. Have them place it on a Yes/No graph in response to the question, "Are you afraid of spiders?" Generate a discussion regarding why some people are and others are not afraid of spiders. Discuss with the children if we know enough about spiders to decide. Maybe they are helpful? How could we find out? Discuss whether a story book is going to give us information. Where else could we look? Lead to the fact that we need to look in an information book. If you have information books at home – what can you find out about spiders. If not use the internet to help you find some. Encourage your child to write one fact that they find out about spiders.</p>	<p>Maths 1 This week we will be learning about positional language. Explain to your child that it refers to the place where something or someone is, often in relation to other things such as in, on, under, besides, in front of, behind. Using an item such as a doll, teddy or car give your child an instruction - 'Can you sit teddy behind the chair?' 'Can you put teddy in front of the door?' Repeat giving different instructions to your child using the key words outlined above. Ask your child to then use them in simple instructions for their adult to complete.</p> <p>Maths 2 We will be learning about ways to make 7. Show your child an image of Numberblock 7. Explain to your child that you will be working together to make Numberblock Seven from interlocking cubes/blocks/squares of card. Explain that you will be using 2 colours (not a rainbow) to make seven in different ways and then explore each of the ways. For example 4 red and 3 yellow cubes/blocks/squares. Look at each of the representations of 7 you have made and represent on fingers. Can you verbalise the number equation?</p> <p>Maths 3 Using the arrangements from previous session, record each of the different ways we can make 7 using a number equation for example $4 + 3 = 7$. Ask your child what the reversal is. $3 + 4 = 7$. Focus on recording using correct number formation.</p> <p>1 2 3 4 5 6 7 8 9 10</p> 

Reception Remote Learning Spring 2 Week 4

<p>Phonics</p> <p>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>UW/ Science- Life cycle of a spider</p> <p>Know, observe and talk about the life cycle of a spider</p> <p>Lat week we talked about the life cycle of a butterfly. Can your child recall what a life cycle is and tell you about the various stages a butterfly goes through?</p> <p>Other mini beasts have their own individual life cycles where they go through change before becoming an adult. This week we are going to look at Spiders. Watch the powerpoint. Talk about what they saw. What happened? When? Why? Talk about how spiders were once spiderlings and go through periods of growth. How is this the same/ different to butterflies?</p> <p>Watch https://www.youtube.com/watch?v=aTpZcm6NPEs for web spinning time lapse</p> <p>Watch https://www.youtube.com/watch?v=RNWYHUz6B5U for spiderlings</p> <p>Look at the images of the distinct stages, can your child help you to arrange them in the correct</p>	<p>UW/P&C- RE- to tell the story of sukkot</p> <p>Know and retell the story linked to the festival of Sukkot</p> <p>Refer to homework the other week and talk about what a celebration is. Can your child name any celebrations and what happens at them.?</p> <p>Explain that you are going to talk about another celebration which is an important part of the Jewish Faith see if your child can remember the little girl named Hannah, who attends a synagogue and wears the Star of David)).</p> <p>In October (Autumn), in school, we celebrated the harvest by learning a poem and bringing in food. Can they tell you about this and the significance of Harvest..</p> <p>We are now going to share a story that Jewish people told in the past around Harvest time. They call the celebration Sukkot. Share the powerpoint of the book 'Sammy Spider's Sukkot' or watch https://www.youtube.com/watch?v=CVn6BtE3hqY</p>	<p style="text-align: center;">Music</p> <p>EAD/ Music Wk 3</p> <p>Know how to move their bodies in time with the pulse.</p> <p>Know and sing a song matching the pitch and following the melody.</p> <p>To warm up play some games where your child has to repeat patterns that you clap and / or noises you make with your voice.</p> <p>This we will continue to work on pitch, watch https://www.youtube.com/watch?v=JX42tmu9-wY</p> <p>For an explanation and reminder to the children. Have a go at making high and low noises.</p> <p>For homework you will have made a simple shaker from small boxes/ containers part-filled with seeds or pulses. We would like the children to recognise that the shaker makes a noise when moved.</p>

Reception Remote Learning Spring 2 Week 4

<p>sequence, to make the life cycle. Can they use words such as past, present, and future to verbalise the life cycle.</p> <p>Can your child complete the cut and stick activity or draw the different stages?</p>	<p>Ask your child what they can remember from the story. How did Sammy feel? Why?</p> <p>Explain that in school we will be making a celebration box and adding memories/ reminders of different celebrations we have had or learnt about – if we were to put Sukkot into our celebration box – what symbols would we use to remind us? Spider/ fruit/ tent.</p> <p>Can your child draw a picture from the story?</p>	<p>Try making up a short song about sunflowers and then moving the shaker and their bodies to the pulse/ beat.</p> <p>You can repeat this with other more familiar tunes such as <i>Five fat peas</i> and <i>Mary, Mary quite contrary</i>.</p> <p>Don't forget to send a video so that we can see all your hard work.</p>
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