

Reception School Closure Home Learning - Week 10

Weekly Maths Tasks (Aim to do 1 per day)

Take part in the daily EYFS lesson from White Rose
<https://whiterosemaths.com/homelearning/early-years/>

Watch a Numberblocks episode each day at: [BBC](#) or [CBeebies](#).
Use this guide [here](#) to give you ideas on what to do with your children whilst watching an episode.

Use the [Tens Frame](#) to add numbers together. Or, ask your child to make 10 using different objects from around the house/garden e.g. dry pasta.

Adding numbers: Watch Numberblocks [clip 1](#) to support with adding. You can also click on [clip 2](#) or [clip 3](#).

Generate your own addition number stories: First, there are 3 people on the bus. Then, 2 more people get on the bus. How many people are on the bus? Now there are 5 people on the bus.

Make a pretend shop using items from the kitchen cupboard. Ask your child to pretend to be the shopkeeper and do different things such as sell the food, sort it into groups such as types of food, sizes, weights etc.

Weekly Reading Tasks (Aim to do 1 per day)

Read a variety of books at home. Favourites can be repeated. Hearing the patterns of language in a story will support your child's language development.

Children to read to parents daily. Visit Oxford Owl for free eBooks that link to your child's reading level.. You can create a [free account](#).

Ask your child to think about their favourite books and read one of them together. Find out about the famous authors and encourage your child to think about why they like these books?

Read stories written by the famous author, Julia Donaldson. You can also listen to them if you click on the following links: [Room on the Broom](#) / [The Gruffalo](#)

Ask your child to draw pictures showing what happened at the beginning, middle and the end of Room on the Broom or The Gruffalo. Or choose a different story.

Ask your child questions about the books that you have shared- Who are the main characters? How are the characters feeling? Who is your favourite character? Why? What did you like/dislike about this story?

Weekly Phonics Tasks (Aim to do 1 per day)

Daily phonics - Practise your speed sounds and red words. Daily Read Write Inc phonics lessons are available on Youtube via the link
www.ruthmiskin.com

Watch an Alphablocks episode each day at: [CBeebies](#). Here you will also find a range of games, activities and advice for parents.

Sound **Sprint** - Make some sound cards (you could use paper). Place and spread them out across the floor. Ask your child to run and stand on the sound you call out. Say simple words as a challenge e.g. f-o-x.

Play [Online Buried Treasure](#) - Click on the sounds your child is learning. **CHALLENGE:** If you think it is a real word can you explain what the word means?

Ask your child to use their phonic knowledge to spell some of the names of the characters from 'The Gruffalo'? E.g f-o-x, ow-l. If this is too tricky, can they say the sounds that make up the words instead?

Play [Viking Full Circle](#) - Click on the set of sounds your child is learning. Listen carefully to the word and have a go at choosing the correct letters to make the word.

Choose a letter of the alphabet. How many famous people or book characters can your child think of that start with this letter?

Weekly Writing Tasks (Aim to do 1 per day)

Watch 'The Gruffalo' [here](#). Ask your child to draw a picture of their favourite character. Can they write words / sentences to describe the character i.e. furry body, knobbly knew and black teeth.

Can your child make a wanted poster for the Gruffalo. Can they describe him?

Your child can practise writing letter families (t, l, i) in fun ways e.g. with their finger in shampoo or with a wet sponge or paintbrush on the ground.

Ask your child to think about who they believe to be important people – such as the Queen. How would your child describe them? Why do they think they are important? Your child could list important people.

Ask your child to think about and draw someone who is very important to **them**. Can your child say or write a simple sentence describing why this person is so important.

Learning Activities Week 10 – Famous and Significant People - to be done throughout the week

Below are a selection of activities linked to the theme of 'Famous and Significant People'. Please feel free to choose whichever activities will suit your child best. There is no expectation to complete all of the activities. . You could also come up with some of your own activities linked to 'Famous and Significant People' if you like!

Make your Favourite Characters-

- Make a puppet of a famous story character. Use a toilet roll and draw, colour and stick other bits of material onto the tube to make your own character puppet. This can be a character from the Gruffalo or a character from another story written by a different famous author.



- Paint your hand and make handprints and decorate to make your very own Gruffalo.

Can you Name the Famous Characters?

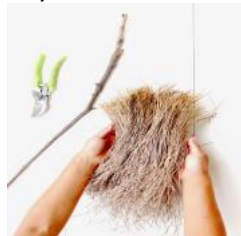
- Take part in the quiz -Who Do You Know? You will need help from your grown ups. Have a go at [Quiz 1](#) and [Quiz 2](#). Or, you could also describe famous book characters to your child and they have to guess who it is you're describing.

Play Snake

- The Gruffalo features a snake. Click here to play [snake](#) - Use the arrows on the keyboard to move the snake around - count how many apples you can collect.
Or, play a family game of Snakes and Ladders.

Create your own Broomstick

- Create your own broomstick like the witch in 'Room on the Broom'. You could gather up sticks from the garden and tie them on to the end of a large stick using elastic bands, string or garden twine. How could you make improvements to your broom? Encourage your child to act out the story.



Visit 'The Gruffalo' website

- Listen to the [Gruffalo Song](#), learn the '[Monkey Puzzle](#)' song in makaton and dance along to the '[Gruffalo's Child](#)' song. There are also some great interactive games in the [play and explore](#) area. Colour your own Gruffalo using the paint game, create your own monster on monster maker and much more.

Rose Mitchtom and Margarett Steife

- Over 120 years ago two women came up with the idea to make a teddy bear. Collect all your teddy bears. Are they all the same? What do you think makes a good teddy bear? If you were going to invent a new teddy bear what would it look like?

[RE Week 10 – Visit to a church](#)

[Watch the video clip](#) and talk about the features of a Catholic Church.
Can you draw and label the different features and artefacts?

Reception School Closure Home Learning - Week 11

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<p>Take part in the daily EYFS lesson from White Rose https://whiterosemaths.com/homelearning/early-years/</p> <p>Watch a Numberblocks episode each day at: BBC or CBeebies. Use this guide here to give you ideas on what to do with your children whilst watching an episode.</p> <p>Watch this video to support counting back from 10. CHALLENGE: Ask your child to start at 10 and take away 1. Repeat this until they get to zero. Do they recognise the amount is getting smaller?</p> <p>Generate your own subtraction number stories. Use real life objects at home to show this e.g. 'I have 4 bananas. I eat one. How many are left?</p> <p>Use a teddy and count backwards making deliberate mistakes. Can your child spot the mistakes? Mistakes can include omitted numbers, repeated numbers or a number in the wrong place. CHALLENGE: Ask your child to spot the mistake when the numbers are written down.</p> <p>Look at these pictures of flags from around the world with your child. Can they spot any shapes in the flags and can they name them?</p> <p>Use the tens frames (here) to subtract/take away numbers. CHALLENGE: Ask your child to write the accompanying number sentence e.g. $10-1=9$</p>	<p>Children to read to parents daily. Visit Oxford Owl for free eBooks that link to your child's book band. Parents will need a free account. Complete the linked Play activities for each book.</p> <p>Read a variety of books at home. Favourites can be repeated. Hearing the patterns of language in a story will support your child's language development. Talk to your child about their likes and dislikes in the story.</p> <p>Listen to stories from around the world – including Handa's Surprise, The Tiger's Child and If The World Were a Village.</p> <p>Choose one of the above stories to share again. Ask your child to retell the story in their own words once they are familiar.</p> <p>Follow the story All are Welcome Here with your child. Discuss how our school makes everybody feel welcome.</p> <p>Play memory games, 'I went to the market, I bought... The next person repeats the above sentence remembering the items bought already and adding a new one to the list each time. Use fruits like in Handa's Surprise.</p> <p>Your child can practice reading the tricky words: into, he, she, me, we, be, you, are, they, my, all, her. Look at newspapers, magazines or leaflets together and circle these words with a felt tip pen or highlighter.</p>
Weekly Phonics Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<p>Daily phonics - Practise your speed sounds and red words. Daily Read Write Inc phonics lessons are available on Youtube via the link www.ruthmiskin.com</p> <p>Practice the sounds your child is working on and blend words. This can be oral blending (e.g. spoken out loud c-a-t) or written if appropriate. Interactive phonics games are available on www.phonicsplay.co.uk</p> <p>Watch an Alphablocks episode each day at: CBeebies. Here you will also find a range of games, activities and advice for parents. Can your child think of rhyming words? Take it in turns to say a rhyming word i.e cat, bat, sat, mat.</p> <p>Ask your child if they can think of a fruit or vegetable for each letter of the alphabet i.e. a=apple, b=banana.</p> <p>Play Odd and Bob here. Children sort real words and nonsense words by sounding out.</p> <p>Splat the Letter- Write out the letters for the sounds your child has been practising on pieces of paper and spread out on the floor. Take it in turns to shout out a sound and both players have to try and splat the sound with their hand. List countries from around the world e.g. Spain, Peru. Ask your child to identify the initial sound each country begins with. Can they identify other sounds e.g. S-p-ai-n?</p>	<p>Use this animated letter formation tool to help your child practise letter formation. You can select those they find most challenging.</p> <p>Encourage your child to look at the food in your kitchen and find out what countries some of it comes from. Search on a map for those countries. Help your child to trace the letter with which the name of those countries start.</p> <p>After listening to the story Handa's Surprise, ask your child to name and draw different fruits that they know. Label them using describing words.</p> <p>Ask your child to play in role as Handa from Handa's Surprise. Ask them questions and they must answer as Handa e.g. 'Handa, what is your favourite fruit?' They might answer by saying 'My favourite fruit is tangerines. I was very excited to find lots of them.'</p> <p>Your child can draw a picture of a suitcase and all the things they might take on holiday. CHALLENGE: Ask your child to label the items.</p> <p>Ask your child to pretend they are on holiday. Get them to make a postcard to send to someone at home. Ask your child to draw a picture of what they are doing on holiday. Can they make a list of what they are doing?</p>

Learning Activities Week 11 – Around the World - to be done throughout the week




Below are a selection of activities linked to the theme of 'Around the World'. Please feel free to choose whichever activities will suit your child best. There is no expectation to complete all of the activities. . You could also come up with some of your own activities linked to 'Around the World' if you like!

Flags

- Look at flags from around the world. Discuss which are your child's favourites and why? Ask your child to design and make their own flag using 2d shapes.

Food Tasting

- Find some different foods/fruits from around the world and taste each one. These might include: pizza (Italy), curry (India) and taco (Mexican) or the fruits from the story Handa's Surprise. Your child can create a chart putting a tick next to each food they like and a cross next to the foods they dislike over the course of the week.

Dishes from around the world.	✓ or X
 pizza	
 curry	
 Hot dog	

Pleasing Puppets

- Make your own Handa's Surprise character puppet. Click [here](#) for more ideas.



Toys from Around the World

- Look at this [photography](#) project of children with their toys from around the world. Discuss how life is the same and how life is different in other countries. Can your child draw their favourite toy and write a sentence explaining why this is their favourite?

Where in the World?

- Discuss with your child where your family comes from in the world. If you have them available, show your child photographs of where you, or their grandparents, grew up. This might be similar to where they live now or completely different. Encourage your child to think about the differences between the places.

Engineering Around the World – Bridges

- A bridge helps people move over obstacles like a river, a valley or a busy road. The world's longest bridge is in China and is 164.8km long. It would take more than two days to walk the length of this bridge. Do you have any bridges near your home? What do they look like?
- Try building a bridge out of paper, Lego or any other building materials you might have at home. Your bridge needs to be big enough for a toy car or small toy to travel over.

Week 11 RE – Inside the Church

Adult led focus activity – Read story and ask questions

Jacob and his friends had been listening to stories about Jesus. They had heard how Jesus did some wonderful things. They heard how he was able to cure the man who was blind. They heard how he made sick people well. He was able to do all these things because he is God.

“I wish Jesus was still with us,” said Jacob. “I like the sound of him!”

Mrs Stone, their teacher, smiled at the children.

“Jesus IS still with us,” she told them. “He’s just with us in a different way now.”

Jacob and his friends looked puzzled.

Tomorrow, we’ll go back to the church and I’ll show you,” promised Mrs Stone.

The next day, the children and their teacher crossed the busy road again and sat in the quiet church.

“Jesus had to go back to his Father in heaven,” said Mrs Stone, “But he promised to stay close to us, so he chose a very special way to do it.”

Mrs Stone showed the children a small red light in the church, quite high up.



“When you see that light,” she told the children, “you know that Jesus is here with us in a very special way. Now look underneath the light. Can you see something that looks like a little golden house?”



The children said they could and Mrs Stone told them that this is the place where Jesus has chosen to stay with us.

“Every time you go into a Catholic church, look for the little light and the little house nearby,” said Mrs Stone. “We call this the tabernacle and we know that Jesus is there. We know because Jesus told us. We know that Jesus loves us to come into the church and sit quietly with him for a while.”

Mrs Stone showed all the children how to genuflect, that means to kneel down on one knee in front of the tabernacle as a way of greeting Jesus. Jacob and his friends were very happy to know that Jesus is still with us.



“I’m going to look for that little light when I go to my Granny’s church,” said Jacob. “Then I’ll know Jesus is there too.”

Suggestions for questions

- What were some of the wonderful things Jesus did?
- When Jacob said he wished Jesus was still with us, what did Mrs Stone say?
- How did Mrs Stone explain that Jesus is still with us?
- What should you look for when you go into a church to remind you that Jesus is there in a special way?

Reception School Closure Home Learning - Week 12

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<p>Take part in the daily EYFS lesson from White Rose https://whiterosemaths.com/homelearning/early-years/</p> <p>Watch a Numberblocks episode each day at: BBC or CBeebies. Use this guide here to give you ideas on what to do with your children whilst watching an episode.</p> <p>Take your child on a shape hunt. Look around the house and garden for different objects that have: 2D shapes – circle, square, triangle, rectangle (oblong) 3D shapes – sphere, cube, cuboid, cylinder, pyramid.</p> <p>Sing these shape songs together: 2D Shape Song and the 3D Shape Song. Then play the Turtle Diary online game.</p> <p>Can your child draw around objects to create 2D shapes? Ask your child to name the shapes they have drawn. Can they cut the shapes out to make a 2D shape picture i.e. a house, rocket, robot?</p> <p>Make a clap beat for your child, can they repeat the clapping sequence? Can they make their own for you to follow?</p> <p>Find and talk about recycled 3D shape objects e.g. boxes, bottles, tubes, Do they roll? Can you build the shapes on top of each other to make a tower? Can you see any 2D shapes?</p>	<p>Story sound effects- Read a story together and add in your own musical sound effects e.g. make swishy swashy sounds with fabric to go with 'We're Going on a Bear Hunt'. You can repeat this with as many stories as you like.</p> <p>Read together the story of Mr Big. Discuss with your child how Mr Big felt when the other animals didn't want to be around him.</p> <p>Read and sing a variety of nursery rhymes with your child. Which one is their favourite? Do any of the rhymes have the same rhythm?</p> <p>Have a look at some of the different ways music is played. Are there CD's, vinyl records, tapes in the loft that you could show your child? Look at the writing on each and talk about how this gives people information about the music.</p> <p>Have a look at and explore musical notes. Talk about how people read the different notes to play different musical instruments. Talk about the different instruments people can play. Which instrument would you like to be able to play?</p>
Weekly Phonics Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<p>Daily phonics - Practise your speed sounds and red words. Daily Read Write Inc phonics lessons are available on Youtube via the link www.ruthmiskin.com</p> <p>Watch an Alphablocks episode each day at: CBeebies. Here you will also find a range of games, activities and advice for parents.</p> <p>Play Odd Sound Out. You could play a practical version of this using objects from around the house. Can your child identify which object doesn't begin with the same sound?</p> <p>Choose a letter of the alphabet. How many instruments or sounds can your child name that begin with that sound?</p> <p>Play Online Buried Treasure - Click on the sounds your child is learning. Can your child explain what the real word means?</p> <p>Ask your child to find a stick from the garden and explore making music around the house by tapping, hitting and scraping. You could ask them to make loud sounds, quiet sounds, sounds that are short and long.</p> <p>Play Washing Line Phonics- Peg along a washing line, or clothes airer, a number of different readable words. Give your child a simple sentence and ask them to rearrange the words to make that sentence. Simplify to sounds if needed.</p>	<p>Ask your child to think about how some musical instruments are played, for example bang a drum, tap a tambourine, shake the maracas. Write out the words and encourage your child to trace them.</p> <p>Write an invitation to your own Family Music Show for a family member. They could watch the show on a video call.</p> <p>Your child can draw a picture of the events from their favourite Nursery rhyme. CHALLENGE: Ask your child to write out the words to a part of the song or the song title.</p> <p>Ask your child to sing their favourite nursery rhyme. As they sing each line of the song, they can draw small pictures to help them remember.</p> <p>Listen to a piece of classical music of your choice. Ask your child to draw/ paint along to the music. How does the music make them feel? CHALLENGE: Can they write onto their picture how it made them feel?</p>

Learning Activities Week 12 – Music - to be done throughout the week

Below are a selection of activities linked to the theme of 'Music'. Please feel free to choose whichever activities will suit your child best. There is no expectation to complete all of the activities. You could also come up with some of your own activities linked to Music if you like!

Drummers Drumming

- Using pots, pans and baking trays from the kitchen lay out your own 'drum kit'. Allow your child to explore by banging and tapping the pans to see the different sounds they make. Extend this activity by tapping out a rhythm and asking your child to listen to it then repeat it. You could make this more difficult by adding in a blindfold so they have to rely on the sound to identify which pot or pan they need to hit to copy.



Make your own Music

- Your child could create a guitar using a plastic tub with elastic bands wrapped around it. Can your child draw instructions on how to make a guitar for somebody else to follow?

Play 'What's that Sound?'

- **Game 1-** Hum a song to your child that they are likely to know. Can they guess which song it is from the tune alone? Take it in turns to hum out a tune.
- **Game 2-** Go into a room of the house while your child listens outside of the door. Make a sound or play a rhythm out on an item in the room e.g. tapping on the table. Open the door and ask your child to find what you used to make the sound.

A Family Music Show

- Ask each member of the family to prepare a song and then put on a singing performance. You could select someone to be the judge or ask a family member to watch on a video call and decide on the winner. Don't forget to send the invite first (see writing task).

Discovering Different Eras	1920's	1930's	1940's	1950's	1960's	1970's	1980's	1990's
-----------------------------------	------------------------	------------------------	------------------------	------------------------	------------------------	------------------------	------------------------	------------------------

Click on the links above and listen to a sample. Which era did your child find most enjoyable to listen to? Can they dance in the same style?

Making Instruments – Make Sound Shakers

- Collect some different containers with lids, make sure you cannot see through them. The small plastic containers from inside chocolate eggs work really well. Put different materials in the containers. (Stones, rice, sugar, paper clips etc.)
- How many shakers can you make? Do they all sound the same? Can you make a shaker that is difficult to recognise? Can you make loud and quiet sounds with them?
- For more ideas take a look at the full resources [here](#).

Week 12 RE – Sunday, a special day

Adult led focus activity – Read story and ask questions

Invite your child to talk about what their favourite day is and why.

Explain that there is a very special day for the church.

It's the day when we wake up later.

It's the day for our special clothes.

It's the day for our best behaviour.

It's the day when we spend time with people we love.

It's a very special day – who can guess which day it is?

It's **SUNDAY!**

Sunday is a very special day for everyone who is part of God's family. It's the day when we go to church and spend time with Jesus.



Suggestions for questions

- Have you been to church on a Sunday?
- What do you think are the best things we can do when we go to church?
- What is the best way to behave? Why?

Adult led focus activity – Read story and ask questions

Now we are going to hear about Josie and her family.

Josie and her brothers were getting ready to go to church with their Mum.

"Put on a clean dress, Josie!" called Mum.

"OK," said Josie.

"Clean your shoes, Sam," said Mum.

Sam grumbled, but he cleaned his shoes.

"Comb your hair, Lewis," Mum called from the bedroom where she was getting ready.

"Done it already," said Lewis, but he combed his hair a bit more anyway.

"Brush your teeth, everyone," shouted Mum and everyone did.

At last everyone was ready to go.

"Why do we get ready and go to church on Sundays?" asked Josie when they were all in the car at last. "What's special about Sundays?"

"Yes, and why don't we go to school on Sundays?" asked Lewis.

"I know," said Sam. He was the oldest and he had been thinking about Sundays. "Is it because Sunday is the day when Jesus came alive again?"

"Well done Sam," said Mum. "That's why Sunday is special. It's the day when all God's family remember that wonderful day when Jesus rose from the dead. It's the first day of the week. It's our very special day."

Suggestions for questions

- Who can remember what the children had to do to prepare for church?
- Why were they going to church? (*All God's family come together to pray*).
- Why is Sunday a special day for church? (*To remember the day that Jesus rose from the dead*).

Follow up activities

- Draw a picture of their church and the priest and label them.
- Order the days of the week.
- Prepare a sheet with the word SUNDAY on it in bubble writing. Ask your child to decorate the word in a very special way using their favourite colours and patterns.