


Reception Home Learning Pack – Week 3

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> • 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. • Take part in a daily maths lesson each day at white rose maths. This week's topic is 'Alive in 5' Week 3. • Practise counting up to 10 or 20. This can be done through playing hide and seek, singing number songs, chanting, board games etc. • Find your favourite toy. Can you find a toy that is taller? Can you find a toy that is shorter? Can you put the toys in order?  <ul style="list-style-type: none"> • Play 'Toys I spy and count' to 10 or 20 (see pages below). 	<ul style="list-style-type: none"> • 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. Your child can also complete the linked Play activities for each book. There are also Read Write Inc resources that you can access on this website. • Visit https://www.phonicsplaycomics.co.uk for a range of decodable comics for children to read. • With your child, look in magazines, newspapers and books for the red words they are currently learning. They could use a highlighter to highlight in magazines and newspapers. The red words that we have learned so far are: I, love, the, was, you, of, be, my, no, your
Weekly Phonics Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> • 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 • 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 • Watch an Alphablocks episode each day at: CBeebies. Here you will also find a range of games, activities and advice for parents. • Play Toys and Games I Spy (see pages below). 	<ul style="list-style-type: none"> • Practice name writing. Can you write your first name? Middle name? Surname? • Practice forming the letters of the alphabet. • Listen to the story of Dogger by Shirley Hughes, which is about a lost toy. Make a poster for a lost toy, using describing words (see page below for a template idea). • Have a go at a Toys Writing Activity (see pages below). Use your phonic knowledge to either write describing words or have a go at writing a sentence to go with the picture. • Make your own toy shop using some of your toys. Write labels for the toys in the shop.

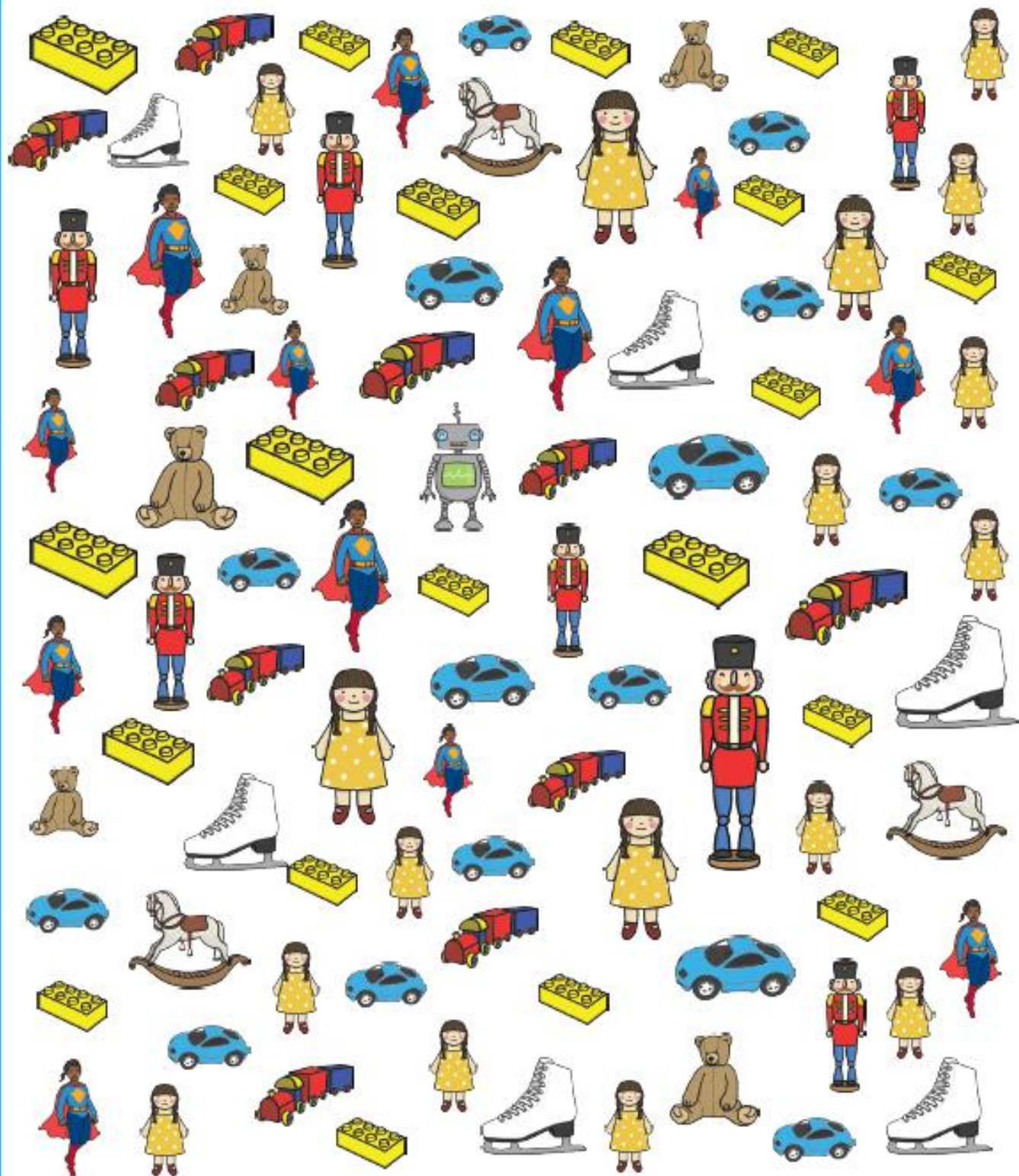
Toys

I Spy and Count to 10



Toys

I Spy and Count to 20



Toys and Games I Spy



Lost!



Name of toy: _____

Type of toy: _____

Last seen: _____

If found, please contact:

Description:

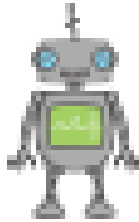


Toys Writing Activity

Write a sentence about each of the pictures.

Use the boxes at the top to help you.

robot



buttons



teddy bear



soft



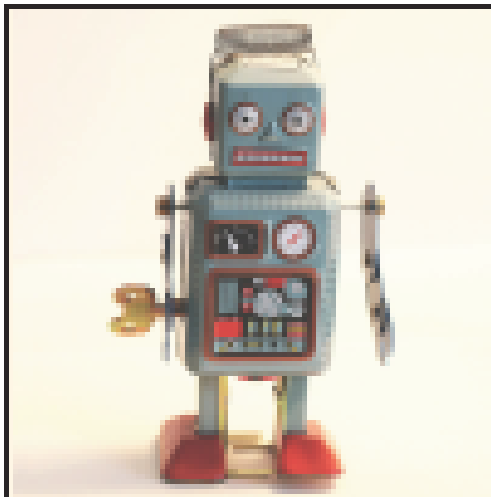
sound it out



finger spaces



full stop





Toys Writing Activity

Write a sentence about each of the pictures.
Use the boxes at the top to help you.

train



track



tower



station



bricks



sound it out



finger spaces



full stop





Learning Activities Week 3 – Toys – to be done throughout the week

Below are a selection of activities linked to the theme of 'Toys'. 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 'Toys' if you like!

- Use a cardboard box or other materials to make a house for a teddy bear or doll.



- Sort toys according to what they are made of e.g. wood, plastic, fabric
- Make clothes for a doll or teddy bear
- Listen to the story of [Stick Man](#) by Julia Donaldson. Make your own stick man or lady.



- Make clothes for your stick man or stick lady.
- Junk modelling – make a toy car, robot, rocket, boat or your own idea.



- Make toy stick puppets. These could be characters from a story eg The Gruffalo, Goldilocks and the 3 bears



Week 3 RE - Jesus loves children

Adult led focus activity - Ask questions and discuss

Who do you think loves you most of all? Why?

- How do you know this person loves you?
- Can you guess who loves you even more than that person? (Jesus).
- Do you know who it is that will never stop loving you? (Jesus).
- Did you know that even if you forgot to love Jesus, he would never stop loving you!
- How do you think we can show our love for Jesus? *(We can talk to him and tell him we love him).*

Did you know that there is another way we can show Jesus we love him and that is by doing what he asks us to do. Jesus asks us to love one another, to be kind and helpful to others.

Let's think of ways we can do this. What do you suggest?

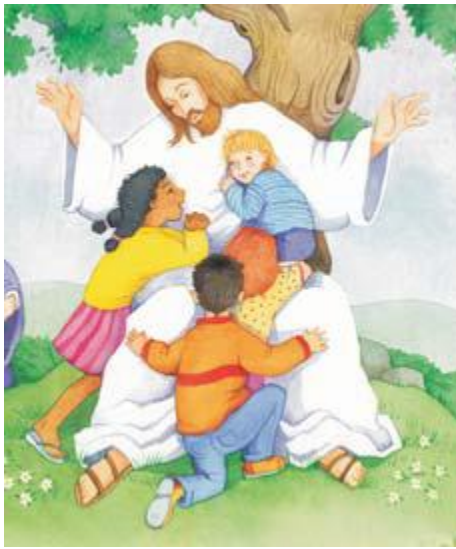
Make a list or talk about what is happening in the pictures of people helping.



Adult led focus activity

Today, we are going to listen to a story about the time Jesus showed his friends how to welcome little children.

One day, while Jesus was teaching his friends, some mums and dads came with their children to see him. They were looking forward to meeting Jesus because they wanted him to bless their children. The friends of Jesus were very annoyed because they did not want anyone to disturb him while he was teaching. "Please go away. Do not disturb Jesus", they said. When Jesus saw what was happening, he called the children to him and said, "Let the little children come to me, and do not stop them. I love children very much and I want to have them near me." Jesus explained to the grown-ups that children are very special. The grown-ups should learn to love and trust like children.



- Who did the children want to see?
- Why did they want to see Jesus? (*Because Jesus loved them*).
- How do you think the children felt when they were told to go away?
- What did Jesus do when he heard his friends saying, "Please go away. Do not disturb Jesus"?
- What did Jesus say to all the grown up people?
- How do you think we can show Jesus that we love him?

Suggestions for questions

- Who did the children want to see?
- Why did they want to see Jesus? (*Because Jesus loved them*).
- How do you think the children felt when they were told to go away?
- What did Jesus do when he heard his friends saying, "Please go away. Do not disturb Jesus"?
- What did Jesus say to all the grown up people?
- How do you think we can show Jesus that we love him?

Suggestions for follow up activities

- Jesus wants us to love and trust him and one another. Let us think of ways to be kind to each other today. Use soft toys or role-play to explore this, for example, 'How could teddy show his love?'
- Make paper plate faces - one side happy, the other side sad. Talk about what sort of behaviour makes someone happy or sad.

Reception School Closure Home Learning - Week 4

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[illegible]

Winter

I Spy and Count to 10



Stripy Scarves

Repeating Patterns

Complete the sequence below.



Stripy Scarves

Repeating Patterns

Colour in the stripes and complete the patterns.

red	blue	red	blue						
-----	------	-----	------	--	--	--	--	--	--

yellow	green	yellow	green						
--------	-------	--------	-------	--	--	--	--	--	--

orange	yellow	orange	yellow						
--------	--------	--------	--------	--	--	--	--	--	--

[illegible][illegible][illegible][illegible]

Winter

I Spy with My Little Eye



Winter-Themed Phase 2

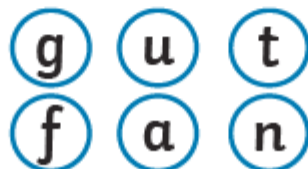
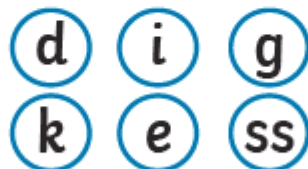
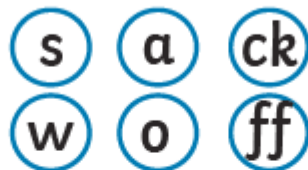
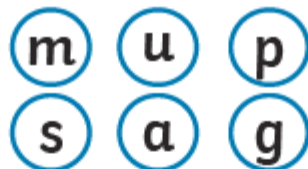
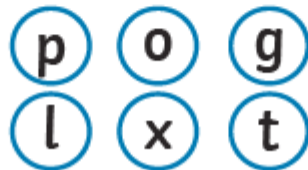
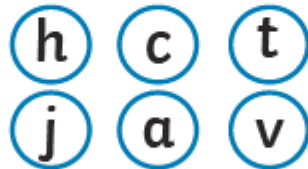
Say It, Join It, Write It

Look at the picture. Say the word. Join the letters to build the word then, write the word in the boxes.

say it



join it



write it

--	--	--

--	--	--

--	--	--

--	--	--

--	--	--

--	--	--

Make a List!



List words to describe snow:

Make a List!



List words to describe
snowflakes:

Make a List!



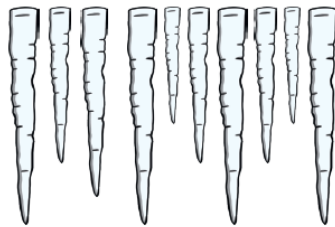
List words to describe trees
in winter:

Make a List!



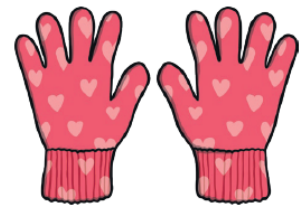
List words to describe
snowballs:

Make a List!



List words to describe icicles:

Make a List!



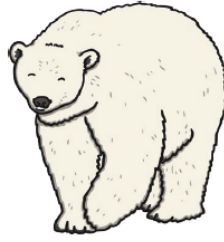
List words to describe gloves:

Make a List!



List words to describe a snowy owl:

Make a List!



List words to describe a polar bear:

Make a List!



List words to describe a snowman:

Winter Writing Activity

Write some sentences about the winter picture.

Use the boxes at the top to help you.

snowman



sledge



cold



snow





sound it out



finger spaces



full stop



Learning Activities Week 4 - Winter - to be done throughout the week

Below are a selection of activities linked to the theme of 'Winter'. 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 if you like!

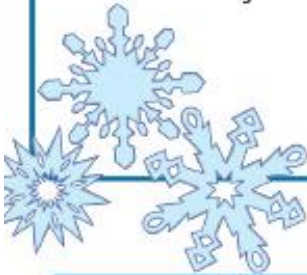
Winter

Home Learning Challenges

Draw a picture of someone dressed for a cold winter day and then label the clothes they are wearing to keep them warm and dry.



On winter mornings the ground often looks white with frost. Ask a grown-up to help you investigate the frost and find out what it is and where it comes from.



Design a scarf. You could draw it, paint it or even use other materials to make a collage.



Some animals live in cold places around the world. Draw a picture of an animal that lives in a cold place and find out a fact to share with the class about your animal.

Go on a winter walk with a grown-up and look around to see the things that have changed since the summer.



Sammy squirrel hid 8 nuts for the winter. He has already eaten 5 of them. How many nuts has he got left? You could draw a picture or use your fingers to help you work out the answer.



Week 4 RE - Jesus works a miracle

Adult led focus activity - Read the story to your child and ask questions

Ben was very poorly. He couldn't come to school. He couldn't play with his friends. He couldn't even stay at home with his family. He was so poorly he had to spend some time in hospital. Ben felt very miserable. The doctor looked after him and gave him medicine. The nurses helped him to sit up and lie down and be comfortable in bed but Ben still felt sad and miserable.



One day, Ben's mum went to his school to see his teacher.

"How is Ben?" asked the teacher.

"He is getting better," said Ben's mum, "but he feels very sad. He misses his friends and he wishes he was back at school."

The next day, Ben's teacher gathered all the children round.

"Ben is getting better," she told the children, "but he feels very sad because he has to stay in hospital a little longer. I wonder what we could do to help him feel happy."

The children all thought hard.

"I know!" said Alana. "We could make him a get well card and write our names on it. Then he would know we haven't forgotten him."

"That's a good idea," said the teacher.

"We could draw him a picture of all the things we have been doing in school," said Elliot. "Then he would see what's been going on."

"And we could make a place for him in our prayer corner," said Susie.

"We could say a prayer for him every day," "That's a very good idea," said the teacher. "It's the best idea of all."

So the children did all those things to help Ben feel happier. They made get well cards and wrote their names. Ben could read the names and he felt happy to know his friends hadn't forgotten him. They drew pictures of the things they had done at school. Ben smiled when he saw all the cards and pictures. He felt as if he hadn't missed out at all. But most importantly, the children made a special place for Ben in their prayers. They put up a photo of Ben in the prayer corner and the teacher helped them write some prayers on little cards to put next to the picture. Every day, the teacher lit a candle and the children all prayed together and asked Jesus to be close to Ben and bless him. Ben began to feel much calmer and peaceful.

Later on, when Ben was well enough to come home, Ben's mum took the prayer cards home to show him. "I'm glad my friends didn't forget me."

Ben said, "I'm glad I know what they've all been doing while I was away. Most of all, I'm glad they prayed for me!"

Suggestions for questions

How did Ben feel when he was in hospital?

- What did his friends make for him?
- Can anyone think of anything else they did?

- What did Ben think was the best thing they did?
- How can we help people when they are ill?

Did you know that when Jesus was on earth he brought the good news of God's love to everyone? He healed the sick, raised the dead, he fed the hungry and he quickly forgave people who had made wrong choices.

Show the picture of Jesus with people in need of help. Ask the children what they think Jesus is saying to them.



Adult led focus activity

Discuss with your child their experiences of being ill and the people who helped them to get better.

Read story and ask questions

Today, we are going to hear about how Jesus helped a person who was ill and how he healed him.

Cure of the man at the pool

One day, Jesus went to a very special place where there was a pool called Bethesda. There were crowds of sick people all around the pool: some were lying on mats because they could not move and some were blind.

They were all waiting for the moment when the angel of the Lord would come down and stir up the water. Every day when this happened, the first person into the pool would be healed.

There was one man who had not been able to move for a long, long time. When Jesus saw him he asked him, 'Do you want to be well again?' The man said,

'Sir, I have no one to put me into the pool when the water is moving, someone else always gets there before me.' Jesus said, 'Get up, pick up your mat and walk.'

What do you think happened?

The man stood up, picked up his mat and walked!



Suggestions for questions

- Where did Jesus go?
- Who did he see?
- Why were the people there?
- What were they waiting for?
- What was going to happen?
- Who did Jesus speak to?
- What did he say to him?
- What happened next?

Suggestions for follow up areas of learning































Make a list of people who work together to help us or make a zigzag book.

- Share ways we can keep our bodies strong and healthy.
 - Children role-play being at the doctor's or in hospital with the dolls and teddies. Encourage them to work together.
 - Make a 'Get well' card for someone who is ill.
- Children could: bandage some teddies, put one on a cloth stretcher, have another one with a bandaged eye and one lying on a bed or in a cot.
Role-play doctor and nurse etc.











Phonics speed sounds to practise daily with your child

Currently we have learned the sounds from Set 1. If you feel that your child is confident with these sounds then please feel free to begin learning sounds from Set 2.


Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng 

Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and swirl

Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

There are a wide range of resources to support phonics teaching on this website.

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Maths
At school
Books
Kids' activities
Blog

Home » Reading » Reading schemes, Levels, and Stages » Read Write Inc. guide for parents

Read Write Inc. guide for parents

Welcome to the *Read Write Inc.* page on Oxford Owl for Home. Here you can find lots of free resources to support your child's learning during the school closures.

[Free eBooks](#) | [Videos](#) | [Set 1 resources](#) | [Set 2 resources](#) | [Set 3 resources](#) | [Kits for parents](#)

Read Write Inc. Phonics

We have lots of free *Read Write Inc. Phonics* resources to help your child continue learning, including eBooks, practice sheets, Ditty sheets, slideshows, and parent films.

Teachers who teach *Read Write Inc. Phonics* are trained to teach the programme, but don't worry if you are not a phonics expert! These activities will help you support your child during this period of school closures. We suggest you start by watching this film for parents: [What is Read Write Inc. Phonics?](#)

Try to start at the right place for your child. If your child is learning to read at school with *Read Write Inc. Phonics*, they will be at one of the following stages:

Set 2 Speed Sounds practice sheets

PDF Download

Speed Sounds practice sheet: ay

Read Write Inc. Phonics activity sheet to practise reading words containing the Set 2 Speed Sounds.

[Take a look](#)

PDF Download

Speed Sounds practice sheet: ee

Read Write Inc. Phonics activity sheet to practise reading words containing the Set 2 Speed Sounds.

[Take a look](#)

PDF Download

Speed Sounds practice sheet: igh

Read Write Inc. Phonics activity sheet to practise reading words containing the Set 2 Speed Sounds.

[Take a look](#)

PDF Download

Speed Sounds practice sheet: ow

Read Write Inc. Phonics activity sheet to practise reading words containing the Set 2 Speed Sounds.

[Take a look](#)

Red Word List

We have been practising reading the red words from Set 1. Please feel free to practise words from Set 2 if you feel that your child is confident with Set 1.

Red Words Set 1				
I	the	my	you	said
your	are	be	of	no

Red Words Set 2				
what	all	was	we	so
to	me	call	her	there
want	go	old	some	he



Dough Disco is exercise for the fingers to improve fine motor control skills. It helps to strengthen the muscles in your hands and fingers to help to develop mark making and writing skills. Fine motor control is developed through pinching, poking, rolling and squeezing the dough.

** roll it into a ball*



** roll it into a sausage*



** squeeze it*



** poke it*

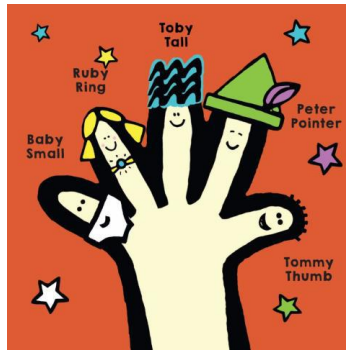


** flatten it*



** pinch it*





In Reception, we take part in Dough Disco every day for 10 minutes before our phonics lesson. Youtube has a wide range of dough disco songs that you can use.

[dough disco - YouTube](#)

If you would like to have a go at home, there is a recipe for homemade playdoh below.

Playdoh

1 cup of plain flour
Half a cup of salt
2 teaspoons of Cream of Tartar
1 tablespoon of oil
1 cup of water
Food colouring

Mix all of the ingredients together in a saucepan.
Stir the mixture over a low heat until it comes away from the sides of the pan.
Tip the dough out and leave it to cool slightly.
Let your child play with the dough while it is still warm!

Additional learning resources parents may wish to engage with

[Classroom Secrets Learning Packs](#) - These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.

ABC Does

<https://abcdoes.com>

A huge bank of activities and ideas for home learning activities for EYFS children

EYFSHome

<https://eyfshome.com>

A range of home learning activities for EYFS children

GoNoodle

<https://www.gonoodle.com>

Go Noodle activities - Good energy at home - dances, mindfulness and games - all ages

Topmarks

<https://www.topmarks.co.uk>

Lots of online games for a variety of subjects - all ages

Audible stories

<https://stories.audible.com>

Audible stories for all ages

Phonics Play

<https://new.phonicsplay.co.uk>

Phonics online games for EYFS and KS1

Username: march20 and password: home

<https://www.phonicsplaycomics.co.uk>

Reading books for EYFS and Year 1

ICT games

<https://www.ictgames.com>

English and maths games for all ages

The Body Coach

<https://www.youtube.com/channel/UCAxWIXTOiEJoOTYlRfn6rYQ>

PE with Joe - Monday, Wednesday, Friday, 9am live on YouTube The Body Coach Tv from 11.01.21.