


<p>Monday 22.02.21</p> <p>Phonics</p> <p>https://www.youtube.com/watch?v=S8h2kRccHqU&feature=youtu.be (adding an s) (Child may need paper and pencil) On these videos they use printed script but we use printed to read and cursive to write</p>	<p>Use these to learn tricky words over this week and ongoing</p> <p>https://youtu.be/TvMyssfAUx0 Tricky words song Phase 2</p> <p>https://youtu.be/R087IYrRpgY Tricky words song Phase 3</p>	<p>We would like you to log onto BUSY THINGS > Reception 20> Literacy, Communication and Language> Phonics Programme> Phases 2, 3 and 4> Basic Letters and Sounds> Then either choose - Letters and Their Sounds or Blending and Segmenting> Then choose a game (Try a few) Enjoy learning</p>	
Maths	Literacy/PHSE		Art/PHSE
<p>LO: Can I say when an object is heavier?</p>	<p>LO: Can I show an understanding of characters and events in stories?</p>		<p>LO: Can I create a rainbow fish?</p>
<p>Collect a number of objects from around the house together. Find some light ones and some heavier.</p> <p>Ask the children to become human balance scales -place an item on each hand and ask them to tip to show which item is heavier and which is lighter (like a balance scale). Sometimes it is difficult to tell.</p> <p>Make a balance scale (as below) using a coat hanger. You can just tie objects on or create two 'buckets/cups' to put objects in.</p>  <p><u>Now re-test your objects were you right? Does down or up show 'heavy'?</u></p> <p>Prompt them to use the language of heavy, heavier than, heaviest, light, lighter than, lightest to compare items starting with items which have an obvious difference in weight. Avoid the common misconception that bigger items are always heavier by providing some small, heavier items and some large, lighter ones. <u>KEEP YOUR SCALES FOR TOMORROW!</u></p>	<p>Rainbow Fish. Discuss the story. Have chn heard it before? Read if you have the book or download the story from class page or watch with an adult, try to join in with the parts of the story that you know. https://youtu.be/r9mryuEKKKc</p> <p>This book contains some important messages about friendship and sharing. By the end of the story Rainbow Fish has learnt that being kind and sharing his beautiful scales allows him to make friends. It makes both Rainbow Fish and the other fish happy to share.</p> <p>Discuss the different characters in the story, events of the story and the main features. Can you retell the story? Discuss what makes a good friend. Discuss ideas about being kind and helpful. "What could you do?" Discuss some different ways of being kind and helpful, as not everyone has shiny scales to share. "What could we do instead?" Encourage them to recognise that you don't have to give things away to be kind and sharing. You could ask someone to join in your game etc</p> <p>The Rainbow Fish gave away his most prized possession, his scales. What is your most prized possession? Draw a picture of it and write a sentence to say why it is special. Can you descriptive words to describe your possession so that when you read your sentence to another person they are able to visulise it and guess correctly what your possession is?</p> <p>To write in their book or on paper. Every time they write: Use lined paper or draw a line for your child to write the words on</p> <p>Encourage children to use their phonetic awareness to sound out words. (Support them to hear the initial sound and other sounds within the words) When the children write words at this stage, they do not necessarily have to be spelt correctly but be phonetically plausible. It is more important for them to have a go. Adults can always annotate the writing afterwards.</p> <p>Using the phonic mats maybe useful to support. Check correct letter formation-letters start from the line.</p>		<p>Read Rainbow Fish</p> <p>Discuss the story in some detail and look at why the other fish were jealous. They wanted the Rainbow fish's scales. Explain that we shall make our own rainbow fish - using beautifully coloured scales. Look at a variety of different fish pictures. Discuss the different shapes, sizes and colours. Talk about the advantages of different shapes (thin, can get through cracks - streamlined to swim fast through the water, flat - can lie of the bottom of the ocean floor, etc. Talk about the advantages of different colours - dull colours, camouflage - bright colours, attract a friend, very bright colours perhaps indicate poisonous - warning!</p> <p>Make a 'rainbow' fish template. Also create some colourful scales to write on and then to stick on the template of their rainbow fish.</p> <p>Use the scales over the course of the week for either yourself or your child to write on if they are kind, helpful, share, take turns or do something positive etc.</p>

Collective Worship

Every week there are collective worship (assembly) videos for you to share with your child. This week Mr Galvin will be sharing about Lent and Lizzie from St Lukes church will share a video about a portion of the Lords Prayer.

Also, there are some good videos from past weeks for example -safer internet day which is very relevant in these times.

To watch the collective worship videos:

- Please login to your child's Teams account.
- Click on the Reception Support Teams button, the word labelled 'Collective Worship and then 'files'.
- You can choose which video and you and your child can watch the assembly.
- Enjoy the time of reflection.

Tuesday 23.02.21

Phonics https://www.youtube.com/watch?v=5t_1axoOB-c&feature=youtu.be

(Child may need paper and pencil) On these videos they use printed script but we use printed to read and cursive to write

Maths	Literacy	Science
LO: Can I say when an object is heavier?	LO: Can I write text to a story?	LO: Can I talk about some of the things that I have observed, when exploring and investigating?
<p>Give your child an item, for example, an apple. Challenge them to find things which feel heavier and lighter than the apple and sort them into sets.</p> <p>Use the balance scales (from yesterday) to check their estimation. Introduce word 'mass'. If something has more 'mass' it is heavier. Are all the heavier things larger than the apple? Can they find anything which is larger than the apple but lighter?</p> <p>Sheet- Tuesday lighter or heavier?</p> <p>Song:</p> <p>https://www.youtube.com/watch?v=-cJPAPFuGLM</p> <p>This is a fun song about the mass of an elephant.</p>	<p>Recap the Rainbow Fish Story. Discuss the features of the story.</p> <p>You are going to write your own version of the story starting today and completing it over the next two days. Do three/four pictures a day.</p> <p>Use the writing prompt sheet for pictures and sentence starters.</p> <p>There are various ways to use this sheet either:</p> <ol style="list-style-type: none">1. Complete the sentences writing on the sheet2. Write the sentences on lined paper and illustrate or stick on the correct picture with the sentence3. You could make your own little book using a sheet of paper for each illustration and drawing lines for your child to write on. Don't forget a front cover and your adult could write the 'Blurb' on the back cover. <p>If you are unable to print the sheet. The sentence starters are:</p> <ul style="list-style-type: none">-In the deep, blue sea-His scales-The other fish-One day,-He felt-The starfish-A wise octopus-Suddenly-The little blue fish-At last, <p>Child to say the complete sentence before writing. Child rehearses what they are going to write. How many words are in their sentence? Remember capital letter for start of the sentence, finger spaces between words and a full stop at the end.</p> <p>You could scaffold your child's writing by writing/modelling a page or two for them. Remember Helicopter writing- Child watches you model the writing helping you to sound out as you write the words. This is called 'helicopter writing' as it takes pressure away from the child and allows them to demonstrate their knowledge of relevant vocabulary' It also shows the adult as a role model writing for meaning.</p>	<p>How Fish Breathe</p> <p>The Science Behind the Experiment - A Guide for Adults</p> <p>Although this experiment is not completely scientifically accurate, as in reality the oxygen dissolves through the gills and into the fish's bloodstream, it does show the children that the gills take something out of the water.</p> <p>You will need:</p> <p>Bowl, funnel, tablespoons, coffee filter (represents gills), sand or coffee grindings (represents oxygen in the water)</p> <p>If you don't have the resources please adapt as necessary</p> <p>Method:</p> <ol style="list-style-type: none">1. Mix 2 tablespoons of sand or coffee into the water2. Use the coffee filter to line the funnel. You may need to fold the filter into quarters and open it out to make a cone.3. place the funnel over the bowl.4. Slowly pour the water mixture through the filter. <p>Questions to explore and answer:</p> <p>Can you pour the water mixture through the filter?</p> <p>Where did the water go?</p> <p>Where did the sand/coffee go?</p> <p>Which part of the experiment represents the fish's gills?</p> <p>Which part of the experiment represents the oxygen in the water?</p> <p>The water washes past the gills and out back into the sea. The oxygen stays with the fish.</p> <p>Did your child understand the concept and is able to verbalize their understanding using complete sentences?</p>

Wednesday 24.02.21

Phonics <https://www.youtube.com/watch?v=Zm1uRTTzLDk&feature=youtu.be>


(Child may need paper and pencil) On these videos they use printed script but we use printed to read and cursive to write

Maths	Literacy	PE
LO: Can I explore different amounts?	LO: Can I write text to a story?	LO: Can I get active?
<p>Provide your child with a cup. (You may use water or rice/ pasta- it may depend on weather and space outside !)</p> <p>Ask them to make their cup full, make it empty, nearly full, nearly empty, about half full. What does half mean?</p> <p>Can they find a container which holds more than their cup in the house? Can they find one which holds less?</p> <p>Wednesday ordering worksheet</p>	<p>Continue book from yesterday</p> <p>If you need another workbook for your child to do their work in you can collect one from the school office in the mornings.</p>	<p>Get Active with Joe Wicks! -Joe is back! He will be back online on a Monday, Wednesday and Friday with a workout especially designed for children!</p> <p>https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</p> <p>or</p> <p>Cosmic Yoga! -You complete yoga moves to a well known story - it is really good fun! Click onto the following link and find a story that interests you and enjoy!</p> <p>https://www.youtube.com/user/CosmicKidsYoga</p> <p>or</p> <p>Go on a walk with an adult in your family.</p> <p>or</p> <p>Create your own exercise workout with diagrams, be the PE teacher and get other members of your family to join in.</p> <p>You could have an exercise programme over the week to stay healthy and active</p> <p>Why not have some music of choice on? Can you create your own dance?</p>

Thursday 25.02.21

Phonics <https://www.youtube.com/watch?v=O3kk6rUPqb0&feature=youtu.be>

(Child may need paper and pencil) On these videos they use printed script but we use printed to read and cursive to write

Maths	Literacy	RE
<p>L.O. Can I compare capacity?</p> <p>Provide a tall narrow container (like a vase) and a wide shallow one. Ask them to predict which will hold more water? How could they check? Encourage them to try different methods. They may like to use cups to fill it and count how many it takes, or they may want to fill one and then tip it into the other to compare.</p>  <p>Collect about 5 containers. Can you order them from smallest capacity to greatest?</p> <p>They may do this by pouring directly from one container to another. They could also use a small cup to fill each container, counting how many small cup-fulls the containers hold. Encourage them to discuss their results.</p> <p>Extra: Watch 'A beach for Albert' https://www.youtube.com/watch?v=HzZdx2omt0E There are some words that they may not know (as it is American) like 'spigot', discuss these as you watch the story.</p> <p>Discuss the different ways they tried to fill the pond. Which had the most capacity? Which worked the best? Can they think of other stories where working together helped them complete a job? e.g. The Enormous turnip</p>	<p>LO: Can I write text to a story?</p> <p><i>You have completed a lot of writing this week-well done. If you haven't finished your book using the writing prompts you can complete it today if you wish.</i></p> <p>Continue book from yesterday</p> <p>It you have finished your book log on to Busy Things Phonics</p> <p>If you need another workbook for your child to do their work in you can collect one from the school office in the mornings.</p>	<p>LO: Can I say thank you to God for people who care for us?</p> <p>Assembly/ Time of reflection: Did you eat pancakes last week? Some people did! It was a special day called Shrove Tuesday. Shrove Tuesday is a day when Christians think about getting ready for Easter. Look at the pictures (Assembly Weds). Can you say what they are getting ready for? So why do people think about lent? What is lent? When Jesus was 30 years old, he needed to get ready to do God's work, so he went into the desert, away from distractions) for 40 days! Christians remember Jesus doing this by counting back from Easter 40 days (not including Sundays) and using it as a time to get ready for Easter- a very special celebration when they remember Jesus dying and coming back to life.</p> <p>They use the 40 days to think about Jesus and the things he did. Some people try extra hard to do something kind during Lent. Can you do one special thing in lent to help someone else?</p> <p>Prayer Dear Lord, Thank you that in the business of life, there are times to stop and think. Help us never to be so busy that we don't have time to be peaceful and silent. Thank you for times such as Lent that remind us to think about you. Please help us to take the time to consider what we can do to help those less fortunate than we are. Please help us always to be ready to help other people. Amen.</p>

Friday 26.02.21

Phonics <https://www.youtube.com/watch?v=IOL1SMBKHqw&feature=youtu.be>

(Child may need paper and pencil) On these videos they use printed script but we use printed to read and cursive to write

Maths	Literacy/PHSE	Music
L.O. Can I test out capacity?	LO: Can I write an emotions poem?	LO: Can I join in with a song with actions?
<p>Choose a small container and try filling it with different objects. How many do you need to fill it? Adult to help record results on the chart.</p> <p>Discuss what is different about measuring weight/ mass and capacity.</p> <p>Friday Capacity</p>	<p>I can feel a Rainbow Poem-Colour Emotions</p> <p>Tell the children that we are going to think about feelings and emotions using a poem about rainbows. Relate to the colours in a rainbow.</p> <p>Ask the children to tell you what a rainbow is and if they have ever seen a rainbow before.</p> <p>Introduce the poem 'I Can Feel a Rainbow.' Ask the children to listen carefully as you slowly read the poem. Ask them to listen out for colours and feelings: Read Poem</p> <p>Ask the children if they heard any colours or feelings in the poem?</p> <p>Discuss the colours and related emotions and feelings heard in the poem. Have they ever felt like any of the parts in the poem? When did they feel angry? Or lonely? Or happy?</p> <p>Encourage the children to give some examples of when they felt different emotions. Adult could also describe occasions when they have felt different emotions.</p> <p>Talk about how all emotions are important to us and that everyone is different in terms of how we feel in relation to colours. How does each colour make you feel? Choose one.</p> <p>Adult to model writing the sentence with child contributing with sounds ie Green I feel forgiveness and new life</p> <p>Child to write their own sentence (Write in book or on lined paper)</p> <p>Can you both write a colour poem together?</p>	<p>Look at the words for 'Sparkly Song' about the Rainbow Fish.</p> <p>Sing together the verses to the tune of 'Polly put the kettle on'.</p> <p>Can they think of any other verses linked to the story? (Who else doesn't he share with? Who does he have to visit?)</p> <p>Have fun 😊</p>

Ongoing activities over the week



- **Teach your Monster to Read** is a series of games which helps children to master the key first stages of reading. Your child will benefit from the game if they can play at home. It's free on a computer, and really easy to log in:
- If you haven't already just go to: www.teachyourmonstertoread.com and create an account for your child.

Grab a book and share a book with an adult!

- Reading and listening to stories is really important, so find a book you love and share it with an adult for at least 15 minutes each day. If you read a really good book, you could take a picture of the book and then write a review and explain why you enjoyed the story.
- The booktrust has books to read and stories to listen too. <https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/>
- **During this week read your Big Cat phonics books online. Complete the reader response activities to extend understanding.**
- Decodable stories are stories that have words made up of the letter-sound matches children are learning. These stories can give children practice in what they are learning about letters and sounds. As children learn to read fluently, they are more easily able to comprehend (understand) what they are reading.
- Here are some things to try at home:
- As you read with your children, show them that reading aloud should sound like talking.
- If your children are decoding the words in a sentence slowly, word by word, have them reread the sentence to make the reading sound like talking. This gives them practice in reading the new words and helps them understand the meaning of the sentence.
- If your children make a mistake in reading a word, stop their reading and point out the word they missed. You may want to help them read the word correctly. When they come to the end of the sentence, have them reread it to make the reading sound like talking. If they make many mistakes, the book they are reading may be too difficult. Try another book.
- As you listen to your children read, give them praise and encouragement.
- When your children have finished reading a book, have them read it to another family member or friend.
- Make audio or video tapes of your children reading and send them to their grandparents or other family members.

- Click on the **Phonics, Reading and Writing Information Star** and download the **Phonic resources** to print and use.
- Also on the **Phonics, Reading and Writing Information Star** the **cursive writing A-Z letter formation sheets** are on there. Download and print off the letters that your child finds difficult to form correctly. You should already have the password for the animations in. If you are having difficulty finding it please email the reception20
- Keep safe and have fun