

Year Reception - Autumn first half – Suggested activities for parents 😊



**Week 7** Friday 16<sup>th</sup> of October 2020

## **Play Matters**

### **Session 1**

At school today we would have started our day with 'Investigations' this is an opportunity for the children to follow their own interests using the learning centres in the classroom. We would learn through play for a minimum of 45 mins which leads the children into their snack then break time. During this highly structured time we would have a **Focus child, a Reporter and a Photographer.**

Today the teacher would have worked alongside the Focus Child and observed, challenged and extended their play.

**The Reporter** would have written the letter sound **'Dd'** and drawn a picture of something beginning with Dd such as a dog, drum or a donut on special reporter paper. Your child may like to be the reported today at home...can they find the letter Dd anywhere and draw a picture to match?

**The Photographers** role would be to explore the classroom and using the digital camera they would take photos of the letter Dd on its own or at the beginning, middle or end of a word. We would then have used the reporter and the photographer's child centred phonic work as a springboard into our phonics session after lunch.

Today your child may like to be both Photographer and Reporter. If you don't have a digital camera you may like to work with your child to use your phones camera to take photos of the letter Dd around the home...have fun searching for Dd 😊

### **Break**

Try to have a break at morning tea time. At school we would have a healthy snack of fruit or vegetables and a drink of milk we do this between 10.15 and 10.35. The children then have a break in reception garden which is our play bubble in school to move and get some fresh air.

## **White Rose Maths**

After break today we would begin our 'Maths Meeting' - Autumn Phase 1

Our learning objective this week is - For the children to - **Compare size, mass & capacity**

Today we would first have viewed the maths related story on You Tube

You Tube – View – [‘My cat likes to hide in boxes’ – by Eve Sutton and illustrated by Lynley Dodd](#)  
1.44mins

After viewing the story, you may like to talk with your child about the different sized and type of boxes that the cat likes to hide in.

Today we would then have gone into math groups. Adult directed learning.

Our activity today would have been in the ‘Construction areas’ outside and inside the classroom and in the edible garden where we can dig in the soil. –

You may like to encourage your child to build using long and short blocks. You may ask – Which type of blocks will they choose for their models? Is it easier to build a road using long or short blocks? Can they build a long road and a short road, a tall tower and a short tower? Which type of block will balance on its end most easily?

If you are lucky enough to have access to a garden or an area in a yard where your child can dig you may like to provide them with large and small spades and garden trowels. You may also like to provide them with different sized containers. You might like to ask-


Which containers are the easiest to carry? Wheelbarrows might also prove popular!

### Lunchtime

Next, we would go to the toilet and wash our hands taking the children into lunchtime at 11.50.

Try to have a healthy lunch so your child has fuel in their tummy to power them through the afternoon. Today would have been Fishy Friday in school. After eating our children would then have a break in Reception garden to move and get some fresh air.

## Phonics

After lunch the Reporter and the Photographer always introduce our next letter sound - sharing their Report and Photographs on the smartboard. Today we would have viewed the Phonics Songbirds book ‘Bob Bug’ again. You Tube - [BOB BUG - READ ALOUD - OXFORD READING TREE - STAGE 1](#)  [SONGBIRDS PHONICS - JULIA DONALDSON 0.58 mins](#)

...But this time you may like to view it with your child and talk about the words that have the Dd sound.

We would then introduce objects from Ms Lilleys baskets that start with Dd and put them in the Funky Fingers area for children to play with after. You may like to try and find objects around the home that start with the letter sound Dd.

Next, we would wake up **Tog the Robot** and he would blend simple cvc words with the children starting with the letter Dd. You may like to have a go at making your own puppet robot called Tog using junk materials at home to say the words in a special robotic way. The robot helps to say the sounds in words separately so your child can blend the sounds together to tell you what the robot is saying.

Today we would have modelled segmenting to blend the words starting with d, **d-i-g**, and **d-o-g**. We use a phoneme frame which is three square boxes side by side and build up the word by placing magnetic letters inside each box. If you don't have a set of magnetic letters just model each letter sound for your child by writing the letters for them, or your child may like to write the letters if they are developmentally ready to do that.

You may like to play rhyming games linked to the story 'Bobs Bug' with your child making up real and nonsense rhymes that include the rhyme endings -ad and -ig.

## **Letter Formation**

Next in our class today we would break off into smaller adult directed groups.

Some children who are developmentally ready would continue 'Letter Formation 'Dd' in their phonics Booklets'. We would be concentrating on holding a pencil with a tripod pencil grip and our feet flat on the floor and chairs tucked up close to the table.

You may like to access a website called Twinkl to locate and print 'My D workbook' for your child to complete if you think they are developmentally ready to do so. The link is below.

<https://www.twinkl.co.uk/search>

...and if you would like to know more about pencil grips including the tripod grip, follow the link below –

<https://www.twinkl.co.uk/search?term=tripod+pencil+grip>

For the children who are emergent writers and are continuing to build up the muscle strength in their upper body, shoulders, elbow and wrist pivots we would have continued to teach 'Dough Gym' in the malleable area of the classroom.

So, if you feel that writing recognisable letter shapes is not where your child is developmentally at the moment you may like to learn through play using play dough. Play dough does not have to be shop bought and can be made very easily at home. Please find the link below-

<https://www.twinkl.co.uk/resource/t-t-289811-twinkls-best-quick-playdough-recipe>

Using playdough with your child has many many benefits for them as emergent writers, pressing, pinching twisting and pulling all serve to strengthen your child's muscles in their fingers, hands and wrist pivot. Daily use of playdough is excellent for your children emergent writing development.

### Today's 'Play dough challenge' –

Roll out the playdough and use a tool to write your name in it.

## Writing

If your child would like to do extra writing practice, you may wish to continue your own 'Adventures book'. With adult support your child could draw, write or paint your family's day or simply draw, paint or write about daily activities linked to being healthy every day. You may start a diary and write one fact a day based on something you have done or helped out with in the home or garden.

Supported by a family member you may like to practice writing your first capital letter in your name or your whole first name or as a challenge your second name!

### High frequency tricky words

Week 7 - In line with our schools reading scheme we would have taught the HFTW – 'I', 'a' and 'of'.

You may like to write these words down and make flash cards. Or your child may want to write them down and make their own set of flashcards.

Some words we just have to know because they are 'tricky' to build.

Flash cards are a simple way to periodically show to your child the word, repetition is key. Keep them up on the fridge or somewhere prominent so that your child will see them every day. Reading them little and often to remember them is key 😊

### Personal, Social and Emotional Development

With closing the school suddenly yesterday your child may still be a little bit worried...

There are some wonderful stories linked to how we might be feeling 'The Worrysaurus' by Rachael Bright is a lovely story to share. It can be viewed on You Tube - [The Worrysaurus 4.15 mins](#)

### Story time

On a Friday we usual finish the afternoon with a 'Zoom – Collective worship' with each class taking part 'virtually' on the smartborad screen, but because we have thought about the letter Dd today you may like to finish your learning with a story called 'Oi Dog' by Kes Gray

View on You Tube – [‘Oi Dog! - Books Alive! Read Aloud book for kids’ 3.56 mins](#)

### People and Communities

At home time we always try to finish our day with a prayer. Please see below for the words. At the end of your child's day they may like to share it with you –

#### \*EYFS end of the day prayer

And now the day is over

We lift our hands and say

Thank you heavenly father for today

We are sorry for the wrongs

And are glad about the rights

Keep us heavenly father

In your love tonight

**Amen**

Stay Safe Everyone

Ms Lilley 😊