

Reception Remote learning activities

## Week 4 Thursday 28<sup>th</sup> January 2021

### 1. Play Matters

L.O. – For the children to learn through play

Start the day with ‘Investigations’ this is an opportunity for you to play alongside your child following their own interests using their own toys in the home. Talking with your child about what they are doing is very important for your child’s holistic development.

**“Much of what young children do as play – singing, drawing, dancing - are natural forms of art. These activities engage all the senses and help wire the brain for successful learning.”**

Ref – Keystone Creations

Have fun 😊

Evidence – Photo or video attached to your child’s portfolio

### 2. White Rose Maths

L.O. For the children to

[View - Balancing Act - Words on Screen w/ music \(4.32 mins\)](#)

**Prompts for learning** - Ask the children to be human balance scales place an item on each hand and ask them to tip to show which item is heavier and which is lighter. The children could also hold buckets or bags in each hand and place items inside to feel which has the stronger downward pull.

**Enhancements for learning** – Provide buckets with strong elastic bands attached to the handle. Ask the children to hold the elastic band and watch how far it stretches when they add an item to their bucket. What do they notice when they add a heavy item? A light item?

Evidence – Photo

### 2. Phonics

L.O. – For the children to have the opportunity to hear, recognise and interpret initial sounds and High Frequency Tricky Words.

### Reporter and Photographer jobs.

Today the children's jobs are to report back to Ms Lilley via Dojo with a lovely photo of this fun and now familiar High Frequency Tricky Word (HFTW) activity 'Roll the ball'.

### What you need:

Large or small ball (preferably soft if your inside)

High frequency tricky word cards, you may like to write them on small pieces of paper. They are -

**I, of, the, better, a, is, will, her, hole, have, now, she, my**

and introducing new tricky word – **are**

### What to do:

1. Sit opposite your child with a little bit of space between you.
2. Show your child the flash card with your tricky word on it.
3. You child (who has the ball) says the first letter sound.
4. They then roll the ball to you who then says the next letter sound.
5. Repeat until each sound has been said
6. When all the sounds have been shared can your child say the tricky word?

Alternatively – Praise your child for knowing the initial sound or some sounds in sequence or all the sounds and reading the word on sight! Awesome job!

Challenge and extend –Our new HFTW today which is **are**. You may like to play 'Countdown' with the word '**are**'. You may like to find the you tube clip-

[The Countdown Clock](#) (0.33sec)

Have your child ready with a pencil and paper with '**are**' written at the top for them in big letters ready for them to copy.

Start the countdown clock via you tube and repeat giving them a minute to write 'are' as many times as they can. Adults may like to play a friendly game as-well and compare your scores with your child at the end! Good Luck 😊

**Evidence** – Photo or video attached to your child's portfolio.

## 4. Emergent Writing

L.O. For the children to explore what their hands and fingers can do.

**Provide** opportunities for your child to explore what their hands can do using malleable materials activities and recipes.

Let's make Raspberry (no cook dough)

For this recipe follow the instructions for the uncooked dough from yesterday then add the dry ingredients when you add the flour to your dough.

You will also need:

A handful of raspberries

Method:

1. Put a big handful of raspberries and a cup of water in a pan. Adults only! Bring to the boil then gently simmer on the stove for 20 minutes (until the liquid has reduced by half). Once cooled pour through a sieve then follow the playdough recipe adding the raspberry liquid at stage 2 with 1 cup of boiling water.

Enjoy! 😊

**Evidence** Photo

## 5. Higher Dexterity Writing

L.O. For the children to make marks or begin to form recognisable letter shapes or to spell simple words or to write simple sentences including a capital letter, finger spaces and a full stop depending on your child's developmental stage.

The Gingerbread Man

During the last few days, we have been building up to writing a short story based on The Gingerbread Man. Today we are going to write the story.

You will need:

- Your 'Story Maps' from yesterday's activity to refer to.
- A pencil to write or make marks with.
- Plain paper folded in half to look like a book shape (your child may need a few pages folded)

If you would like to revisit the gingerbread man story before you start to write or mark make the sequence of events you may like to view You Tube –

[The Gingerbread Man | Fairy Tales | Gigglebox \(4.29 mins\)](#)

Let's get started!

Supported by your adult talk about famous words that often start off a traditional tale such as – 'Once upon a time' or 'One day'.

Ask your child to write those words now inside your book. Remember to talk about a capital letter at the beginning and finger spaces between the words and a full stop at the end.

Ask your child to tell you what happened next. You may use your story map from yesterday as reference to help your child visualise the story. Talking about what you are going to write first is very important that's why we do it lots of times over a few days. Keep your captions or sentences short as you refer to your story map. They may include -

- 'Run, run as fast as you can'
- The cow ran..
- The pig ran
- The horse ran. etc etc

Don't forget to include 'The end' at the end of your story!

Keep it safe and you can read it over and again whenever you like!

Alternatively – Your child may wish to write the initial letter sounds of key words in their story and draw a picture next to it. You may wish to write the title of the story for your child on the front cover they can then draw a picture to match.

Challenge and extend – You child may wish to extend their book making skills by writing a title on the front of their book and drawing a picture underneath creating a front cover. At the bottom they could write their own name because it their book. 😊

**Evidence** Photo of writing and/or a video of your child reading their own story book 😊

## 6. Story Time

Linked to our work about the gingerbread man. You may like to view this charming story about one of the characters from the gingerbread man tale 'The horse' this story is called 'Unicorn and Horse'.

'Horse is brown. Horse is plain. And Horse can't stand the unicorn he shares a pen with. Unicorn dances. Tra la la! Horse does not. Blah blah blah. But when robbers kidnap Unicorn for a local circus, what will Horse decide to do? Unicorn (and Horse) is a funny yet endearing lesson on envy with one important truth: We are sometimes unicorns. We are sometimes horses. And happiness doesn't always come from pink cupcakes for breakfast!' You tube link –

[Unicorn and Horse | A Read Along Children's Story](#) (5.27mins)

Enjoy 😊

Evidence - Photo

## 7. Prayer

You may like to end the day with receptions 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**