

Reception Remote learning activities

## Week 6 Wednesday 10th February 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.

**‘Children need the freedom and time to play. Play is not a luxury. Play is a necessity.’**

Ref – Kay Redfield Jamison

Have fun 😊

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

### 2. White Rose Maths

L.O. For the children to continue to apply the counting principles when counting to 6, 7 and 8. They represent 6, 7, and 8 in different ways and can count out the required number of objects from a larger group.

**View You Tube Link** - Kipper’s Toy box by Mick Inkpen. Someone or something has nibbled a hole in Kipper’s toybox.

[Kipper’s Toybox by Mick Inkpen, read aloud – ReadingLibraryBooks](#) (5.02)

**Enhancements for learning** – After viewing ‘Kipper’s Toybox’ you may like to provide a basket of toys for the children to use to re-enact the story (This could be a basket of favourite toys that your child has at home, it doesn’t have to be the exact same toys from the story). Take turns to ‘hide’ one of the toys. Can the children spot which toy is missing? How many toys are there now? What if an extra toy arrives? How many will there be now?

Evidence – Photo

## 2. Phonics

L.O. – For the children to use their phonic knowledge to put 2 letter sounds together to make one sound.

### Reporter and Photographer jobs.

Today the children's jobs are to report back to an adult and be in a photo of themselves using a phoneme frame.

You could make flashcards of the words below and cut them up into their 'sounds'. So, for example you would cut up chip like this ch - i - p.

Or you may have a set of magnetic letters at home or on the fridge to build words with.

The words you need are as follows -

**Chan, chip, much** from the story 'This and That' plus these extra words -  
**such, rich, itch**

You may wish to revisit the story This and That again, follow the you tube link –

[Songbirds Phonics by Julia Donaldson - This and That | Read aloud](#) (2.21 mins)

How many 'ch' digraphs did you spot? 😊

You may like to draw a phoneme frame for your child to place their letters onto.

One sound goes into one space.

We use a phoneme frame at school with TOG the robot so this will be familiar to your child.

A phoneme frame can have 2,3,4 or more boxes next to each other to place letter sounds into depending on the size and sounds in the word. We will be using 3 boxes today.

Say the above words to your child for them to hear.

Ask them to listen very carefully to the first initial sound and then place the corresponding letter sound in the box.

Can they hear the final sound?

Can they hear the middle sound?

Ask your child to blend the letters together to read the words.

\*Some children will need support with this.

After you have blended and read your words containing the digraph 'ch', you may like to draw a picture from the story 'This and That'.

Well done. I look forward to seeing your work on Class Dojo 😊

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

## 4. Emergent Writing

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

Providing opportunities for your child to explore what their hands can do using malleable materials activities and recipes. I know that in the past I have talked about the fact that children need to develop balance, hand eye coordination, proprioception, upper body pivots, hand arches, finger pivots and grip to become effective mark makers and writers All of these valuable skills can be developed with a diverse range of malleable materials for a really effective motor dexterity impact. Have fun 😊

Let's make Sand Putty

You will need:

- 2 cups of sand
- 1 cup of cornflour
- PVA glue
- Food Colouring

Method:

1. Mix the cornflour and half a cup of PVA glue together.
2. Add the cornflour mix to two cups of sand.
3. Stir or mix with hands.
4. If it is too sticky add more sand. If it is too dry add more water.
5. Add food colouring if required.

6. Leave overnight. (The starch in the corn flour removes the moisture from the glue leaving it more like a putty than a dough)

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.

### Old MacDonald had a farm

During the next few days, we are going to build up to writing a short story based on the rhyme Old MacDonald had a farm. Today we are going to recall the key points in the rhyme by drawing 'A Story Map'.

You will need:

- Your 'Star Words' from yesterday's activity they are:
- **Old MacDonald, farm, he, cow, pig, sheep, had, a**
- Plain paper and colours to draw with
- (You may want to have a few sheets of paper ready if your child likes to draw 'big')

If you would like to revisit Old Mac Donald had a farm before you start to draw the sequence of events you may like to view BBC I Player/ CBeebies – Sing and sign the classic nursery rhyme Old MacDonald had a Farm with Mr Tumble –

<https://www.bbc.co.uk/iplayer/episode/p080ch95/mr-tumble-songs-22-old-macdonald-had-a-farm>

### Let's get started!

Supported by your adult talk about what happens at the beginning of the rhyme then draw that first. Copy a star word (or words) to match your drawing. Then draw an arrow to the next part of the rhyming story. With your adult talk about the middle part of the story and draw that next. Copy a star word (or words) to match your drawing. Then draw an arrow to the next part of the story. With your adult, talk about the end of the story and draw that last. Copy a star word (or words) to match your drawing.

Well done you have drawn your very own 'Rhyming Story Map'!

Keep it safe you will need to refer to it tomorrow 😊

**Alternatively** – Your child may wish to write the initial letter sounds of the star words next to their pictures for example next to the drawing of a cow you would write 'c'.

**Challenge and extend** – You child may wish to extend your child's writing on their story map to include sounding out -

'E, I, E, I, O'. You may like to talk about how we form capital letters and that every capital letter is tall and starts at the top when writing it. You may also like to extend this into 'further phonics' by sharing another way to write these sounds such as 'ee, ie, ee, ie, oa'.

Then add these extra sounds onto their rhyming story map.

**Evidence Photo**

## **6. Story Time**

...because we have been learning about Old MacDonald had a farm you may like to view 'Hey Duggee' this episode is all about 'a herd of cows' - Duggee is teaching the Squirrels about animal noises, when they hear a loud moo from a herd of nearby cows who are being rounded up by Duggee's old pal Rodeo Horse! The Squirrels wonder what the cows are saying to each other, so Tag volunteers to find out, as he speaks a little moo. One of the cows tells Tag her name is Juanita, but when he introduces the other Squirrels, Roly accidentally insults the cows with his rudimentary moo skills. This causes them to take offence and stampede off! Luckily Duggee has his Round Up Badge, so it's time to get back in the saddle! Duggee and Rodeo Horse teach the Squirrels all the essentials for cow wrangling, and together they track the wandering bovine through the desert. But will Roly's moo have improved enough not to scare them away and ensure the cowhands are worthy of their Round Up Badges?

Follow the link via BBC IPlayer below -

<https://www.bbc.co.uk/iplayer/episode/m000kblb/hey-duggee-series-3-28-the-round-up-badge>

(7 mins)

I hope you enjoy it. 😊

**Evidence - Photo**

## 7. Prayer

You may like to end the day with reception 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**