

## Reception Weekly Newsletter

Friday 15<sup>th</sup> May

Dear Beagle and Corgi classes

Please find below the learning outcomes for this week together with some learning ideas. Please remember that all these resources are here to support you and there are a variety and range of activities offered that hopefully give you some ideas or focus. There is absolutely no expectation for all of them to be used or completed; they are merely a resource should you choose to use them.

Stay safe

The Reception Team

*Please refer to the Modified Reception Timetable to see how the suggested activities below may fit into your week.*

## Weekly phonics skills programme

Sound of the week: revision of sounds set 2 'ee'

Story book of the week: Oxford Owl e-book: **Nip and Chip**

Day	Phonics session
Monday	Revise sound set 1 and sound set 2. Try speedy green word reading at <a href="https://www.oxfordowl.co.uk/api/interactives/29098.html">https://www.oxfordowl.co.uk/api/interactives/29098.html</a> Revise Green words containing sounds of the week -ee (see below) Start the -ee sound booklet
Tuesday	Revise sound set 1 and sound set 2 Think and say a sentence for each of the -ee words listed below. <i>E.g. I went to sleep at night</i> Complete the -ee sound booklet.
Wednesday	Revise sound set 1 and sound set 2 Oxford Owl e-book: <b>Nip and Chip</b> Turn to the p6. and read speed sounds the green and red words, Read the book
Thursday	Revise sounds set 1 and sound set 2 Re-read the book ' <b>Nip and Chip</b> ' Say, hold & write the sentence: ' <i>Nip and Chip jump on the ship</i> ' Complete 'questions to talk about on page 14
Friday	Revise sound set 1 and sound set 2 Re-read 'Nip and Chip' and re-tell the story Say, hold and write the sentence: 'The green sheet is on the bed' Red words activity - <i>please see attached</i>

There is a phonics booklet on the class pages of the website outlining the phonics programme and sound set 2 & 3

Suggested green words with the

'ee' sound: green, sheep, sheet, sleep, keep, deep, leek, meek, beetle, steeple

Red word activity sheet: *please see attached*

Possible online support

<https://www.youtube.com/watch?v=h8m6YFrOgig>

<https://www.youtube.com/watch?v=aROBV1zaFDM>

**Daily handwriting programme:** this week's focus 'long ladder letters and words'

*See handwriting pack attached*

**Focus letters:**

<b>Monday</b>	Complete sheet 8 'j' and words beginning with 'j' <i>Challenge: can you write one more word beginning with 'j'</i>
<b>Tuesday</b>	Complete sheet 8 'y' and words beginning with 'y' <i>Challenge: can you write one more word beginning with 'y'</i>
<b>Wednesday</b>	Complete sheet 9 'r' and words beginning with 'r' <i>Challenge: can you write one more word beginning with 'r'</i>
<b>Thursday</b>	Complete sheet 9 'b' and words beginning with 'b' <i>Challenge: can you write one more word beginning with 'b'</i>
<b>Friday</b>	Can you write a sentence with the words bird, yellow and jump in it?

**Daily maths skills programme**

<b>Day</b>	<b>Maths session</b>
Monday	Using the language of time - Can you create a visual timetable for your home learning? What will you be doing in the morning? What will you do after lunch?
Tuesday	Practising number formation - Use the sheets below to practise number formation. Trace the large number with your finger first before completing the sheets with pens/pencils
Wednesday	Use the links below to learn and practice the days of the week song. Can you name all of the days of the week? <a href="https://www.youtube.com/watch?v=3tx0rvuXIRg">https://www.youtube.com/watch?v=3tx0rvuXIRg</a>
Thursday	Recapping 2D shapes - Can you go on a shape scavenger hunt around your house or garden? Can you find a square, circle, rectangle, triangle, oval or star?
Friday	Practice counting on - Using the number line provided below, practice adding two single digit numbers together. Can you count on to find the answer? Alternatively make a large number line outside using chalk and jump along the number line to find the answer.

**Learning Outcomes and focus activities**

**Communication and Language and Literacy Learning outcome:**

*I can identify the 5W's of story writing in some familiar stories*

**Challenge: Can you mix up your story sticks/cards and create a new story and say or write it?**

### **Maths Learning outcome**

**LO: I can find half of a given number.**

**Challenge: I can solve a word problem involving halving.**

### **Focus activity suggestion**

Watch the 'story of halving' powerpoint attached to the memo on tapestry.

Complete the attached bee activity on halving

**Challenge: have a go at the halving word problems attached.**

You will find using the halving mat and some real objects will help you to solve these problems. Count the objects out and practise sharing them between 2 groups.

**Topic Learning outcome:** This half-term our focus topic is minibeasts

**Half termly project: To create fact file about my chosen minibeast.**

We are completing our fact file about minibeasts and are looking at how our minibeasts helps our environment and how we can make changes to our gardens and school grounds to help our minibeasts.

Week 5: How does our minibeast help our environment and how can we change our environment to support our minibeast.

### **Focus activity suggestions**

This week our work is in 2 parts

***What does our minibeast do for our environment?***

Minibeasts are a big part of our world and they have lots of important jobs from breaking down waste to making food for us to eat.

To get some ideas of how our minibeasts contribute to the world we live in.

Log in: [www.discoveryeducation.co.uk](http://www.discoveryeducation.co.uk)

Username: student28758

Password: ditton

Search for: How is honey made?

And then

Search for: Bee hotel

Watch the videos to see what jobs bees do for us and also how bees are in decline and what we can do to help them

Can you find out more about how your minibeast helps our world?

Draw a picture and write a sentence.

***What can we do to our environment to help your minibeast?***

We have a responsibility to look after the animals that live in our world.

**Challenge: Can you make one change to your home or garden to make it more friendly to minibeasts?**

See the attached sheet on how to make your outdoor space more animal friendly

### **Listening comprehension**

One of the expectations for children by the end of the Reception year is that they can sit quietly and listen to a story without the need for pictures or props. They should also be able to answer questions about the story and be able to re-tell it, recalling the main characters, setting and storyline.

### **Focus story: Peace at Last**

Read the story of the *Peace at Last* to your child

or listen to Mrs McQuillan read the story on Tapestry

or go to <https://www.youtube.com/watch?v=qg1q16-cmoM>

Remind your child that you are not going to share the pictures until the end of the story. They need to sit quietly and 'switch on their listening ears'. Remind them that you will be asking them some questions about the story at the end.

**Ask your child to answer the questions related to the story see attached**

Now look at the pictures or film and re-tell the story.

### **Creative ideas**

To round off our mini-best theme, we'd love you to make a model of your chosen mini-beast. This can be whatever size you wish and can be made of any medium that takes your fancy. Below are some suggestions, which you may like to choose from...

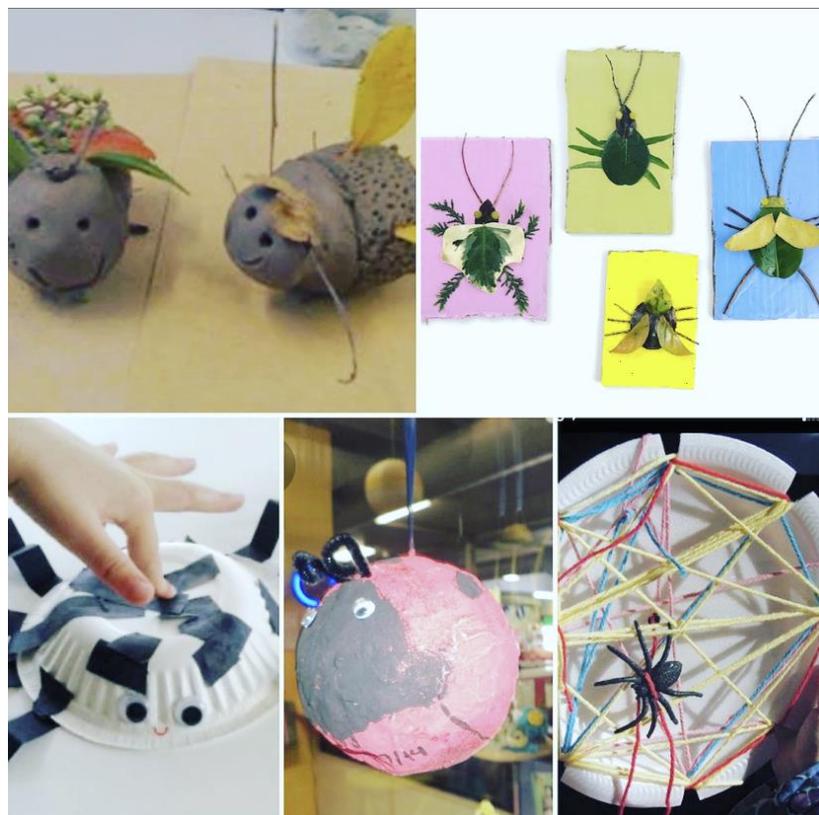
### **Modelling suggestions:**

- Nature creations (anything from nature: twigs, moss, pine cones, petals)
- Junk modelling
- Mixed media - buttons, pipe-cleaners, feathers, beads, cardboard etc.
- Play dough
- Quick-dry clay (DAS is a personal favourite)
- Papier-mâché

Why not try a mix of the above, for example, play dough and items from nature (sticks for arms, stones for eyes)?

Finally, can you write one amazing fact about your mini-beast? It would be great if you could bring your creations (and fact) in to share with the class when you return. The teachers are all so excited to see what you've chosen!

Tip: it is often nice to make this sort of artwork into a project to be completed over a period of time. If you see your child becoming restless then put it aside and return at a later date. After all, it is supposed to be fun for them, not a chore!



## PE ideas

This term we will be focussing on yoga, mindfulness and flexibility. We enjoy Cosmic yoga at school

<https://www.cosmickids.com>

## Mrs Johnson's weekly PE challenge

This week Mrs Johnson has set more PE challenges for you on tapestry.

## PSED ideas:

Mrs McQuillan has created another great board game for you this week. As well as practising your turn-taking and maths skills you also need to listen/read, understand and answer questions. Good Luck!

*Please see attached*

## Outdoor Learning ideas

### Challenge: Exploding leaves

The artist Fong Qi Wei created exploding flower pictures. This activity can be a plant dissecting opportunity that's goes hand in hand with experimental art work.



When out on a walk collect some leaves and then press them as soon as you get home. Put the leaves between sheets of kitchen roll or toilet paper and put inside a hard-backed book. Pile lots of other books on top to add weight. Leave for a few days When the leaves are removed, they are crisp, flat and have kept their colour. It is much easier to work with flat dried leaves.



Cut or tear the leaves to create an 'exploded' leaf. You can stick them on to a piece of paper or you may like trying to put the leaves back together. It's a nature jigsaw and surprisingly challenging.



There is an amount of decision-making which comes into this activity - do you follow the veins and natural segments of a leaf when cutting it up? Or do you try and cut it a different way? The other dilemma is deciding whether you want an organised explosion (as the picture shows) or a boom effect - the equivalent of taking your leaf cuttings, throwing them into the air and seeing where they land on paper. The possibilities are endless.

Stay safe and keep well

The Reception Team