

# Reception Home Learning

08.06.2020

All the learning on one document this week so that you can fit the activities in when you can. Please scroll down for all the resources and keep sharing your amazing activities on Tapestry !

## Literacy

Handwriting warm up: first give those little fingers a good stretch and a squeeze a few times then shake them out before practising forming the letters: **m h x k p**

1. This week, you are going to write your own story is about a dog.
2. First, get an adult to read the story again for you (see resources).
3. Next, think about the order things happened; there are photographs below to help you.
4. Finally, make up a story about a walk with a dog and decide what happens  
Think about: who will you go with; who will you meet (family/friends/teachers...);  
Where might you go (shops/park/playground/funfair); what will happen (will it be funny/scary)? *Use the planning sheet below to help you.*

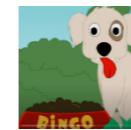
## Physical: **Walk like an animal.**

Can you walk on all fours like a dog, slither like a snake, hop like a frog or gallop like a horse? Have a go and find out which move you can do best!



## Song **B-I-N-G-O was his name-o**

(Click the link and enjoy swapping letters with the actions)



## This week's Understanding of the World: *Exploring similarities, differences, patterns and change.*

### Sundial

You need a pencil or a good stick, a paper plate, and a marker.  
Mark the position of the pencil's shadow every hour, and you've got an easy opening into talking about the Earth's rotation. The next day, see if your sundial tells accurate time while playing outside.  
*I wonder...what happens to your shadow at different times of the day? Make a chalk outline at different times and investigate...*



## Maths: **How long are you?** *Use everyday language to talk about size, (more / less/ fewer / not as many/ tall/ height/ long/ short/ shorter/ length) to compare quantities and objects and solve problems.*

**Activity:** Ask your child to lie down whilst you 'measure' them by putting a marker by their head and feet. Then stretch a piece of tape between these markers to mark out how long your child is. Your child can then use sets of objects, of uniform length, to match this length. Encourage them to check that they items they are using are straight, with no gaps or overlaps.

Repeat this activity with a range of objects, some long, some short e.g. rolled up sheets of newspaper, spoons, buttons, Lego or Duplo bricks, coins to make several 'trails' of equal length and compare your results.

Write down the numbers of objects used. Can you show these numbers on a calculator?

Describe: What do you notice about using the pens and the paper rolls? How many pens does it take to match the tape? You are 20 pens tall; how many paper rolls tall are you?



I wonder what will happen if we measure with Lego bricks? Why do you think there will be more? Oh, there are some gaps between the dinosaurs – do you think that matters? Does it matter if they are not all the same length?

Which objects did we use most of?  
Which needed the smallest number...why was this?  
How many pens tall do you think your grown up will be?  
What other things are the same height as you? Which are shorter or taller?  
How many footsteps tall are you?

## This week's Expressive Arts and Design: **Weaving**

We are going to use sticks or straws to weave a pattern. You can find the full instructions within the resources below:

If you would like to use sticks, keep an eye out for some thin sticks on your next walk. Look: out for sticks that are similar in length.

Lots of opportunities to practise going over and under.



 **CANONBURY**  
PRIMARY SCHOOL  
Create, discover and succeed together

- *ee* - "what can you *see*?"
- Handwrite: 'lift off the top and scoop



*(Click the link above to follow)*

feet sheep keep

meet seed sheet

Now write **2** of your own sentences about something you can spot and something funny you can not spot. Think of your idea in a full sentence first. What are the things you need to remember when writing your sentence?

Tricky words I no go to the

**Login details for Phonics Play: Username: March 20 Password: Home**



**use:**



## Max's Morning Walk

Once upon a time, there was a black Labrador called Max **who** lived on the edge of a small town with his family.

Early one Spring morning, Max woke up and thought to himself, "I'd like to go for a walk and collect some sticks." So, he barked and he barked and he barked until he had woken everyone in the house!

As soon as Max had his harness fastened, his family opened the door, stepped outside and set off on their walk. The sun shone down from a bright, blue sky and birds sang up above in the trees. Max's nose twitched with excitement as he sniffed the fresh air.

First, Max walked on a path near a canal. As he was walking, he saw a brown stick. Not too big, not too small but just right! "This looks a good stick," thought Max. **So**, he picked it up and continued on his way.

Next, Max walked along beside the canal until he came to a stone bridge. Max walked under the bridge where he found another stick. Not too heavy, not too light but just right! "This looks a grand stick," thought Max. So, he picked it up and continued on his way.

After that, Max walked on and on until he came to a deep, dark wood. There he found another stick that was not too tickly, not too prickly. Unfortunately, it was an extremely long stick! Luckily, the path was very wide. 'This looks a fun stick', thought Max so he picked it up and continued on his way.

Finally, Max arrived at the beach where noisy seagulls swooped. He was feeling so hot that he jumped into the sea to cool down. Splash! Max swam round and round and round until he found another stick, floating in the sea. Not too straight, not too bendy but just right! "This looks an unusual stick," thought Max so he grabbed it and swam to the shore.

At last, Max and his family returned home. What a very long walk I've had, thought Max and look how many sticks I found! Max yawned. He curled up in his bed, closed his eyes and fell fast asleep dreaming of his next adventure.



You can listen to an audio version of the story here:

<https://soundcloud.com/talkforwriting/max/s-FEjkgo3nza0>

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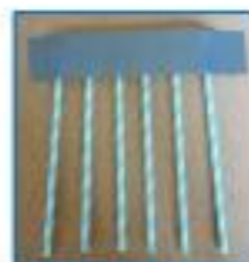
## Get weaving!

We're going to use sticks or straws to weave a pattern. Fun craft work also helps you hold a pen or pencil.

Read these instructions with your child and enjoy creating a piece of weaving using sticks, straws, ribbons and wool. Talk about what you are doing, for example, "Can you see how the ribbon is going **over** and **under**." This will help your child to understand these words.

### What you need:

Paper straws, small sticks, netting, Duct tape or other strong tape. Bits of ribbon, wool and string. A chopping board, and a place mat or tray.



### What you do:

1. First, place six straws or sticks on a board. Leave the same space between them. Stick tape **over** the top of the straws so they don't roll around.
2. Next, weave a ribbon **over** and **under** the straws. Then, weave another ribbon **under** and **over** the straws. Remember: weave one ribbon **over** and **under**, then the next ribbon **under** and **over** so it makes a pattern.



3. After that, keep weaving the ribbons until you are nearly at the end of the straws - see the last picture above...



4. Finally, put tape around the edges to make a frame.

## Weaver Wizard!

If you enjoyed learning how to weave, here is a super challenge for you to practice your new skills.



The link below shows you how to weave a rainbow bracelet

[https://www.youtube.com/watch?v=LFtDxFN\\_HpI](https://www.youtube.com/watch?v=LFtDxFN_HpI)

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## Revisit Max's story



Oh dear! These photos from my walk have got muddled up. I need to stick them in my photo album. Can you help me to put them in the right order? Where did I go first?

Have a good look at the pictures of Max and then see if you can work out what order they should be in. Ask your helper to read the story again and work out the right order as you listen. Can you number each of the 5 pictures from the story? Think about :

- ★ Where did Max go first?
- ★ Where did he go next?
- ★ Where did he go after that? What was the problem?
- ★ Where did he go then?
- ★ Where did he finally go before he returned home?



## Telling and inventing stories

- ★ Do you or any of your friends have a dog?
- ★ Have you ever taken a dog for a walk?
- ★ Tell your helper all about adventures you've had with a dog or make up an adventure with a dog. What was the funniest thing that happened? Was there anything scary?

Now make up a story about a walk with a dog and decide what happens.

Who will you go with?

Who might you meet? Family members, other dogs, neighbours, or your teacher.

Where might you go? Would you visit corner shops, a playground, a park?

What will happen? Is it funny or scary?

Start by drawing pictures below to help you plan your story and decide what words you want to go with your pictures. Your helper will read you the ideas here and add in more ideas.

Where did you go next? After that, ...		What happened? Was it scary or funny? Suddenly, ...
Where did you go first? First, we ...		What happened next? Luckily, ...
Where does your story begin? What is the dog called? Early one morning,		How did the story end? ... happily ever after.

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