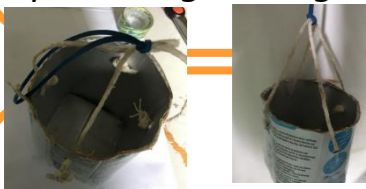


All the learning on one document so that you can fit the activities in when you can. Please scroll down for all the resources and keep sharing your amazing activities on Tapestry! For extra fun this week, why not try Daniel's egg experiment on his Tapestry post.

## 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: **i g h w m**

This week's rhyme is about Humpty Dumpty. Why do you think Humpty chose to sit on a wall and ended up getting hurt? What would you have advised Humpty to do? Think of **two** ideas: one to convince Humpty Dumpty to climb up on the wall and one to convince Humpty not to climb up on the wall. Use your sounds and writing skills to write your two ideas down. *You can use the sheet below that show a good Humpty and a naughty Humpty whispering their ideas in Humpty Dumpty's ears or you can write them in your yellow writing books; the most important thing is that you are practising writing a sentence and using your sounds.*



## Maths: Comparing and ordering by weight

For this activity you will need: an empty juice/milk/soup carton, string, thin elastic band, sticky tape, a hole punch. A collection of everyday objects e.g. fruit, vegetables, toys, stones, sponge – even a humpty dumpty decorated boiled egg; paper on a wall and different coloured pens. *Adults could cut cartons in half, punch a hole in each side and thread with string, suspending them on thin elastic bands taped to a wall/cupboard/fridge (place a sheet a paper behind this to mark how far the base of the carton reaches).*

**Activity:** choose items to put into the cartons and discuss why some items pull the carton down further than others. Encourage predictions for the next items.

**Reasoning:** What do you think is happening this time? I wonder why we are getting different things happening. Why do you think that? What do you see? What are you noticing? What happened with the orange? Did it go down a lot further or a little further?

**Recording:** Make a mark where you think the bottom of the carton will stretch to? What do the marks tell us? What happened? Maybe use a different colour for your guess and what really happened.

**Predict:** Take three of your objects and place them in the order you think from lightest to heaviest. Then measure them on your scale and check for surprises!

**Physical: Hopscotch.** (You will need chalk and a stone)

- Draw a hopscotch grid with 10 sections. Toss the stone onto square one.
- Hop over square 1 to square 2 and keep hopping to square 10.
- Turn and hop back, pausing to pick up your stone.



## Song Humpty Dumpty

(Click the link)



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

### Cress Heads

You will need: 2 eggs, cotton wool or kitchen roll, 2 teaspoons of cress seeds

Carefully remove the tops from the eggs and wash them out (save the eggs for another time).  
Decorate the eggs and leave them to dry.

Dip the cotton wool in a little water, squeeze out any excess and place into the eggshell.

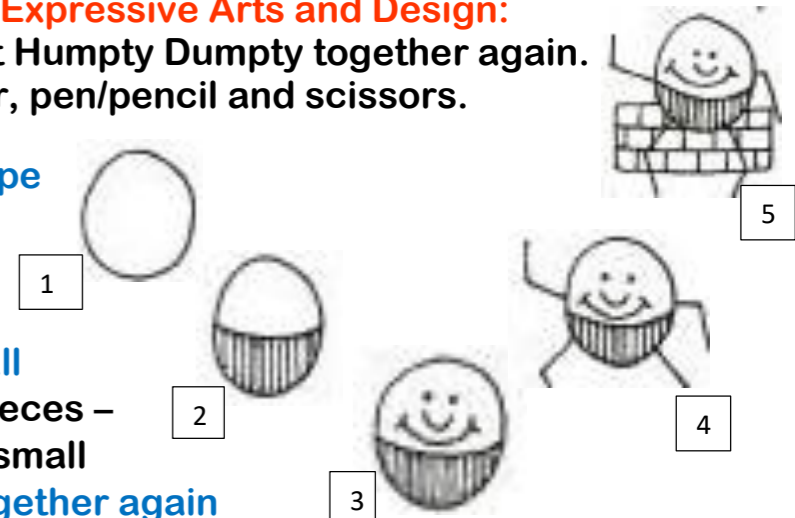
Sprinkle one teaspoon of cress seeds onto each one  
*Put one cress head in a sunny window and the other in a dark cupboard and leave them for a week...what do you think might happen?*



## This week's Expressive Arts and Design:

**Make a jigsaw and put Humpty Dumpty together again.**  
You will need: paper, pen/pencil and scissors.

- 1 Draw an oval egg shape
- 2 Draw trousers
- 3 Draw a face
- 4 Draw arms and legs
- 5 Draw lines for the wall
- 6 Cut the paper in to pieces – not too big and not too small
- 7 Try to put Humpty together again



Everyone should have a go at all phonics activities this week so crack on with learning to read and spell those tricky words correctly before you finish Reception. This week's words have all got something in common ... could that be the tricky part?

Revisit tricky words <https://new.phonicsplay.co.uk/resources/phase/3/train-your-brain-ph3>

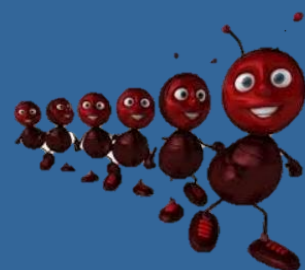
This week's tricky 'red' words are:

he she we me be



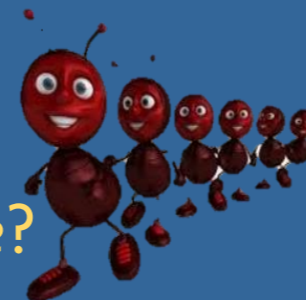
Use your finger to write them on your floor, on the palm of your hand, on your grown-up's back, in flour, in mud and with a pen/pencil in your next story.

You can also use the Look – Cover – Write - Check method to practise the letter formation.



## An 'igh' poem for you to read

Can you come up with the last line for me?



Left, right, left, right,  
Marching, marching in the night,  
Left, right, left, right,  
Marching, marching in the day light,  
Left, right, left, right,  
Even when your boots are tight,  
Left right, left, right,  
-----

igh - "fly high"

- Handwrite: 'i: down the body, dot for the head; g: around the girl's face, down her hair and give her a curl; h: down the head to the hooves, back up and over his back'.



[Geraldine the Giraffe learns /igh/](#)

[Polly learns /igh/](#)



(Click the links above to follow)

Dictate these words for your child to write:

high light night might  
sight right fright bright

Next, talk about what is happening in this picture **who** is in the picture, **what doing** and **where** and write a sentence about it.



What are the things you need to remember when writing your sentence?

# Reception Home Learning 15.06.2020

Don't climb on the wall Humpty ...

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Climb on the wall Humpty ...

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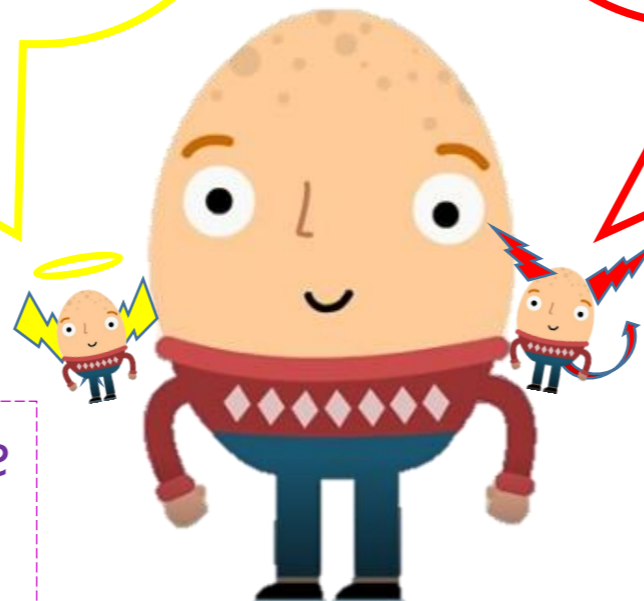
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Words to help you: wall fall because  
down you horses king palace

Remember to use:





# Reception Home Learning 15.06.2020

Practise reading this week's tricky words.



Let **me** in.



Will **he** get to **the** top?



Can **she** win?



**We** can see **you**.



**Be the best you can be!**



**He will go high.**

# Reception Home Learning 15.06.2020

Practise this week's **tricky** words every day



look



say



cover



write



check

| Words | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------|--------|---------|-----------|----------|--------|
| he    |        |         |           |          |        |
| she   |        |         |           |          |        |
| we    |        |         |           |          |        |
| me    |        |         |           |          |        |
| be    |        |         |           |          |        |