



HEADTEACHER: Mr A.G. Neenan

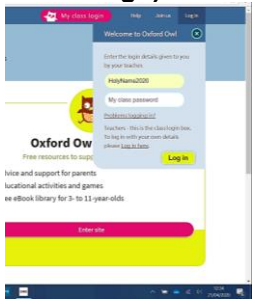
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"With Jesus as our guide; we love, live and learn together."

WEEKLY HOMEWORK LETTER

YEAR GROUP	Reception	NO.	7	DATE:	18.05.20
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FOCUS	TASK(S)	GUIDANCE
READING	<p>I have set up a log in for you to access online reading books. You can access a variety of different levels. Please look at the age categories and the colour book band to suit your child's reading level.</p> <p>Oxford Owl link: <a href="https://www.oxfordowl.co.uk">https://www.oxfordowl.co.uk</a></p> <p>Enter the details below: Username: holynames2020 Password: Reception2020</p>	<p>Click on the 'my class' log in. (Pink, Owl logo)</p> 
ENGLISH	<p><b>Please aim to complete one phonics session a day.</b></p>	<ol style="list-style-type: none"> <li>Please start each phonics task by saying the sound and showing your child the grapheme.</li> <li>Ask your child to repeat the sound back to you.</li> <li>Get your child to write the grapheme in their <b>green book</b> saying the sound as they write it.</li> <li>Please write out the suggested words for your child in their <b>green book</b> and ask them to sound them out and blend. Then ask them to write on the sound buttons (beans and sausages).</li> </ol> <p>e.g.</p> <p>f    ar    m    y    ar    d</p> <p>•    -    •    •    -    •</p> <p>(sausages/underlining of graphemes only appear when the sounds are made up of two or more letters).</p>
DAY 1	<p><b>Focus sound:</b> Practise pointing and saying all of the sounds on the sound mat below. <b>Words to read:</b> <b>crisp, cramp, crept, crunch</b> <b>Words to write:</b> As above. <b>Tricky words:</b> Point to and read the words on the attached tricky word mat. <b>Sentences to say and then children to write:</b> The kid crept up the stairs. The man had cramp in his leg. I like plain crisps.</p>	<ol style="list-style-type: none"> <li>When you have completed the reading of the words you can move on to writing them. You should say the word to your child and they should repeat it. Ask your child to segment (sound out) the word using their fingers then write it in their green book.</li> </ol>
DAY 2	<p><b>Focus sound:</b> Practise pointing and saying all of the sounds on the sound mat below. <b>Words to read:</b> <b>stamp, stunt, strap street</b> <b>Words to write:</b> As above. <b>Tricky words:</b> Point to and read the words on the attached tricky word mat. <b>Sentences to say and then children to write:</b> I put a stamp on the letter. The man did lots of stunts. The bag had a long strap. The car went down the street.</p>	<ol style="list-style-type: none"> <li>Then move on to sentence writing. Say the sentence to your child and ask them to repeat it back to you. Keep repeating the sentence for them as they write you need to).</li> <li>Then ask your child to write the whole sentence in their <b>green book</b>.</li> </ol>
DAY 3	<p><b>Focus sound:</b> Practise pointing and saying all of the sounds on the sound mat below. <b>Words to read:</b> <b>trend, trust, tramp, trunk, trench.</b> <b>Tricky words:</b> Point to and read the words on the attached tricky word mat. <b>Words to write:</b> As above. <b>Sentences to say and then children to write.</b> I dug a trench for my flowers. I trust that you can be good. Tramp is a dog from a film.</p>	<ol style="list-style-type: none"> <li>Then ask your child to write the whole sentence in their <b>green book</b>.</li> </ol> <p><b>You do not need to write all of the suggested sentences each day. Aim for one or two.</b> <b>* Words in red are tricky words. You should show the children how to write these words if they are unsure. Children must not sound these out.</b></p>

<p><b>DAY 4</b></p>	<p><b>Focus sound:</b> Practise pointing and saying all of the sounds on the sound mat below.  <b>Words to read:</b> <b>blank, blast, blank, blink</b>  <b>Words to write:</b> As above.  <b>Tricky words:</b> Point to and read the words on the attached tricky word mat.  <b>Sentences to say and then children to write:</b>  It was a big blast from the rocket.  I can blink fast.  I can fill in a blank on the sheet.</p>	
<p><b>DAY 5</b></p>	<p><b>Play a game on Phonics play:</b>  You can use the following log in:    Username: <b>march20</b> Password: <b>home</b>    <b>You can choose this week!</b></p>	
<p><b>MATHS</b>  <b>Day 1-2</b></p>	<p><b>Sharing home learning Challenges-</b> See sheet below</p>	<p>Please record these activities using the <b>Evidence Me app.</b></p>
<p><b>Day 3</b></p>	<p><a href="#">Play this game! Curious George - sharing treats</a></p>	
<p><b>Day 4</b></p>	<p><b>Sharing leaves sheet</b> 1-3</p>	
<p><b>Day 5</b></p>	<p><b>Sharing frogs-</b> Chilli challenge sheet</p>	
<p><b>R.E.</b></p>	<p><b>Jesus feeds the 5000-</b> <a href="#">Watch this YouTube video about Jesus performing an amazing miracle</a></p> <p>Have a go at making 5 loaves of bread and two fishes You might want to make them out of salt dough, paper, card or playdough.</p>	
<p><b>TOPIC</b></p>	<p><b>Awe and Wonder: Clean pennies</b></p>	<p>What has happened? How have they changed? Why do you think that has happened?</p> <p><b>Please record this on Evidence me.. Please record what your child says- You might want to record a video.</b></p>

*Hi Reception!*

*I hope that you are all well and working hard. I had a lovely time ringing you all this week and having a chat to you on the phone. I have spoken to Mrs Berry and she is choosing another book so that she can record a new story time for you all! Thank you for sending in lots of pictures of you working hard to Evidence me.*

*I have been very busy this week too! I have managed to take a picture of a Mummy sparrow feeding her baby chick in the nest in my garden! I'm hoping that the baby chicks come out soon!*

*Please keep sending me lots of pictures and I hope to see you all very soon!*

*Take care and keep working hard. Mrs Berry and I miss you all very much!*




*From*



*Miss Edmunds and Mrs Berry ☺*

# My Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure  Pure	er 	 visit <a href="https://www.twinkl.com">twinkl.com</a>				

## Phase 4 High Frequency Word Mat

went

just

like

some

from

help

one

come

children

said

have

there

little

were

do

what

it's

out

when

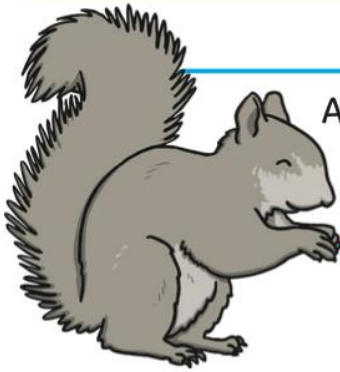
so



# Solving Problems - Sharing

## Home Learning Challenges

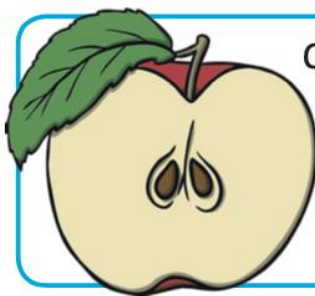
Abed has 3 rabbits who love eating carrots. He has 6 carrots to share between them. How many carrots will each rabbit have? Draw 3 rabbits and share out the 6 carrots to check.



A squirrel collects 10 nuts to share between her 5 babies. How many nuts will each baby have? Draw the nuts to check.



Share out 15 biscuits between your favourite 5 toys. How many biscuits does each toy have? Is it fair?

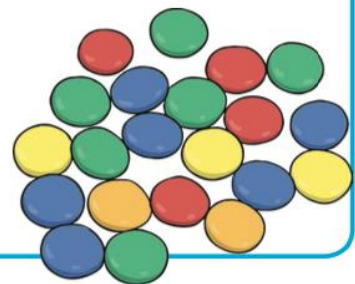


Cut up an apple into 8 slices. If you shared it equally between yourself and a friend, how many pieces would you have each?

Make a cake for some friends and share it out. If you cut it into 12 pieces and there are 4 people, how many slices could each person have?



If a packet has 20 sweets in and you share them equally between you and 3 friends, how many will you get each? Draw 20 sweets on a sheet of paper, equally sharing them into the 4 corners of the paper. Count how many are in each corner.



# Feeding the Minibeasts

Can you share the leaves equally between the minibeasts? Write the number of leaves in each circle.

A box containing 4 leaves is connected by lines to two empty circles. A grasshopper is positioned next to the left circle, and a ladybug is next to the right circle.

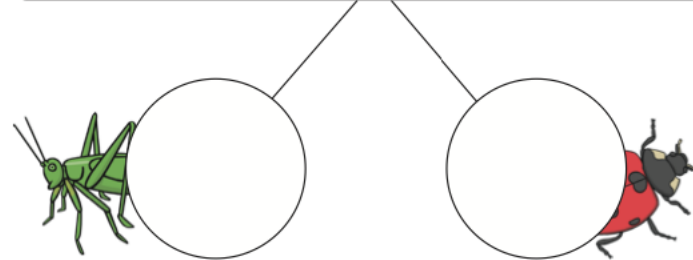
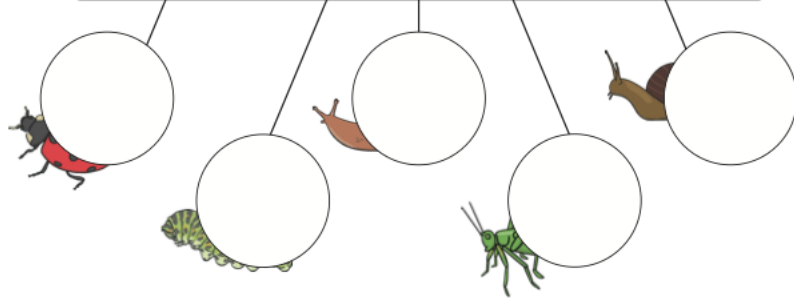
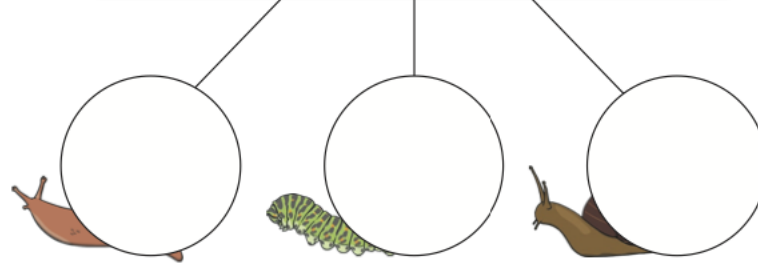
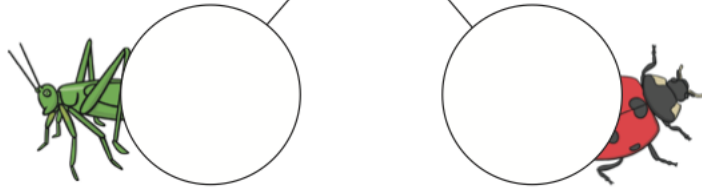
A box containing 6 leaves is connected by lines to three empty circles. A snail is positioned next to the left circle, a caterpillar is next to the middle circle, and another snail is next to the right circle.

A box containing 6 leaves is connected by lines to two empty circles. An ant is positioned next to the left circle, and a snail is next to the right circle.

A box containing 8 leaves is connected by lines to four empty circles. A caterpillar is positioned next to the left circle, a grasshopper is next to the second circle, an ant is next to the third circle, and a ladybug is next to the right circle.

# Feeding the Minibeasts

Can you share the leaves equally between the minibeasts? Write the number of leaves in each circle.





# Feeding the Minibeasts

Can you share the leaves equally between the minibeasts? Write the number of leaves in each circle.

A box containing 12 green leaves. Lines connect the box to three empty circles. Below each circle is a minibeast: a caterpillar, a grasshopper, and a ladybug.

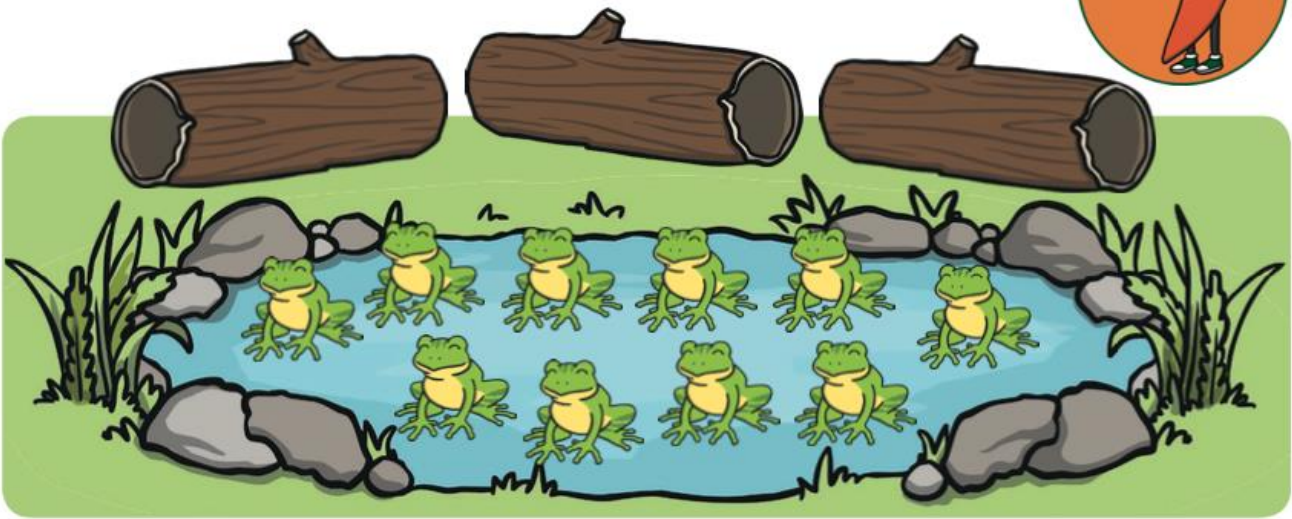
A box containing 12 green leaves. Lines connect the box to three empty circles. Below each circle is a minibeast: a snail, a caterpillar, and another snail.

A box containing 12 green leaves. Lines connect the box to two empty circles. Below each circle is a minibeast: a grasshopper and a ladybug.

A box containing 12 green leaves. Lines connect the box to five empty circles. Below each circle is a minibeast: an ant, a snail, another snail, a grasshopper, and a ladybug.

## Maths Day 5:

They solve problems, including sharing. (M: N ELG)



**The frogs would like to sit on the logs.**

Can you make sure that there is the same number of frogs on each log?

How many frogs are on each log?

How many frogs are **not** on a log?

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They solve problems, including sharing. (M: N ELG)

### Questions to Extend and Deepen Understanding

While the children are completing the challenge, you may wish to ask them the following questions:

- How many frogs are there in the pond?
- Can you share the frogs fairly on to the logs?
- How many frogs are on each log?
- Are the frogs shared fairly on to the logs? Why? Why not?
- How many frogs are not on a log?

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# Awe and Wonder

## Clean Pennies

### You will need:



A few non-shiny pennies



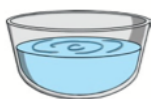
White vinegar



Bowl or shallow tray made of glass



Salt



Bowl of plain water



Spoon



Nuts and bolts

### Method:

1. Pour the white vinegar into the bowl.
2. Add the salt and stir, then add the pennies.
3. Count to 10.
4. Take the pennies out using the spoon. What has happened?
5. Rinse the pennies in plain water, what has happened now?



6. Put some nuts and bolts into the white vinegar and salt, wait for a few moments. What has happened?
7. Why do you think the nuts and bolts have gone copper in colour? Where has the copper colour come from?

### The Science Bit

Vinegar is an acid, and the acid in the vinegar reacts with the salt to remove what is called copper oxide which was making the pennies dull and not shiny. When the pennies are taken out, the copper that was making the pennies dull is held in the vinegar. If you put metal nuts and bolts in the vinegar, the copper wants to be with metal and so sticks to the nuts and bolts.