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

WEEKLY HOMEWORK LETTER

|            |           |     |    |       |          |
|------------|-----------|-----|----|-------|----------|
| YEAR GROUP | Reception | NO. | 11 | DATE: | 22.06.20 |
|------------|-----------|-----|----|-------|----------|



Hi Reception,  
It has been lovely talking to lots of you on the phone this week. Mrs Berry and I are missing you lots. I hope that you had a go at the yoga! I have enjoyed doing it. I have changed the way I am presenting your homework this week. I hope that you like it. Please don't forget to send us photographs on Evidence Me and please upload a few pictures of yourself working and playing at home to the school website.



[Curriculum and Gallery>Reception Class>Photographs from home](#)

I am really looking forward to seeing you all soon! Take care, be good and stay safe.

Lots of love from Miss Edmunds x

| Exercise ideas |  |
|----------------|--|
| Monday         | <a href="#">Frozen Dance Class</a>                   |
| Tuesday        | <a href="#">Snail and the whale story movement 1</a> |
| Wednesday      | <a href="#">Snail and the whale movement 2</a>       |
| Thursday       | <a href="#">Snail and the whale story movement 2</a> |
| Friday         | <a href="#">Betsy the Banana Yoga</a>                |

# 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:<br/> <a href="https://www.oxfordowl.co.uk">https://www.oxfordowl.co.uk</a></p> | <p style="text-align: center;"><b>Click on the 'my class' log in. (Pink, Owl logo)</b></p> <p style="text-align: center;">Enter the details below:<br/>                 Username: holyname2020<br/>                 Password: Reception2020</p>   |               |                                |                |                          |                  |   |                 |   |               |                                      |   |
| <p><b>Story Time</b></p>  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;"><b>Monday</b></td> <td style="padding: 2px 5px;"><a href="#">Kippers Toybox</a></td> </tr> <tr> <td style="padding: 2px 5px;"><b>Tuesday</b></td> <td style="padding: 2px 5px;"><a href="#">Copy Cat</a></td> </tr> <tr> <td style="padding: 2px 5px;"><b>Wednesday</b></td> <td style="padding: 2px 5px;"><a href="#">If I had a sleepy sloth</a></td> </tr> <tr> <td style="padding: 2px 5px;"><b>Thursday</b></td> <td style="padding: 2px 5px;"><a href="#">Charlie Cook's favourite Book</a></td> </tr> <tr> <td style="padding: 2px 5px;"><b>Friday</b></td> <td style="padding: 2px 5px;"><a href="#">Dogs don't do Ballet</a></td> </tr> </table> | <b>Monday</b> | <a href="#">Kippers Toybox</a> | <b>Tuesday</b> | <a href="#">Copy Cat</a> | <b>Wednesday</b> | <a href="#">If I had a sleepy sloth</a> | <b>Thursday</b> | <a href="#">Charlie Cook's favourite Book</a> | <b>Friday</b> | <a href="#">Dogs don't do Ballet</a> | <p style="text-align: center;"><b>Have a listen to these stories, you can just enjoy five minutes quiet time or you might want to draw a picture of your favourite part and write a short sentence.</b></p> |
| <b>Monday</b>   | <a href="#">Kippers Toybox</a>  |               |                                |                |                          |                  |   |                 |   |               |                                      |   |
| <b>Tuesday</b>  | <a href="#">Copy Cat</a>  |               |                                |                |                          |                  |   |                 |   |               |                                      |   |
| <b>Wednesday</b>  | <a href="#">If I had a sleepy sloth</a>   |               |                                |                |                          |                  |   |                 |   |               |                                      |   |
| <b>Thursday</b>   | <a href="#">Charlie Cook's favourite Book</a>   |               |                                |                |                          |                  |   |                 |   |               |                                      |   |
| <b>Friday</b>   | <a href="#">Dogs don't do Ballet</a>  |               |                                |                |                          |                  |   |                 |   |               |                                      |   |

## 1. PHONICS

|   |   |  |
|---|---|--|
| <p style="color: #9c27b0; text-align: center;"><b>Please aim to complete one phonics session a day.</b></p> |   | <p>2. Please start each phonics task by saying the sound and showing your child the grapheme.</p> <p>3. Ask your child to repeat the sound back to you.</p> <p>4. Get your child to write the grapheme in their <b>green book</b> saying the sound as they write it.</p> <p>5. 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).</p> <p style="margin-left: 20px;">e.g.<br/>                 f      ar      m      y      ar      d<br/>                 .      _      .      .      _      .</p> <p style="margin-left: 20px;">(sausages/underlining of graphemes only appear when the sounds are made up of two or more letters).</p> <p>6. 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.</p> <p>7. 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).</p> <p>8. Then ask your child to write the whole sentence in their <b>green book</b>.</p> |
| <b>DAY 1</b>  | <p><b>Focus sound:</b> Practise pointing and saying all of the sounds on the sound mat below.<br/> <b>Words to read:</b> tree, sheep, queen, speed<br/> <b>Words to write:</b> As above.<br/> <b>Tricky words:</b> Point to and read the words on the attached tricky word mat.<br/> <b>Sentences to say and then children to write:</b><br/>                 The sheep sat under the tree.<br/>                 The queen has a crown.<br/>                 The car can go at a fast speed.</p>                          |  |
| <b>DAY 2</b>  | <p style="text-align: center;">Play a game on Phonics Play:<br/> <a href="#">sentence substitution</a></p> <p style="text-align: center;">Username: march20 Password: home</p>  |  |
| <b>DAY 3</b>  | <p><b>Focus sound:</b> Practise pointing and saying all of the sounds on the sound mat below. New grapheme <b>ea</b> as in <b>meat</b><br/> <b>Words to read:</b> meat, bean, beat, read<br/> <b>Tricky words:</b> Point to and read the words on the attached tricky word mat.<br/> <b>Words to write:</b> As above.<br/> <b>Sentences to say and then children to write.</b><br/>                 I I had meat on my roast.<br/>                 I like beans on toast.<br/>                 I can tap to the beat.</p> |  |
| <b>DAY 4</b>  | <p><b>ee and ea sorting</b><br/>                 Children to write the correct ea and ee words next to the pictures. Answers are provided below.</p>  |  |
| <b>DAY 5</b>  | <p style="text-align: center;"><b>Play a game on Phonics play:</b><br/>                 You can use the following log in:<br/> <a href="#">Grab a giggling grapheme game</a></p> <p style="text-align: center;">Username: march20 Password: home</p>  | <p><b>You do not need to write all of the suggested sentences each day. Aim for one or two.</b><br/> <span style="background-color: red; color: white; padding: 2px;">* 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.</span></p>   |

## Maths

|                         |  |
|-------------------------|--|
| <b>MATHS</b><br>Day 1-2 | Maths Mastery- Full or empty challenge           |
| Day 3-4                 | Maths Mastery- Ordering cups challenge           |
| Day 5                   | NRich Maths challenge- Capacity Lemonade bottles |

## TOPIC- Awe and Wonder

### Prism Rainbows

We have seen lots of rainbows recently. Do you know how rainbows are made? Can you make your own rainbow? **Use the instructions below.**

**Please record this on Evidence me. Please record what your child says- You might want to record a video.**

## R.E.

Talk to your child about saints. What is a saint? A saint is someone who has been chosen by God.

Have a look at this weeks saints.

<https://www.loyolapress.com/catholic-resources/saints/saints-stories-for-all-ages/>

Choose a saint and learn about them.

Draw a picture of your chosen saint. Write one sentence of information about them.

## PSHE

### Wellbeing Jar- Activity

What are you looking forward to?  
What do you want to do that we haven't been able to do at the moment?

**Share some of your ideas with me on evidence me!**

# My Phase 3 Sound Mat

|  |   |   |   |   |  |  |   |       |
|--|---|---|---|---|--|--|---|-------|
| j<br>     | v<br>                  | w<br>    | x<br>   | y<br>    | z<br>   | zz<br>  | qu<br>   |       |
| ch<br>    | sh<br>                 | th<br>   | ng<br>  | ai<br>   | ee<br>  | igh<br> | oa<br>   |       |
| oo<br>  | oo<br>               | ar<br> | or<br> | ur<br> | ow<br> | oi<br> | ear<br> |       |
| air<br> | ure<br><br>100% Pure | er<br> |      |   |  |  |   | *Pure |

## Phase 3 High Frequency Word Mat

will

that

then

now

she

this

with

for

he

them

down

me

my

see

too

was

all

look

we

you

















her

be









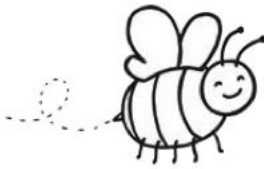


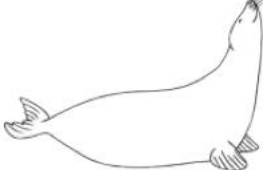


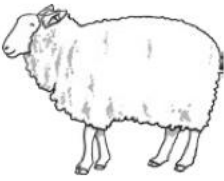

they

are

# PHONICS Day 4

| ee  |  | ea  |  |
|---|--|---|--|
|    |  |    |  |
|    |  |    |  |
|    |  |    |  |
|    |  |    |  |
|    |  |    |  |
|   |  |   |  |
|  |  |  |  |
|  |  |  |  |

**PHONICS ANSWERS**

| <b>ee</b>   |       | <b>ea</b>   |       |
|---|-------|---|-------|
|    | leek  |    | read  |
|    | tree  |    | beads |
|    | weed  |    | seat  |
|   | cheek |   | team  |
|  | bee   |  | leaf  |
|  | feet  |  | seal  |
|  | sleep |  | speak |
|  | sheep |  | meat  |

## Maths Mastery Home Learning Challenge

### Adult Guidance

#### What Are We Learning?

We are learning about capacity and how to describe how full containers are.

#### How to Set up the Challenge

- Gather a selection of clear plastic bottles and place them in a tray, sink or bath. You could also use clear plastic cups or containers.
- Fill a jug or bowl with water. You may wish to colour the water using a little food colouring to make it easier to see inside the bottles.
- Encourage your child to explore filling the bottles.
- Your child could try pouring water into the bottles using a jug or they could fill the bottles by holding them in a sink or bowl of water.
- Talk about how full the bottles are with your child. Can they use the words empty, nearly empty, half full, nearly full and full to describe the bottles as they fill them?

#### How to Get Your Child Thinking

- What can you tell me about this bottle?
- Can you pour some water into this bottle so that it is half full?
- Can you make this bottle nearly empty? How?
- Which bottle is full/empty/nearly full?
- How do you know this bottle is nearly full?
- I think this bottle is nearly empty. Am I correct? Why? Why not?
- How can we change this bottle so that it is nearly full?



## Full or Empty?



- Gather a set of plastic bottles.
- Use a jug or bowl to put some water into each bottle.
- Can you tell a grown-up about how full each bottle is?
- Can you fill a bottle right to the top? Can you create a bottle that is half full?



### Maths Mastery Home Learning Challenge

#### Adult Guidance

##### What Are We Learning?

We are learning to use vocabulary to describe how much a container holds, such as half full, empty, full, nearly full, nearly empty.

##### How to Set up the Challenge

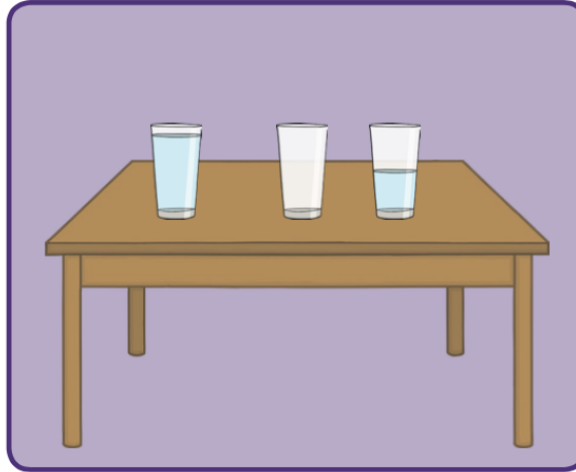
- Find five cups that are the same.
- Provide some water in a bottle or jug for your child to pour.

##### How to Get Your Child Thinking

- Can you make one cup empty?
- Can you find the full cup?
- Which cup has the most in it?
- Can you make one cup nearly full?
- Can you make one cup nearly empty?
- Can you order all the cups from empty to full?
- Can you order the cups from full to empty?
- Can you find the cup that is half full?
- What would happen if we had two cups that were half full and poured them into the same cup?



## Ordering Cups



- Can you fill up a cup so that it is full?
- Can you fill up a cup so that it is half full?
- Can you leave a cup empty?
- Can you order the cups from empty to full?
- Can you order the cups from full to empty?
- Can you add in 2 other cups?
- Can you order all 5 cups correctly now?

**Water, Water ...**Comparing capacities  
Counting

**Children often** enjoy playing with water, pouring and filling containers.

**Adults could** set up a water tray with coloured water and some bottles and flasks of varying dimensions, with some plastic cups.

**The Activity**

We want to take some bottles of lemonade (homemade!) to the park for our outing. Which bottles will hold the most?

**Encouraging mathematical thinking and reasoning:****Describing**

What do you notice about the bottles? How are they different?  
What happens if you pour this one into this other one?

**Reasoning**

How can we find out which hold the most?  
How do you know which one holds more?

**Opening Out**

How many cups will they each fill up?  
Can we put them in order from the smallest to the biggest / from which holds the most to the least?

**Recording**

Can we put labels on the bottles to help us remember how much is in them?

**Maths Day 5****The Mathematical Journey****Same and different**

- Discussing how some containers are different shapes or have a greater capacity than others, progressing from just 'bigger' to 'shorter', 'fatter', 'taller', 'thinner' and 'holds more than'.

**Counting and cardinality**

- counting how many cups are filled

**Matching numerals and amounts**

- Making labels to show how many cups each bottle hold

**Properties of shapes**

- Describing shapes e.g. 'round', 'bendy' or 'straight' and 'square'.

**Size and measures**

- explaining how they know containers hold more: 'this is smaller because when you pour from the bigger one it overflows'; 'This is smaller because when you pour it into the bigger one the water only comes up to there'; or 'This is bigger because you get 6 cups and that one only fills 4 cups.'

**Conservation**

- explaining that the water levels are different in different containers because . . .

**Development and Variation**

How much lemonade do we have to make so that everyone can have a cupful? Two cups-full?

Plan for a smaller group of children, or some toys having a party.

Pour one cupful of coloured water into each of some tall, thin and short fat transparent containers. Discuss what happens to the water level in each and why.

**Resources**

A varied collection of bottles, containers and flasks for lemonade and cups  
Funnels, jugs and tray  
A collection of transparent containers - some short and fat, some tall and thin  
Food colouring





# Awe and Wonder Prism Rainbows



You will need:



Large white  
bed sheet



Clear  
glasses or  
plastic



Water



Table



Torch or  
lamp



## Method:

1. Put the white sheet spread out on the floor next to the edge of the table.
2. Put the glasses on the table and fill to different levels with water.
3. Put the glasses so they are just hanging over the edge of the table towards the sheet.
4. Behind the glasses, shine your torch or lamps, make sure they shine through the base of the glass.
5. What can you see on the white sheet?
6. What colours can you see?
7. What happens when you move the light?
8. What happens to the rainbow when there is more water? Or less water?

## The Science Bit

White light is made up of all the colours in the rainbow. When the white light from your torch travels through the water, it bends. Instead of being one beam, it bends into all the different colours that make it up. Water is denser than air so it makes the light bend instead of staying straight.



# Wellbeing Craft - Things to Look Forward To Jar

Use these craft instructions to create your own wellbeing jar. Having things to look forward to can make you feel happier and improve your wellbeing. Each time you think of something you would like to do in the future, write it on a piece of paper and place it inside your decorated jar.

**You will need:**

- glass or plastic jar
- scissors
- paintbrush
- white glue
- sticky label or strip of paper
- tissue paper or coloured paper
- pencil
- paper to record the things you are looking forward to



**Instructions**



**1** Cut shapes out of the colourful paper or tissue paper.



**4** Write a label for your jar. You could write 'Things to Look Forward To'.



**2** Use the paintbrush to put some glue onto the jar.



**5** You can use white glue to paint over the top of the shapes on your jar and the label. This will give it a nice, shiny effect.



**3** Stick the paper shapes carefully onto the jar.



**6** Once dry, your jar is ready to use. Write things that you are looking forward to on pieces of paper and place them into your decorated jar.