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| **Reception Learning Project WEEK 7- celebrations**  **WB 11.5.20** | | | |
| **Hello my wonderful Barn Owls. I hope that you are all well. Here are next week’s activities for you to have a go at. I am very proud of all of you because I can see that you are trying your best. I am missing you all lots! I love seeing all of your fantastic work on seesaw. love Mrs Astley** | | | |
| **Weekly Maths Tasks (Aim to do 1 per day)** | | **Weekly Writing Tasks (Aim to do 1 per day)** | |
| For Maths and English this week we are switching to the national academy online-classroom, which has some high quality resources. Please follow the links below to find the lessons that we wish you to follow. You will need a pencil and a workbook or paper to record your work. The additional activities are voluntary. | | | |
| The topic this week will be **Calendar and time**  https://www.thenational.academy/online-classroom/reception/maths#subjects | | **Traditional Tale - Goldilocks**  https://www.thenational.academy/online-classroom/reception/english#subjects | |
| **M** | Lesson1 Talk about your daily routine | **M** | Lesson 1 Making porridge |
| **T** | Lesson 2 Exploring and discussing the days of the week | **T** | Lesson 2 Goldilocks and the Three Bears |
| **W** | Lesson 3 Exploring time and the seasons | **W** | Lesson 3 Goldilocks and the Three Bears – Story Map |
| **Th** | Lesson 4 Measuring short periods of time in simple ways | **Th** | Lesson 4 Goldilocks story writing part 1 |
| **F** | Lesson 5 Investigating number combinations within 20 | **F** | Lesson 5 Goldilocks story writing part 2 |
| **Record your work on paper and upload it to Seesaw for us to see how well you are doing! ☺** | | | |
| **Additional ideas:**  Working on Numbots - your child will have an individual login to access this.  **A nice number game for you to play.**  <https://www.bbc.co.uk/bitesize/topics/zjkphbk/articles/zd4b382>  Make some birthday cards with different numbers on. Draw on different amounts of objects. | | **Additional topic based ideas:**  Create a card for a celebration of your choice. Can your child use their phonics knowledge to write a message for the person they would like to give it to?  Ask your child to draw a picture of a celebration they have taken part in. Encourage them to use their phonics knowledge to write about their memory of that day. | |
| **Weekly Phonics/Spellings Tasks** | | **Weekly Reading Tasks** | |
| Our spellings this week: Mrs, looked, called, asked  Try to put these words into a sentence.  This is day by day planning for those of you who would like more detail. If not just play the games on phase 4 and phase 5.  https://www.phonicsplay.co.uk/member-only/pdf/Phase5aPlanning.pdf | | Read a variety of books at home. Favourites can be repeated. Hearing the patterns of language in a story will support your child’s language development. | |
| **Learning Project - to be done throughout the week:** | | | |
| This week the aim is for the children to learn more about celebrations. Family Photographs- Look over a selection of photographs of family celebrations and discuss with your child: what the celebration was about, who attended, what you did to celebrate, when it took place, whether it is an event that happens each year. Can your child remember the event taking place? What do they remember of it?  Plan a family celebration-  Decide on a family celebration for the week. This could be a family indoor picnic, meal, dance etc. Ask your child to write invitations to family members to the party.  Create homemade decorations using coloured paper (If you do not have coloured paper at home, you could use old newspaper or wrapping paper) You could make paper chains or bunting. Plan a menu for the party and make the food together.  Birthdays- Talk to your child about when they were born. Look at photographs of the day they were born, if you have them available. Do they know the date of their birthday? Support your child to create an all about me folding book (as pictured) with their birth date, current age and anything else they think is important for people to know about them. | | | |