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| **Reception Learning Project WEEK 9- Sport**  **WB 1.6.20** | | | |
| **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: Sharing and grouping objects  <https://www.thenational.academy/online-classroom/reception/maths#subjects> | | Traditional Tale – Little Red Riding hood  [https://www.thenational.academy/online-classroom/reception/english#](https://www.thenational.academy/online-classroom/reception/english) | |
| **M** | Lesson1 Understanding the concept of equal groups | **M** | Lesson 1 Using Maps |
| **T** | Lesson 2 Sharing objects into equal groups | **T** | Lesson 2 Little Red Riding hood |
| **W** | Lesson 3 Pairs of legs exploring counting in pairs | **W** | Lesson 3 Little Red Riding hood – Story Map |
| **Th** | Lesson 4 Counting in equal groups | **Th** | Lesson 4 Little Red Riding hood story writing part 1 |
| **F** | Lesson 5 Investigating what can be shared into equal groups | **F** | Lesson 5 Little Red Riding hood 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.  Play positional language Hide and Seek- Choose a selection of items and hide them. Ask your child to count out loud while you’re doing this. Give them clues about the positions of the objects, e.g. it’s under the chair.  Listen to ‘We’re Going on a Bear Hunt’. Talk about the positional language used in the story – through, over, under. Create a story in the house using these words-over, under, though, behind, next to, opposite, around. | | **Additional topic based ideas:**  Can your child talk about all the different sports they know? Can they have a go at writing them (i.e. run, jump, skip)?  Ask your child to draw a picture of themselves doing something sporty. i.e. running, jumping, a cartwheel. Can they label the picture or write a simple sentence e.g. I can hop  Support your child to practise writing the tricky words: I, no, go, to, the, into, he, she, me, we, be. | |
| **Weekly Phonics/Spellings Tasks** | | **Weekly Reading Tasks** | |
| Our spellings this week are some common exception words: said, says. are, were  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://new.phonicsplay.co.uk/teachers/planning> | | 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.  Can you have a go at reading the story of Little Red Riding Hood yourself?  <https://www.twinkl.co.uk/search> some nice ideas here | |
| **Learning Project - to be done throughout the week:** | | | |
| **The project this week aims to provide opportunities for your child to learn more about sports and games. Learning may focus on the history of sport, sporting-heroes, physical challenges and performance.**  **Ball Games**   * Play a game of catch with a ball - when you drop the ball, you lose a point. You could record points using a tally chart and count up who has the most points at the end. **CHALLENGE:**​ See if you can catch the ball standing further apart, catch with one hand or use a smaller ball.​     **Play Skittles**   * If you have a set of skittles, you’re ready to go, if not you can make your own skittles using plastic bottles. Take a plastic bottle and partly fill with soil/ stones or sand to weigh it down. If you don’t have plastic bottles available you could use tin cans for an alternative version. Ask your child to count how many skittles there are to begin with. Roll the ball at the skittles and ask your child to count how many they have knocked over. Can they work out how many are left? **CHALLENGE:** ​You could write this out as a subtraction number sentence e.g. if you start with 5​ skittles and knock over 2 your child would write 5 - 2. Ask them to count how many are left to find the answer 5 - 2 = 3     **Competition Time**   * Have a time challenge. Give your child an action to do e.g. hop, skip, jump, clap or star jump. how many can they do in one minute. Keep a record of the scores. Ask everyone in the house to have a go!   **Parts of the Human Body**   * Ask your child which parts of their body they use to run? To do a handstand? Draw the parts of the body and for a challenge ask them to label them using their phonics knowledge. | | | |