

Spring 1 Week 5 Home Learning Timetable

Below is an indication of the direct teaching that we will be doing in school. *This takes place in 'the learning zone', a designated area that you may also like to have at home. This ensures children understand the rules for learning in this area and may help you to secure rules for home learning there too.*

In addition our days are always full of 'project work'. This is when children are given an opportunity to engage in open ended practical based opportunities. These include:

Whatever you want to be Role Play. (An area with dressing up, hats, wigs, some items of jewellery, pots pans etc.) In this area children invent their own role play from doctors, home play, police and superheroes. Sometimes we rotate the resources around to allow for their interests.

Art materials to access freely? (Clay, paint, pens, stamps, cut and stick materials and recycled boxes and pots).

Block Play. (An excellent activity to enhance creativity, imagination, problem solving and skills which support what you may see as more academic subjects).

Small world Play. (A chance to retell stories and invent them an important prequel to writing extended pieces further up in the school).

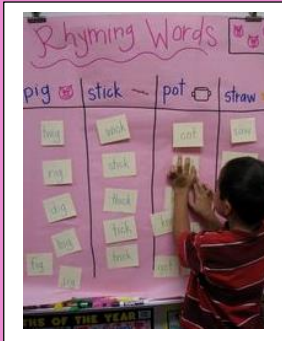
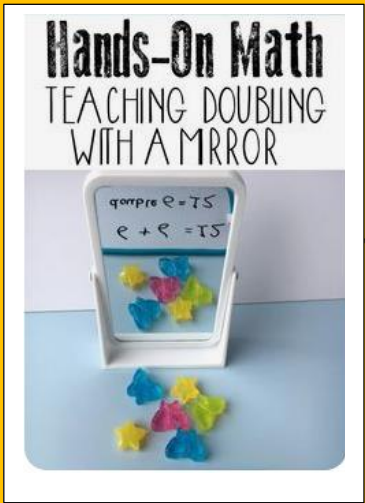

Independent play is vital for young children. Play allows children to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength. Play is important to healthy brain development. It is through play that children at a very early age engage and interact in the world around them.

Be clear where the 'project zone is in your house so it will help you differentiate the directed work you want them to do.

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Day	Phonics	Maths Focus	Lunch	Story time	Being imaginative
Monday	<p>Focus on holding a sentence and writing it independently</p> <p>New Tricky words phase 3 song to listen to as a nice warm up to phonics: https://www.youtube.com/watch?v=ri4u0TjAZ38</p> <p><u>Speedy Sounds:</u> Revise sounds on the speedy sounds chart. Use this as an opportunity to reinforce good pronunciation. Remember the bouncing sounds and how the stretching sounds are made.</p> <p><u>'Hold a sentence' writing activity:</u> Miss Parker has shared a short video on the home learning page/ Reception/Week 5 to explain how we do this in school.</p> <p>Please remind the children about starting a sentence with a capital letter, include finger spaces between words and end a sentence with a full stop.</p> <p>There are a number of suggested sentences on our home learning page this week that you can choose from each day or maybe make your own if you wish.</p>	<p>Warm up: Clap and count to 20. Ask for a number that is below 20. Ask for a number that is above 20. Clap and count back from 20 to 0.</p> <p>Play the doubling song as an introduction to doubling numbers. https://www.youtube.com/watch?v=M9YQ4phTBOE Press pause on the video after 5 plus 5 and move onto the task below.</p> <p>Can we find doubles? Show children how to hold up both of their thumbs side by side. <i>One add one is two.</i> Ask your child to hold up both thumbs and index fingers. <i>Two add two is four.</i> Repeat, showing $3 + 3$, $4 + 4$ and $5 + 5$.</p> <p><i>These are called doubles. We can say them like this.</i> Hold up your fingers to match saying <i>double one is two, double two is four... double five is ten.</i> Hold up a number of fingers up to 5, children to respond by showing the double, saying total. Repeat.</p> <p>Please note there is a useful PDF file from NRich on the Home Learning page that may be helpful for ideas of how to support or extend your child's understanding of doubling today and this week.</p>	<p>Go for a little walk around the garden or a short walk outside. What signs of bug/ animal life can you see? Do you know the names of the insects? Birds? What types of homes do they live in?</p>	<p>The Three Little Pigs read by Miss Flitcroft</p>	<p>The power of play!</p> <p>Can you build a house for the three little pigs? A house that the wolf can't blow down.</p> <p>Design and build a house using junk modelling materials. This is an excellent opportunity to record observations using your 'child's voice' when they are problem solving any structural problems, choosing materials and then evaluating the final product.</p> <p>Extension: Put your house to the test. Can you blow your house down? Use your own huff and puff, maybe make a fan? Or maybe use a hairdryer on a cool setting?</p> 

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Tuesday	<p>As Monday</p>	<p>Play the doubles song as an introduction, show doubles to 20. https://www.youtube.com/watch?v=M9YQ4phTBOE</p> <p>Repeat activity from yesterday and practise doubling numbers using your fingers. Complete Tuesday's 'Double to ten numicon' activity on the home learning page.</p> <p>Challenge: What about double 6? What about double 7? Talk about whether you have enough fingers to do this. How else could we find the answer? This is a good opportunity for 'math talk' and allows your child to develop their problem solving skills in maths.</p>	<p>Help to prepare a picnic lunch for you and someone at home. You will need to use your double skills to mirror what you have on your plate.</p>	<p>Watch another version of the Three Little Pigs from Cbeebies, read by Lisa Riley (just under 16minutes)</p> <p>https://www.youtube.com/watch?v=oanczCDuSrk</p>	<p>Can you retell the story of the Three Little Pigs? Complete Tuesday's cut and stick story map activity (see online resources).</p> <p>Challenge Can you think of rhyming words (real and nonsense) for key words in the Three Little Pigs (pig, stick, straw, pot)</p> 
Wednesday	<p>As Monday</p> 	<p>You will need 10 pieces of dried pasta (or 10 very small items from around the house) and a mirror.</p> <p>Show one piece of pasta. Ask how many? Say 'let's double it' and put the 'magic' mirror next to the object, 'how many do you see now?' They should now see 2, the pasta and its reflection.</p> <p>Remove the mirror. Now add another piece of pasta to the first piece, so there's 2. Say 'Let's double it' Place the mirror behind the pasta. 'How many do you see?' They should answer 4.</p> <p>Depending on your child's confidence repeat this for up to 10 items.</p>	<p>Go on a lovely walk to build an appetite for lunch. Collect sticks on your way for this afternoon's activity.</p> <p>Mindfulness - Think of your senses whilst out walking. What do you see? Hear? Touch? Smell?</p>	<p>Watch Mr Tumble tell his story of The Three Little Pigs.</p> <p>https://www.bbc.co.uk/iplayer/episode/p08lc7jz/mr-tumbletales-the-three-little-pigs</p>	<p>Can you build a house of sticks? Use the sticks from your walk to build a house for the second Little Pig. How are you going to attach the sticks together? Do you need any other materials? String, playdough, sellotape?</p> <p>Test how strong your house is, can you blow it down? What worked well? What would you change next time?</p> 

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Thursday	<p>As Monday</p>	<p>Play the doubling song as an introduction https://www.youtube.com/watch?v=NDqbCfplYrq</p> <p>Today is about supporting the children to understand and write the number sentences for doubling numbers to 10.</p> <p>Model writing the number sentence $1+1 =$</p> <p>Talk about what each symbol means and ask how they can find the answer to the question. The children may count in their head, use fingers or apparatus such as pasta shapes.</p> <p>This can be a nice opportunity for maths talk - what do they notice about the numbers? Do they see any patterns?</p> <p>Challenge: Write the number sentences for doubling numbers 6,7,8,9 and 10.</p>	<p>Help lay the table for lunch. How many people are eating lunch today? What cutlery and crockery will you need? Can you help tidy up?</p>	<p>The Runaway Pea by Kjartan Poskitt and Alex Willmore Read by Miss Robson</p>	<p>Get Arty!</p> <p>The big bad wolf had a lot of huff and puff in our stories this week. Can you create a blow-paint picture using a straw? You could even blow objects across the paper to make patterns? Water down the paints to create more movement and flow.</p>   
Friday	<p>As Monday</p> 	<p>Build a map for the wolf to find his way to each of the pig's houses. Ask the children to give instructions of how to get there. This is an opportunity to capture the language your child uses i.e. forward, next to, behind, right, turn etc. This also supports developing coding skills in Computing.</p> 	<p>Go for a little walk around the garden or even round the house. Hunt for items that you can test in the Windy Science activity this afternoon.</p>	<p>The Huge Bag of Worries by Virginia Ironside read by Mrs Strong</p>	<p>Windy Science</p>   <p>Collect a number of items from the garden, beach or even from your home of different weights. Which do you think could be moved by the wind? Which could not? Encourage the children to predict what they think will happen and why. See the picture above of the table, this may be a helpful way to sort the items into two groups first and then test each item to see if their prediction was right or wrong.</p>

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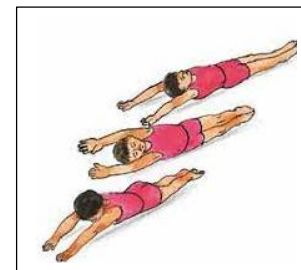
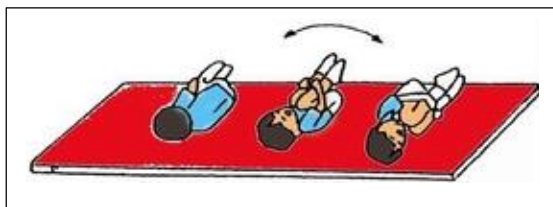
You could even turn the map into a board game and whoever arrives at the brick house first wins. But be careful of landing on the Big Bad Wolf square... it could mean you move back one square?

How can you make the wind? Could you blow with a straw? Make a fan? Or use a hairdryer on a low cool setting?

The children could even extend the activity to race the lighter items and time how long it takes to cross the finish line. Ensure a fair test by making a start and finish line, and use the same method of wind power.

Ideas for Physical Development this week.

- Warm up stretches such as knee hugs, arm circles (forward and back), lunges, side shuffles, jumping jacks and jogging on the spot. This is a useful video clip about the importance of warming up <https://www.bbc.co.uk/cbeebies/watch/cbeebies-house-warming-up>
- Make an assault course outside that involves moving under and over obstacles using your whole body, bunny hops, jumping small hurdles etc. The children are excellent at making obstacle assault courses in our yard and the construction process is great exercise for strengthening those gross motor skills too.
- Balancing on a pretend beam. How many different ways can they move along it? Hopping, tiptoe, bunny hops.
- Side rolls, teddy roll if there is enough space or even a straightened side roll



- Cosmic kids yoga on youtube. There are lots of lovely videos that take the children through a story whilst performing different yoga moves. It's very calming and supports mindfulness,
- Some other exercise ideas <https://www.bbc.co.uk/cbeebies/grownups/fun-exercises-to-do-at-home-with-kids> or Oti's Boogie Beebies [CBeebies - Oti's Boogie Beebies \(bbc.co.uk\)](https://www.bbc.co.uk/cbeebies/grownups/fun-exercises-to-do-at-home-with-kids)
- Weekly disco or daily disco to celebrate a great day of home learning. This is a fun idea that's been shared by parents and the children love it.

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Handwriting Patterns for quiet time each day.

Monday : c o a d g q

Tuesday: e s f o

Wednesday: l i t j y u

Thursday: r b n h m k p

Friday : v w x z

Number Formation 0 to 10 with Rhymes

0

Around to my left to find my hero, back to the top, I've made a zero.

1

A downward stroke, my that's fun. Now I've made the number one.

2

Half a heart says "I love you." Add a line. Now I've made the number two.

3

Around the tree, around the tree, now I've made the number three.

4

Down and across and down once more, now I've made the number four.

5

Draw the hat, the back and the belly. It's a five. Watch out, it might come alive!

6

Bend down low to pick up sticks. Now I've made the number six.

7

Across the sky and down from heaven. Now I've made the number seven.

8

Make an "S" and close the gate. Now you've made the number eight.

9



























Make an oval and a line. Now I've made the number nine.

10

A downward stroke, that's my one. Add a zero, that's my number ten done!

thebellbird.cambs.sch.uk 09:31 92% [Pin it](#)

Rhymes for letter formation - taken from Read Write Inc.

a 	b 	c 	d 	e 	f 
Around the apple and down the leaf.	Down the laces to the heel and around the toe.	Curl around the caterpillar.	Around the dinosaurs bottom, up his tail neck & down to his toes.	Lift off the top and scoop out the egg.	Down the stem and draw the leaves.
g 	h 	i 	j 	k 	l 
Around the girls face, down her hair and give her a curl.	Down the head, to his hooves and over his back.	Down the body and dot for the head.	Down his body, curl, dot for his head.	Down the kangaroo's body tail and leg.	Down the long leg.
m 	n 	o 	p 	qu 	r 
Down Maisie, mountain, mountain.	Down Nobby and over his net.	All around the orange.	Down the pirates plait and around his face.	Round her head, up past her earring, down her hair, and flick.	Down the robots back and curl over his arm.
s 	t 	u 	v 	w 	x 
Slither down the snake.	Down the tower, across the tower.	Down and under, up to the top and draw the puddle.	Down a wing, up a wing.	Down, up, down, up.	Down the arm and leg, repeat the other side.
y 	z 				
Down a horn, up a horn and under head.	Zig-zag-zig.				