

Reception Class Activities, in the event of school closure

Reading:

- Practice recall of all sounds in your child's sounds book. To make sure the child is recognising the sound and not just the prompt picture, it would be useful to cover the prompt picture to check all sounds are secure.
 - Practice blending sounds to read the words below the picture on each sounds page in the sounds book.
 - Practice any word boxes/ common word lists your child has been set.
 - Support your child to read the books they have been set. Remember, if your child needs to use sounding and blending skills frequently to read many of the words, it will be difficult to develop understanding. For this reason it is important to re-read sentences 2 or 3 times, to help develop fluency and understanding.
 - Use the **Oxford Owl website** to access free ebooks for your child to read. You will need to join as a parent, but this useful resource is free. Check the Oxford Reading Tree level your child is reading in school (look at book in bookbag- either Stage 1, 2 or 3) and find books linked to that level. There are other activities on this website that you may find useful, e.g. interactive games to support early maths concepts.
 - Phonics skills can be practiced using the **Phonicsplay.co.uk** website. This website is currently offering free access. There are a wide range of interactive activities, many of which we use daily in our phonics teaching in school.
Also **Oxford Phonics Check Support.co.uk** is a useful website for generating lists of words linked to the phonic phase we are working on. Membership is free and you simply have to provide your email address. I have never been contacted by this website and have been a member for several years. We are working on Phase 3, so simply ask for a list of words linked to phase 3 to be generated. Each time you request a list, a new list is generated. The list contains a variety of real and nonsense words for children to sound and blend to practice word reading.
Twinkl.co.uk is also a very useful website which is currently offering free access. They offer a wide range of resources to support Literacy, Maths and Topic learning. For Phonics, Phase 3 is our current focus, although revision of Phase 2 would be useful for some children. In school we were about to begin Phase 4, which has no new sounds, but rather focuses on developing blending and segmenting skills to read and spell longer words.
- Use opportunities for reading around the home, e.g. food and drink labels.
 - Learn to read and write Phase 4 common words: **said have like so do some come were there little one when out what**



Writing:

- Practise and ensure correct letter formation. We tell the children “all letters start at the top, except for **e** which ‘uncurls’ from the middle and **d** which starts as ‘curly c’”.
- Encourage children to use their sounds knowledge to write labels and simple sentences, linked to pictures they may draw/ activities they take part in, for example, in class at the moment, children who choose to use the superheroes role play area must draw a picture to show what their superhero task is and either label/ attempt to write a sentence; write speech for small world toys/ soft toys as part of small world imaginary play; write shopping lists. At the bottom of this document you will find the phonic mats we use in class to support writing using the children’s phonic knowledge.

Maths:

- Practice writing numbers 0-9, forming these correctly.
- Practice counting 0-20 and 20 back to 0, then counting further if confident
- Practice ordering numbers from 0-20, forwards and backwards
- Practice saying 1 more than any number up to 20; 1 less than any number up to 20.
- Practice adding 2 single digit numbers, using practical apparatus (e.g. lego bricks/ pasta shapes). Relate this to counting on along a number line. E.g. $6 + 4 =$
- Practice subtracting 2 single digit numbers, using practical apparatus. Relate this to counting back along a number line. E.g. $5 - 3 =$
- Practice naming 2D shapes: circle, square, rectangle, triangle, hexagon, talk about the number of sides and vertices (corners) these shapes have. Look for these shapes in objects around the home
- Practice naming 3D shapes: cone, cuboid, cube, pyramid, cylinder, triangular prism. Find objects around the home to match these shapes, count the number of faces, edges, vertices (corners) on each shape.
- Enjoy baking activities, compare ingredients/ objects by weight. Put these ingredients/ objects in order by weight.
- Compare objects by length, using the words short/ long, shorter/ longer, shortest/ longest. E.g. make paper aeroplanes and compare the distance travelled by these- which one travels the longest/ shortest distance; measure the length of feet in your family, using lego bricks- which is longest/ shortest?; compare small world toys and order them according to length from shortest to longest
- the changes every few days, talk about what you see.
- Talk about what day it is and practice ordering the days of the week. We do this daily in class, singing the following song to help. The children know it very well.

*Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday too.
What’s the day today I wonder, today is...*

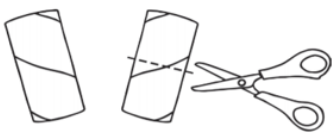
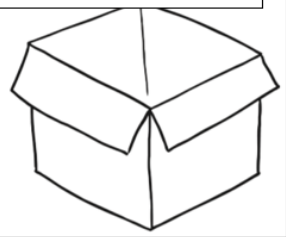
- There are a variety of online interactive games to support the development of these skills, easily found via a Google search.

Understanding the world:

- Make mud/sand pies! Talk about texture, how mud/sand changes as more water is added.
- Plant some seeds and record their growth in drawings/ labels.
- Talk about the weather and how it changes from day to day.
- Look out for changes in plants and animals with the change of season- if you have access to a garden, look closely at plants, draw these changes every few days to create a simple diary of change.

Exploring and using media and materials :

- Share the story of the Three Little Pigs (video versions are easily available online if you do not have a copy of the story)
- Design and make a 'junk model' house for one of the pigs.
- In class we use a design sheet to focus the children on what they intend their model to look like and what materials they plan to use:

| What shall I build today? Name: _____ | |
|--|---|
|  | I need: |
| I will make: |  |
























- Paint, draw, model make linked to other shared stories/ experiences.

Please take photos of a selection of the activities your child does and upload them to Tapestry, so their home learning can be included in their Learning Diaries

This is a long list and we hope you will find it useful in supporting your child's learning while they are not in school.

Mrs Allen & Miss Kirby
March 2020

My Phase 2 Sound Mat

| | | | | | | | |
|--|--|--|---|---|--|---|--|
| b  | a  | t  | p  | i  | n  | m  | d  |
| g  | o  | c  | k  | ck  | e  | u  | r  |
| h  | b  | f  | ff  | l  | ll  | ss  | Phase 2 I no the to go into |

I to the no go into you are her
he she me we be was all they my

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  | er  | he she we me be you | | are her was all they my | | |