****

**Ideas for Home Learning for**

**Reception**

**Week beginning: 30.03.20**

# **Structure of the Day**

**How much work should we be doing each day?**

We know that different families are going to be in very different situations. For some, ideas for activities to do at home will be very welcome. Some children find it a lot easier to work at home than others.

We do not want the ideas here to create additional strain in what may already be difficult circumstances for some families. What follows is therefore just a guide. The idea is not to replicate a school day for the children.

So the answer to the question “how much should we be doing each day” will vary from family to family and child to child.

**Some basic principles are:**

* Keep it varied – shorter periods doing a range of different activities with breaks in between help the children focus; so swap between activities
* Keep it fun – if your child is losing focus or enthusiasm, switch to a different subject or have a break
* A bit of structure can help – pick start and finish times that work for your child and work for you
* But be adaptable and realistic – there is no point creating stress and conflict; better to do less and it be a positive experience that feels successful than more and it feel like a chore
* Praise your child’s efforts
* Don’t over-correct work that children have done – better to praise what is right and pick one or two examples of mistakes that your child can learn from. Pointing out everything that is wrong demoralises and demotivates and gets in the way of learning instead of helping it.
* If children develop a particular interest in a project or topic and want to dedicate their time to that rather than other suggestions for work, then let them follow their interest.

**What should we be trying to achieve?**

We are really aiming for:

* Children to have the opportunity to practice and consolidate existing skills and knowledge
* Children to be able to explore their context for learning and different national curriculum subjects

**How do we do this?**

Overleaf are various ideas of activities you can do with your child. It is not a checklist to be ticked off. You don’t have to do it all. The following is a suggested outline, but please do what works for your child. We would suggest doing:

* three to four activities a day
* breaks in between
* these activities to include some reading every day
* some mathematics at least three times per week; this could include playing a maths game on line, rote learning of number facts (e.g. multiplication tables, number bonds depending upon age) as well as any specific activity set by the teacher)
* some writing activity at least three times per week
* some of the other activities that the teacher has set.
* Also, if you are struggling to get out of the house and get some exercise, you can do one of the “Five a Day” Fitness activities at home – log in details overleaf (please do not forward to parents who are not at St Matthew’s).

We will be sending this document out with updates on a weekly basis except during school holiday periods. Some sections will be updated each week, others (for example the “Possible Projects”) will change when the context for learning changes.

# **Our Context for Learning**

Our context for learning this half term is Traditional Tales / Easter

You will find some fuller details by looking at our Curriculum Framework for Reception. Our latest curriculum framework can also be found on the St Matthew’s Website at <http://www.stmatthews.cambs.sch.uk/website/curriculum_1/185652>

# **Ideas for Activities**

## Reading

Regular reading each day is one of the most important things that children can be doing at home.

Bug Club – we are currently waiting for Reception books to be allocated on Bug Club. As soon as this has happened, we will be in touch to let you know they are ready for access.

Just as good is children reading their own favourite reading material at home. We have been sharing favourite traditional tales this half term at school, talking about the language patterns and how the characters may say their words in different voices. We have also been looking at the use of speech bubbles in books and the use of exclamation marks when speech is loud or exciting or important.

Phonics – unfortunately we are not able to give you the log in for the Storytime Phonics website at this moment in time. However, some of the videos are online should you search for them. We will continue to give you some ideas related to phonics teaching, linked to books and the sounds we would be learning.

This week’s sounds are the tripgraph ‘air’ as in hair, and ‘er’ as in ladder.

**air** – taught using the book ‘Rapunzel’. This also links in with our Traditional Tales theme. Children could design some crazy hair either using felt tips or playdough and write a sentence e.g. The hair is red / My hair is green / She has pink hair / He has long hair .

You could label the ch**air**s in your house with ‘air’ sound on post it notes, or write it on paper for the next person to sit down and find. You could do this with the st**air**s too.

**er** – taught using ‘Six Dinner Sid’ by Inga Moore. Children could practise writing a dinner menu for Sid the Cat, or for the family. Children could also write a list of tools the Three Little Pigs might need to build their house e.g. hammer, ladder, spanner, digger

## Writing

Now is a great opportunity for the children to be writing letters or cards. Last week the trigraph was ‘ear’. Children could now practise using this trigraph when writing to a friend or a relative, using the word ‘Dear’ to start the letter. Within the letter, encourage children to use tricky words they have learnt, including to, me, he , she , we , my, all, are. They could include some interesting news or tips on how to stay busy. Children could also practise writing the word ‘from’, using their phoneme fingers to sound out first and make sure they have all four letters they need.

## Mathematics

As Easter approaches, we would be thinking about patterns at school. We would be identifying patterns, continuing patterns and creating our own patterns, with at least two different stages. Patterns can be found / created using colour, shape or number.

Practical activities *could* include

* Designing a patterned Easter egg
* Using natural materials found in the garden to make an interesting pattern based on colour or shape/form
* Thinking about pattern within number using:

[www.primarygames.co.uk/pg2/splat/splatsq100.html](http://www.primarygames.co.uk/pg2/splat/splatsq100.html) This is a fun interactive site which allows children to find patterns and ‘splat’ them with different colours. Could be used to find teens numbers, or all the numbers which end in 5, or practise counting in tens, noticing which part of the number changes each time, and which part stays the same. Which patterns can the children identify?

<https://www.youtube.com/watch?v=uYRTtwZGwj8> A fun song which encourages children to count in tens. This is a fun one to dance around to.

* Watch Numberblocks Pattern Palace episode – available on BBC iPlayer. Afterwards, try and create a pattern palace together – what pattern can the children design which will unlock the pattern palace?
* Use objects which can be found around the house to design a pattern – socks, shoes, leftover wrapping paper, images cut from magazines or catalogues. Ask children to make a pattern, and someone else has to guess what the pattern is and what comes next.
* Make paper chains
* Find objects or natural materials to make a rainbow pattern.
* Practise counting to 10 in twos. Say each odd number quietly, and each even number out loud with a clap. Once you have practised to 10, try to 20.
* Make a hopscotch or a number trail (using chalk outside or on pieces of paper on the floor), challenge children to get to the end by just jumping on the even numbers to practise counting in twos to 10 (the even number could be a different colour to help children identify them).

## Online Learning Materials

Children may find the following online resources interesting. Some relate to our context for learning, others are to do with specific subjects like mathematics.

We would be talking about Easter and how it is celebrated, and by whom. A useful website for this is <https://www.bbc.co.uk/cbeebies/shows/lets-celebrate>

If you do not celebrate Easter, we would also be talking about special times with families.

## Possible Projects

Below are some ideas for projects that your child can do related to our context for learning. Some of these could take some time and are designed to be done over a period of days.

* Make an Easter bonnet

## **Five a Day Fitness Activities**

5-a-day Fitness is a collection of online 5-minute follow-along fun fitness routines with an array of different themes, from Pirates to Superheroes, and Pop to Jive. Resources can easily be used at any time, in most spaces, and without any physical equipment.

Cross-curricular language learning resources are available in French, Spanish and Welsh, and can also be easily used at home. These language videos have MFL voice-overs and optional on-screen Key Word translations, thereby improving language reading and listening skills.

The Time-2-Chill resources are 2-minute follow-along routines concentrating on relaxation, imagination, co-ordination and mindfulness, a great way to assist well-being.

There’s no preparation required, simply log in, select a video routine, join in, have fun, get fit and learn at home!

**IMPORTANT: \*THESE LOGIN DETAILS ARE TO BE USED BY PARENT/CARERS AND PUPILS FROM YOUR CHILD’S SCHOOL ONLY. \*DO NOT SHARE THESE LOGIN DETAILS WITHIN ANYONE OUTSIDE OF YOUR HOME/IMMEDIATE FAMILY.**

The home access username and password for parents/carers and pupils of St Matthew’s is:

USERNAME: 5-a-dayAtHome     PASSWORD: AtHome123