

# Home Learning Pack for Reception

## Week beginning 6<sup>th</sup> July 2020

**This pack does not need to be printed. Pupils can work through the pack using their own pad/exercise book. Pupils can gain extra support by scanning the QR codes throughout this pack with a supporting device such as a phone/ipad. Simply open the camera from your chosen device and scan the code.**



# Phonics

**Please visit:** [https://www.youtube.com/channel/UCP\\_FbjYUP\\_UtldV2K\\_niWw/channels?view\\_as=public](https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_niWw/channels?view_as=public) for daily phonics sessions online.

There are three sessions daily, please choose the session that you feel is appropriate for your child  
[reception@oasisbyron.org](mailto:reception@oasisbyron.org)

10am Reception children

10.30am Reception children confidently reading yellow books or above

11am Those children in Reception who need support to blend reading words

**These lessons count as one task each day.**

**Please continue to practise the sound books, tricky troll words and reading books.**

# Day 1 - Maths

Warm Up: Count in tens - you could do this just by reciting the numbers or could use a YouTube



clip to count along to.

<https://www.bing.com/videos/search?q=youtube+counting+in+tens&docid=608055137135038331&mid=5BAC3F57348132509B625BAC3F57348132509B62&view=detail&FORM=VIRE>

**Main Activity:** Problem solving - half

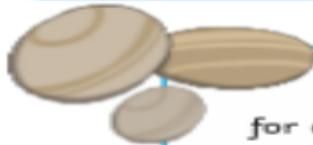
**Halving** is when you split an object or number of objects into two equal-sized pieces or groups. In **EYFS**, children are first encouraged to recognise when if **halves** are fair or unfair, moving on to practically **halving** numbers and objects by using concrete apparatus.



Use the example of sweets. If I have 10 sweets and give one child 8 and the other child 2 is that fair?

Work through some of the scenarios below using small items as counters.

April made 6 cupcakes and ate half of them. How many did she eat? How many did she have left? Can you draw a picture of the cupcakes April had left?



Count out 10 sticks or stones. Put half into the soil for animals to hide under and put half in a wooden box for an insect home. How many do you have in the box? How many in the soil?

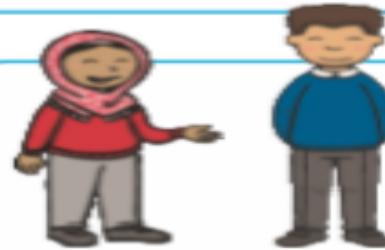


Draw 8 bottles of paint on a classroom shelf. Colour half the paint bottles in blue. How many are blue?

If there were 16 cars in a car park at lunchtime and half were driven away, how many would be left in the afternoon? If you have some toy cars, you could work it out using those.



There are 22 footballers on a field and half of them are wearing red. How many footballers are in red? Draw 22 T-shirts and colour half in red to check.



There are 12 children in Mrs Peacock's class. Half of the children are girls. How many are girls? How many are boys?

# Day 1 - Sun Safety



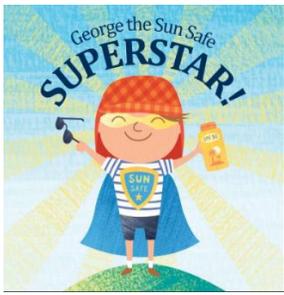
The sun is actually a star. It is much bigger than the earth. It is made of different gases. All the other planets move around the star.

Question - How does the sun help us?

You might have thought of the following ideas - it keeps us warm, it makes the daytime, makes plants grow and helps us to see.

Sun facts

The sun makes something called ultraviolet radiation or UV. Every time we go out in the sun, we are exposed to UV radiation. If we get too much UV it can damage our skin. It can make us sore and even make us ill. It is important to know how to look after our skin when we are out in the sun.



Read the story - [https://www.sunsafeschools.co.uk/parents/George\\_The\\_Sun\\_Safe\\_Superstar.pdf](https://www.sunsafeschools.co.uk/parents/George_The_Sun_Safe_Superstar.pdf)

Watch the animation - <https://www.youtube.com/watch?v=EwyqaLnsi5Q>

Remember the five S's of Sun Safety: SLIP, SLOP, SLAP, SLIDE, SHADE

1. **SLIP** on a T-shirt that will keep shoulders covered as they can easily burn
2. **SLOP** on sunscreen (minimum SPF 30, with high/broad-spectrum UVA protection)
3. **SLAP** on a broad brimmed hat to shade your face neck & ears
4. **SLIDE** on sunglasses to protect your eyes
5. **SHADE** from the sun when possible, particularly between 11 am -3pm



Draw a picture of yourself dressed for a sunny day.



# Day 2 - Maths

Warm up - doubles song



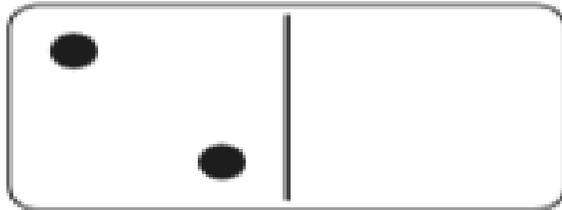
<https://www.bing.com/videos/search?q=youtube+doubles+to+20&docid=608007935427086538&mid=D63DB0E0E8920092C47D63DB0E0E8920092C47&view=detail&FORM=VIRE>

## Main Activity - Problem Solving - Double

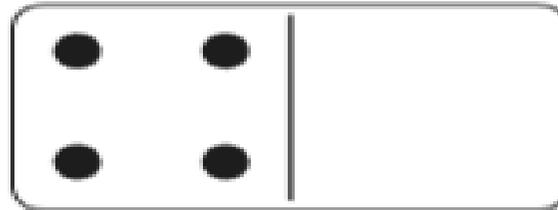
When we double we are adding two numbers that are the same. Quick recall of doubles and halves help children with calculation and multiplication as they go through school.

Work through the doubles below. Provide small items for children to use as counters as they need objects initially to work out the answers. You could make up your own double questions as well!

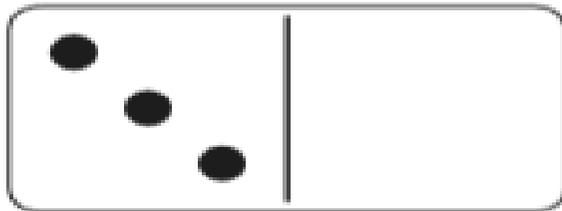




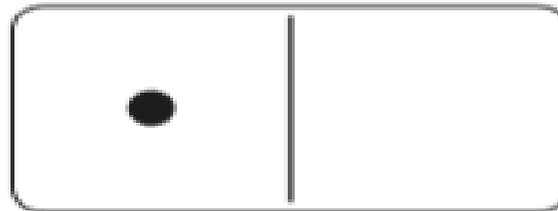
Double 2 is \_\_\_\_\_ .



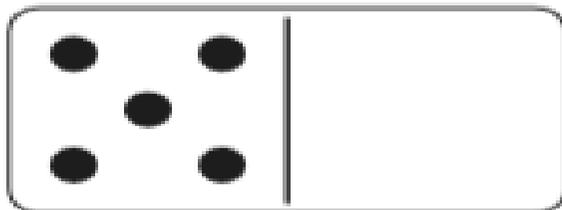
Double 4 is \_\_\_\_\_ .



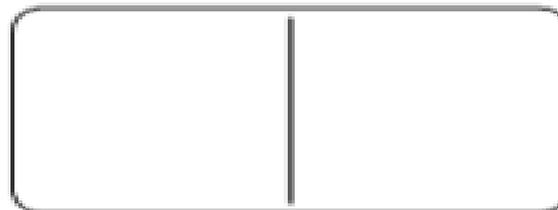
Double 3 is \_\_\_\_\_ .



Double 1 is \_\_\_\_\_ .



Double 5 is \_\_\_\_\_ .



Double 0 is \_\_\_\_\_ .

# Day 2 - Hygiene

As we grow older, it is important that we learn how to keep clean, as this is one way to keep ourselves healthy. This lesson is going to look at some basic hygiene routines, which will help us, keep well and smelling nice!



Read 'The Smelly bear' at the end ask the children why it is important to keep clean.

<https://www.youtube.com/watch?v=vWbEikY1R8M>

Think of all the different ways to keep clean:

Bath, shower, washing hands, cleaning teeth, washing hair, cutting nails, clean clothes etc

Talk about when it is important to do these things e.g. washing hands - after toilet, before lunch and after touching the ground.

Introduce the ideas that there are germs on our hands that they cannot see which may make them ill if

they enter the body. Watch clip about washing hands.



<https://www.youtube.com/watch?v=O5PwLAZNnKc>

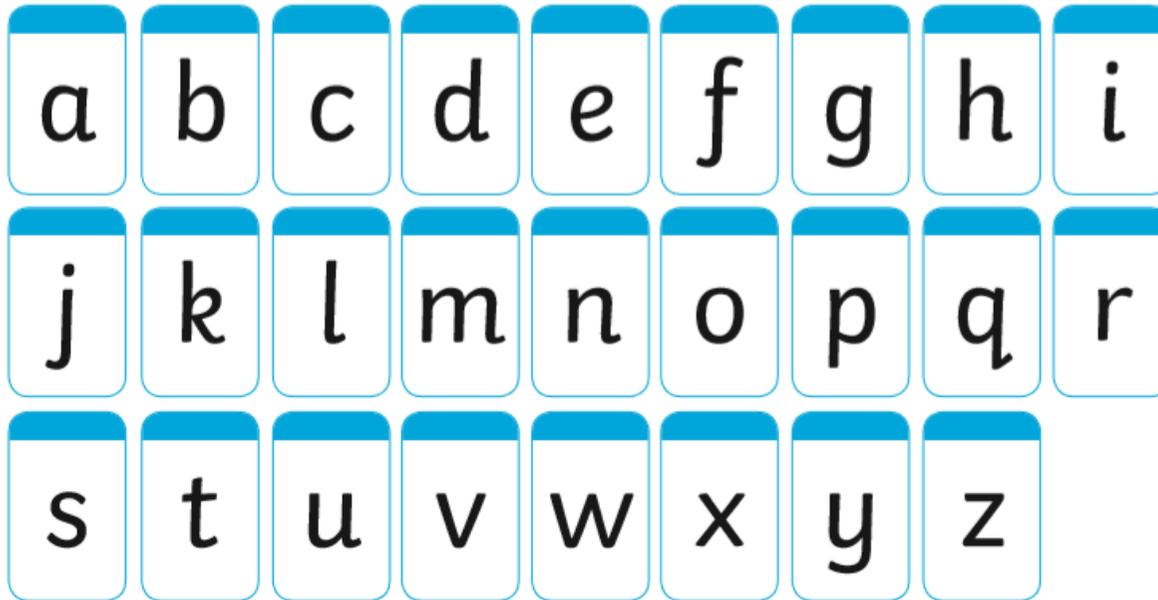
# Day 3 - Literacy - Alphabet



<https://www.youtube.com/watch?v=k38bK96hMbw>

or sing the Alphabet song

The children are good at knowing the letter sounds (phonemes). They also need to know each letter has a name. Play a game - say a letter name and children have to point to it and make the sound. Then do it the other way around say the sound and children have to tell you the letter name.



# Day 3 - Feelings

When you were learning to talk you only knew a few words and sounds that you thought were words. So as a baby the same sound or word was used to name many things. For example 'ah ah' could have been used for when you want milk, water or juice! Later as you learned more words you could be more specific in what you wanted. You learnt to say juice when you wanted apple or orange juice and then learnt that if you said apple juice or orange juice you got exactly what you wanted. You discovered that the more names you know of things you wanted you were more likely to get it.

Feelings have their own names too and the more feeling names you know the more you can understand your feelings and tell other people about them. Knowing the right name for a feelings enables you to pick it up, learn about it and makes choices about it. Calling feelings by their right name enables you to understand yourself better and gives you more control. By not recognising feelings or calling them by the wrong name gives you less power over yourself.

Feelings are not right or wrong they just are. No one know more about you feelings than you. They are your feelings.

Create a list of everyday feelings - how many can you think of?

1. Look at feeling scenario cards - can you identify the feeling?

Amir has heard that his best friend might be moving to a new school.

- His tummy aches
- He keeps crying
- He wants to be left alone

Feeling:.....

A cartoon illustration of a young boy with brown hair, wearing a green t-shirt and brown pants. He is sitting on the ground, hugging his knees, with a sad expression on his face.

Mia's dad works in another country. Tonight she will get to video call her dad for the first time in ages.

- Her tummy is tingling
- She can't keep still and jumps around a lot
- Her voice is very loud

Feeling:.....

A cartoon illustration of a young girl with red hair, wearing a purple shirt and green shorts. She is jumping in the air with her arms raised and a happy expression.

Jade's favourite song is playing on the radio

- She smiles
- Her body is relaxed and calm
- She laughs at her little brother's dancing

Feeling:.....



Ty accidentally call his teacher 'mummy' and some children laugh at him.

- His face goes red
- His body gets hot
- He wants to run away

Feeling:.....



Daisy's not allowed to go to the party because she didn't tidy her room this week.

- Her body is hot and tense
- She wants to throw something
- She shouts at her sister

Feeling:.....



# Day 4 - Being Healthy

Staying healthy will help you to feel happier and stronger.

There are many things you can do to stay healthy.

You need to eat **healthy foods** and **drink plenty of water**. You also need to do **lots of exercise** and **get enough sleep**. You need to **keep yourself clean**, too.

**How many different ways can you think of to stay healthy? Watch this video to find out**



<https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zxvkd2p>

Can you draw pictures of some healthy food?

# Day 4 - Literacy



Matching capital and lower case letters.

<https://www.youtube.com/watch?v=fCDk4iET6s0>

(This is an American site so they pronounce 'z' differently!

We have been learning that we only use capital letters for names or for the first letter of a sentence. Some of the letters look quite different.

We use a capital 'I' if it is a word on its own but not if it is part of a word like in, it or is.

Look at the letters below and match the lower case and capital letters.

Draw a line to match the upper case letter to its lower case letter.

A

C

E

b

d

e

D

a

c

B

# Day 5 - P.E. - Exercise

Choose from one of these activities

## Boogie Beebies

Description: videos that get younger children up and dancing with CBeebies presenters



Website: <https://www.bbc.co.uk/programmes/p01z05js>

## Disney 10 Minute Shakeups

Description: 10-minute activities based on Disney films that count towards a child's 60 active minutes per day



Website: <https://www.nhs.uk/10-minute-shake-up/shake-ups>

# Day 5 - Science - Humans - Life cycle

Discuss that babies grow into children and then into adults.

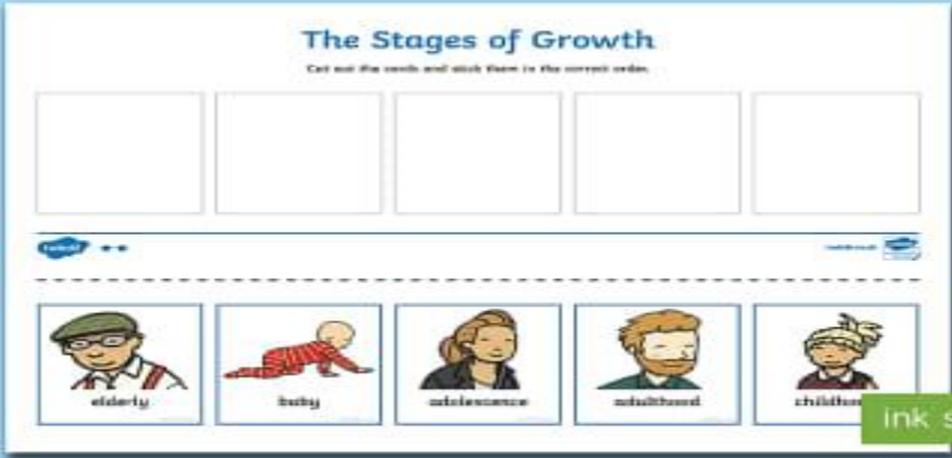
Talk about the difference between what babies, children and adults can do.



Read - "Once there were giants"

<https://www.youtube.com/watch?v=cF5A9B6jsHM>

Ask children how they know that they are growing. E.g. feet had grown because their shoes were too small and they needed a new pair. Put the pictures in the correct order. If you cannot print the page then you could draw some pictures of the different stages.



The Stages of Growth

Put the pictures in the correct order.

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elderly baby adolescence adulthood childhood

Ink saving Eco