

Weekly Distance Learning plan

Year group: Reception

Date: 20th April 2020



Please access as much of this learning as you feel is suitable for your child – we understand that families are in very different situations with access to different devices and varying amounts of time available to them. Stay safe.

Subject	Task/Activity	Easier/Harder	Notes
Maths 1 (Recap)	Saying one more and one less than any number within 20.	<p>Pick numbers within 10 or up to 20. Do it together to support your child and use a number line if needed.</p> <p>Challenge : Describe a number to your child and see if they can work out the number you are thinking of. E.g I am thinking of a number and it is one more than 14, can you guess it? It's 15!</p>	Have a number line in front of your child and point to it if needed or make a number track out of paper so that your child can stand on the number and jump forward for one more and backwards for one less.
Maths 2 (new learning)	Solving adding and subtracting problems.	<p>Working within 10 solve addition and subtraction equations practically. E.g 4 pieces of lego add 3 pieces of lego = 7 pieces of lego. Let your child physically put the pieces together and count what the total is. 7 pieces of lego take away 5 = 2 pieces of lego. Let your child physically take away 5 pieces and count to see how many pieces they have left.</p> <p>Challenge : Work within amounts up to 20 and complete the activity on the sheets provided or on your own paper to show the equation using the correct symbols + - and =.</p>	<p>Use a number line and jump forward when adding or when subtracting show your child how to jump backwards on the number line to work out the answer.</p> <p>If you are letting your child work practically you could model to them what the number sentence would look like if it was written down. E.g $4 + 3 = 7$</p>
Reading	Bug club, https://www.activelearningprimary.co.uk/	Read them together showing how to segment	You could write the phase 3 words in chalk outside and

	<p>Read phase 2 and 3 tricky and key words. Read the 'Then' and 'Now' sentences and see if your child can segment to read the words and decide whether the sentence is for a baby or a child.</p>	<p>the words into their smallest sounds.</p> <p>Challenge your child to write a sentence for you and get them to read it to you so that you can guess if it is for a baby or a child.</p> <p>Read independently and answer questions about the text.</p> <p>Choose which 'phase' words to read.</p>	<p>when you call one of the words out your child has to run and jump on that word.</p>
Writing	<p>Complete the 'Then' section of My History book (see week 1 / 2 folder for example of the book, if you do not have a printer then simply make your own book with a piece of paper). Write sentences such as ; I drink milk. I sleep in a cot. I can crawl. Write 3 sentences about what your child thinks they could do as a baby.</p>	<p>Let your child have the Phase 3 sound mat in front of them and the phase 2 and 3 tricky words.</p> <p>Write 3 sentences Challenge: Write 5 sentences. Use some phase 3 sounds within words.</p>	<p>Try to guide your child to write a simple sentence with c-v-c words and words that can be phonetically segmented ad blended e.g c-o-t</p>
Phonics	<p>Reading phase 2 and 3 tricky words and key words. Practise saying the phase 3 sounds with the actions and word e.g rain ai. Introduce the tricky words 'so' and 'do' . Introduce the blends fl dr and cr and practise segmenting and blending words with these sounds for example crab/cross/drum/drink/flag/flash . Practise writing words with these sounds in.</p>	<p>Complete the phonics task in our Week 2 folder with your child.</p> <p>Challenge : If you would like to challenge your child see if they can write a sentence with the tricky words and the new consonant blends.</p>	<p>Use the phase 3 and 4 resources that are online to support you with this.</p> <p>Read Letters and Sounds Phase 4 to support your understanding of the stage http://www.letters-and-sounds.com/phase-4.html</p>
Knowledge and understanding the world	<p>Using google, research things that have changed e.g cars from</p>	<p>Think about how things have changed together and</p>	<p>See if you have any objects from the past in your house</p>

	the past and now, children's toys from the past and now and baths from the past and now. Discuss the differences you notice and think of reasons why.	why these changes have come about. Challenge : draw pictures of objects from the past and now and write labels for how these have changed.	that you could investigate / draw / discuss the differences. Old mobile phones are an example of something quite recent which changes on a regular basis.
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Please do let us know how you get on this week by sending us a picture of your learning.

Email: yr@ecclesall.sheffield.sch.uk

Remember – please only send one email each week to your teacher and make sure that it comes from an adults' email address. Please put your child's class into the subject line.

You do not need to print the proformas, they are just a guide for how you can lay your child's work out on a plain piece of paper at home.