

Weekly Distance Learning plan

Year group: Reception

Date: 29th June 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)	<p>Practise describing which position something is in by using ordinal numbers. Listen to the song on YouTube a few times during the week.</p> <p>You could set up a finish line with teddies / cars to show what position the toys finished the race in and ask your child some questions, for example which toy came first? Which toy came last? What position is last position?</p>	<p>Make rosettes to give out after having different races, with 1st, 2nd 3rd etc. on the rosettes.</p> <p>This learning is all about the language that the child can use to describe the position that something is in rather than how many of something there are.</p>	<p>https://www.youtube.com/watch?v=OCWWNzprEQ4</p>
Maths 2 (new learning)	<p>Practise solving subtraction word problems.</p> <p>To begin with go through the starter activity with your child picking out the key information that helps us to understand what the operation and process is, then move onto working out the equation either by using objects to take some away or by counting back on the number line.</p>	<p>Please choose the sheet that you think will offer your child enough challenge ;</p> <p>1a) 4 questions working within 10. You can use the number line to work out the subtraction equations or use the fish to cross out the amount that is being taken away.</p> <p>1b) 4 questions working within 20. You need to generate all the numbers on this sheet and make sure the greatest number is put in the first box. Try to use the number line to jump backwards.</p>	<p>https://www.topmarks.co.uk/subtraction/subtraction-to-10 to help support subtracting within 10.</p> <p>http://flash.topmarks.co.uk/4728 Choose to work on subtraction within 20.</p> <p>https://www.google.com/search?q=random+number to generate a random number.</p>

	<p>Pick one of the maths subtraction sheets so that your child can solve the equations. You will need a dice or number cards to try and generate numbers at random.</p>	<p>1c) 6 questions working within 20. You need to generate all the numbers on this sheet and make sure the greatest number is put in the first box – the children need to show independence using this sheet.</p> <p>Remind the children that when doing a subtraction equation they need to start with the greatest number in the first box and take away the number that is less.</p> <p>Challenge : The sheet 1c+ is an extension where the children have to solve the mistakes. Check if the completed equations are correct and then act like the teacher to correct them if there are any mistakes.</p>	
Reading	<p>Read the Mrs Wishy Washy sentences to check if they make sense. If they do not make sense then rewrite them underneath in the correct order and read them again with fluency.</p>	<p>Support your child to read each word initially. Then repeat the sentence as it is written and read with fluency to check if it makes sense.</p> <p>Look for clues in the sentence such as is the capital letter at the beginning of the sentence? Is the full stop at the end of the sentence?</p> <p>Support your child to think of the order of the words that would make sense by practising the sentences out loud.</p> <p>If it would help write the words on little pieces of paper, so that your child can move the sentence</p>	

	<p>Choose a Bug club book and read to your adult.</p> <p>https://www.activelearningprimary.co.uk/</p> <p>Practise reading phase 3 and 4 tricky words and key words.</p> <p>Move onto phase 5 if appropriate.</p>	<p>around to make it make sense.</p> <p>Phase 5 can be found on the curriculum page under title 'Phonics.'</p>	
Writing	<p>Mrs Wishy Washy writing.</p> <p>Watch the story Mrs Wishy Washy on YouTube and let your child get really familiar with the story.</p> <p>Talk about what happened in the beginning, middle and end of the story.</p> <p>Use the puppets to retell the story in your own words if you would like to.</p> <p>Children are to write thought bubbles for each of the characters from the story e.g the cow might say "I love mud!" "I wish I was in mud again!" ect.</p>	<p>Your child can just focus on one of the characters or all of the characters depending on the level of challenge.</p> <p>If you would like to challenge your child try and encourage them to think of a sentence the characters might be thinking that includes phase 4/5 tricky words or key words, oh, Mrs, people, could, asked, looked, Mr, their, called e.g the cow could say "I wish Mrs Wishy Washy asked me if I wanted a bath."</p>	<p>https://www.youtube.com/watch?v=yLxGyBHHdds</p> <p>Please use all the relevant phonics word mats that are on the website to help support your child.</p> <p>Remember to have regular breaks when writing. Write for 10 minutes and then come back to the same piece after a break.</p> <p>After they have written a sentence ask them to check the sentence for a capital letter at the start (and for Mrs Wishy Washy) finger spaces between words and a full stop or even an exclamation mark at the end of the sentence if some expression is needed.</p>
Phonics	<p>Recap; Begin by recapping the phase 3 sounds. See if your child can do this without the picture clues.</p>	<p>Use the phase 3 sound mat on our website to recap with the pictures if your child needs some support.</p>	<p>https://new.phonicsplay.co.uk/</p> <p>Play some games on Phonics play to keep it interactive.</p>

	<p>Also go over the Phase 3 and 4 key words and tricky words. Move onto Phase 5 key words and tricky words if you would like to challenge your child.</p> <p>Read the sentence “I can see all of the farm animals in the mud” try to spot the digraphs and the tricky words.</p> <p>For the sentence writing try and dictate a sentence to your child to write either ;</p> <p>“Oh no the pig is in the mud.”</p> <p>Challenge: “Oh no all of the animals are in the mud.”</p>	<p>Remember these words could be placed around the house for your child to read at different times of the day, or you could write them in chalk outside. Try and make this recapping a part of everyday life.</p> <p>This writing is a practise in preparation for the writing activity. Please try and do this as a guided activity with your child, so that they can be more independent when doing their writing activity above.</p>	
<p>Knowledge and understanding the world</p>	<p>We would have had Mrs Wishy Washy in school and the children would have taken part in a Victorian Washing session.</p> <p>Look over the pictures of the Victorian Wash Day tools and talk about what they could have been used for.</p> <p>Using google try to identify what the items are called and why they were needed to help during the Victorian times when washing clothes.</p>	<p>To challenge your child see if they can fill in the thought bubbles with what the Victorian washing items were called and what they were used for.</p> <p>Encourage your child to help you with the washing</p>	<p>If you wanted to extend this activity your child could help you with washing the clothes, you could challenge them to write instructions / draw pictures for Mrs Wishy Washy to show her each of the steps that we do now when washing our clothes</p> <p>e.g. first you must sort the clothes into the same colours.</p> <p>Then you put the clothes in the washing machine...</p>

		at home, sorting the clothes and helping load the washing machine etc.	
Expressive Arts	<p>Explore the work of Lowry and explain to your child that this is an artist from the Victorian times, linking the learning to The Victorian Wash Day.</p> <p>Show different google images of Lowry's work and explain to your child that you would like them to do a picture of their own street that they live on in the way Lowry does. Either use chalks or any other materials you have.</p>	<p>Either go outside to depict your own street or take a photograph of the other houses and your house so that your child can look at the image and do their own interpretation of their street in a Lowry inspired way.</p>	<p>https://www.google.com/search?q=lowry&safe=strict&rlz=1C1CHBD_en-GBGB752GB825&source=Inms&tbm=isch&sa=X&ved=2ahUKEwir3NSHzffpAhUU_sHEKHTJ3AycQ_AUoAXoECCAQAw&biw=1366&bih=576#imgrc=2cGcoiWuB1tmIM</p>
Teachers Video	<p>Miss Jellings reading Rainbow Fish To The Rescue.</p> <p>https://drive.google.com/file/d/1X-jitOfy_-fz4EZE2whpaNgnkqJ6BOMN/view?usp=sharing</p>	<p>When you are listening to the story, try and pick out the adjectives (the describing words).</p> <p>Once you have listened to the story draw a fish, either your own or one of the characters from the book and try and think of as many adjectives as you can about the fish. Write them all the way round your drawing.</p>	<p>Segment and blend for spelling. Try and think of many words that mean the same e.g small, tiny, mini, miniature and build up a bank of adjectives.</p>

Please also read our 'weekly notice' that explains the above activities in more detail.

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.