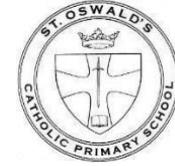


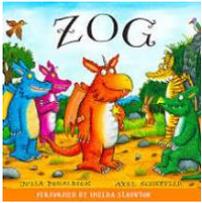
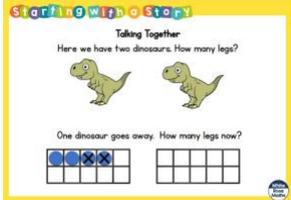
# St Oswald's Catholic Primary School Home Learning

Year group: Reception

Week Beg : 13th July 2020

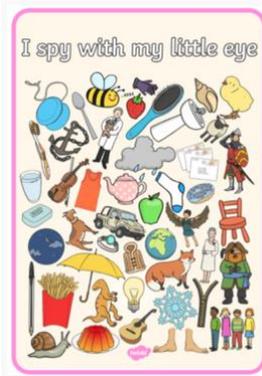


This is a suggestion of a timetable for how your weeks work could look. Feel free to mix the daily activities around.

	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Maths</b></p>  <p>This week we will be exploring adding more, counting to 20, taking away and problem solving. This will all be linked to the story, 'How Many Legs' by Kez Gray and Jim Field.</p>	<p>Start the week by sharing the story. There are a few examples on YouTube. This is one example but all activities can be completed without the book.  <a href="https://www.youtube.com/watch?v=mCaM9yf2pJ8">https://www.youtube.com/watch?v=mCaM9yf2pJ8</a></p> <p>Have you ever thought about how many legs animals have? Do all animals have legs? How many animals do you know with 4 legs? Can you name an animal with 10 legs? Which animal has more legs a cow or a butterfly?</p> <p>Think about the number of legs each animal has when completing the activity cards attached. Time to use your counting skills to order the animals from the fewest number of legs to the greatest. Get counting!</p> 	<p>Animal combo addition! Combine the legs to do some addition in 2 different ways. First, we will start with an amount and add another creature. Then we will add groups together! Remember to use 'ten frames' to help with your counting.</p> <p>Some questions to ask when your child is using the ten frame. What does one counter represent? Does it matter what colour the counter is? Could we use anything else? How many counters can fit on the top/bottom row? How many can fit in one ten frame? How many spaces are filled? How many are empty?</p>  <p>Different addition problems are attached.</p>	<p>Today we will work on our subtraction problems. Start by listing all the words you know that link with subtraction. (take away, minus, fewer, less, subtract)</p> <p>Yesterday we used a ten frame to help us with our addition problems and we are going to use one again today to help us to visualise our take-away problems. It is important for young children to be able to manipulate objects when developing new skills.</p> <p>What will happen if someone or something leaves our leggy party? Time to practise your subtraction skills!</p>  <p>There are several subtraction problems attached.</p>	<p>Today it is time to use your thinking skills in a little game. Your grown-up will tell you how many creatures or characters our number is. Your leggy mission is to find the combination of animals.</p> <p>Give your child the special number of legs and ask them to combine the creatures to make the number of legs. You might use 1 creature, 2, or 3 to make the number of legs. Tell your child that they can only use each creature once. Here are some examples. It would be helpful to have a copy of the following picture as a visual prompt but you could use any animals. (A4 copy attached)</p>  <p>We are 2 creatures. We have 6 legs.          We are 2 creatures. We have 0 (no) legs.          We are 3 creatures. We have 10 legs.</p>	<p>Frog Pond Subtraction - the game board and frog counters are attached. You could draw the lily pads on to pieces of paper and use some green circles to represent the frogs instead.</p>  <p>Place ten frog counters into the boxes shown on each board. Place the pond board in the middle of the playing area. Choose a player to start the game and roll the dice. The number shown on the dice is the number of frogs to take away from your lily pad and jump into the pond. The player then needs to say a sentence about the subtraction. For example, 'I had ten frogs. Two jumped into the pond. Ten take away two is eight.' Count the frogs that are left on your lily pad to help work out the answer. Play then passes to the next player. Continue the game by taking turns to roll the dice and take away frogs from each lily pad.</p> <p>The winner is the first person to help all of their frogs to jump into the pond. You need to roll the exact number on the dice to win the game and take away all of the frogs from your lily pad.</p>

Communication, Language and Literacy

Phonics



I spy with my little eye

Have a game of eye spy using the pictures on this sheet. (Large copy attached). Then pick a couple of pictures and write a sentence about it. For example, The fox sat on the big chair. She had chips and jelly for lunch.

Reading/Writing



Think of 3 rhyming words for each of these things, there is a larger worksheet attached to complete this activity.

As an extra challenge, pick two of the rhyming words to put into sentences to make your own rhyming couplet!

Phonics



Below are three pictures and one caption. (Large copy attached) Have a look at the pictures and think about a caption for each one. Then have a go at reading the caption below and try and match it to the correct picture.



Caption: socks on a mat

Speaking and Listening

Pick one of the animals from the Maths activities for today or yesterday and talk about everything that you already know about it. You could pick a different animal too! How could you find some more information? Where does it live? What does it eat? Does it have feathers or fur? How tall does it grow?

Here are some facts about giraffes - They live in Africa. Giraffes like to eat plants. They have long legs and a very long neck. No two giraffes have the same markings.



Phonics



Phase 2 Tricky Word Snakes and Ladders



Practice your tricky words by playing this game of snakes and ladders! (copy attached)

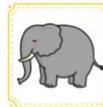
Reading/Writing

Elephant

Elephants live...

Elephants eat...

Elephants:



Using all the information you collected yesterday, create a fact file for the animal you talked about. There is a template attached but you can just draw a picture and write two or three things about what you found out about your animal.

Phonics



Can you spell out any of the pictures? Tell your grown-up which sound it begins with and which sound it ends with. Do all the words have the same number of sounds?



Now write a sentence linked to one of the pictures. Pretend you are the teacher and check - Have you left spaces? Do your letters start on the line? Does it make sense? Then it's time to read it to your grown-up!

Speaking and Listening

Today you will need 2 paper cups and some string or elastic bands. Create a paper cup telephone like the example picture. Say a simple sentence to your grow-up and see if they can repeat what you said. Then it is your turn to listen very carefully to what they say.



Check how well your child has listened by asking questions.

Phonics



Can you write a sentence to go with this picture? Remember to use 'think, say, write' and as a challenge include a capital letter and full stop.

(An example - She got a hug and a kiss from her Mum)

Reading/Writing

With the help of your grown up, can you write a goodbye letter to the grown-ups in Reception? We will miss you very much and would love to see your letters on WeDuc and Twitter!



	<p><b>RE</b> </p> <p>Have a look at the attached worksheet about children in Kenya.</p> <p>Complete the questions, colour the picture, then say the Mission Together Prayer for children everywhere.</p> <p><b>M</b>ay all children  <b>I</b>n the world  <b>S</b>hare love  <b>S</b>hare friendship and live  <b>I</b>n the peace  <b>O</b>f God's love.  <b>N</b>ow and forever. Amen</p>	<p>Transition activities - see separate pack from last week</p>	<p><b>RE</b> </p> <p>Have a look at the attached worksheet about children in Sri Lanka.</p> <p>Read the Bible verse:</p> <p>Lord, I thank you because you made me in an amazing and wonderful way. What you have done is wonderful. I believe this with all my heart. Psalm 139: 13-14</p> <p>Complete the questions, colour the picture, then say the Mission Together Prayer for children everywhere</p>	<p>Transition activities - see separate pack from last week</p>	<p>Transition activities - see separate pack from last week</p>
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