



Reception Weekly Homework Week Beginning 15/11/21

Hello Everyone

This week we will begin thinking about a story all about how a little boy finds something really special we will also be finding. If your child would like to share any of the learning they do at home please feel free to upload pictures to [Tapestry](#).

Romena and Fola

PE- exercise is very important so we encourage you to engage in some form of physical activity. This could be a video on youtube or a walk in your local area.

Maths



Our maths focus this week will be **one less**.

Mon- [Ten Green Bottles | Early Years - Nursery Rhymes](#) sing a number song. Talk about how the numbers become smaller each time because we are removing one bottle each time.

Tues - use objects to model finding 1 less. Show your child a number of objects e.g. 4 and then ask them - what is one less than 4? model taking an item away and then counting

how many are left. Then say 'one less than 4 is 3'

Wed - [One Less!!](#) (song for kids about identifying the # that is "ONE LESS") watch the video on finding one less using a number line. On a piece of paper, create your own number line to 10. Model using the number line to find one less. Ask your child to also have a go at finding one less than a number.

Thurs - repeat yesterday's activity. This time introduce the words take away. Explain that one less is the same as taking away 1. You can also show this by writing down the number sentence e.g. 1 less than 4 is the same as $4 - 1$.

Fri - write down some one less number sentences for your child to find the answer to. They can use their fingers, the number line or objects to help them.

Daily Phonics

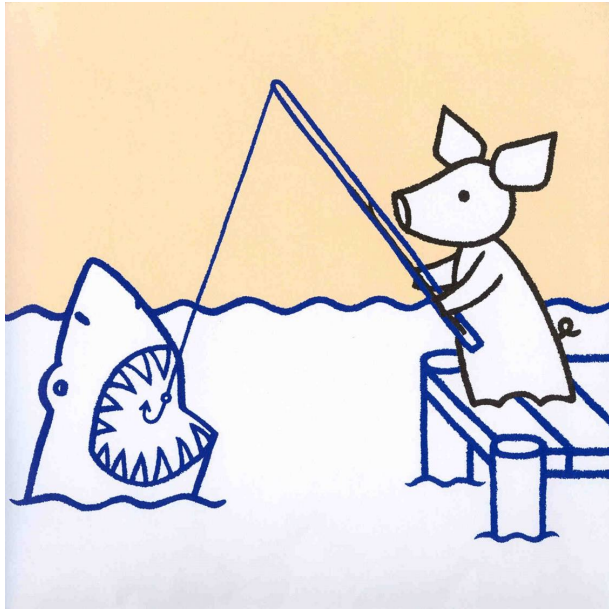
Sing some nursery rhymes with your child. You can make props and puppets together to make this even more engaging for your little one.

This week our focus will be on learning how to write the letter 'i' watch this video and give it a go.

<https://schools.ruthmiskin.com/training/view/j26UpqnU/kA1W4QFJ>

Literacy

Our **learning intention will be to write a caption about our special stick.**



Sight words to learn - **all, they**

Mon - Explain to your child that next week we will be reading a story all about a little boy who found a stick and it became his special friend. Explain that in the story the stick became all types of things e.g. a fishing rod, a steering wheel etc. Listen to the story *Not a Stick* -

📺 *Not A Stick* - Book Read Aloud . Talk about all the different things the stick became.

Tues - Go on a walk and find your own sticks. Encourage your child to use exciting words to describe their stick. Together, draw your stick and write some of the words around it.

Wed- Before starting think of the different things that your tick could be. Act out some of them and see if your child can guess what the stick is. Allow them to also have a turn acting out what their stick has become.

Thurs - Draw a picture of what your stick has

turned into and encourage your child to do the same.

Friday - repeat yesterday's activity and stick it together to create your own book.

Topic



Creative - decorate your sticks using wool and ribbon. What patterns can you create?

Understanding the world - learn about stick insects and other animals that are really good at camouflage - [Stick insect](#)

Personal Social Health Education - talk about special friends. Encourage your child to make a poster celebrating the qualities of their special friend.

How to help young children learn at home.

You can help your child to learn through the little things you do with them, for example:

- everyday conversations
- make-believe play
- games with numbers or letters
- reading together
- involving them in the things you are doing, such as household chores, and talking with them about it

Find ideas for new things you can try at [Hungry Little Minds](#).

You do not need to set separate time or plan complicated activities dedicated to learning. These activities can be built into everyday life and play.

You know your child best. Avoid forcing them into lengthy planned activities if they naturally respond better to a mix of shorter activities. This can stop them getting bored or frustrated and keep them active, interested and learning through things they enjoy.

For more information on supporting younger children to learn at home, please take a look at the Department for Education's official guidance notes:

https://www.gov.uk/guidance/help-children-aged-2-to-4-to-learn-at-home-during-coronavirus-covid-19?utm_source=d4aed7a4-ce4e-4aea-a281-51efb1d48070&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily

Listening and Sound Games

BBC Listening Skills - a series of videos to support sound discrimination skills.

Copy Cat - clap out different rhythms at different speeds and ask your child to copy you.

Soft or Loud? - use instruments or other objects to make loud or soft/quiet noises. Ask your child if the sound they heard was quiet or loud.

Simon Says - give your child instructions e.g. Simon says clap your hands. If 'Simon says' they have to do the action if you just say the action without saying 'Simon says' they have to continue doing the previous action Simon said they should do.

Musical statues - when the music plays, you dance. When the music stops you have to freeze.

Magical Sound Box - Put different objects, such as keys, paper, beans in a bottle, etc., into a covered box, and then manipulate one of the objects asking a child to tell you what he or she heard. You might need to introduce the child to different objects and sounds before playing this game.

What animal made that sound? - Have your child sit with his or her back to you, or put a scarf over his or her eyes. Make different animal sounds and have your child guess what animal makes that sound. Another way of playing this game is to give your child two animal toys or pictures of animals, and then ask him or her to point to the animal that makes the particular sound.

Phonics Bloom - sound discrimination game.

Phonics bloom has lots of fantastic phonics activities that cater to a wide range of activities.

