



Reach For The Stars

Reception Weekly Homework Week Beginning 28/3/22

You can send pictures of your work to receptioncrimson@osmani.towerhamlets.sch.uk or receptionfuchsia@osmani.towerhamlets.sch.uk

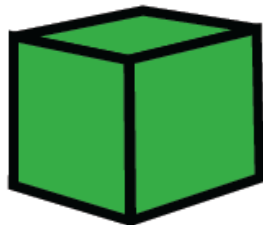
Fola and Romena

Maths

My 3D Shape Mat



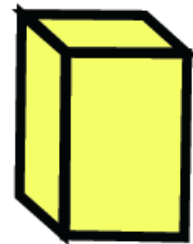
pyramid



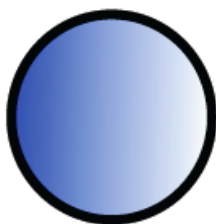
cube



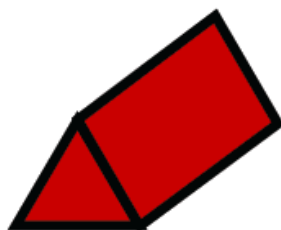
cone



cuboid



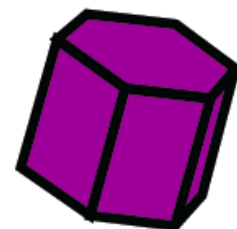
sphere



triangular



cylinder



hexagonal
prism



Learning Intention:

To talk about 3D shapes

Success Criteria:

I can...

- name and talk about the shapes
- find 3D shapes in the environment

Monday -Watch the video on 3D shapes -

📺 3D Shapes I Know (solid shapes song- including sphere, cylinder, cube, cone, and pyramid)
which ones can your child name? Can you find any similar shapes in your home?

Tuesday -Watch this video on the Puppy Racecourse. Have a discussion about the difference between 2D and 3D shapes. Can your child name the different shapes they see? Are they able to say if it is a 2D or 3D shape? -

<https://fuse.education.vic.gov.au/Resource/LandingPage?objectId=7bb5253f-1f1e-405a-8df6-65b243e1b025>

Wednesday- Go around your home collecting different 3D items. Ask your child to tell you which 3D shape they are similar to and how they know.

Thursday- Explore taking apart and remaking different 3D shapes. For this you can use cereal boxes, pringles containers or toilet rolls. Talk about the different shapes faces, sides, corners and edges.

Friday - Now that we are experts at 3D shapes, have a go at playing this game. Can you guess which shape is hiding behind the circle? -

<https://www.ictgames.com/mobilePage/shiftingShapes/index.html>

Spellings/PhonicsOur school phonics programme is Ruth Miskin's Read, Write Inc. They produce daily phonics lessons on their website - please check this link every day to see the latest session they have uploaded -

Monday - [Learn to blend lesson 7](#)

Tuesday - [Revise 'd'](#)

Wednesday - [Learn to blend lesson 8](#)

Thursday- [Revise 't'](#)

Friday - [Learn to blend lesson 9](#)

Literacy

Learning Intentions- To talk about illustrations

Success Criteria: I can...

- look at the pictures
- talk about what I can see
- add expression to the story

You will need to use this slide for the various activities this week.



https://docs.google.com/presentation/d/1Gs6an1ptQd-foE_gkq-QFELti1BLjgQbocdpgidJ_sU/edit#slide=id.gc607268251_0_0

Monday - Without saying which book the picture is from show your child a copy of the image of Max's bedroom (or display on the IWB) as it turns into a forest on the page opposite text that reads 'and grew -'. Discuss your initial responses to the illustration. - What is unusual about this picture? - Do they notice the door, the window and the bed? - Where do you think this is set? What might be happening? - What type of story might this be from? - What do they notice about the character? - What do his facial expressions tell us about the way he is feeling? - Why is he wearing a wolf suit?

Tuesday - Display an enlarged copy of the next illustration opposite the text that reads '... and grew until his ceiling hung with vines'. Discuss the illustration. - What can the boy see now? - Where is this setting? - What can you see in the picture? - What is the boy doing? - How might the boy be feeling? Shared writing: ask children to imagine they are Max in this scene as his room is transforming. Discuss descriptive words and phrases to describe the scene, encouraging use of a wide range of vocabulary.

Wednesday - Talk to your child about fantasy and what a fantasy setting is. Look at the slide with the different fantasy settings and talk about what you can see. Have a go at drawing your own fantasy setting.

Thursday - Show the picture of when Max first sees the 'Wild things' in front of the boat. Model discussing the 3 senses questions one at a time ('He can see/ hear/ smell/ feel...') Write down your child's ideas on a piece of paper. Encourage chn to make the expressions, sounds etc.

Friday - read the story out loud. -

<https://www.slideshare.net/joangid7/where-the-wild-things-are-29658098> encourage your child to add some expression to the story.

Topic



1. Spring is a time when animals are born. Have a go at making some Spring themed arts and craft projects.

2. We have been learning how to throw and catch in P.E. lessons. Why not go outside in the garden and practise your throwing and catching skills.

While we are at home, it can be difficult to find things to do with children to keep them active at home. Have a look at some easy ways to get your children moving.

[https://www.bbc.co.uk/cbeebies/grownups/fun-exercises-to-do-at-home-with-kids?xtor=ES-211-\[31660_PANUK_SOT_WK17_SNO_Send2Website_RET\]-20200428-\[cbeebies_funexercisestodoathomewithkids_children\]](https://www.bbc.co.uk/cbeebies/grownups/fun-exercises-to-do-at-home-with-kids?xtor=ES-211-[31660_PANUK_SOT_WK17_SNO_Send2Website_RET]-20200428-[cbeebies_funexercisestodoathomewithkids_children])

PE

1. Here are some suggestions for activities that can help keep your child active at home: YouTube (Just Dance Kids) - <https://www.youtube.com/watch?v=52pdktAMDe4&t=29s>

PE With Joe Wicks - Follow PE With Joe on Youtube (every morning at 9am) - <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

Red Words Set 1

because	what	tall	after	old
could	would	who	before	down

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