



Reach For The Stars

## **Reception Weekly Homework Week Beginning 22/2/21**

You can send pictures of your work to [receptioncrimson@osmani.towerhamlets.sch.uk](mailto:receptioncrimson@osmani.towerhamlets.sch.uk) or [receptionfuchsia@osmani.towerhamlets.sch.uk](mailto:receptionfuchsia@osmani.towerhamlets.sch.uk)

Samirah and Romena

### **Maths**

**Learning Intention:** To add by counting on.

**Success Criteria:**

I can...

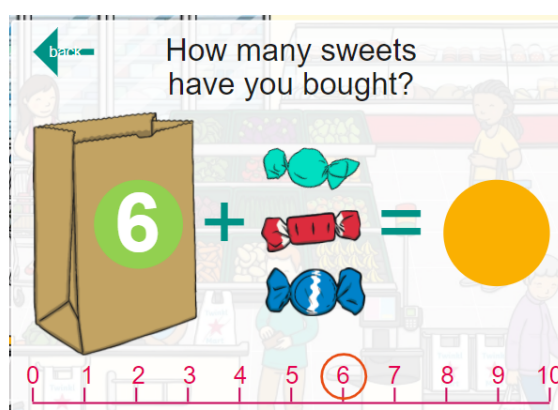
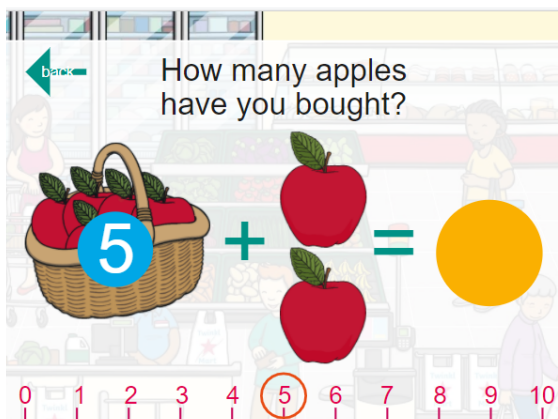
- Say how many objects are in the first group.
- Find the number on the numberline.
- Count on further to find a total using a numberline.

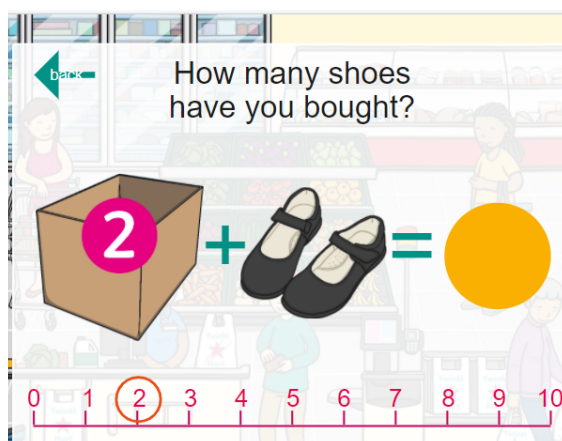
**Explain to children that this week we will be learning all about counting on. Read through the Success Criteria together.**

1. Show children the image of crayons and explain to the children that we have 8 in a pack and want to add some more crayons (add 2 more. How many will there be now? How do we know? Explain to children that because we already know how many we had before, we don't need to count those again. Model holding that number in your head, writing it on paper, while counting on the additional crayons. Have a go at using a numberline to help, and model the same thing but counting on the numberline.



2. Have a go at counting on using the following pictures (remember to use a numberline to help you):





### Oak National Academy (Maths):

Oak National Academy is providing Maths lessons for Reception. While they do not follow the same themes we are focussing on in our school planning, feel free to browse their website for additional learning for your children. Each week, they have daily lessons. Have a look at some focused on adding:

#### Lesson 1:

<https://classroom.thenational.academy/lessons/understanding-the-concept-of-equal-groups-6wvp8r>

#### Lesson 2:

<https://classroom.thenational.academy/lessons/exploring-counting-in-groups-of-two-to-find-the-total-6mvk2d>

#### Lesson 3:

<https://classroom.thenational.academy/lessons/practising-counting-in-equal-groups-and-adding-them-together-6rr32r>

#### Lesson 4:

<https://classroom.thenational.academy/lessons/exploring-grouping-objects-in-tens-to-find-the-total-cmtk8e>

**Spellings/Phonics** Our school phonics programme is Ruth Miskin's Read, Write Inc. They produce daily phonics lessons on their website.

Set 1 m, a, s

<https://schools.ruthmiskin.com/training/view/BFmRqEMp/Rd6FdFGx>

<https://schools.ruthmiskin.com/training/view/tN5xIq1f/Wt53Ergg>

<https://schools.ruthmiskin.com/training/view/F1wZtfST/47WmSNcD>

Learning to blend

<https://schools.ruthmiskin.com/training/view/61pXI6BM/5phpyILS>

<https://schools.ruthmiskin.com/training/view/gOmEr8p6/YdOYLwRA>

Word time 1.2

<https://schools.ruthmiskin.com/training/view/Mm35DJ2Y/KdczeQGt>

<https://schools.ruthmiskin.com/training/view/oLT3LDjI/MesdYLGh>

Word time 1.3 Reading, Spelling

<https://schools.ruthmiskin.com/training/view/OPWIShNE/fYVmmVNj>

<https://schools.ruthmiskin.com/training/view/MrxyRU7F/xTwAdmU5>

## Literacy

**Learning Intentions-** To write a list of things we need for our Bear hunt.  
To suggest a different setting and events for our story.

### **Success Criteria:**

**I can...**

- (T) -Stretch out words  
-Say the sounds I hear  
-write the sounds I hear

(Th/F)

- Look at the pictures.
- say which setting I want to go through.
- say how to get past the obstacle.
- Speak in a full sentence

1. <https://www.youtube.com/watch?v=IEKbYJc2YWM> - Listen to 'We're Going on a Bear Hunt'
2. Listen/read 'We're Going on a Bear Hunt.' Tell the children that hunt means to look for something and that in this story they are looking /hunting for a bear. Before reading get the children to join in with actions and repeated refrains and ask them what they think might happen in this story.

**Monday-** Draw a picture of your favourite part of the story. Write a sentence telling us why it's your favourite part using the sentence starter 'My favourite part is...'

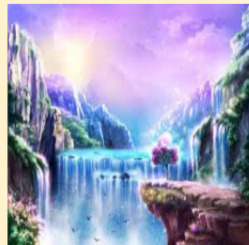


**Tuesday:** Choose 3 more items you would like to take with you on your bear hunt. Draw and label the items. Ext: Write a sentence telling us why you have chosen to take the items.

**Wednesday:** Choose between the following 2 settings- fairyland and Mountain site. Draw a setting for the Bear hunt to go through. Children to think about what obstacles they might come across and how they will get past it. Write a sentence about the place and what they can see and hear in the setting.

### Wednesday's Task:

Draw a setting for the Bear hunt to go through. Choose between the following 2 settings- Children to think about what obstacle they might come across and how they will get past it. Write a sentence about the place and what they can see and hear in the setting.



or



I can see...

I can hear...

**Remember to...**

- I can start on the left.
- I can start with a capital letter.
- I can use finger spaces.
- I can finish with a full stop.



Thursday: Draw a setting of your own choice for the Bear hunt to go through. Children to think about what obstacles they might come across and how they will get past it. Write a sentence about the place and what they can see and hear in the setting.

#### Thursday's Task:

Draw a setting of your own choice for the Bear hunt to go through. Children to think about what obstacles they might come across and how they will get past it. Write a sentence about the place and what they can see and hear in the setting.



I can see...

I can hear...

Remember to...

- I can start on the left.
- I can start with a capital letter.
- I can use finger spaces.
- I can finish with a full stop.

Remember to use the success criteria to help you write your sentence!

\*Remember to record work in H/W book and upload onto Google classroom.

#### Oak National Academy (Literacy):

Oak National Academy is providing literacy lessons for Reception. While they do not follow the same themes we are focussing on in our school planning, feel free to browse their website for additional learning for your children. Each week, they have daily lessons.

Lesson 1:

<https://classroom.thenational.academy/lessons/to-write-sentences-describing-settings-in-the-story-6gwkce>

Lesson 2: <https://classroom.thenational.academy/lessons/to-box-up-a-recycled-story-ctgk8c>

Lesson 3:

<https://classroom.thenational.academy/lessons/to-write-the-opening-to-a-recycled-story-6rwkt>

Lesson 4:

<https://classroom.thenational.academy/lessons/to-write-the-middle-of-a-recycled-story-69k34d>

Lesson 5:

<https://classroom.thenational.academy/lessons/to-write-the-ending-of-a-recycled-story-6cwkt>

#### Topic

1. Have a go at making your own puppets to use to tell the story.



2. make your own small world of the different scenes in the story. What will you use for the mud, snow, river and grass? Explore a cave -

<https://www.bbc.co.uk/teach/class-clips-video/william-whiskerson-cave/zhxtscw>



### 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>

### Music

Thames Music have provided us with pre-recorded videos every week. Join in with our specialist music teachers:

<https://towerhamlets.app.box.com/s/xhn0q7358tp11v0zwwah2xvrls0f3b06/file/772028436582>

### PSED:

<https://classroom.thenational.academy/lessons/wider-world-6rv30t> (Wider World)

### Red Words Set 1 Red Words Set 1

I	the	my	you	said
your	are	be	of	no

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](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)