

# School Closure Homework Grid **Summer term (Weeks 1,2,3)** Year: Reception

*Welcome back! We are missing our Windmills but we hope you enjoy trying out the activities below.*

*Some of the activities are the same as last half term and there are some new ideas too.*

<b>Reading</b>	<p>Daily: read for 15 minutes, either choose your own book or choose one from Oxford Owl ebooks (suitable for your reading ability) <a href="http://www.oxfordowl.co.uk">www.oxfordowl.co.uk</a></p> <p><b>*NEW*</b>: Watch out for an email for a new online reading tool called 'Nessy'. Your child will have their own log in.</p> <p>Teachers will also be reading stories and sharing on to the Tapestry 'Memo' Tab (Be patient – I'm getting used to the technology)</p>
<b>Writing</b>	<p>Twice a week: Based on one of the books you have read choose one of the following activities. <b>There are also writing activities in the topic grid below. Mrs Wale will also be posting some videos and sharing activities based around the story 'The Three Little Pigs'.</b></p> <ul style="list-style-type: none"> <li>✓ Draw a picture of a character from the story. Extension: write some words or short sentences to describe the character.</li> <li>✓ Draw a picture of your favourite part of the story. Extension: write some words or short sentences about the story.</li> <li>✓ Draw a 'Story map' to sequence the events in the story. Use this to retell the story to someone in your family.</li> </ul> <p>Remember in your writing to focus on: using your 'fred fingers' to pinch the sounds in the words, write down the sounds you can hear in the word, use your alphabet card to check how to write the letter if you need to, start to put spaces in between words.</p> <p>Extension: use a capital letter at the beginning of your sentence and a full stop at the end.</p>
<b>Phonics</b>	<p>Daily: Phonics.</p> <ul style="list-style-type: none"> <li>✓ Practice Set 1 and Set 2 sounds flashcards or practice using video clips on Oxford Owl and RWI website (you might like to try Set 3 sounds if you are getting confident with Set 2 sounds)</li> <li>✓ Green Words – Read the real and nonsense words daily. Start by using Fred talk, then Fred in your head and say the word. You could play games with the words - cut them up and turn them over, challenge a family member and see who gets the most correct. Mix them up and then sort them into real/alien words. Extension: choose a letter sound or 'special friend' and write a list of simple words with this sound in.</li> <li>✓ Practice reading tricky red words. Can you spot any of these words in books, magazines, leaflets, newspapers? Can you say a sentence with a red word in? Can you say a sentence with two red words in?</li> </ul> <p><b>*NEW*</b>: Phonics Family Facebook page – lots of ideas to make phonics even more fun to be found <a href="https://www.facebook.com/phonicsfamily">facebook.com/phonicsfamily</a></p> <p>Watch out on Tapestry 'Memos' tab for videos of your teachers demonstrating some of the phonics activities!</p> <p>Don't forget the phonics play website too <a href="http://www.phonicsplay.co.uk">www.phonicsplay.co.uk</a> username: March20 Password: home</p> <p>There will also additional phonics games in the Tapestry 'Documents' tab under 'phonics' and links on the school website</p>
<b>Physical Development</b>	<p>You have been sending me great pictures and telling me about your daily exercise – frozen yoga, super hero wake and shake, jo wicks PE and Andy's Animals on Cbeebies. Keep up the good work! Could you teach your grown up the games we play in PE? The Bean game or the Traffic light game? Maybe you could make up your own action game.</p>

<p><b>Maths</b> Choose activities from the grid to practice your Maths skills. You may want to revisit the activity e.g spend two sessions exploring patterns.</p> <p><b>and/or</b></p> <p>There are also lovely daily maths lessons on the <b>White Rose Maths website</b> <a href="https://whiterosemaths.com/homelearning/early-years/">https://whiterosemaths.com/homelearning/early-years/</a> (powerpoint with voice over - maths based around stories) and <b>Oak National Academy website</b> <a href="https://www.thenationalacademy.com/online-classroom/reception/#schedule">https://www.thenationalacademy.com/online-classroom/reception/#schedule</a> (live recording of interactive lessons)</p> <p>Do whatever works best for your child.</p>	<p>Daily (10mins practice): Counting forwards and backwards 10, 20 and beyond. Play games to order numbers to 10 and then 20 and beyond. Play a board game involving counting and recognising numbers – snakes and ladders, bingo, hopscotch. Ordering 10/20. Number tennis, Quick recall of one more/one less to 10 then 20. Counting in 2s, 10s.</p> <p><b>Look out for some of these quick number activities and some of the activities below with Mrs Wale on the Tapestry 'Memos' tab.</b></p>		
	<p><b>Patterns</b> Can you find patterns in your home? Look for spots, stripes, different shapes and repeating patterns. You might find these on clothes, wrapping paper, curtains, duvets, wall paper. Can you make your own pattern that repeats? It might be with beads, shapes, colours, potato printing, finger printing. Can you make a two or three colour repeating pattern? Some patterns are ababab pattern (red, blue, red, blue) or an abcabc pattern (red, blue, green, red, blue green) What about trying an abbabbabb pattern? E.g. red, blue, blue, red, blue. blue. Also see other Pattern ideas and worksheets on Tapestry Documents</p>	<p><b>Shapes</b> We have been learning about shapes over the past term. Cut out squares, rectangles or squares. How many different ways can you arrange the squares? Repeat with triangles and rectangles. Take a photo each time to record the different ways you arrange the shapes. Can you describe the way you have arranged the shapes? How is it different from the time before?</p> <p>See also see NRICH worksheet on Tapestry for shape investigations – they are open-ended and good fun!</p>	<p><b>Positional language</b> <i>Inside, under, on, between, beneath, next to, beside, in front, below, above, behind</i> Start by teaching the words above using a toy and a chair. Ask your child put the toy in different places in relation to the chair. You use a flashcard with the word on or your child could pick a flashcard from a pile and move their toy to the correct position. Hide and seek – Child hides a number of objects around the house and gives adult/sibling clues of how to find them using positional language. Challenge: Create a map of where you have hidden the objects with labels using positional language See positional vocab flashcards and other activities on Tapestry Documents</p>
	<p><b>Adding and Taking Away Problems</b> Washing line fun - Use some string tied between two chairs to make a washing line. Your child could find 10 or more items of clothes to peg up (could just stick to socks if that is easier!) Challenge your child to solve number problems e.g. There are 10 things on the washing line and 3 blew away – how many are left? I pegged up 8 socks and then found 2 that had been left in the washing machine? How many socks do I have altogether?  Challenge: write as a number sentence</p>	<p><b>Missing numbers 'Next door numbers'</b> Ask your child to draw or make 5 houses. Line them up to make a street. Using post it notes or small pieces of card write a number on each piece and muddle them up and ask your child to give each house a number in order. You might not always want to start with number one. You might give your child 7,8,9,10,11 or 14,15,16,17,18. You could put the numbers on yourself but leave one or two missing. Encourage your child to spot the</p>	<p><b>Counting how many? Tally chart</b> Create a tally chart to count the number of each object in your house. Write a list of the objects e.g. beds, chairs, tvs, tables, windows, doors. Count the number of objects and mark as a tally. Remember what to do with number five! When you have finished you can count your tallies and write the number next to it? Look at your chart. Ask your child some questions about the data. Which object have you got the most/least/ same number of? Can you think of something else to make a tally chart for? Things in the garden. Maybe you can take a tally chart with you in your garden or on a</p>

	e.g. $10-3=7$ $8+2=10$	missing number/s and explain why.	walk.
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### Windmill's Class Topic Ideas – 'What is a home?'

If you have a brother or sister at our school you will know that children are being given a bit more freedom in how they do their topic learning over the next few weeks and are being asked to create a 'Topic book' around a theme to share with their class and teachers when they get back to school. Our Topic for the first few weeks is **What is a home?** and is the start of our 'Out, Out and About' theme. Topic books could include pictures with labels, art work, photos, maps, experiments, recipes – anything you can think of that links. If you would like to create your own Topic Book, themes you could explore are: *My home, My bedroom, My fantasy home, Different types of homes, How homes are built, Jobs and machines on a building site, Animal homes, Storybook homes.*

To help you I have also created a grid of activities which could be included in a Topic book or children can continue to record in their Home Learning Book and send me photos as you did at the end of last term. I am happy for children to either work in whatever way works for both you and them.

<b>Learn your address</b> What is the number of your home, name of your street? Write a card or letter for someone and put it in an envelope and ask your grown to help you address it. You could write to Mrs Wale and send it to the school address!	<b>House names</b> Some homes have names and some have numbers – if your house hasn't got a name – what would you call it. Often people use an animal they like, their surname, a place they have visited or name they like. Make a sign for your house with a name and picture. Be as imaginative as you can.	<b>Building your fantasy home or bedroom</b> What rooms would you have? Would you have a slide between floors? A ball pool room? An inventing room? Build out of lego, wooden bricks or junk modelling Challenge: draw your design first and label it.	<b>Building a tower</b> Using empty boxes and tubes build a tower as tall as you can. Did it fall down easily? Change, adapt your tower, which shapes are the best for building with. How can you make your tower more stable? Can you build a tower that is taller than you? What did you find out about building?	<b>Animal Homes</b> Where do animals live and what are their homes called? How do animals build their homes? Which animals live underground? Which animal make their homes in trees? Which animals live in water? Where do animals live in your garden? You could draw and label what you find out. You might make a list of the animals and the name of their home.
<b>Set up your own post office.</b> Make a postbox and write cards to people in your house. Post	<b>Draw, paint or collage a picture of your home</b> and label the different parts – roof, window, door. Have you got neighbours? Do you live in a flat, house, cottage, semi-	<b>Home hunt</b> Look in your storybooks. Can you spot different types of homes – real and	<b>How are houses made?</b> Are they all made out of the same materials? Which tools and machines are needed? Look in books or on websites to find	<b>Google maps</b> Can you find your home on google maps. Ask a grown up to type in your address. Zoom in and out to see what is around your house home. Look for where other

<p>them and then sort the cards and deliver. Encourage – other people in your household to write cards and notes to each other too.</p>	<p>detached, terraced home? Some people live in boats or in caravans. Find pictures of these types of houses. Can you see these out of your window? Or when you are out for your daily exercise?</p>	<p>imaginative– make a list – hut, castle, cave, house, cottage, tree, shoe! Which characters live in these homes?</p>	<p>out. You could set up a building site with your toys. Draw me a picture and write about what you find out. Or maybe you could make a little book about making houses.</p>	<p>people in your family live? Can you find our school on the map – what does it look like from the air? Make a town or village for your toys out of boxes or lego. Challenge: Draw a map of your town</p>
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