

Welcome back after the half term – we hope you all had fun in the sun! Attached, is this week's Family Home Learning Project which is based on '**Celebrations**'. In Reception, we are starting a new topic... **What can we find in the garden?** This week, our main text will be '**The Very Hungry Caterpillar**', by Eric Carle. Below are details of activities to support the children's learning at home. The topic activities are optional, but often the ones the children enjoy the most!

WHAT'S NEW?

- All of the information in this post can now be viewed and printed in a PDF document (See Tapestry Post - PDF). This can be used to check off which activities you have done and to prioritise activities based on your child's needs and interests.
- From next week, there will be a daily reading activity for you to access. The daily writing activities will still be available, although sometimes they will be linked to other activities to give the children more purpose for writing.
- There will also be short, basic skills sessions that focuses on something different each day, e.g. handwriting, speaking and listening, practise of previously taught Maths. They can be found in the attachment called 'Basic Skills' (which will include more detail and guidance) or on the Weekly Overview to see them at a glance.
- From 1st June, all phonics sessions will be released at 9.30 am (and remain available for 25 hours). Please see the 'Phonics' section for more details.

Reading

Please continue to read with the children as often as possible. This may include their school / online books, sharing story / information books and practising their Speedy Words. You can access some free games at: <https://new.phonicsplay.co.uk/>. Log in: march20 Password: home

Phonics

Read Write Inc. will continue to offer online phonics sessions. From 1st June, all sessions will be released at 9.30am, and available for 24 hours. Please follow this link to the RWI YouTube channel:

https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIlg9GdxtQ.

Please use this link to find out more information about the revised schedule and the release of new daily films: <https://www.ruthmiskin.com/en/find-out-more/parents/>.

Most children will need to access Set 2, which is the expected level for this time of the year in Reception. However, some children will still benefit from revising Set 1 and some children will benefit from accessing Set 3. If you are unsure which set your child should be accessing, please contact their teacher.

For free Read Write Inc. Phonics eBooks, activities and advice, visit Oxford Owl for Home:

<https://www.oxfordowl.co.uk/read-write-inc-home>

Writing

Please continue to practise planning and writing words and sentences, using phonics to sound out and spell them. Writing is often the most difficult task to get young children to sit and concentrate for, so we would recommend encouraging the children to write about their interests, as they are more likely to be motivated and want to write. There is a themed 'Daily Writing' attachment to stimulate writing, but if the children would rather write about their own interests, that's absolutely fine.

Please see posts from 23rd March / 30th March for more information about how to support specific aspects of the children's writing, e.g. spelling, handwriting.

Maths

- For the next few weeks, we will continue to focus on the key number skills and knowledge so some of the objectives may be repeated, although the activities will be different. This week, we are looking at counting accurately, which will incorporate some addition and subtraction. We will also be looking at 2D shapes and their properties. The following activities and resources will support the children with this.
- Watch Numberblocks 'Numberblobs' <https://www.youtube.com/watch?v=tpBLlp1uJC8> and 'How to Count' <https://www.bbc.co.uk/iplayer/episode/b08cr24d/numberblocks-series-1-how-to-count>. The children have seen the second episode at school, but it will recap on some of the key principles of counting: matching one number name to each item to be counted; saying the number names in the correct order and knowing that the last number in the count is the total size of the group.
- Give the children lots of purposeful, everyday opportunities to practise their counting skills, supporting them to use the counting principles above. When possible, remind them to move the objects as they count them to make sure they count them all, e.g. counting out cutlery for dinner, counting out coins, counting out sweets/grapes to make sure they have a fair amount. Try to include some opportunities for counting things that cannot be moved, such as counting steps as they walk up them, counting how many cars drive past, counting sounds (e.g. claps, bangs on a drum, how many skips they can do).
- Create up a 'shop' based on your child's interests, e.g. teddies, dinosaurs or a shop for witches and wizards. Choose a few items to sell in the shop and label them with a price (1p-10p). The children can then pretend to be the customer (counting out pennies to pay for their items). For a challenge, ask them to choose 2 things to buy. How much will they cost altogether? The children can use a range of strategies to work this out, including counting on their fingers, using jottings, counting on from the biggest number or using known number facts. They could also have a turn at being the shopkeeper, where they can check the number of pennies you have given them is correct. For another challenge, you could pay for 6 pence worth of items using a 10p coin so that they need to use subtraction to work out how much change you will need.
- Use the shape mat (see Maths – 2D shape mat, or draw your own) to recap on 2D (flat) shape names. Play 'I'm thinking of a shape' where someone describes a shape for the children to identify, e.g. it has one straight and one curved side. What could it be? What is it definitely not? How do you know? Swap roles so that the children have the opportunity to use linked mathematical vocabulary when describing the shapes, e.g. sides, corners, straight, curved, round.
- Make a butterfly picture, with a cut and stick shape activity (Maths – Butterfly shape picture). Encourage the children to name and talk about the shapes as they use them, using linked mathematical vocabulary, e.g. sides, corners, straight, curved. If possible, encourage the children to cut out the shapes themselves to support their scissor skills.
- Set some shape themed challenges, e.g. can you find me something in the house that is a square shape before the timer runs out? Can you make a rectangle shape using things you find in the garden?
- Use this link: <https://www.topmarks.co.uk/maths-games/3-5-years/shape-position-and-movement> to access Topmarks shape games.

Topic

- ❑ Listen to 'The Very Hungry Caterpillar' <https://www.youtube.com/watch?v=75NQK-Sm1YY> or read the book if you have a copy. Talk about the author / illustrator, Eric Carle, who we focused on during book week. Can you remember any other books he has written? Why do you think the caterpillar is eating so much? What do you think will happen next? Encourage the children to count the foods to support their Maths work.
- ❑ Watch some of the clips that Mrs Jacques posted on Tapestry, showing the journey from caterpillar to butterfly. Or, watch this video clip: <https://www.youtube.com/watch?v=jivWeOrCael> which shows the complete life cycle. Talk about what is happening during the different stages. Complete the life-cycle activity sheet attached (Topic – Life cycle of a Butterfly), or draw your own.
- ❑ Create a symmetrical butterfly picture. Fold a piece of paper in half. Paint one wing on one side and then fold over to create the other side. We have not yet covered symmetry (nor is it a Reception objective) so this activity is more for enjoyment and the term will need explaining. If you do not have paints, you could draw one, using the provided template (Topic – Butterfly Template). Alternatively, you can create one using Purple Mash (Set as a 2Do). Attached is a document that shows some examples (Topic – Symmetry examples).
- ❑ Make your own caterpillar. You could try one of the following, or use your own ideas:
 - Egg box caterpillar
 - Paper plate caterpillar
 - Split-pin (or glue if you don't have any split-pins) caterpillar(See Topic – make a caterpillar, for examples of the above suggestions and more).
- ❑ Go on a bug hunt in your garden or the park. You could look for a large variety of bugs (Topic – Minibeast Hunt), or choose a few that you will be looking specifically for and then keep a record of how many of each bug you find in the tally chart provided (Topic – Tally chart), or draw your own. We have briefly looked at 'close the door after number four' to make a gate of 5 so some children may be able to record like this.
- ❑ For a calm end to the week (or whenever needed!) try some colouring of butterflies (Topic – Butterfly colouring). For those children who are not huge fans of butterflies, there will be a dinosaur option (Topic – Dinosaur colouring).

Here are some websites that you may find useful to support you and the children:

- <https://www.topmarks.co.uk/maths-games/3-5-years/> (Maths and Literacy games for Reception children)
- <https://www.thenational.academy/online-classroom/reception#subjects> (Access to lessons in many subjects and for all ages. This link takes you to Reception).
- <https://whiterosemaths.com/homelearning/early-years/> (Maths lessons and ideas for Reception children, by White Rose)

We hope you enjoy this week's activities. Please do not feel you have to do them all; we know many of you will be juggling work and other children alongside home schooling. Please contact a member of staff if you have any questions. If you reply to this thread, everyone will be able to see your comments but if you start a separate post, it will just be staff members.

From all the staff in Maple and Willow.