

Montbelle Primary School: Home Learning ideas

Reception: Spring One -Responsibility and Our World Week 1 –Weekly theme is ‘Bubbles and our personal experiences’.

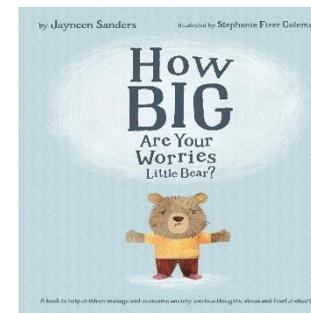
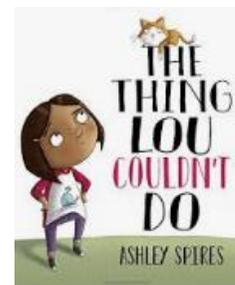
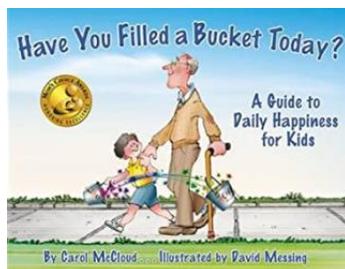
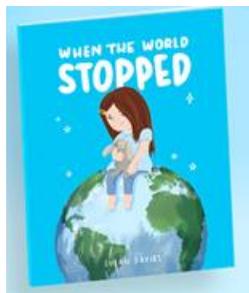
Please send observations in via Evidence Me.

Please see Knowledge organisers in addition to support with learning across this half term topic of “Responsibility.”
As always, we welcome any alternative activities. Please keep sending in observations via Evidence me or through our class email addresses. Thank you for your on-going engagement in activities! 😊

Reading:

Books listed here are linked to our knowledge organiser as well as further learning that is being covered during the week.

(There are many more that you may have indoors that you may choose to use too!)



Links for these books are listed below:

When the world stopped – a video of the book being read by Miss Sheen will be provided on Monday.

Have you filled a bucket today?- [Have you Filled a Bucket Today? - YouTube](#)

The thing Lou couldn't do- [THE THING THAT LOU COULDN'T DO Read Aloud Book for Kids - YouTube](#)

How big are your worries Little Bear-<https://e2epublishing.info/videos/book-reading-how-big-are-your-worries-little-bear>

- ❖ Please ensure you access the daily pre-recorded phonics sessions that will be available each day. Please ensure you have your flashcards that have been sent home ready when you watch the video.

Links for tomorrow are listed below:

Group 1 – <https://vimeo.com/496619078/d530fcf4e2>

Group 2 – Part 1 - <https://vimeo.com/496638146/ed55eae837>

Part 2 - <https://vimeo.com/496644219/e12ce9575c>

Group 3 – <https://vimeo.com/496620895/b6e613e602>

Group 4 - <https://vimeo.com/496632372/80e9e521da>

- ❖ You can also use the phonics site below to share some phonic comics that link to the sounds your child currently knows.

<https://www.phonicsplaycomics.co.uk/comics.html>

- ❖ Please also continue to pick a favourite book to read every day (this might be part of your bedtime routine).

❖ **There will also be live daily reading sessions from Tuesday with a member of the EYFS Team each day. Please log in to teams at the time slot below for your class:**

Routemaster Class – 2:00pm

Clipper Class – 2:30pm

❖ Whilst learning at home, we will begin to use the Reading app ‘Teach your Monsters to Read.’ We will be creating accounts for all children and passwords and usernames will be sent via email ASAP. Please let your children know that their monsters will send them letters and certificates the more they play. This can be downloaded as an App or accessed via the internet link below.

The link for this is: <https://www.teachyourmonstertoread.com/>

Other Phonics sites that have interactive games that will support your child with their learning are listed below:

Phonics Play – [PhonicsPlay - Resources](#)

Phonics Bloom – [Phonics Games for the Classroom and Home - Phonics Bloom](#)

If you would like to do some additional maths activities at home the links below are to sites that offer age appropriate material to support maths teaching and learning:

<https://whiterosemaths.com/homelearning/early-years>

[Posts – Digit Dog Challenges](#)

This week we will be revisiting the ‘Mindful Monsters’ that the children were all introduced to as well as the Colour Monster to support discussion linking to feelings and emotions.

Day 1-

Today your child is going to be getting creative and thinking about memories they have experienced linking to our story “When the world stopped”. First- let your child start the day by choosing their own clothes and getting themselves dressed. They

Day 2-

Remaining positive! Support your child to start their day by looking in the mirror and telling themselves three positive things e.g. I am kind, I am amazing at drawing, I am a good friend etc.

Task 1-

Day 3-

Start the day with some exercise to get endorphins flowing.

Task 1 –Start with either of these links to warm up:

[Wake Up! School Assembly Song and Dance from Songs For EVERY Assembly by Out of the Ark Music - YouTube](#)

https://www.youtube.com/watch?v=_swUGtEpazY

Day 4-

Start your day by spending 5 minutes listening to your favourite songs before you start your day. 😊

Task 1 –

A video lesson for this task will be on the list of

Day 5-

Today is the final day of our story and later, you and your child are going to celebrate all your hard work this week!

Task 1 –

<p>may decide to be a princess, a pirate or they might just want to wear their favourite outfit. They decide!</p> <p>Task 1 – <u>A PowerPoint version of this book will be provided Monday morning.</u></p> <p>Read the book ‘When the world stopped’ up until ‘<i>She didn’t like that feeling not at all</i>’.</p>  <p>Talk about what they know about why the world had to “stop” keeping it age appropriate.</p> <p>Why do they think Jess is sad? Discuss how they felt when we all had to stay at home and about being at home now. Use this discussion to share that there are different emotions that can be felt.</p> <p>Ask them to think of some things that Jess could do at home to make her happy e.g. Play in the garden, bake cakes, watch film with her adults etc.</p> <p>What do they like to do? What did they/ have they</p>	<p><u>A video lesson for this task will be on the list of lesson links that you will receive on Monday.</u></p> <p>Continue to read the book ‘When the world stopped’ read the next page which talks about the doctors and scientists.</p> <p>Discuss some of the things the children might have taken part in such as placing a rainbow in their window, clapping each week for the NHS etc.</p> <p>What do doctors do? Discuss how they help people who are feeling sick to feel better.</p> <p>What do scientists do? Tell them how the scientists are helping to make something to help the world get better etc.</p> <p>Think about the parts mentioned on these pages. What can you remember? What did you do? Your child can then write about something they did to help the doctors this could be a drawing or the fact they stayed at home.</p> <p>Support children to segment the words for their writing and have sounds mats</p>	<p>Then complete Cosmic Yoga-‘Bubbles’ and it begins to discuss thoughts and feelings. This will help us with our activities later today. https://www.youtube.com/watch?v=xUUqOHuSLS0</p> <p>Then follow on with Cosmic kid’s yoga story linked to hand washing. Safeguard the Handwashing Soap A Cosmic Kids Yoga Adventure! - YouTube</p> <p>Task 2 – <u>A video lesson for this task will be on the list of lesson links that you will receive on Monday.</u></p> <p>Continue to read the book ‘When the world stopped’ until the page where she is bed and it says, ‘<i>Just for now said mummy.</i>’</p> <p>Have a quick think about some more of the things that Jess did when she had to stay at home.</p> <p>Brainstorm some of the things the children did when they had to stay at home and that they are doing to keep busy this week.</p> <p>Model writing a sentence together about something you did e.g. ‘I did sum gardening.’ ‘I went to the woods.’ (come up with what you want to say and then break it down into how many words as shown in previous videos).</p> <p>❖ Additional Challenge: Using Technology- Support your child to take some pictures of their</p>	<p><u>Lesson links that you will receive on Monday.</u></p> <p>Continue to read the next page up until ‘all the lovely people she would hug when this was over.’</p> <p>Talk about the things Jess missed and was looking forward to doing. Ask if there is any think they missed during the time they were in their bubbles or something they still might miss that they cannot do at the moment.</p> <p>Discuss these together giving examples as needed.</p> <p>Think back to our work on the Colour Monster and how he made jars to sort his different feelings. He thought about what made him feel loved, happy, scared etc.</p> <p>Support your child to make a jar for happiness. Writing or drawing the things that make them happy and adding it to their jar. This could be made from recycling items and decorated</p>	<p><u>A video lesson for this task will be on the list of lesson links that you will receive on Monday.</u></p> <p>Finish reading the rest of the book which has links back to all the learning this week e.g. clapping for NHS, people that help us, activities they may have done.</p> <p>Discuss with them whether they liked the story and why? What their favourite part was.</p> <p>Challenge your child to create a small book which will be like a guide of things to do when in your bubble.</p> <p>Model drawing a picture e.g. watching a film with mummy and write a caption ‘Woch a film wiv mume.’ How many different pictures can you complete for your book?</p>
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been doing when we've not been able to do their 'normal' routine.

Follow up writing task:

Using the resource sheet that has been sent that has 'In my bubble...' written at the top (or on a separate piece of paper) children can then write, depending on their phonics group, about something they liked to do during lock down. They can draw them doing the activity underneath their writing and discuss this with you.

Phonics Group 1: Initial sounds e.g. 'I did baking.' (They may just write the initial sound for baking. 'I did bk')

Phonics Group 2: A caption e.g. I maid caiks. (spelt phonetically)

Phonics Group 3: Sentence e.g. 'I maid caiks with my familee.' (spelt phonetically)

Phonics Group 4: Write two sentences about things they did at home e.g. 'I maid caiks with my familee and plaid in the garden.' (spelt phonetically)

Support children to segment the words. Please ensure your child has their sound

available to find the corresponding graphemes. Again, please adapt the writing depending on your child's ability as you did yesterday.

Phonics Group 1 – CVC words and Initial sounds

Phonics Group 2 – A caption

Phonics Group 3 – A sentence

Phonics Group 4 – Two sentences.

Example: 'I maid a rainboa.' (phonetically correct)



**Task 2 –
UW- The world**

Objective – Children make observations of plants and explain why some things occur and talk about changes.

Show children the picture of the blossom tree in the book 'When the world stopped.' Use the PowerPoint of the book to show your child the page.

favourite things in the home/ garden/on a local walk.

This can be of things they have done, toys, people, or photos of others etc.

Send in your collection of photos on Evidence Me or through email. Let us know whether your child was able to operate the camera themselves?

If you're not able to take photos- instead draw these or write these down- discussing with an adult.



Task 3 -

Read/watch the book 'The Thing Lou Couldn't do'. (Link above)

Talk about how when you concentrate and keep practising you can learn new things. Ask your child something they are not able to do yet or that they find hard to do e.g. Doubling numbers, cutting along a line with scissors, certain jumps on their trampoline etc. Spend 30 minutes practising the thing they would like to learn with them. Remind them that they used to never be able to write their names but now they all can and how we can learn to do anything if we work hard and practise.

however your child would like. Do you have any extra things you can add this time? You can complete this with other emotions too.



Task 2 -

Read/Listen to the story 'How big are your worries little bear'. Talk to your child about how it is normal to feel worried and everybody gets worried sometimes. Talk about how little bear felt much better when he shared his worries with his mum. Ask them if they ever feel worried? Talk to them about things they can do to help them feel better.

Task 3 -

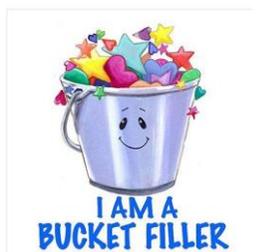
Support your child to write down any worries they may have. Write down some of yours to

Task 2-

Let your child support you to make lunch today and enjoy a little tea party. They could count how many sandwiches you need and ask people what they would like. They can make the food and support you to set up a picnic party.

Task 3 –

Have an amazing time with your family at your tea party! Teach each other some dance moves and take turns listening to your favourite songs. Remember to all count the stars in your buckets that you have earned this week!



mats available to find the corresponding graphemes.

Phase 2

Sounds	Tricky Words
s a t p l n m d	I no
g o c k ck e u r	the to
h b f ff i ll ss	into go

Phase 3

Sounds	Tricky Words
j w v u qu	we me
ch th sh ph sh oo	all are
oo oo ur ur ur ur ul ear	they my
air ure ur	her was
	be you
	she he

Task 2 –

Read the book ‘Have you filled a bucket today’ (Link is above if you do not have the book). Support your child to create/decorate buckets for people in your house so you can fill them throughout the week. Make some stars that you can add to the buckets when each person does something positive or kind. At the end of the week support your child to count how many stars you have all managed to collect in your buckets!

Ask children do they think this picture is from Winter, Spring, Summer or Autumn? Why?

Discuss how we can tell it is Spring because all the trees are starting to blossom. Ask them what the trees look like at the moment and compare. Tell them at the moment it is winter.

Go and sit by the window (in your garden if you have one or this activity could be done during your daily walk if you take one.)

Concentrate on the things you can see, hear and smell around you. Close your eyes and take some time to listen to the sounds. Support your child by prompting them to tell you what they hear. Do the same for what they smell and what they see.

Get your child to draw what they can see. (Do this when back home if you did the first part on your daily walk).

Task 3-

Talk to your child about what a compliment is. (They may remember giving compliments during an

share with them e.g. I get worried when I lose my keys etc. Read them out to each other and then scrunch them up and throw them away. Explain that now you have shared your worry you don’t need to think about it. Have a relaxation afternoon/evening. Have a bubble bath and put on your favourite pyjamas, pick your favourite film to watch together and sit on the sofa together to watch it!

Support your child to send us an email letting us know the favourite things they have done this week and how they are feeling. (You can type exactly what they say or for an extra challenge, can they sound out what they want to say and find the letter on the keypad?





Task 3 –

Make a collage of all the people and things that make you happy. You could use family pictures, pictures from magazines or the internet, or you could draw the pictures.



There are sites online where you can make a collage such as the one above.

activity we completed for Mental Health Week and in recent weeks in school). Remind them that it is nice to use kind words and we can make other people feel positive by giving them a compliment. Practise giving compliments to the people in your house e.g. Your drawing is amazing; You look lovely today; I love eating your dinner because you are a great cook etc. Support your child to write a compliment for each member of your family. (It would be nice for your family to all write one for them back). Tell them we are going to try and give lots of compliments to each other this week and they may want to try and spread positivity by ringing family or friends and giving them a compliment or writing cards to family with a compliment inside.

Task 4 -

Talk about how laughter makes people happy. Your task is to tell each other some funny jokes. Start by telling your child some jokes you know and then they might create their own to tell you and your family. There are

lots of children’s jokes sites online which can support this activity. Get your child to pick some of their favourite ones and spread the laughter by telling them to your family and friends.
(You could send some to us to make us smile).

Daily challenge

Bucket Filler Challenge

Please make sure you have read the first book ‘Have you filled a bucket today’.
We would like you to keep a daily diary letting us know how you filled your bucket today. You need to write a sentence at the end of each day to tell us what you have done e.g. ‘I smiled at my mum and dad. I helped to tidy my room’ (phonetic spelling is expected for these attempts at writing). We are going to give house points to children who are great bucket fillers! On Friday, count how many stars you have got in your bucket for making people in your family feel positive or by being kind and let us know through email or via Evidence Me so that we can award these.

Remember we do not want to be bucket dippers!

Learning outcomes children will be working towards throughout the week by completing various activities.

Communication and Language

Listening and Attention – They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

Understanding – Children follow instructions involving several ideas or actions.

Understanding – They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.

Speaking – Children express themselves effectively, showing awareness of listeners’ needs.

Physical Development

Moving and Handling - They show good control and co-ordination in large and small movements.

Moving and Handling – They handle equipment and tools effectively, including pencils for writing.

Personal, Social and Emotional Development

Self-confidence and Awareness – Children are confident to try new activities, and say why they like some activities more than others.

Feelings and Behaviour – Children talk about how they and others show feelings.

Making Relationships – They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.

Literacy

Reading – Children begin to/ read and understand simple sentences.

Reading – They attempt to/ use phonic knowledge to decode regular words and read them aloud accurately.

Reading - They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing – Children attempt to/ use their phonic knowledge to write words in ways which match their spoken sounds.

Writing – They also write some irregular common words.

Writing – They write simple sentences which can be read by themselves and others.

Writing - Some words are spelt correctly and others are phonetically plausible.

Understanding the World

The world – They talk about features of their own immediate environment.

Technology – They select and use technology for particular purposes.

Expressive arts and design

Being Imaginative – They represent their own ideas, thoughts and feelings through design and technology, art, music, role play and stories.

Media and Materials – They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.