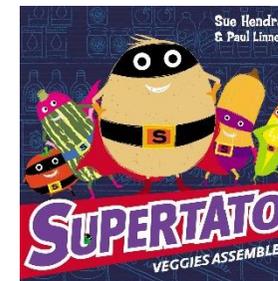
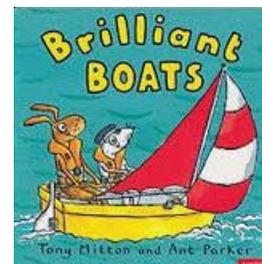
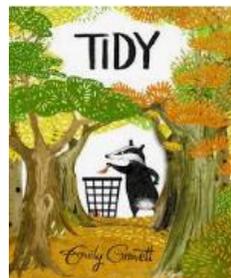
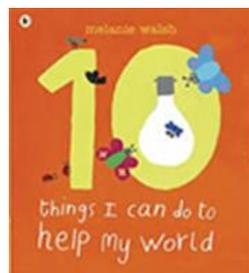


Please see Knowledge organisers in addition to support with learning across this half term topic on Responsibility. As always, we welcome any alternative activities. Please keep sending in observations via Evidence me or through our class email address. Thank you for your on-going engagement in activities!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

Reading

Useful books linked to our learning this week.

(There are many more that you can use too!)



Links for these books are listed below:

[10 things I can do to help my world by Melanie Walsh - YouTube](#)

10 thing I can do to help my world- Read by Miss Sheen - <https://vimeo.com/498158912/32a8b095ab>

Tidy- Read by Mrs Eardley – <https://vimeo.com/497621367/ca4d526ae5>

[Brilliant Boats by Tony Mitton & Ant Parker - Read Aloud Story for Kids - YouTube](#)

[Supertato - Veggies Assemble](#)

❖ Please continue to access the **daily** pre-recorded phonics sessions and the daily pre-recorded lessons that are on the links sheet that has been sent.

❖ 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).

❖ Whilst learning at home, we will continue to use the Reading app ‘Teach your Monsters to Read.’ Please let your children know that their monsters will send them letters and certificates the more they play.

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

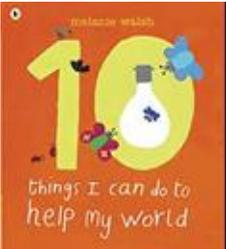
Please also remember that the Oak Academy for home learning is still up and running with new lessons added for Reception each day. The link below will take you to the schedule page where you will be able to see what is on offer.

<https://classroom.thenational.academy/schedule-by-year/reception>

If you want to find some maths challenges for your child the link below is to White Rose Maths which will have great activities that you can use to support your child.

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

Joe Wicks is back on Monday. Keep a look out for daily P.E sessions your child can do at home.

<p><b>These suggested learning activities can be completed in any order.</b></p>	<p><b>Day 1-</b> Complete your phonics lesson. See Phonics page for link to lesson.</p> <p><u>Task 1</u></p> <p>First watch the story 10 things I can do to help my world: <a href="https://vimeo.com/498158912/32a8b095ab">https://vimeo.com/498158912/32a8b095ab</a></p> <p>Then watch the Lesson input video: <a href="https://vimeo.com/498160844/d6f931e05d">https://vimeo.com/498160844/d6f931e05d</a></p> 	<p><b>Day 2-</b> Complete your phonics lesson. See Phonics page for link to lesson.</p> <p><u>Task 1</u></p> <p>Watch the lesson input video: <a href="https://vimeo.com/498159606/f31e63ffdf">https://vimeo.com/498159606/f31e63ffdf</a></p> <p>The children will be set tasks to experiment with a range of activities linking to exploring height and weight.</p> <p>Can they get the family together and decide what order they go in from tallest to shortest? They could draw a picture after of their family in height order to share with us via Evidence Me. This could also be done with a range of their toys.</p>	<p><b>Day 3-</b> Complete your phonics lesson. See Phonics page for link to lesson.</p> <p><u>Task 1- One more, one less</u></p> <p>Watch the lesson input video: <a href="https://vimeo.com/498162791/efc63204f4">https://vimeo.com/498162791/efc63204f4</a></p> <p>Children to have a set of number cards 0-20 (These can be numbers written on pieces of paper). Please start by mixing the numbers up and holding them up in random order. Check whether your child is able to identify the numbers (work on any they find tricky).</p> <p>Create a number line this can be done with string and pegs. (If not they can just create a</p>	<p><b>Day 4-</b> Complete your phonics lesson. See Phonics page for link to lesson.</p> <p><u>Task 1- Understand, follow and make</u></p> <p>Watch the lesson input video: Part 1: <a href="https://vimeo.com/498161777/c9ae966737">https://vimeo.com/498161777/c9ae966737</a> Part 2: <a href="https://vimeo.com/498162424/ffb4f09ad1">https://vimeo.com/498162424/ffb4f09ad1</a></p> <p>Today you will become the Chef! You are going to be responsible for making something (anything!) Pick a something to make with your grown up. First, create the instructions for what you need to do. Follow your instructions.</p>	<p><b>Day 5-</b> Complete your phonics lesson. See Phonics page for link to lesson.</p> <p><u>Task 1- Story time and imagination</u></p> <p>Read a story (<i>you can pick from the suggestions above or find your own favourite stories</i>)</p> <p>Can you discuss the story. What is the story about? Why did .... happen? Who are the main characters? Can you retell the story afterwards? Can you find some tricky words in the text? Which words did you find or manage to read independently?</p>
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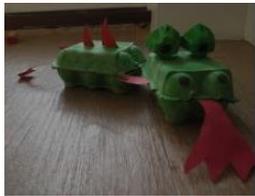
Children to draw a way that they are going to start to help the world.  
They then need to write a sentence underneath using their phonics sounds.  
Words to be written phonetically correct, please ensure children have their sound mats to support them.

### Task 2-

Let's get creative-

Can you use some of your recycling to make a shaker or a model?

Can you ask your grown up to record a short video of you explaining what you've created and share it on Evidence Me? (less than 2mins to allow for successful upload)



Then pick 5 items from in your house that weigh different amounts. Ask your child to look at them and predict which item weights the most (having big items that are light and small items that are heavy will support your child to understand that weight is not always linked to the size of an item) Let them then hold each item and then see if their prediction was correct. See if your child can order the items from lightest to heaviest.

Challenge: If you do have any scales at home your child could then weight the items.

### Task 2-

Listen to the story Tidy:

<https://vimeo.com/497621367/ca4d526ae5>

Pete the Badger tries to tidy too much and it ends up meaning that he can't get home or to any food. He quickly solves his problem. Can you have a think about what you can keep tidy at home? How can you help your adults?

Today, we want you to find out information about an animal of your choice. Where

number line on the floor). Lay the numbers out in random order and support your child to identify which number goes first and begin to place them in order into a number line. Once this is completed ask your child to identify one more than a number. Remind them that more means we are getting bigger. They can point to it on their number line. Do this for a range of numbers. Then ask for one less than a number you choose, again do this for a range of numbers.

Below is a link to a game that your child could then play independently to support their learning with one more/one less:

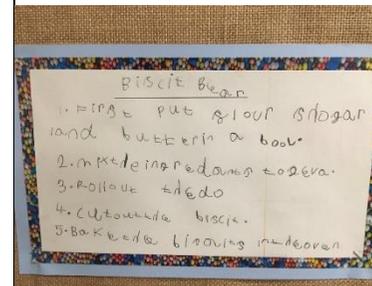
<https://www.topmarks.co.uk/learning-to-count/chopper-squad>

### Task 2-

Can you complete a range of challenges to support your developing counting skills?

Below are some suggested tasks that can help you. Do you have some of your own number related games that

Take photos as they cook/ make.



(You could make the item first and then write the instructions afterwards using the photos of each step to support with writing if your child needs more support)

Task 2 – Investigate Read/watch the book 'Brilliant Boats'.

(Link above)

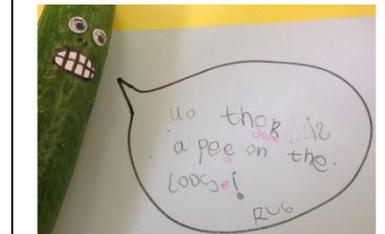
Ask your child what their favourite type of boat was. Support your child to make a boat. Talk about what materials were able to float building on from earlier in the week to help you to decide what to use. You could check your daily challenge tally chart too

(You could make a paper boat, old milk carton, wood etc). Get your child to test their boat out and use some toys to take a ride on the boat.

### Task 2-

Can you pick some characters from your story e.g. the Veggies in Supertato – veggies assemble and create speech bubbles for what they might be saying.

write speech bubbles for your vegetables!



### Task 3-

Watch the video lesson input:

<https://vimeo.com/498160222/02969affd1>

Can you create your own characters for a story or draw the characters from your favourite story?



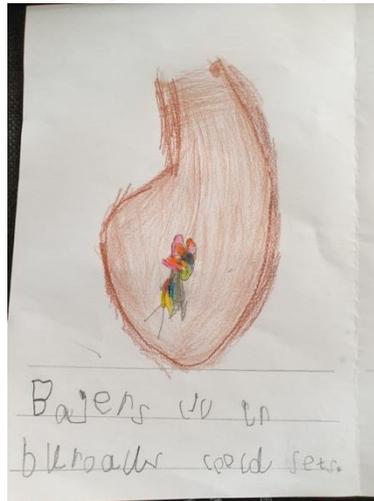
Task 3 –

Place a variety of materials on the table. Support your child to identify what materials the item is made from and place it in the correct recycling pile. Now experiment with which materials sink or float. This could be done in a bath or sink. Can you make any float? Make a list of materials that float and share it with us via Evidence Me.

do they live? What do they eat? How/what do we need to do to help look after them?

Can you create a information book with a few facts to share with someone. You may choose to look at sea life creatures and think of the ways that humans need to be responsible in order to look after the animals.

Below are 2 examples linking to a Badger (from our story).



**Badgers live in burrows called sets** – Badgers live in burrows called sets.

you could play and share with us?

1)



Dominoes. Create your own dominoes (you could make domino cookies, use playdough, or draw them on paper etc) - Can you carefully count out the correct amount of dots? Can you add 2 together to find a total?

2)- Sing 5 current buns (change the numbers to suit the level of addition and subtraction). How many current buns do you have left? Can you think of any other songs?

Task 3- awareness

Can you make a list of different food that you can think of?

Can you create a table of healthy and unhealthy? You might choose to add in a middle section like in the photo below for some foods



Use these to retell your story to an adult. This does not have to follow the story line of the book you choose this can be a short story using those characters.

Remember- Your story needs a beginning, middle and end. Is there a problem in your story? Who is going to come to the rescue?

Think about how your characters walk and talk.

“Badgers live in burrows called sets”



They eet berries and slugs and hedgehogs  
“They eat berries and slugs and hedgehogs”

that can fall into the middle. Work through the list, discussing what section they fall into.

Can you think or find out where does food come from? E.g. does it grow in the ground, on a tree etc?

Using a computer or information book can you research why are some foods not good for you? Why are some foods/drinks particularly good for our bodies? Which ones?





Daily challenge

### Recycling Tally

Items	Tally	Total
paper 		
cardboard 		
glass 		
plastic 		
tin 		

#### Recycling Challenge

Make a Tally chart of the different materials you put in the bin over the next week. Have materials such as plastic, glass, metal and cardboard written on a chart. Before you throw something away ask your child to mark on the tally chart what material it is made of before putting it in the recycling bin. Remind your child that we put a line for each item and when we get to 5 we put the line across.

At the end of the week, count up how many of each material you have thrown away to see what material is put in the bin the most at home.

<p>Learning outcomes children will be working towards throughout the week by completing various activities.</p>	<p><b>PSED</b>- 'Self confidence + Self- Awareness'- Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><b>C+L</b>- 'Understanding'- Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><b>PD</b>- Moving and Handling- They handle equipment and tools effectively, including pencils for writing.</p> <p><b>PD</b>- 'Health and Self Care'- Children know the importance for good health, of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.</p> <p><b>Literacy</b>- 'Reading'- use phonic knowledge to decode regular words and read them aloud accurately.</p> <p><b>Literacy</b>- 'Writing'- Children use their phonic knowledge to write words in ways which match their spoken sounds</p> <p><b>Number</b>- Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p><b>Number</b>- Say the number that is one more/ one less than a given number.</p> <p><b>SSM</b>- They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes.</p> <p><b>Understanding the World</b>'- 'The World'- They make observations and explain why some things occur, and talk about changes.</p> <p><b>EAD</b>- 'Being imaginative'- Children use media and materials in original ways, thinking about uses and purposes.</p>
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