

Reception Home Learning

Week Beginning 27th June 2022

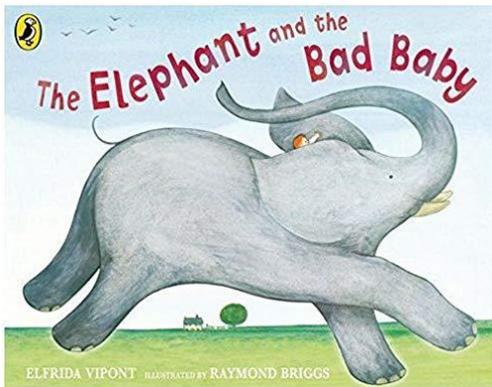
Dear Parents/Carers,

We would love to hear from you about your child's learning at home; to share this, please use the following email address: fshomelearning@exwickheights.devon.sch.uk. Thank you.

Communication & Language (C&L) and Literacy: Writing (L)

Key focus: Narrative – The Elephant and the Bad Baby' by Elfrida Vipont & Raymond Briggs

Activities:



- You can watch the story by following this link:

<https://video.link/w/kMn2c>

- Talk about the following 4 components of narrative after listening to the story: Who? Where? When? What happens next?
- Who did the baby meet?
- Where did they go?
- When did events in the story happen? E.g. Morning, dinnertime or bedtime?

- What happened throughout the story and why?

Writing a story using the key components of narrative:

- Can you create another story about the baby, but this time he is going to be 'good', by remembering his manners! You might decide that he goes on another adventure with the elephant or maybe with a different animal? You choose!
- Remember to think about **when** it happens, **who** the baby meets, **where** they go, and **what happens**.
- *For example, One day, the Good Baby met a horse. The Good Baby climbed onto the horse's back and they went 'clip clop, clip clop' all down the road. Soon, they came to a cinema. The horse asked the Good Baby if he would like to watch a film. The Good Baby said, "Yes please!" So that is what they did!*



Read your home reading book each night. Use the guide on the inside of the front book cover to give you ideas about how to support your reading at home. You can also access the reading book you read in class this week by logging into the Big Cat library resource.

Your child may come home with a book that they have previously read. This is to help support their fluency with reading and building their confidence.

There is an attached PDF called 'Phonics practise'. This is an extra Phonics resource to help you practise and become more fluent when reading tricky words.

There are some videos that have been uploaded to the school website that show all the sounds that we have learnt. Access the videos via the school website:

<https://exwickheights.devon.sch.uk/>

Understanding the World (UW)

Key focus:

- Talk about members of their family
- Learn about the Human Life Cycle

Activities:

- Human Life Cycle
 - Talk about the life cycle of humans using the attached PDF How Humans Change as They Grow and PDF All About the Human Life Cycle
 - Talk with your child about how they have changed since they were a baby. You may have a baby in your family that you can make comparisons with, or look at their baby photos.
 - Can you make a list of differences?
 - Do you, or friends or family have items of baby clothes and toys that you could look at? Why can you not wear these clothes now? Would you like to play with baby toys still?
- How many baby pictures can you find from different family members?
- Does anyone still look the same as they did when they were a baby? How have people changed?
- Perhaps you could play a 'guess-who-the-baby-is?' on-line game with different family members.
- Do:
 - Make a family tree poster. This could include photographs, drawings, paintings and labels, to show who's who.
- Questions:
 - Who are the youngest people in our family?
 - Do we have any teenagers in our family?
 - Who are the adults in our family? Who are the oldest adults?
 - Your children may be amazed that you, as adults, are actually somebody's child! Talk about who your mum and dad are.
 - Look at different family members. Can you see similarities between people?



Expressive Arts and Design (EA&D)

Activities:

Create a toy for a baby or a toddler.

- Have a look at baby toys. You may have some at home or you could find pictures of baby toys on-line.
- Think about
 - Why are baby toys sometimes so big?
 - Why are some soft and why are some hard?
 - Do they have sharp pieces?
 - Do pieces come apart?
 - Are there toys in your home that babies could play with? Why?
 - Are there toys in your home that babies could not play with? Why?
- With resources at home, what could you make for a baby or a toddler, that will also be safe? (If safe, you might be able to give your creation to a baby and see if they enjoy using it.)
- Before creating your toy, make a list of resources that you will need and a design plan.
 - What will you need to do first? What next?
 - Your plan could be written or be a plan of pictures, or both.

For example:

decorated stacking cups



hanging toys



shaking toys



Mathematics (M)

Please see below for some activity ideas:

Spatial Reasoning (3)

Guidance

Children understand that places and models can be replicated and need to experience looking at these from different positions. Provide opportunities for children to replicate simple constructions, models, real places and places in stories. Prompt them to use positional language to describe where objects are in relation to other items. The use of gesture to accompany the positional language can also support understanding.

Encourage children to visualise simple models by playing barrier games and providing verbal instructions for them to follow as they build.

Other Resources

Rosie's Walk - Pat Hutchins 
What the Ladybird Heard - Julia Donaldson
We're Going on a Bear Hunt - Michael Rosen
Mr Gumpy's Motor Car - John Burningham
Cockatoos - Quentin Blake

Prompts for Learning

Set up a small world scene and ask the children to describe where things are in relation to other things. Then ask them to move around and look at it from a different view point. Does it look the same? What do they notice?



During class visits, walks around the local area, or when playing outdoors, encourage the children to notice and describe where things are in relation to others. Encourage the children to recreate the places they have visited.

Provide each child with a set of items the same as yours. Provide verbal instructions as you arrange your items. Prompt the children to arrange their set in exactly the same way. Compare the finished arrangements to see if they look the same. Repeat with different children taking on the role of leader.



Add a barrier. Give verbal instructions as you arrange your blocks behind the barrier. The children follow your instructions to try to recreate the same arrangement. Once the models are complete, remove the barrier and compare.

