



Home learning during school closure or self-isolation Kittens (Reception)

Summer Term 2 – Week Beginning: 13.7.20 Summer Safety



	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	<p>Ordering Numbers Ask a grown up to write numbers from 1-10 or 1-20 on paper to make digit cards. Then ask your grown up to choose 3 cards for you. Then can you order your 3 numbers smallest to largest. E.g. 8, 11, 3, 3, 8, 11. Repeat with different numbers. Maybe try ordering more than 3 numbers.</p> <p>Resources: Digit cards 1-10 or 1-20</p>	<p>Symmetry- watch this clip about symmetry and then make symmetrical butterfly. Use the template from Monday's blog page.</p> <p>Resources: -Colouring pencils/pens -Butterfly template</p>	<p>Mathematical Challenge! Caterpillars!</p> <p>Resources: -Dough -Counting objects e.g. cubes or objects of similar size.</p>	<p>Mathematical Challenge! Long creatures!</p> <p>Resources: - thin card that is long and narrow -Counting objects e.g. cubes or objects of similar size.</p>	<p>Mathematical Challenge! How long are you?</p> <p>Resources: -objects of similar size</p>
Writing	<p>Today, we are going to pretend. You are going to Australia! Click on the link and then write a list of all the items you will need to pack in your suitcase. Remember Australia can often be hot! So only pack suitable things! Click here</p>	<p>Write a post card to a friend about your holiday in Australia. You could include what you saw, information about the weather, where you went. Watch the clip again from yesterday.</p>	<p>Watch Andy's wildlife adventures in Australia. Choose an animal that lives in Australia and draw a picture. Label the different body parts. Can you write a caption (sentence for your picture)?</p>	<p>Show your child a picture of a Digeridoo. Can your child ask questions about this item? Encourage them to use questioning words such as Who, What, Why, Where, When, How. Scribe their questions or encourage them to write simple ones. Watch this clip to maybe find the answers to some of your questions. Listen here to a digeridoo as well.</p>	<p>Write labels to tell people who visit Australia what animals they might see whilst they visit. You could use some ideas from the story of Tiddalik.</p>
Reading	<p>Listen to Tiddalik The Frog an Aboriginal 'Dreamtime' story from Australia.</p>	<p>Listen again to Tiddalik The Frog an Aboriginal 'Dreamtime' story from Australia. There is a song that you might like to sing too!</p>	<p>Listen to the story Growing Frogs!</p>	<p>Read a book from the next colour band up to which you have been reading Oxford Owl Login = WSR12 password = bcps</p>	<p>Read a book from the next colour band up to which you have been reading Oxford Owl Login = WSR12 password = bcps</p>

<p>Spellings/ phonics</p>	<p>Continue to use teach your monster to read. www.teachyourmonstertoread.com (free to set up an account on laptop/home computer)</p> <p>Phase 4: Adjacent consonants Lesson 37 – click here</p> <p>Follow up sound using games on Phonics Play: https://new.phonicsplay.co.uk/</p>	<p>Continue to use teach your monster to read. www.teachyourmonstertoread.com (free to set up an account on laptop/home computer)</p> <p>Phase 4: longer words Lesson 38 – click here</p> <p>Follow up sound using games on Phonics Play: https://new.phonicsplay.co.uk/</p>	<p>Continue to use teach your monster to read. www.teachyourmonstertoread.com (free to set up an account on laptop/home computer)</p> <p>Phase 4: longer words Lesson 39 – click here</p> <p>Follow up sound using games on Phonics Play: https://new.phonicsplay.co.uk/</p>	<p>Continue to use teach your monster to read. www.teachyourmonstertoread.com (free to set up an account on laptop/home computer)</p> <p>Phase 4: longer words Lesson 40 – click here</p> <p>Follow up sound using games on Phonics Play: https://new.phonicsplay.co.uk/</p>	<p>Continue to use teach your monster to read. www.teachyourmonstertoread.com (free to set up an account on laptop/home computer)</p> <p>Phase 4: Adjacent consonants Lesson 41 – click here</p> <p>Follow up sound using games on Phonics Play: https://new.phonicsplay.co.uk/</p>
<p>Topic Music PSHE Art</p>	<p>Today, we are going to learn about staying safe near the sea. Watch the following links and then create a poster to help other children stay safe when they visit the seaside.</p> <p>Barnaby Bear goes to the seaside</p> <p>Cbeebies sun safety</p>	<p>Watch George the Sun Safe Superstar animation by clicking the link below. Then ask you grown-ups to draw a grid for you to make a sun safety words search. You could include: sun, hat safe, burn, cream, skin and danger.</p> <p>George the Sun Safe Superstar</p>	<p>George the Sun Safe Superstar is going to the beach with his friend Alice. It's a lovely sunny day, they are both dressed for summer, but George is being sun safe and Alice is not. Can you draw a picture of them at the beach to show George being sun safe and how Alice may not be sun safe. You might draw Alice without a hat or wearing a top with her shoulders showing. Not using sun cream or not sitting under an umbrella.</p>	<p>Aboriginal Art Watch the clip to explore what aboriginal art is.</p> <p>Use this clip to create your own art.</p>	<p>PHSE – Preparing for learning in September and a new teacher.</p> <p>We would like you to complete a 1 page profile about yourself which will help you and your teacher. It is a simple summary of what is important to you and how you want to be supported. On your profile you can record what people like about you. Your favourite interests, how you'd like people to help you, if and when you need help and support</p> <p>Please complete these as summer holiday homework and bring them to school on your first day. We will use these to create a final profile for your new learning journey.</p> <p>Click on this link for ideas</p>

Other suggestions for afternoon activities:

Traffic Lights

- Play the traffic light game- Ask your child to help create a set of traffic lights. This could be as [detailed](#) or simple as you like. Ask your child to run around the garden/ outdoor space. When you point to a colour on the traffic light they have to do the following:
 - Red- Stop or freeze where they are
 - Orange- Walk slowly
 - Green- Run

You can extend this by adding in different colours or actions e.g. when you bounce a ball on the ground, they have to jump up and down.

Follow the instructions -

- Give instructions to guide each other around the house/garden i.e. forward two steps, turn left, forward two more steps.
- Can you support your child in drawing a map to show the way around the house? **CHALLENGE:** Work with your child guiding [Bee Bot](#) to the flower. Use the arrows and press 'Go!'



Learn to Ride a Bike-

- Support your child in learning to ride a bike. They could even do an obstacle course to help develop their control or have races to improve their speed.

Brilliant Boats

- Collect different materials from around your house. Paper, yoghurt pots, cereal boxes, tinfoil cake tins. Which objects make the best boats? Which boat will carry the most coins or marbles?

PE Links

- ❖ PE with Joe Wicks every morning at 9am - www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ
- ❖ Go Noodle, lots of fun dance resources - <https://www.gonoodle.com/>
- ❖ Youth Sport Trust have a range of resources to keep you active that you can access for free:
- ❖ Activity cards - www.youthsporttrust.org/pe-home-learning
- ❖ Active breaks - www.youthsporttrust.org/active-breaks
- ❖ 60 second challenge physical activity cards - www.youthsporttrust.org/60-second-physical-activity-challenges
- ❖ Cosmic Yoga - www.cosmickids.com/category/watch/ and use your print out of yoga moves.
- ❖ Create a circuit in your garden.



Collective Worship links:

<https://www.thenational.academy/assembly>

<https://www.cofequildford.org.uk/education/christian-distinctiveness/collective-worship/covid-19-resources>

Open the Book video of The Marvellous Picnic – [Don and Sandra reading the story](#), [Carolyn's prayer](#).

Open the Book video of The Tale of Two Houses – [Julia introduces the story](#), [Don and Sandra read the story](#), [Julia reflects on the story](#), [Sandra ends with a prayer](#).