

Reception Home Learning - Week 3

<b>Week 3 - Plants/Trees: Growth and Change</b>	
<b>Personal, Social and Emotional Development</b>	Read 'The Messy Magpie' <a href="https://www.twinkl.co.uk/resource/t-l-54603-the-messy-magpie-story-powerpoint">https://www.twinkl.co.uk/resource/t-l-54603-the-messy-magpie-story-powerpoint</a> Talk about how the human's behaviour was wrong. Why was it wrong? What should people do with their rubbish? Could link to recycling and talk about what it means to recycle and why we do it.
<b>Physical Development</b>	<a href="http://archive.foodafactoflife.org.uk/Activity.aspx?siteId=14&amp;sectionId=61&amp;contentId=56">http://archive.foodafactoflife.org.uk/Activity.aspx?siteId=14&amp;sectionId=61&amp;contentId=56</a> - Make a healthy lunchbox. Talk about why they have chosen certain choices.
<b>Communication &amp; Language</b>	Play 'A Year on Your Farm' <a href="https://www.bbc.co.uk/cbeebies/games/down-on-the-farm-a-year-on-your-farm">https://www.bbc.co.uk/cbeebies/games/down-on-the-farm-a-year-on-your-farm</a> Talk about growing and changing. How do we grow flowers and vegetables? What do seeds need to grow? When do most flowers grow? Etc.
<b>Literacy</b>	Practise reading 'High Frequency Words' and 'Tricky Words': <a href="https://www.ictgames.com/mobilePage/dinosaurEggsHF/index.html">https://www.ictgames.com/mobilePage/dinosaurEggsHF/index.html</a> Depending on where your child is up to in their keywords should help you to decide on which level of the game is appropriate for them. As an indication, by the end of Reception, children should be confident in reading and writing the words that correspond with levels 1, 2 and 3 of this game.
<b>Maths</b>	Addition by counting on using a number line. <b><u>This will be a new concept for children solving addition problems.</u></b> Talk about which way we should be jumping on a number line when we are adding. Do numbers get bigger or smaller? You could use number tiles to create a number line. Look at an addition problem. Children to stand on the correct number and jump forward. (e.g. $7+3=$ stand on 7 and jump forward 3, which number have we landed on?) You could also chalk a number line on the ground and model jumping forward the correct number to solve an addition problem. Alternatively, you could use: <a href="https://www.twinkl.co.uk/resource/roi-n-5541-addition-to-10-numberline-activity-sheets">https://www.twinkl.co.uk/resource/roi-n-5541-addition-to-10-numberline-activity-sheets</a> For Reception, children are only expected to add and subtract numbers within and up to 10. Once children are confident you could print off a number line: <a href="https://www.twinkl.co.uk/resource/T-N-003-Numbers-0-10-on-a-numberline-parents">https://www.twinkl.co.uk/resource/T-N-003-Numbers-0-10-on-a-numberline-parents</a> and give them addition problems to solve independently. *If you practised addition by counting on whilst covering subtraction by counting back, you could challenge children in further ways such as solving the missing number: e.g. $5+ \underline{\quad} = 8$ You could model how many jumps they would need to do to get to the final number. Can they solve others independently?
<b>Expressive Art &amp; Design</b>	Printing/crayon rubbings with different flowers, leaves, bark etc. Dance - <a href="https://www.bbc.co.uk/programmes/b03g6vl1">https://www.bbc.co.uk/programmes/b03g6vl1</a> - 'The Woodland comes to life' podcast - children to listen and follow instructions to the music.

If you would like to email any pictures of your home learning, have any questions or just fancy keeping in touch - [ruby.martin@cheadle-pri.stockport.sch.uk](mailto:ruby.martin@cheadle-pri.stockport.sch.uk)