

Year R

Home Learning Timetable






Rise Park
Academy Trust

Remember to wash your hands, cough into your elbow (mini 'dab') and try not to touch your face 😊. Stay healthy and safe.

Week 1 - 20th April

Youtube links - please check links before viewing with your child.

Task	Phonics information	Tuesday	Wednesday	Thursday	Friday
English 	<p>Dear Parents - we hope this timetable gives you a useful structure. We have matched to the learning we had planned for in class and have tried to adapt for home use. We will attach sheets for working on if you wish to/are able to print them. We encourage a daily phonics session as we do in class. We have added an online support link - the Ruth Miskin youtube follows the system we use in school. The Espresso phonics is also used as a back up/consolidating option. You will notice there is a difference in order and approach - please use Ruth Miskin as main one.</p> <p>https://www.ruthmiskin.com/en/find-out-more/help-during-school-closure/</p> <p>There is a useful parent tutorial to watch. We have covered set 1 in class already and some children have started set 2. As children learn at different speeds we do match our sessions to groups - our advice is to keep revising set 1 (can use Ruth Miskin or Espresso) and start work on set 2 unless you feel your child is still clearly working with set 1.</p> <p>Set 1 starts at 9.30 and set 2 starts at 10.00</p>	<p>Phonics - Ruth Miskin</p> <p>Set 1 - k 9.30am set 2 - oy (as in boy toy) 10.00am. On espresso oy is found on Ash's phonics</p> <p>Handwriting - a c d - same start point - (10 minutes) all letters sit on the line</p> <p>Spelling task - please use the look, cover, write, check method previously mentioned.</p> <p>Set 1 can cat Set 2 - went - only if your child is coping with set 1. Say each word in a sentence. To extend use one of the words to write a simple sentence.</p> <p>Reading task - listen to/read 'the very hungry caterpillar' by Eric Carle. Search 'the very hungry caterpillar read by eric carle waterstones' to hear the story read by the author. There is also a lovely animated version</p>	<p>Phonics - set 1 - u Set 2 - ay as in play (Ash's phonics)</p> <p>Handwriting - g o (10 minutes) - check the g hangs below the line</p> <p>Writing - see if you can remember the food items he ate. Draw a picture of each item and then write what it is. Remember to think of the first sound and then try to hear other sounds in the word and write them down. Say the word slowly and clearly. (apple, pear, plum, strawberry, orange, pickle, chocolate cake, ice cream, watermelon, salami, sausage, cherry pie, lollipop, swiss cheese, cupcake, leaf)</p> <p>Mum/dad - when they have had a go at writing the word can you please write the actual spelling to show them how it looks. Please praise them for their effort at hearing and recording the sounds - very important to build confidence to attempt to write</p>	<p>Phonics - set 1 - b Set 2 - ee as in see (Polly's phonics on espresso)</p> <p>Handwriting - revise a c d g o - after a practise ask your child to write the sound you say to see if they can recall how to write the letter to match the sound.</p> <p>Writing - relates to the topic work of a caterpillar life cycle. You can print the attached sheet - cut and stick and then for the writing add labels to include egg, caterpillar, pupa or chrysalis and butterfly. If you do not have access to a printer you could draw around a plate and draw on the 4 key parts of the cycle and then add labels and arrows.</p>	<p>Phonics - set 1 - f Set 2 - igh as in fight (Polly's phonics)</p> <p>Letter string - using 'at' - bat, cat, hat, mat, rat, sat. Say the words - can you think of other words sounding like these? Can you try to write them down? What do you notice about the words? (rhyme - all ending 'at', etc)</p> <p>Rhyme - please say/recite 'Mary, Mary, quite contrary, how does your garden grow?' if you wish you could draw a picture of her garden and add the name of the rhyme or a caption.</p>

<p>Maths</p> 	<p>All set 1 phonics are found in Scrap's phonics if you use espresso (discovery learning)</p> <p>Log in at: www.discoveryeducation.co.uk- click on top right to login – select espresso Username - student12191 Password - Unicorn (capital U)</p> <p>Handwriting – please check grip – tripod grip – pencil held between thumb and first finger, rests on 2nd finger</p>  <p>Dynamic-Tripod</p> <p>Please use lined paper or draw lines on a plain piece of paper - not too narrow.</p> <p>Show how to form each letter correctly - write the letter for your child to write over before they write it for themselves.</p> <p>Best wishes to you and your family from the Reception team. Keep safe and keep happy.</p>	<p>To know one more than a given number. Count 6 objects with 1:1 correspondence saying “I have 6” Place 1 more object and count again saying “ 1 more than 6 is 7” Repeat ensuring the children count with 1:1 correspondence.</p>	<p>Revisit yesterdays session. Children to make a tower of bricks (up to 9). Count them carefully and say “ I have...” Add one more brick and count again with the sentence “1 more than...is...” (Use anything that can be made into a tower.)</p>	<p>To recognise numerals 1-10 & 11-20. Play quick fire number recognition with flashcards. Have a set of number (post it notes are ok) Children to take a number. Then tell the adult what number it is and then write it correctly. Adult to model correct formation if necessary.</p>	<p>Revisit yesterdays session. Play ‘Snap’ using playing cards or any number card. After each ‘snap’ write down the last card number correctly. Score 2 points for correctly formed numbers and one point for trying. Play again and try to beat the score!</p>
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Topic

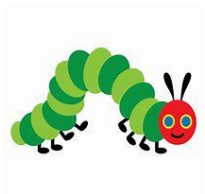


Make a salt dough caterpillar.

1 cup of any flour (about 250g)
1/2 a cup of table salt (about 125g)
1/2 a cup of water (about 125ml)

Make 6 balls, (5 body/1 head) push these onto a skewer/straw/twig to hold them in place. Make eyes and antennae. Leave to dry for 3 days, then if possible paint your caterpillar.

If you do not have the ingredients you can use playdough/plasticine for modelling.



On your daily walk look for an example of something that grows, eg a plant, a flower, an animal. Draw your picture and display in a window of your home.

Watch the life cycle of a caterpillar. Ask simple questions about the caterpillar's life.

What did the caterpillar start its life as? An egg.

What did it eat once it hatched? Its egg and the leaf.

What helps it to climb trees? Hooks on their skin.

What happens to its skin? It sheds and grows another. Why? Because it gets too big for it. What does it do when it's fully grown? Wrap itself into a cocoon.

What does it hatch out into? A butterfly.

<https://www.youtube.com/watch?v=O1S8WzwLPIM&t=67s>

Let's get active

Warm up;

<https://www.youtube.com/watch?v=OkO8DaPIyXo>

Caterpillar game ;

4 basic moves;

Egg - child curls up in a ball.

Caterpillar - child lays on the floor and wiggles along on their belly.

Cocoon - child stands with up stretched arms and twirls.

Butterfly - child does star jumps.

Depending on space - child moves around (skip, jump, run etc) adult shouts out - egg, child forms the position.

Cool down;

<https://www.youtube.com/watch?v=oYI0TPJOuGk>

Everyday activities:

Story time



Share a book at least once a day. Online stories can also be added to the day.

Ruth Miskin you tube -
'Read with Nick' at 2pm
on a Monday,
Wednesday and Friday.

Also story time on
Cbeebies.

Exercise

Complete your favourite online exercise program or go for a walk.



Relax

Find your favourite way to relax.



Talk Time



Talk about how you are feeling or questions you may want to find out the answer to.

Fun Family Challenges:

Learn a new dance

Play a board game

Find out the names of the flowers in your garden