

Learning Project - Week 12

Changes - Nursery and Reception



EYFS - Acorn, Mulberry and Holly

Try and challenge yourself to a **Mild**, **Hot** or **Very Hot** Challenge.
One House Point for every task completed.

Weekly Maths Tasks <i>Please complete at least 2 per week</i>	Weekly Writing Tasks <i>Please complete at least 2 per week</i>
<p>Watch Mrs Hearne's Maths lessons on Tapestry.</p> <p>Mild</p> <p>Use some chalk to draw and measure caterpillars of different lengths. You could draw on pavements, paper, a dry wall or fence. Use the words long, short, longer, shorter to describe the length of them.</p> <p>Hot</p> <p>Write the numbers 1 up to 20 in your book. Using a coloured pen underline the numbers that are even. Talk about if you see a pattern - an even number always ends in 2, 4, 6, 8 or 0. An odd number always ends in 1, 3, 5, 7, or 9. Then choose a number and count out that number using counters or objects. Can you share that number between two people (you and your adult.) Try to share a number that is even and then a number that is odd. What do you notice? Can you share odd numbers between two people? You could say that an even number is a number that can be split into two equal groups and an odd number cannot be split into two equal groups.</p> <p>Very hot</p> <p>Mrs Hearne is thinking of a number. Her number is less than 20... Her number is more than 15... Her number is odd... What could Mrs Hearne's number be?</p> <div style="text-align: right; margin-top: 10px;"> </div> <p>Continue to:</p> <ul style="list-style-type: none"> Sing number songs to practise counting, reciting numbers in order, one more, one less using number songs. Log on to Mathletics (Reception classes) and try some of the activities. 	<p>Watch the 'Tales Toolkit Tuesday' video on Tapestry then use the objects to make your own story and post it onto Tapestry.</p> <p>Mild - say your story. Hot - record your story using pictures. Very hot - record your story by writing key words or simple sentences.</p> <div style="text-align: right; margin-top: 10px;"> </div> <p>Mild</p> <p>Draw a picture of what you are looking forward to doing when you go to your new class. Tell your grown up about what you have drawn.</p> <p>Hot</p> <p>Draw a line down the middle of your book and on one side make a list of the things you liked doing in your class when you were at school. On the other side write a list of the things you are looking forward to doing in your new class.</p> <p>Very hot</p> <p>Can you write a fact file about yourself for your new teacher? Include your:</p> <p>Name: Age: and Three things you like: Three things you dislike: One thing you are good at: One thing you need to get better at:</p> <p>For example, Name: Fred Age: 5years and 3 months Three things you like: I like chocolate, my bike and Paw Patrol. Three things you dislike: I dislike sprouts, painting and jigsaws. One thing you are good at: I am really good at maths. One thing you need to get better at: I want to get better at writing stories. What are you looking forward to in September: I am looking forward to seeing all of my friends and meeting my new teacher and learning lots of new things.</p>

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<p style="text-align: center;">Weekly Phonics Tasks</p> <p style="text-align: center;"><i>Please complete at least 2 per week</i></p>	<p style="text-align: center;">Weekly Reading Tasks</p> <p style="text-align: center;"><i>Please complete at least 2 per week</i></p>
<p>Watch Mrs McCabe's or Miss Camp's Phonics sessions on Tapestry.</p> <p>Mild</p> <p>Play 'I Spy'. Find some objects that begin with the sounds that we have learnt and gather them together e.g. jar, fork, sock, lollipop, cup. Ask a grown up to play I Spy with something beginning with (say the letter sound). Can you find out what your grown up can see? To make it harder, put out two objects of each letter sound. Remember the tricky letters a, e, i, o and u. Make sure they sound the same as we learn them in the videos or just focus on other letters if you are unsure.</p> <p>Hot</p> <p>Reading words focus:</p> <p>Write the words below on individual, separate pieces of paper (you can adapt if necessary - e.g. tricky words, or other words with sounds that your child struggles with etc). Spread them out on the floor. Take it in turns with your child to say one of the words written and the other person needs to find it as quickly as they can. If they find the correct word said they can keep it. Who has the most words at the end? goat, sheep, train, flower, fright, shed, crown, joint, year, chair, shark, fork, turnip, soap, spoon, foot, moth, ring, lunch.</p> <p>Very hot</p> <p>How many of your Common Exception Words can you write in 1 minute? Practise throughout the week and see if you can improve you score each day. Keep practising reading your Common Exception and Key Words. If you can already read them, can you practise learning to spell them?</p>	<p>Look out for adults you may recognise doing story time.</p> <div style="text-align: right;">  </div> <p>WOW words for the week are on Tapestry. Choose your two favourite words to complete the task and post onto Tapestry.</p> <div style="text-align: right;">  </div> <p>Mild - say the words and make up some actions to go with them.</p> <p>Hot - use the words in sentences that you have created.</p> <p>Very hot - write sentences with WOW words in them.</p> <p>Continue to:</p> <ul style="list-style-type: none"> • Share a variety of books together at home and talk about them. Favourites can be repeated. Hearing the patterns of language in a story will support your child's language development.
<p>Learning Project (to be done over the week - choose at least three)</p> <p>Please upload any activities completed up to Tapestry by the end of the week</p>	
<p>The project this week aims to provide opportunities for your child to think about change and transition. There will be some activities that talk about this year and some which talk about how change is good and how different things change.</p> <p><u>Speaking and Listening</u></p> <p><u>Play Kim's Game</u></p> <ul style="list-style-type: none"> • Put 10 things from around the house on a tray - it could be things like a pencil, an orange, some cotton wool, a toy etc.. Ask your child to look carefully at them for about thirty seconds. Then take the tray away and ask them to call out what they remember. • Another way of playing the game is to cover the things, take one thing away and ask the child to spot what is missing. You can put more things on the tray as they get better. 	

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- Create a memory file - you could talk about it with your adult, write it down or draw pictures. Talk/write about your memories at school - your teacher, funniest moment, favourite book, your friends, favourite classroom activity, favourite outdoor activity, etc.

The World

Research the life cycle of a butterfly. Can you draw/make a picture to show what happens?



Expressive Arts and Design

- Go outside and do some observational drawing, you could draw your family pet, flowers or bugs from your garden or something you see out on a walk. - remember to draw what you can see!



Physical development

Practise:

- Tying your shoelaces
- Doing your zips and buttons up
- Making your bed
- Making your breakfast
- Doing the washing up
- If you have a packed lunch -practise opening packets, containers and drinks cartons/bottles

Can you....

