



North Downs Home Learning Projects and Activities

Reception: Week Beginning 13th July 2020

Weekly Maths Tasks (Aim to do 1 per day)

Problem Solving

Use your mathematical knowledge to solve a range of problems. Can you think of more than one way to solve the same problem?

See below for a list of suggested activities.

Weekly Reading Tasks (Aim to do 1 per day)

Read a little every day.

- Dorking library is open again. Please visit the website for the most up to date information <https://www.surreycc.gov.uk/libraries/your-library/find-your-nearest/dorking#open>
- Comprehension is a very important part of reading. Please support your child by pausing as they read and ask them questions about what they have read e.g. what has happened? Who are the characters in the story? Where is it set?
- Read for 5 minutes every day. Use books from home or access free e-books (level 2, 3, or 4) at Oxfordowl.co.uk
- Re-visiting books that have already been read is very important as it helps children to build fluency and reading stamina. Encourage children to follow the words with their finger as they read, rather than just reading from memory.

Weekly Phonics/Spellings Tasks (Aim to do 1 per day)

Phonics Bingo Week

You could play phonics and tricky word bingo during the summer holidays.

- Create your own set of phase 3 sound cards (j, v, x, w, y, z, zz, qu, ch, sh, ar, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, air, er)
- Create a bingo board (2 rows, 3 columns), then choose 10 of your sound cards and lay them out. Say the sound for each one as you place it down.

Write 6 sounds on your bingo board, one sound in each square, and ask a member of your family to act as the bingo caller, calling out 1 sound at a time. You need to listen carefully and cross the sound off if it is on your board.

Keep going until you get a 'full house'. If you are not sure which sound card matches the sound being called, ask the bingo caller to point to the correct sound card so that you can then check your board.

Weekly Writing Tasks (Aim to do 1 per day)

Independent writing - Seascapes

- Look at different images of seascapes. You may find these websites helpful. <https://www.naomijenkinart.com/seascapes> <https://www.amandahoskinart.co.uk/prints>
Talk about what you can see. Explain which features you like and why. Also discuss those parts that you are not so keen on and your reasons for not liking them. Make a list of your likes and dislikes based on the seascapes.
- Look back at your list and focus on the features you liked. Create your own seascape, using your choice of medium. Remember to evaluate your work and see if you can make any changes or improvements.
- Share your artwork with a member of your family and talk to them about how you created it. Explain why you used your chosen resources. Ask them what features they like and why. Write a list of adjectives to describe different parts of your artwork.
- Write about your artwork. You could give information about its setting, the main features. Try to include some adjectives.

Learning Project - to be done throughout the week: *Let's Pretend*

Sea Adventures: Use any resources you can find to create a sea-themed story. Think about our recent learning and see if you can link this to your story e.g. an old-fashioned trip to the seaside, a seaside rescue, a lighthouse adventure, being stranded on an island. The choice is yours!



Reception: Week Beginning 13th July 2020

Weekly Maths Tasks (Aim to do 1 per day)

Problem Solving Activities

(you could revisit these activities during the summer holidays)

- **Tidy up** - how many objects do you have to tidy up? How do you know? How can you check? (estimating, counting in 1's, 2's 5's or 10's, check by counting from the beginning, count on).
- **Two halves** - Practise your halving skills. Can you halve a box of four cakes? A collection of pennies? What if you have to halve a length of ribbon? A bottle of drink? Is there another way to fold a square of paper in half?
- **The box game** - Put toys one at a time into a box, counting as you do so. Can you show on your fingers how many are hidden? Add one to the box, without looking at the objects inside, how many are there now? Look inside the box and count to check. Extend by adding more than one object at a time, or by removing objects. Explain how you solved the problem.
- **Ten green bottles** - Using water bottles, skittles etc stand them in a row and sing the song and act it out. Describe what is happening to the number of bottles each time one falls? Two bottles have fallen off the wall. How many are left? How do you know that? What if you count the bottles on the wall and those that have fallen off? Can you see a pattern?
What if two fell off at once? Imagine how many bottles there will be on the wall if three have fallen off. What if we add five more bottles, how many would there be then?
Can you show on your fingers how many there are/how many will be left?
Can you write the numeral to match the number left?
Can you draw a picture/make a mark to show me how many bottles there are on the wall now?
- **Show me** - Ask a grown up to hold up five fingers and a numeral 5 card and show that number in different ways. Use a selection of resources to show the number, including countable items like pasta, toy figures, cars, large blocks, an abacus and things in packs like egg boxes.

How does this five look different from that five? What does this pattern of five look like?
What can you see? How did you make five with two hands?

How do you know these are the same number? What is the same and what is different about these fives?

Can you show five fingers a different way? Is there another way? What different patterns can you make with five objects? Can you see any numbers hidden inside this pattern of five? Can you show 15? How do you know it is 15?

Can you draw or record your patterns?

Can you put something on the paper to show how many there are? Can you put some numbers to show what hidden numbers you see?

