

Reception  
Top Ten Learning Activities  
Week Beginning 11.05.20

Activity 1  
Literacy

Focus on the following sounds -  
**igh** - high, light, night, fight, tight, might, tonight  
**oa** - goat, boat, moat, coat, coal, foal, oak, foam, loaf, road, soap, soak

Jolly Phonics song - oa - skip to 3 minutes 20 seconds - <https://vimeo.com/35396335>

Here's a Read, Write, Inc video demonstrating 'oa' -  
<https://www.youtube.com/watch?v=qOKOrKQh3Ho>

*There isn't a Jolly Phonics song for igh. Instead we say the Read, Write, Inc rhyme 'igh, igh, igh, fly high' and point to the sky whilst you say it.*

Here's a Read, Write, Inc video demonstrating 'igh' - [https://www.youtube.com/watch?v=Y46--B\\_7BMs](https://www.youtube.com/watch?v=Y46--B_7BMs)

*Could you build words using post it notes, pegs and a washing line?*



*Step down - If this is too tricky, please recap the sounds of the alphabet and focus on the sounds that your child does not recognise. Jolly Phonics - <https://www.youtube.com/watch?v=1Qpn2839Kro> Please see the Home Learning Pack for ideas for learning sounds. If not, please message me!*

*Extension - Can you read out a short sentence for your child to write? Focus on using finger spaces between words and full stops at the end of sentences.*

*igh- Is it light at night? The light is high.*

*oa - The goat is in the boat. I wash my hands with soap. The foal is on the road.*

*Can you build sentences by pegging words on a washing line?*



*Alphablocks - igh - <https://www.youtube.com/watch?v=CYVcQAZ9gDM> & <https://www.youtube.com/watch?v=UQwZ81K4FPQ>*

*Alphablocks - oa - <https://www.youtube.com/watch?v=4PpcG5UMSn8>*

*Tricky words to focus on - you, are, all, they, her*

*Ask your child to use bright colouring pencils, pens, crayons etc... To practise writing out the tricky words on the 'Rainbow Wall'. The Rainbow Wall will be posted on the Class Story for you. You could print out 5 copies and ask your child to focus on a different word every day.*

*Extra activity - hang tricky word flash cards on the washing line. Shout out a tricky word. Children need to unpeg the correct word off the line.*



**Activity 2**  
**Numeracy**

**Time**

1. Sing the days of the week song - <https://www.youtube.com/watch?v=7AvNq2CQnOI>. Order the days of the week. Then ask your child 'If today was Monday, which day would it be tomorrow/which day was it yesterday?'
2. Talk about your daily routine. What time do you wake up/have breakfast/learning time/have lunch/play/have tea/go to bed? What happens in the morning/afternoon/evening/night time?
3. Focus on 'o'clock' only (analogue). Use this TopMarks interactive activity to talk about the hour and the minute hand and to show the hour hand moving etc...  
<https://www.topmarks.co.uk/time/teaching-clock>
4. Play 'What's the time, Mr Wolf?' to develop mathematical language.
5. Play the o'clock board game. (I've uploaded this to Class Dojo).

6. Complete the o'clock worksheet. Draw the hands on the clock faces. (I've uploaded this to Class Dojo).



*Extra activity - make a paper plate clock*



*Extra activity -*



*Extra activity -*

	<p>Remember to use Doodle Maths 😊</p>
<p><b><u>Activity 3</u></b>  <b>Topic</b></p> <p><b>Goldilocks and the Three Bears</b></p>	<p>Read the story 'Goldilocks and the Three Bears'.  <a href="https://www.youtube.com/watch?v=OoUP2PFeOi8">https://www.youtube.com/watch?v=OoUP2PFeOi8</a> Could you excite the children by leaving a trail of porridge to the story?</p> <p>Ask the same questions as last week when you read Jack and the Beanstalk.</p> <ul style="list-style-type: none"> <li>• Who were the characters?</li> <li>• Where was the story set? Does the setting change?</li> <li>• What were the special/important objects in the story?</li> <li>• What problems did the character have?</li> <li>• How did the characters solve their problem?</li> <li>• How did the characters feel?</li> <li>• Did the characters make good choices or bad choices?</li> <li>• Did the story include magic?</li> <li>• Can you retell the story? (stick puppets available to print off on Class Dojo)</li> <li>• What happened in the beginning/middle/end? (Children often find it really difficult to talk about what happened in the middle of a story)</li> </ul>
<p><b><u>Activity 4</u></b></p>	<p>How did the bears feel/react to what Goldilocks did? Why? How would you feel?</p>

<b>PSE</b>	<p>What do you think <i>Goldilocks</i> should say to the three Bears and why?</p> <p>Pretend that you are <i>Goldilocks</i>. Write a letter to the Three Bears. Should you apologise? Should you offer to make them more porridge? Should you offer to replace the chairs and tidy the mess? Or do you think that what you did was acceptable behaviour?</p> <p>Option 1: Write independently and try to sound out and spell the words. Don't worry if you don't spell the words correctly. If you write the letters that you know in a random order, good job (emergent writing)! If you get the first sound correct, great job! If you get the first and last sound, brilliant work!</p> <p>Option 2: Tell an adult what you want to write. The adult will write it on a separate piece of paper for you to copy.</p> <p>Option 3: Tell an adult what you want to write. The adult will write it on the letter for you and you have to copy underneath their writing (under writing).</p> <p>Option 4: Tell an adult what you want to write. The adult will write it in a light coloured felt pen (yellow and orange work the best) for you to write over the letters.</p> <p>Option 5: Tell an adult what you want to write. Make marks and draw a lovely picture for the Three Bears!</p>
<b><u>Activity 5</u></b>	Bear footprints

## Outdoors

### Bear footprints

Could you cut out bear footprints and put them down in the garden?

Could the footprints lead to one of the activities?

Could the footprints have a bear fact on them?

Could each pair of footprints have a physical challenge such as 10 star jumps/run for 15 seconds/skip/balance on one foot for 10 seconds?

Could you print out small, medium and large footprints? Compare the footprints to find out if they belong to Baby Bear, Mummy Bear or Daddy Bear. Could you measure them using lego/cubes/blocks? How many lego pieces long is Daddy Bear's footprint compared to Baby Bear's?

Here's a few examples of measuring with lego and cubes.



**Activity 6**  
**Funky Fingers**

1. There are 'Goldilocks and the Three Bears' pencil control sheets on Class Dojo.
2. Could you make a sensory tray with porridge oats? You could add different sized spoons and bowls. How many spoonfuls does it take to fill the small bowl/medium bowl/large bowl? Could you add weighing scales? Use the language 'lighter' and 'heavier'.



3. Could you hide pictures of the story underneath porridge oats? Then give your child a paint brush to brush the porridge oats away to reveal the picture underneath. Talk about

the picture. What's happening? Does that happen in the beginning/middle/end? What characters can you see? (I have uploaded story sequencing cards on Class Dojo).



4. Could you practise writing your name, numbers, letters, tricky words or words with our sounds of the week in the porridge oats? Could you try it with dry oats and then with oats with milk in? You could use a paint brush or your finger.
5. Could you use your fingers/tweezers/spoons to pick up the oats? Can you give Daddy Bear 10 oats/spoonfuls? Can you give Mummy Bear 7 oats? Can you give Baby Bear 4 oats?

**Activity 7**  
**PE**

Warm Up Game - 'Be a Bear'

Adults need to demonstrate the 5 different bear movements first. Then shout out a bear and the children need to carry out the move.

Polar bear - shake your body as if you are shivering.

Brown bear - flex your muscles to show strength.

Grizzly bear - run around the space.

Malayan sun bear - curl up into a ball.

Panda bear - walk slowly around the space.

Then talk about the story. How do the characters in the story 'Goldilocks and the Three Bears' move?

How would Daddy Bear move? - Stamping his feet or taking big steps? Would he be loud or quiet?

How would Mummy Bear move? - Standing tall and proud with a big smile on her face? Would she twirl, spin and sing?

How would Baby Bear move? - Tip toes and little steps? Would he be loud or quiet?

How would Goldilocks move? - Would she run away from the bears? How about creeping quietly through the front door?

Can you put a sequence together? Can you move and act as a character in the story for your family to guess who you are?

*Extra Activity: Please visit <https://home.jasmineactive.com/> for daily PE activities.*

*You can work through these at your own pace.*

	<p>The login is <a href="mailto:parent@treuchafpr-9.com">parent@treuchafpr-9.com</a>  The password is treuchafpr</p> <p>Once you have logged in, scroll down to find daily activities.</p> <p>Send me a photo or video to show me which activities you decide to do!</p>
<p><b><u>Activity 8</u></b>  <b>Welsh</b></p> <p><b>Pwy wyt ti?</b></p> <p><b>Sut wyt ti?</b></p>	<p>Pwy wyt ti? - Who are you?  <u>'Miss Trotman'</u> dw i.</p> <p>Sut wyt ti? - How are you?  Dw i'n hapus. - I am happy.  Dw i'n drist. - I am sad.  Dw i'n wedi blino. - I am tired.  Dw i'n grac. - I am angry.  Dw i'n gyffrous. - I am excited.  Dw i'n ofnus. - I am scared.  Dw i'n nerfus. - I am nervous.</p> <p>You could use makaton signs! <a href="https://www.youtube.com/watch?v=EfrJriE5Hwg">https://www.youtube.com/watch?v=EfrJriE5Hwg</a>. For example, you could say 'dw i'n hapus' using the makaton sign for happy. We haven't learnt 'stressed' or 'worried'.</p>

	<p>Could you use the role play masks and pretend to be the characters in <i>Goldilocks and the Three Bears</i>? How do you think <i>Goldilocks</i> felt when she was eating the porridge? (Dw i'n hapus.) How do you think <i>Baby Bear</i> felt when he saw <i>Goldilocks</i> sleeping in his bed? (Dw i'n drist. Dw i'n ofnus.)</p>
<p><b><u>Activity 9</u></b> <b>Reading Eggs</b></p>	<p>Driving Lesson 4 has been assigned to everyone in Reception. Children will focus on finding final sounds in words.</p>
<p><b><u>Activity 10</u></b> <b>Creative</b> <b>Make porridge</b></p>	<p>Make porridge. Talk about what ingredients you will need. Which ingredient do we need to use first? Can you make a small bowl, medium sized bowl and a large bowl of porridge? Can you wear the role play masks when you are eating your porridge and act out parts of the story? Could you add your own toppings? Blueberries or honey?</p> <p>I have uploaded the steps to make porridge on Class Dojo. Can you print them out and put the steps in order? Can you list the ingredients and materials that you needed? You could also colour them in!</p>