

Week 9

Week Beginning: 01.06.20

Maths (15-30 minutes, daily)

New learning can be identified by asterisk * placed before it. All of the other activities listed can be repeated as regularly as you wish. This will help to develop and consolidate your child's mathematical understanding of these skills.

Watch a Numberblocks clip each day. You can assess these clips through either the [BBC](#) or [CBeebies](#).

* At this point of the year, Reception would begin exploring **length, height and distance** respectively. Typically, we would introduce and explore these **using non-standard units of measurement, such as objects**.

This week, can you explore **distance** at home? Please see the maths challenge for more information.

Introduce the concept of halving, using objects to help show what this means. For example, show your child 2 apples and explain that to you are going to **halve** the amount of apples you have. You could also show this by cutting the fruit into equal halves. Can you practise

Maths

Distance is how **far apart** things are.

So, if you live in Connor Downs, you could say that your house is within a close distance of our school. Mr Masters lives in Truro, so the distance between his house and our school is greater.



Some of you may have travelled great distances before, especially if you have been on holiday in an aeroplane. Other countries, especially countries that we need to use a plane to visit, are often very far away!

How many ways can you explore distance, either at home or during your daily exercise?

You could...

- Measure distance by counting movements, such as steps, hops and jumps
- Measure distance by using objects. For example, how many
- Find out how far away your favourite holiday destination is, with the help of an adult

We're All In This Together

At school this week, the children will be creating a picture of themselves, which we will display in our classroom. Just because you are at home, doesn't mean you can't join in. After all, we're all in this together!

Using an A4 piece of paper, can you create a portrait of yourself? You could choose to use a mirror, so that the colours and resources you select match your features.

Don't forget to write your name on your portrait too, so that we know who it belongs to. Your grown up can then take a photograph of your finished portrait and share it with me on Tapestry.

I will print it off at school, add it to our display, and photograph the display when it is complete. That way, you will still be able to see your work proudly displayed at school!

Mrs Malyan and I can't wait to see your wonderful self-portraits!



halving, using different objects to help you develop your understanding?

Introduce the concept of doubling, using objects to help show what this means. For example, show your child 2 oranges and explain that to you are going to **double** the amount of oranges you have, explaining that this means that you must add the exact same number of oranges to your existing amount. Can you practise doubling, using different objects to help you?

Once you have mastered this, you could help your child begin counting in 2s, from 0 – 20. However, it's important to avoid over complicating this concept. For this reason, we do not label this as being the 2x table. We are counting in 2s. You could use pairs of shoes to help embed this understanding!

Practise subtracting by 'counting back' from a given amount. First have a go at doing this using objects. Once you have mastered this, have a go at 'counting back' out loud. For example, if you say the number 14 aloud, can your child count back from this number until they reach 10, or perhaps even 0?

Practise adding by 'counting on' from a given amount. First, have a go at doing this using objects. Once you has mastered this, have a go at 'counting on' out loud. For example, if you say the number 12 aloud, can your child count on from this number until they reach 15, or perhaps even 20?

Writing

Using your phonic knowledge, can you write a sentence or short story about something that interests you?

This could be...

- An interesting fact, or something you have learned at home
- A message for a friend, family member or teacher
- A short story about a character of your choice, either from a favourite book or of your own creation
- A description of a character of your choice, either from a favourite book or of your own creation
- A joke!
- A sentence about yourself; can you write your name in full, without help?

Choose any topic you would like to write about; I can't wait to see what you come up with!

Playful Learning

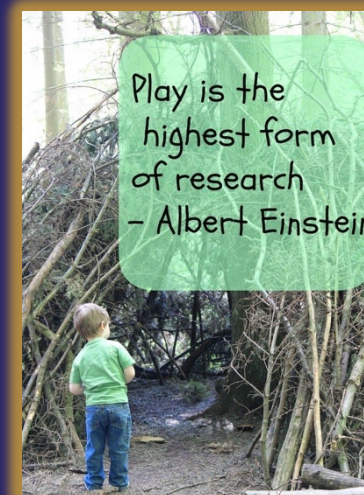
As we prepare to welcome more of our Reception children back to school, it is important to remember that these will be accessing **fewer adult-led tasks**.

Please remember, this is not in response to the pandemic; our Reception children have always been taught in this way. Children retain more information when they are given the freedom to explore, follow their own interests and learn through their play.

At home, please feel free to play with your child as much as possible. This play does not need to have a reading, writing or maths focus; go with your child's interests and let them lead the way!

You could support your child by allowing them to lead the play, and by responding to their ideas and instructions. You could use '**I wonder how/what/when/where/why?**' questions to help deepen your child's thinking.

Please feel free to use Tapestry to share as many examples of your child's playful learning as you wish.



Starting from 0, practise counting up to 20 and beyond 20. This could be done through playing hide and seek, singing number songs, chanting and board games. Remember to ensure that your child is pronouncing all of the number names correctly, particularly the teen numbers.

Practise writing the digits 0 – 9. Please support your child in forming these correctly by modelling the digits as needed. If you can do this, can you write the numbers 10 – 20 independently?

Sing **songs and rhymes** to practise counting, reciting numbers in order, and finding one more/less than a given amount. Can you learn these songs by heart?

Phonics

Please refer to the Phonics Guidance for EYFS document to support your child's ongoing learning of Letters and Sounds. Resources for each Phase of Letters and Sounds can be accessed through both the school website and Tapestry. Please also refer to the school website to find additional information regarding the Letters and Sounds online lessons; these are being shared via YouTube from Monday 27th April 2020. If you experience any difficulty in accessing these resources, or would like additional guidance on how to support your child further, please do not hesitate to contact Mr Masters via Tapestry.