

## **Pear Class (Reception)**

### **Week beginning 27th April 2020**

I hope these activities find you all safe and well. I am trying to plan fun activities so that home learning is not too stressful for you all during this awful time. Please remember to adapt the activities to suit you and your child.

I am looking forward to seeing all of the home learning that has taken place once we return to school.

Take care and stay safe.

Miss Hurley

### **Speaking and Listening**

#### **. Listen to a story**

'The Farm Story' is told by Wilf Merttens at <https://www.youtube.com/watch?v=ZiPgmTvSU-w>

Listen together and join in with the animal noises!

#### **2. Respond to the story**

- Which animals did the farmer bring into his home?
  - Make a list of the animals in the order in which they come into the house. Draw or write the animals
  - Now talk about which one you would hate the most if it came into your home. Which one would you like?
- What quiet animal do you think you could bring into your home? What animal would make no noise? Draw a picture of this animal in your learning book.
- What do you think would be the noisiest animal? Draw a picture of this animal in your learning book and write the noise it makes.

#### **Try these Fun-Time Extras**

- Find out about the noisiest animals in the world at <https://www.bbc.co.uk/newsround/39570897>
- Listen to a whale <https://www.youtube.com/watch?v=WabT1L-nN-E>
- Listen to a tiger here [https://www.youtube.com/watch?v=iT\\_fIDZDp-k](https://www.youtube.com/watch?v=iT_fIDZDp-k)
- Listen to an elephant here <https://www.youtube.com/watch?v=153xbn1k2H8>

### **Reading**

#### **1. Read a story**

Share and read a book together. Pause to discuss pages. You can double click on this link to a book



called Do You Like? Or read a book of your own.

GR\_Do\_you\_like.pdf

#### **2. Respond to the story**

- What does your child like\dislike about the story?
- Encourage your child to write a simple sentence about the story.

#### **Try these Fun-Time Extras**

- Draw three things you really like to eat. Challenge: Can you write a label for each? Super Challenge: Can you write a sentence about why you like them?

- Draw three things you really do not like to eat. Challenge: Can you write a label for each?  
Super Challenge: Can you write a sentence about why you do not like one of them?

## Writing

### 1. Read a poem

Share and read together **I really want to be a cat**. Pause to discuss it as you read. Read it again, thinking about all the reasons that it would be so cool to be a cat!

#### **I really want to be a cat**

I really want to be a cat,  
what's so very wrong with that?  
I want to scratch and slink and prowl  
but all I do is bark and growl.  
I want to chase the birds and mice -  
I know it isn't very nice!  
I want to jump upon the table  
to steal some food when I am able.  
I want to climb the highest tree  
but solid ground is all I see.  
I want to purr and go meow,  
the problem is I don't know how!  
I want to prowl around at night  
but all I do is get a fright.  
I really want to be a cat,  
what's so very wrong with that?

### 2. Write your own poem

- Talk about being a dog or any other animal that you like. Would it be fun to be a dog?  
Brainstorm ideas about what you could get up to if you were a dog.
  - I could run faster than anybody!
  - I could jump over fences or walls.
- Now write your 'I really want to be a dog poem
- Together, with your child writing some parts and you writing other parts from their dictation, write a poem about being a dog.
- On the next page, I have given you a format to use.
  - I really want to be a dog**
    - I really want to be a dog
    - what's so very wrong with that?

- I want to \_\_\_\_\_
- \_\_\_\_\_
- But \_\_\_\_\_
- I want to \_\_\_\_\_
- I know it isn't very nice!
- \_\_\_\_\_
- I want to \_\_\_\_\_
- \_\_\_\_\_
- I want to \_\_\_\_\_
- \_\_\_\_\_
- What's so very wrong with that?

### Try these Fun-Time Extras

- Read the poem **Can you walk on tip-toe?** Try out all the ways of moving. See poem at the end of the activities.
- Watch these funny cat videos! Or research your own.  
<https://www.youtube.com/watch?v=i09cua9QN7I>

## Maths

### 1. Counting practice

- Lay cards with numbers on in a line 1 to 20
- Ask your child to turn around or else blindfold them!
- Swap two numbers, e.g. the 4 and the 14.
- Ask the child to count along the line and to tell you when they reach a number, which is in the wrong place.
- Then they continue counting until they reach another mis-placed number.
- Can they then say which two numbers have been swapped?
- Repeat this, three times. They can do it for you too.

#### Extension

- Time them! How quickly can they identify the mis-placed numbers?

### 2. Working together

- Play *On and Off the Bus* (see outline of game at the end of activities)
  - You need some tiny soft toys or small plastic animals/people. In all it would be good to have about 12.
  - You need to create a 'bus' out of an old box. The bus can be as detailed or basic as you like. However, it must fit up to 12 passengers!

### Try these Fun-Time Extras

- Watch this <https://www.youtube.com/watch?v=8ii202RoEd8> and learn to draw your numbers.
- Use many different colours as they have.

## Knowledge and Understanding of the World

### Make your own slime

To make your slime you will need:

- A cup of cornflour
- UP TO one cup of water
- A few drops of food colouring (optional)

How to make your slime:

- 1) Place your cornflour and a few drops of food colouring into a bowl.
- 2) Gradually add your water and start mixing until you have a slimy/solid consistency. Make sure you do not add the water too fast.

Done! Now play with your slime!

Challenge: Write about how your slime feels and if possible draw some pictures of what you got up to with your slime or take some photos to go in your home learning book

More Fun Please! - Experiment like a real scientist!

- Experiment with your slime. Try prodding it with your finger quickly and it will feel hard like a solid or if you pour it across your hands slowly, it will feel like a liquid.
- Try making different coloured slimes.
- Try and make the 'perfect slime' with different amounts of water!

IMPORTANT! - When you are done with your slime, not for some time I'm sure! - Don't pour it down the drain. The slime will separate back into cornflour and water and this can clog the pipes. Just wrap it in some paper and put it in the bin. (If you can bring yourself to!)

### **Physical**

Joe Wicks will be taking live PE lessons every morning at 9am Monday to Friday.

[https://m.youtube.com/user/thebodycoach1?fbclid=IwAR1Y-Mhd8O5-Ba4gAMA17qdJ\\_Tm89jHZazuxnyvDO61E5gyPB6bdRlvrWb4](https://m.youtube.com/user/thebodycoach1?fbclid=IwAR1Y-Mhd8O5-Ba4gAMA17qdJ_Tm89jHZazuxnyvDO61E5gyPB6bdRlvrWb4)



### **Or that look on the Change4life with Disney website**

They have a selection of ten-minute shake up activities.

Alternatively make up your own circuit of activities – 10 star jumps, 10 squats, 10 bend and touch your toes. How many times can you repeat your circuit in two minutes?

## **Guidance for writing – some do's and don'ts**

- ***DO focus on letter formation.*** It's really important that children get into the habit of writing letters correctly – this is not about how the finished letter looks, it's all about **how** they write it – what direction they move the pencil or pen. Bad habits are almost impossible to break – if they form letters wrongly, the finished letter may look good BUT in the long run, they are much less likely to be able to write fluently.
- ***DON'T write a word or a line for them to copy.*** If they can't remember how to write a letter, demonstrate, forming it correctly, so that they can imitate you.
- ***DO give loads of praise.*** Writing is so hard, and children get discouraged easily. It may be that they have just written one or two words, but if you praise them, it may be four words next time!
- ***DON'T do 'dotty' letters for them to trace.*** It is much better for children to form their own letters. We are teaching them to write not trace!
- ***DO write for them sometimes.*** It is important that young children can express their ideas in written form, and sometimes it is really good to write down what they say so that their ideas are expressed in writing on the page. Sometimes you can take turns to scribe. You write a bit, then they write a bit.

**Can you walk on tip-toe?**

Can you walk on tip-toe  
As softly as a cat?  
And can you stamp along the road,  
Stamp, stamp just like that?  
Can you take some great big strides  
Just like a giant can?  
Or walk along so slowly  
Like a poor crooked man?  
Can you squeak so softly  
As gently as a mouse?  
And can you roar so boldly  
Like a lion in the house?

### **On and Off the Bus**

You need a play bus – that is, an old box, or a bus created out of cardboard and Sellotape and red paint or felt-tips. The bus can be as elaborate and realistic or as basic as you like!

You also need passengers. These can be tiny soft toys or plastic animals or people; they could be Lego™ or Duplo™ people.

### How to play

- Start the bus with 6, 10 or 12 passengers as appropriate for your child.
- Make bus driving noises and create the sense of the bus driving from one 'stop' to another. Allow the bus to visit five stops.
- Follow the schedule below.

2 people get off	1 person gets off	1 person gets off	2 people get off	3 people get off
1 person gets on	3 people get on	2 people get on	3 people get on	1 person gets on

- At each stop ...
  - BEFORE taking the people off, ask how many will be left.
  - BEFORE letting the people get on, ask how many will be on the bus when it sets off again.
- Show the passengers on fingers. Hold up six fingers, then, as 2 people are getting off, fold down 2 of the fingers. How many are left? Now hold up an extra finger to show a person getting on. How many now?
- You can record the stops as sums. But if this spoils the activity or is stressful, don't do it. Just do the sums orally by saying them.

$$\text{Stop 1} \quad 6 - 2 = 4 \quad 4 + 1 = 5$$

- Visit all the stops, doing the sums as you go.
- If the child has enjoyed it, play again!