

Pear Class (Reception)

Week beginning 11th May 2020

Hello and welcome to this week's activities.

I hope you and your family are all safe and well.

It was lovely to speak to most of you last week on the telephone. Do not worry if you missed my call, I will be trying to reach those that I did not speak to this week.

The Prime Minister said this evening that as long as the number of deaths and infection continue to decrease, we might be able to enter Phase One on 1st June. I shall keep you all updated on what that means for our class as soon as I have more information.

Take care and stay safe.

Miss Hurley

Reading

1. Read a story

Share and read together **Dear Postman**,

file:///I:/Teachers/Teaching%20Staff/PEAR%20CLASS/Pear%20Class%202019%20to%202020/HOME%20LEARNING/Reception%20ideas/GR_Dear%20Postman.pdf, enjoying the joke at the end. Notice the question marks in the letters. How do we say a sentence, which ends in a question mark? Say some questions together using a *questioning voice*.

2. Respond to the story

- What do you notice about each animal's wish? They all wanted something to *eat*. What food would you ask for? What sort of food can come by post? What foods would not be a good idea to send in a parcel?
- Today we will remember the events in the story.
 - Look at the letters to the postman.
 - With each letter, read it together and ask your child to record what the animal asked for in their Home Learning Book. They can record their answer as a word or a sentence.

Try these Fun-Time Extras

- Find out more about pets with Cbeebies:
<https://www.bbc.co.uk/cbeebies/topics/pets>
- Make a zoo ticket with pictures, words and an entry price.
- Feed a real pet together, talking about what they eat or 'feed' a cuddly toy, thinking about what food they might like.

Writing

Discuss a letter from a story

Look at and discuss together the letter shown below from *Dear Postman* (read the story to your child first, if you have not shared it already).

Write a thank you letter

- Talk about the ticket. Why does the Postman deliver it? Can you imagine how Sam felt when he got the letter and ticket?
- How does it feel when someone is kind? Explain that saying thank you is very important and that a letter to say thank you can be a lovely way to show appreciation for help, kindness or a gift.
 - a. Write a thank you letter together. You can write your letter in your Home Learning Book. Write a thank you letter from Sam to Postman, imagining that you are Sam and explaining why you are saying thank you, **or**
 - b. Write a real thank you letter to someone in your life who deserves a special letter thanking him or her for their kindness.

Try these Fun-Time Extras

- Post your thank you letter or photograph it and send it digitally.
- Find different ways to thank people who help us, *writing notes, letters, putting a poster in the window for delivery workers, etc.*

Speaking and Listening

1. Listen to a story

Share and read **Dear Postman** as a storybook, enjoying the pictures and predicting what each animal in the picture will ask for, before reading the words which go with the picture. Discuss the meaning of the phrase, *'it is in the post'*.

2. Respond to the story

- Talk about the pattern of the story. Each animal asks for a different thing and then the postman/woman brings it. Talk about what Sam asked for. Why do you think the postman could not bring a tiger? What did he bring instead?
- Look back at each wrapped parcel illustration. Talk about what your child would ask the postman to bring them and why. Draw a picture of what you would like the postman to bring. Challenge – Can you label it? Super Challenge: Write a sentence about why you would like the postman to bring it.

Try these Fun-Time Extras

- Play a descriptive guessing game: *I've got a present for you. It is smooth and round and bounces if I drop it.* Etc.
- Visit a virtual zoo: <https://www.zsl.org/videos/behind-the-scenes/keeper-diary-jessica-courtney-jones-animal-activities> and listen to a keeper speaking about their work

Listen and join in to the song *We're all going to the Zoo Tomorrow*:

<https://www.youtube.com/watch?v=BBF1G4EDvqA>



Maths

Higher / Lower

You need number cards 1 to 12 and a pile of cubes or counters or raisins!

It can be 1 to 10 or 1 to 20 depending on how confident your child is with numbers above 10.

How to play

- Shuffle the cards and place them in a pile face down.
- Take a card off the top. Place it face up where you and the child can both see it. Say the number.
- Explain that you are now going to turn over another card.
- Before you do this, the child must say if they think the number you turn over will be higher or lower than the card you are both looking at.
- Once they have guessed, you turn over the next card.

E.g.

7

Tim guesses 'higher'

Mum turns over this:

4

- Discuss whether the card turned over is as they said it would be.

E.g. *Tim guessed 'higher', but 4 is **lower** than 7. So Tim was wrong!*

- If the child is right, they get a cube. If they are wrong, Mum gets a cube.
- Put both cards under the pile, face down. Take another card from the top and place it face up in the middle. Agree what number it is.
- Explain that you are about to turn over another card. Does the child want to guess 'higher' or 'lower' this time? Who gets a cube?
- Keep playing like this until one person has collected four cubes.

Activity Two - Magical Number Square

You need sticky notes or small bits of paper; also some counters, Lego™ bricks or even raisins!

What to do

- Look at this square together. Draw it in your Home Learning Book or on a piece of paper. Place counters in each square to match the number.
- Together, add the numbers in each row.
- Together, add the numbers in each column.
- Add the numbers down the blue diagonal.

4	3	2
3	2	4
2	4	3

- Now, blindfold your child.
- The grown-up covers one number with a counter.
- Remove the blindfold; can the child say what number is covered?
- Repeat this several times. If they get really good, cover more than one number.

Challenge

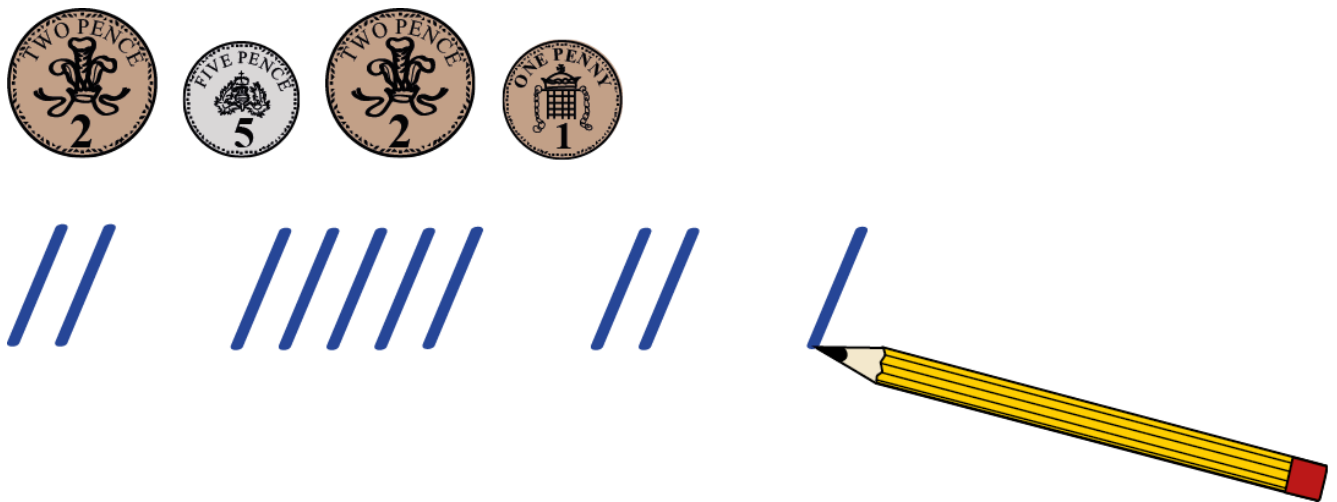
Add 1 to each number and create a new square. Do the numbers in each row and each column still add up to identical numbers?

Activity Three - How much is my hand?

You need about 8 to 10 coins, a mixture of 1ps, 2ps and 5ps. You will also need felt-tip pens and paper.

What to do

- Place your child's hand, fingers together, and thumb as close to the rest of the hand as possible flat on a clean page.
- Draw round their hand using a fat felt-tip pen.
- Ask the child to take coins and place these to fill the outline of their hand with coins, all laid flat and side-by-side – not overlapping!
- Now we are going to work out how much their hand is!
- Take the coins, one by one, from their drawn hand.
- With each coin, ask your child to tap it to show the value. E.g. for a 2p coin, they tap twice. For a 5p coin, they tap five times. A 1p coin is just one tap.
- As they take each coin and tap it, you draw strokes to match the taps.



- Therefore, the child sees that the 2p is 2 taps, 2 marks. The 5p is 5 taps, 5 marks. And you are counting the value of each coin in turn.
- Finally, you can together count the total number of marks. This is the number of pence your hand is worth!
- If time, measure how much the grown-up's hand is worth!

Knowledge and Understanding of the World

Why do we use soap? This experiment will demonstrate why we need to wash our hands. You will need milk, a shallow dish, fine glitter (germs), a toothpick and soap.

Place the milk in the shallow dish, a few centimetres deep. Add two small pinches of glitter. Put some soap on the end of the toothpick and put it in the middle of the glitter germs. Like magic the germs (glitter) will disperse.



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

Or take look on the Change4life with Disney website

They have a selection of ten-minute shake up activities. <https://www.nhs.uk/10-minute-shake-up/shake-ups>

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?



Creative

Go on a nature hunt and make a collection of nature resources including some long sticks. When you return home, use your treasures to create a mobile using string or wool to tie them all together.



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.
- ***DO NOT write a word or a line for them to copy.*** If they cannot 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!
- ***DO NOT 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, and then they write a bit.