

## Reception: w.b. 11<sup>th</sup> January 2021

### Remote Learning Arrangements during School Closure and Half Termly Topic Grid

#### Year Group Updates and Reminders:

Thank you so much for all of your support and kind messages that we have received this week- it has been extremely challenging for everyone involved. We are so proud of our whole school community for the way everyone has pulled together to get children's remote learning up and running so quickly and so effectively. Thank you for your help in this process. The uptake for both our live learning sessions and where this is not possible for families, the uptake on collecting home learning packs has been fantastic. We are so pleased that children will be able to continue their learning journeys while our school is closed to most pupils.

***Please stay safe and get in touch if you require any support.***

***Miss Kohli and Mrs Gibbins.***

If you are collecting paper home learning packs from school, staff will be contacting you twice each week to keep in touch making sure that the children are understanding the tasks set. Any children who we are expecting in a live session that do not log on will receive a well-being phone call from a member of staff.

Due to feedback from parents and carers following this weeks live sessions we have reflected on your comments and have amended the timetable in direct response to comments raised. As always, we endeavour to provide the best support for your children and thank you for your understanding of the challenges that online teaching can incur.

***Reception Staff.***

#### Year Group Email Address:

Reminder, your child's year group email address is:

[ph.receptionhomelearning@perryhallmat.co.uk](mailto:ph.receptionhomelearning@perryhallmat.co.uk)

Please use this, if you need to make contact with your child's year group staff.



#### Vulnerable and Critical Worker Children:

Vulnerable children and those who have parents/carers as Critical Workers are covering the same content as is outlined in this document within school.

Reminder: Our PE day is Wednesday. When dropping off and collecting your child(ren), please ensure you continue to follow the one way systems in place and wear a mask when on site to protect yourselves and others.



#### Remote Learning Arrangements for w.b. 11.01.21:

##### Live Learning Sessions

<u>Time</u>	<u>Subject</u>	<u>Access</u>
9.00am	Phonics (via video link)	RWI lessons are available via the link on your child's RWI phonics group. This will be updated daily.
10.00am	Maths	RCR/REP Teams: 20 minutes live session
1.00pm	Story Time/Activity Time REP and RCR	Teams: Join your teachers for Challenge Time!

*\*When accessing live sessions, please ensure that the Home School Agreement is being followed.*

##### Home Learning Grid

In addition to the live teaching session timetable above, a home learning grid will be uploaded to the Files section of Teams which will outline additional tasks that your child can complete. A copy of this has also been inserted below for your reference.

Please complete each activity to support your learning at home.

## Reception Home Learning Wild Things!



### Challenge 3 – Expressive Arts and Design

Once you have listened to the story of the 'We're Going a Bear Hunt' can you explore making different sounds using by making instruments using materials around your home i.e. yoghurt pots, tubes, tin foil, saucepans, you could fill them with buttons or pasta or cotton wool to represent different sounds from the story.

What noises could you make for the river, mud and snowstorm?



### Challenge 1 - Literacy

This Home Learning grid encourages you to join in with activities based upon the story We're Going on a Bear Hunt.

<https://youtu.be/Ogy6ykDwds>

Can you remember what an illustrator does?

### Challenge 2 - Maths



How tall is your teddy bear?  
Use cubes, Lego blocks, tins, pegs to measure how tall ted is.  
Can you find something taller or shorter than your teddy?  
Write a sentence: Teddy is \_\_\_\_ blocks tall.

### Challenge 4 – Understanding the World



The bear travelled through the river it was very cold and wet.

Put a container outside and see if you can catch some rain. You could measure it and notice how it changes depending on the weather and temperature.

### Challenge 8 - Literacy

Talk to your grown up about the story.  
Questions to think about

- Do you have a favourite part of the story?
- Can you talk about what happens in the beginning, middle and end of the story?
- Are you able to join in with the repeated refrains?
- What do you think the family's next adventure might be?
- I wonder what the bear in the cave looks like.  
...perhaps you could draw me a picture
- What is your favourite story at home?

### Challenge 5 – Expressive Art and Design



Create a cave for your bear using materials around your home. Make some binoculars and go on a bear hunt!



## Challenge 6 – PSED



Help your grown up to make some sandwiches and healthy snacks to have your very own teddy bear's picnic.

Take some photo's and send them to our year group email address.

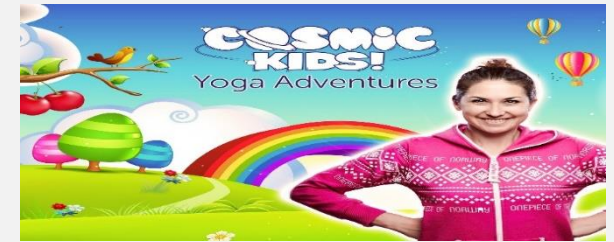
[ph.receptionhomelearning@perryhallmat.co.uk](mailto:ph.receptionhomelearning@perryhallmat.co.uk)

## Challenge 9 - Literacy

Can you write an invitation to bear inviting him to your party?



## Challenge 7 – Physical



**Stronger**

**Calmer**

**Wiser**

Try this at home

<https://www.youtube.com/user/CosmicKidsYoga>

Practise writing your first and surname. Can you think of a name for your bear? Try writing that name too.

Be a word detective!

Find words to describe the snow storm, the mud, the forest, the water, the cave. Can you think of other describing words?

We have focused lots on hunting.

Ask your grown-ups to hide some 2-D or 3-D shapes around your home.

Can you name them? How do you know?

Count the corners? Count the sides?

**\*Staff will be available, contactable via the year group email, 8.30am-3.30pm Monday to Thursday and 8.30am-12.30pm on a Friday.**

**Reminder: Remote Learning Home School Agreement** (reminder of what you have previously signed and agreed to if your child is partaking in live learning sessions):

***School will...***

- Provide a mixture of live lessons, independent activities and other relevant tasks to continue learning at home
- Respond to any home learning activities submitted through the year group email address
- Contact pupils who do not log in to live lessons to check in on them and their family
- Offer pupils the opportunity to ask for extra help if they do not understand
- Ensure that staff are available between 8.30am and 3.30pm to support with any home learning issues— please email the year group email address to request support.

***Pupils will...***

- Attend all live lessons unless they have a genuine reason that they are unable to. Please be aware that pupils will be visible to and heard by their year group peers and school staff when in a live session
- Leave profile pictures as initials so that they are easily identifiable in the lesson
- Find a quiet place to join their live lesson and have a pencil and paper to make jottings
- Use the 'Raise your hand' to participate in the lesson
- Remain on mute unless the teacher asks for them to unmute
- Blur their backgrounds
- Focus on learning during the live lesson
- Complete follow-up activities to practice skills
- Remember class expectations still apply - always adhere to the School Behaviour Policy.

***Parents/Carers will ...***

- Ensure their child is following the daily timetable and completing their work to avoid more learning time loss
- Let the school know if their child has any technical issues with accessing online learning during isolation
- Report any absences as usual, via the school office—including COVID 19 symptoms or positive test results for the child or someone within the household
- Ensure their child only uses the platforms for educational purposes
- Monitor the use of their devices for access of other online materials and apps
- Ensure that the *live Teams sessions are not recorded or photographed* in any way.

**Please email the following statement into your child's year group email address:**

**"I, the parent/carers, and my/our child, \_\_\_\_\_, agree to all the statements outlined in the Remote Learning Home School Agreement."**

*\*You only need to email the above permission statement if you have not already done this previously.*

# Reception - Spring 1 – Wild Things – Where in the world?

*This grid outlines the knowledge and skills that Reception children will gain throughout this half term's topic.*

## As readers we will:

- Begin to read words using the sounds we know with our developing phonic knowledge.
- Begin to recognise High Frequency Words by sight.
- Begin to understand information can be gained from books.
- Develop confidence in re telling a story, describing characters and key features.
- Begin to recognise words that rhyme and continue a rhyming string.



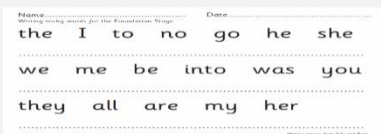
## As mathematicians we will:

- To estimate amount of objects.
- To use vocabulary related to addition and subtraction – add, subtract, equals.
- To identify missing numbers
- To compare more, less, same in quantities.
- To use the vocabulary of capacity – full, empty, half full, nearly full, nearly empty.
- To name and recognise 3D shapes – sphere, cube, cuboid, pyramid, cone
- To recognise and describe features of coins.



## As writers we will:

- Use phonic knowledge to write lists, phrases, captions.
- Write labels for pictures/models
- Start writing high frequency words.
- Sit with a good posture to write using a comfortable grip.
- Form letters using the correct size and orientation.
- Practice name writing – first name and surname.



## As investigators we will:

- Look closely at similarities, pattern and change of the seasons.
- Discuss the differences between religious and cultural communities.
- Begin to make sense of your own life story and families history by using photographs and talking about memories.
- Discuss significant times in their own lives.



## As individuals we will:

- Ask appropriate questions of others
- Describe yourself in positive terms
- Develop appropriate ways of being assertive and solve conflicts.
- Challenge myself to try new things. ie taste new foods.
- Talk about and recognise feelings – happy, sad, angry, worried.
- Find out about people who help to keep me safe.
- Being helpful at home and care for our environment.

## As movers we will:

- Experiment with different ways of moving.
- Travel with confidence and skill – skip, hop, stand on one leg.
- Develop fine motor control – ie using a knife and fork, pencil grip, doing zips and buttons.
- Use a pair of scissors effectively and safely.

## As creators we will:

- Explore sounds of different instruments.
- Begin to act out stories in play and use narrative.
- Create our own stories in play.
- Make props to support story telling.
- Learn a range of different songs from different cultures.
- Explore colour mixing
- Make models using junk materials and construction.
- Combine different materials together to make models.



## As talkers we will:

- Use complete sentences.
- Ask 'how and why' questions.
- Understand why listening is important.
- Listen and respond appropriately, taking account of what has been said.
- Use connectives – (and, because) to link thoughts.
- Begin to develop social phrases – good morning? How are you?
- Learn and apply new vocabulary.
- Describe events in detail using sequencing words. (Before, after, next, later, tomorrow)

