

## Reception: w.b. 18<sup>th</sup> January 2021

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

#### Year Group Updates and Reminders:


Our second week of remote learning during National lockdown is complete! What a successful week it has been! We wanted to say a huge well done to all of our children, families and staff for managing this challenge so effectively- the children of Perry Hall continue to amaze us with the dedication and determination they continue to show towards their learning. We hope your new routine, whether that involves your child attending school or continuing to work from home, is going well and that you are all remaining safe and fit! Our staff have thoroughly enjoyed not only seeing the children- either on screen or in person- but also speaking to them on the phone during their well-being calls and reading the emails you have been sending in to year group email addresses. We thank you for your support with all of these methods of communication.

**Please stay safe and do not hesitate to contact us if you require any support. Miss Kohli and Mrs Gibbins.**

Thank you so much to all the parents for your commitment to helping your children access our online lessons. We appreciate making resources is extra work for you so with this in mind we have created a grid, which is available in the files section on TEAMS. This will be updated with resources you need to make in advance of lessons weekly. As always, if you need any support, please email us and we will get back to you at the first available opportunity. Some parents have mentioned that children are struggling to focus at home during lessons. To support with this, you might want to try putting their school jumper or cardigan on to reinforce that it is learning time

**The Reception Team.**


#### 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. 18.01.21:

#### Live Learning Sessions

Time	Subject	Access
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: <i>20 minutes live session</i>
1.00pm	Story Time/Activity Time REP and RCR	Teams: <i>Join your teachers for Challenge Time!</i>

*\*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 will need to 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

Use toilet rolls or other recycled materials and containers from around your home with paper and crayons to create your own

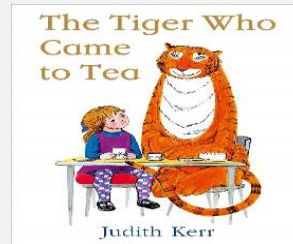
jungle of animals!



### Challenge 1 - Literacy

This Home Learning grid encourages you to join in with activities based upon the story

#### The Tiger Who Came to Tea



Watch the story of The Tiger Who Came to Tea by following the link below.

<https://www.youtube.com/watch?v=BXgW9UCgpc8>

### Challenge 2 - Maths

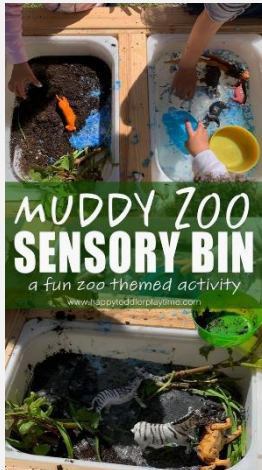
Create a tiger picture using 2D shapes – triangle, rectangle, square and circle. Talk about the properties of each shape.



Use the vocabulary: sides, corners, long, short, curved, edge.

Write the name of your tiger!

### Challenge 4 – Understanding the World



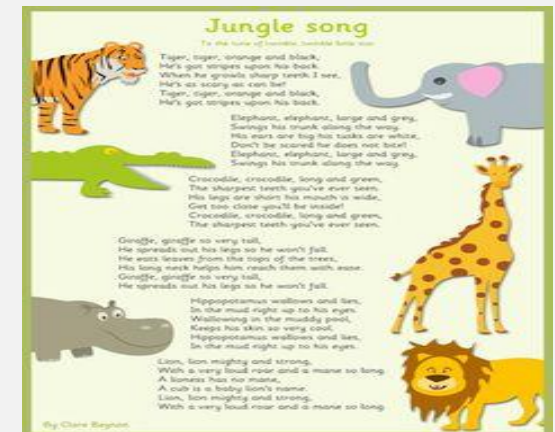
Take a tray outside. Add mud, water, leaves, twigs and some jungle animals. Create a jungle swamp. Have fun getting messy!

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.
- Who would you like to visit at teatime?
- What is your favourite story at home?

### Challenge 5 – Expressive Arts and Design



## Challenge 6 – Personal, Social and Emotional Development



### Guess the Emotion Game.

Draw different emotions on pieces of paper.  
Choose one emotion and hold it above your head.  
Your partner has to describe the emotion for you to guess.  
This game will develop emotional awareness in

regards to themselves and others.

Practice reading and writing red words: *no, the, I, of, my, your, he*.  
Can you speak a sentence with each of these words in.  
Example: *The* dog is barking.

Create a story map with your family about what the tiger does after he has eaten all the sandwiches.

Where does he go next?

How does he feel?

Does he meet anyone else?

You decide.

Draw a picture for each stage of your story and write a simple sentence underneath.

Read a story every night with a grown up.  
Talk about the sequence of events in the story and a part of the story that you enjoyed the most.

## Challenge 7 – Physical Development

Relax and join in with some jungle animal yoga by following the link below.

<https://www.youtube.com/watch?v=C4+CaROsyfIq>



Practice using your knife and fork correctly when you are eating your meals. Can you cut your own food up?

***\*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/carer, 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.



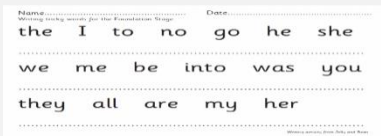
## As mathematicians we will:

- 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. I 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)

