

Reception: w.b. 25th January 2021

Remote Learning Arrangements during School Closure and Half Termly Topic Grid

Year Group Updates and Reminders:

Another incredibly positive week! We have been dropping in to some of our live lessons each day and we have seen enthused and engaged children all enjoying their virtual bubble and learning new skills. In school, the children have settled well into their smaller year group bubbles and are enjoying the opportunity of joining the live sessions to see their peers, whilst being taught by different members of their year group staff each day. We have seen smiles across faces which is brilliant, particularly when there is so much worry around us as pandemic figures continue to cause concern. It is wonderful to see some of the work that children are producing and it is clear that many of them are working really hard - keep up the good work! To help continue to promote engagement and the motivation of our learners, look out for our newly introduced 'Remarkable Remote Learner' praise certificates, which will be emailed out to parents/carers to acknowledge their child's commitment to their learning. We hope that you are all keeping well during this time and managing to balance home learning commitments with making time to relax with your families.


Take care and keep safe, Miss Kohli and Mrs Gibbins.

Thank you once again for supporting your child in preparing for our live lessons. We will be adding links to Mr Boneham's PE sessions in the files section for you to access at a time convenient to you.

As always please do not hesitate to contact us on our email account.
Please stay safe and get in touch if you require any support. The Reception Team.


Year Group Email Address:

Reminder, your child's year group email address is:
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. 25.01.21:

Live Learning Sessions

Time	Subject	Access
9.00 - 9.45am	Phonics	'Phonics Check' and 'Phonics Fun' week. See below for further information.
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! Celebrating your learning at home

**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!



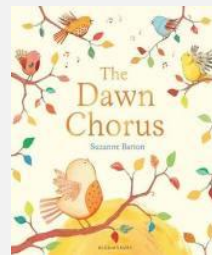
Challenge 3 – Literacy



Help your child to remember those tricky words by displaying them on a tree around your home.

Challenge 1 - Literacy

Each week our home learning grid encourages you to join in with activities based upon a story.



The Big Garden Birdwatch is fast approaching, so our story this week is about a little bird.

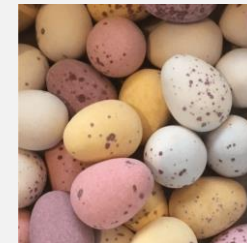
We hope you enjoy it!

Watch the story **The Dawn Chorus** being read on CBeebies by following the link below.

<https://www.youtube.com/watch?v=ch20pF5a5pc>

Challenge 2 - Maths

Mini eggs are available in the shops now. You could share eggs between two/three toys. See how many eggs each toy has.



Please ensure children are supervised when approaching this activity.

Challenge 4 – Understanding the World



Make a speedy bird cake

Click on this link for instructions from the RSPB to find out how.



<https://www.rspb.org.uk/fun-and-learning/for-kids/games-and-activities/activities/make-a-speedy-bird-cake/>

Take part in the Big Garden Birdwatch at home.

Pick a time

You can choose any hour between 29 and 31 January. So whether you're an early bird or a night owl, you can still take part.

Tell us what you see

Count the birds you see in your garden or from your balcony. Ignore any birds that are still in flight. To avoid double-counting, just record the highest number of each bird species you see at any one time – not a running total.

Challenge 5 – Expressive Arts & Design



Make binoculars out of cardboard tubes for your 'Big Garden Birdwatch'

Use an old juice carton to make a bird feeder to encourage birds to visit near your home.



Challenge 6 – Personal, Social & Emotional Development

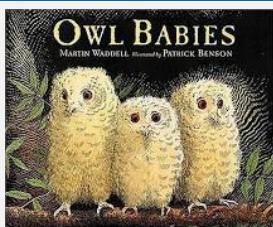
Share the story *Owl Babies*.

Think about when you were a baby. . .

Have you changed much since you were a baby?

What can you do now that you couldn't do when you were a baby?

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



Submit your results

Online: You can submit your results online at rspb.org.uk/birdwatch from 29 January until 19 February.



Challenge 7 – Physical Development

Thread cereal hoops onto a pipe cleaner or straw using your thumb and forefingers to make an easy snack and tasty snack for the birds.



<https://www.youtube.com/watch?v=DjMOJU26EsU>



Sing and dance to the birdie song. Have fun!

w.b. 25.01.21: 'Phonics Check' and 'Phonics Fun' Week

Week beginning 25th January, we will be inviting each child individually to join a short **1:1 phonics check session** during the usual phonic slot at 9am – 9:45am. Throughout this week, video links teaching new sounds will not be available to allow us to check where the children are with their phonics. We will set up an individual channel for each child within their usual phonics Team (Mrs Phillips, Mrs Russell, Mrs Williams, Miss Stanyer). **Please be available between 9am and 9:45am, for a 1:1 session that will be for no longer than 10 minutes, on the following mornings: Monday or Tuesday: Mrs Phillips' and Mrs Russell's group, Wednesday: Mrs Williams' group, Thursday and Friday: Miss Stanyer's group.**

If you took part in the pilot this week or if your child is attending school, you do not need to be available.

To ensure accurate assessment of your child's phonics knowledge, we ask you to ensure that the camera and sound is turned on during the session. We also ask parents not to guide their child with any of the sounds or words during the assessment as we need a true reflection of their current knowledge. This will enable staff to group the children according to their needs and ensure our planned next steps are appropriate and supportive for your child.

We will be posting a range of phonics games and activities for your child to tackle throughout the week to replace the usual video links, for this week only.

ph.receptionhomelearning@perryhallmat.co.uk

In addition to the activities outlined within our timetable above, please look out for Mr Boneham's sports videos for you to join in with. We will share these on our Teams page each Monday and Thursday.

****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.



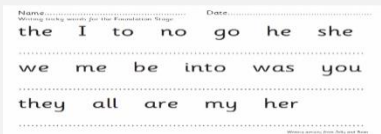
As mathematicians we will:

- 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).

