

## Reception: w.b. 1<sup>st</sup> March 2021

### Remote Learning Arrangements and Termly Topic Grid

#### Year Group Updates and Reminders:

Our final week of remote learning! We cannot wait to welcome all the children back into school when schools reopen from the 8<sup>th</sup> March. We know parents/carers have lots of questions about the reopening of Perry Hall, so in addition the letter sent out today from Perry Hall MAT, we will also be sending home a letter specially from us containing all of the information you will need to know in advance of your child's return on the 8<sup>th</sup> March.

Enjoy the last week of remote learning- in particular, look out for another off screen day, filled with a range of exciting activities to help us celebrate World Book Day 2021 on Thursday. The children of Perry Hall continue to amaze us with the determination and dedication they show towards their learning. As always, they make us so proud.

**Please stay safe and get in touch if you require any support or have any questions/queries following the letter to be sent home regarding the reopening of school. Mrs Gibbins and Miss Kohli.**

Well done children and thank you for a fantastic first week back. We hope you have been enjoying the activities around the theme Jack and the Beanstalk. We will continue with this theme over the next week. Thank you for sending in your emails, it is lovely to see the outcomes of the activities which we plan.

**On Thursday please join us for a brief online session at 10am on our Story time channel to celebrate World Book Day.**

Stay safe – 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 Friday. 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. 01.03.21:

##### Live Learning Sessions:

Time	Subject	Access
9.00am	Phonics	Phonics sessions are pre-recorded by Reception staff.
10.00am	Maths or literacy <b>Funky Fingers on Friday's</b>	REP Teams: 20 minutes live session
10.30am	Maths or literacy <b>Funky Fingers on Friday's</b>	RCR Teams: 20 minutes live session
1.00pm	Reception Story time	Teams: Join your teachers for a story. (Reminder: this session does not take place on a Friday)

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

**\*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.**

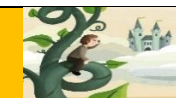
##### Home Learning Grid

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.

**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 week for you to access at your leisure.**

Please complete each activity to support your learning at home.

## Reception Home Learning Jack and the Beanstalk



### Challenge 3 – Literacy



If you had a golden egg like Jack what would you buy?

Write a list of things you would buy. Remember to spell words carefully using the sounds you know.

My Shopping List


### Challenge 1 - Literacy

This home learning grid encourages you to join in with the activities based around  
**Jack and the Beanstalk.**

We have attached a PDF of the story in the files tab on TEAMs. Ask your grown up to read this to you at home.



### Challenge 2 - Maths

The beanstalk grew really tall. Can you find 5 things in your home that are **taller** than you are and 5 things that are **shorter** than you are.



Maybe you could find something which is **the same** height as you?

### Challenge 4 – Understanding the World

Watch this slow motion clip of a beanstalk growing it looks a bit like the plant is dancing as it grows!

[Bean time lapse](#)

Do some research with your adults at home to find out what beans need to help them grow!

Maybe you could grow some beans or other vegetables at home?



### Story Sequencing

Can you explain to your grown up what happened during different parts of the story?

What happened at the . . .

Beginning	Middle	End

### Challenge 5 – Expressive Arts & Design

Imagine a giant beanstalk grew in your garden or outdoor space!

Draw, paint or collage a picture and write about what you would like to find at the top of the beanstalk.



## Challenge 6 – Personal, Social & Emotional Development



The Giant is friendly, he just doesn't know how to make friends.

What advice can you give the Giant about being a good friend?

Can you act out your favourite scene? Perhaps you could ask your grown-ups to record you and send us videos of you acting out your favourite part of the story.



## Challenge 7 – Physical Development

### Fitness Beans!



Create a free account on Oxford Owl and read books that are ranged for 4-5 year olds.

Can you spot some 3d shapes around your home or whilst out on a local walk?

Can you remember the order of the days of the week? Can you write them?

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

PE videos and picture are to be sent to - [PerryHallPE@perryhallmat.co.uk](mailto:PerryHallPE@perryhallmat.co.uk)

# IT'S WORLD BOOK DAY!

Reception off –screen timetable for Thursday 4<sup>th</sup> March\*/

9.00 am

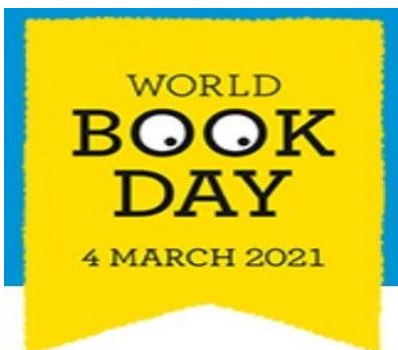
Please dress up as your favourite book character and email the photo in to year group email address.



We will use some photos on the school website. If you give permission please add the following statement with the photo.

I give my permission for child's name photograph to be used on Perry Hall school website.

10.00am Live session –



Please join us for a brief online session explaining challenges we would like you to complete during our off-screen day.

The session will be live on the Reception Story time TEAM at 10am for both REP and RCR classes.



11.00am



We know how much you love traditional tales when we read them in school.

Ask your grown up to read out the clues and see if you can name the story!

The clue cards will be available in the 'files' tab on TEAMS.

12.00pm

In the story Jack and the Beanstalk the Giant loves his food!

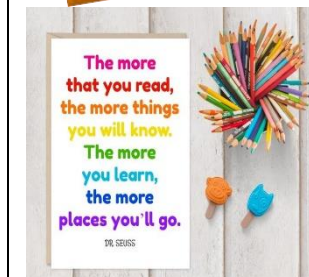


Help your grown up to prepare your lunch, don't forget to help with the washing up!



1.00pm

Create your favourite story character using a potato or other vegetable.





**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 2 – Wild Things – Growing

*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 read and write High Frequency Words in my independent writing.
- Begin to understand information can be gained from books.
- Develop confidence in re telling a story, describing characters and key features.
- To recognise words that rhyme and continue a rhyming string.
- To develop an understanding of riddles.



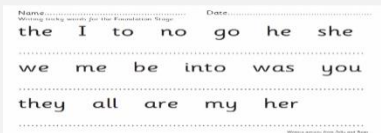
### As mathematicians we will:

- Estimate amount of objects.
- Solve number sentences, thinking carefully about the symbols I use (+) (-) (=)
- Explore doubling and halving quantities.
- Name and recognise 3D shapes – sphere, cube, cuboid, pyramid, cone
- Recognise some UK coins and explore different coin combinations to pay 10 pence



### 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.
- Find out about changes over time- planting seeds and caring for them as they grow.
- Explore life-cycles



### 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).

