

## Reception: w.b. 22nd February 2021

### Remote Learning Arrangements and Termly Topic Grid

#### Year Group Updates and Reminders:

Whilst this February half-term will have been very different to previous ones given the current restrictions, we hope you have had a safe and enjoyable week. On Monday 22<sup>nd</sup> February, we look forward to resuming our remote learning offer until we receive further information from the Department for Education, following the Prime Minister's announcement on Monday, about the potential reopening of schools.

As we embark upon Spring Term 2, we would again like to take this opportunity to thank you for your support during this pandemic in assisting your child with their home learning. We do not under-estimate the challenges you may have faced. We look forward to continuing this partnership until our school can reopen.

**Please stay safe and get in touch if you require any support. Mrs Gibbins and Miss Kohli.**

Hello parents and families, we hope you have all enjoyed half-term. Over the coming few weeks we will be featuring stories linked to planting and growing, if this is something you enjoy doing at home, it would be brilliant to see what you grow. Please send your emails to our year group email address. [ph.receptionhomelearning@perryhallmat.co.uk](mailto:ph.receptionhomelearning@perryhallmat.co.uk).

**Please note, on Friday mornings your child will need a small ball of playdough or a pair of rolled up socks, some paper and a pencil for our new Funky Finger sessions.**

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. 22.02.21:

##### 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



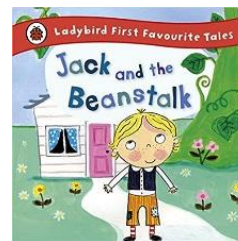
### Challenge 3 – Literacy



Use lego/duplo or something you can build with to create your own Giant's castle from the story. Once you have created your castle have a go at writing some key words or a sentence about your castle.

### Challenge 1 - Literacy

This home learning grid encourages you to join in with the activities based around **Jack and the Beanstalk**. Watch and listen to the story of 'Jack and the Beanstalk' by following the link below.



<https://www.youtube.com/watch?v=oyYh43hxSts>

### Challenge 2 - Maths

Use something to measure plants outside, use the language small/smaller/tall/taller to compare the different heights.



### Challenge 4 – Understanding the World

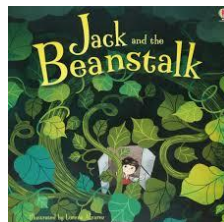
Plant a seed and watch it grow over time. Think about what the important things that the plant needs to grow and survive.



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.
- What would you spend your money on if you were as rich as Jack?
- What did you like about the story?
- What do you think might happen next?



### Challenge 5 – Expressive Arts & Design

Make your own play dough at home ready for our finger fun Friday!

#### You will need:

8 tbsp flour, 2 tbsp salt, 1 tbsp vegetable oil, 60ml warm water and food colouring (optional)

#### Instructions:

1. Mix together the flour and salt in one bowl and water, oil and food colouring in another.
2. Bring all ingredients together and mix.
3. Dust a work surface with flour and knead together until it forms a dough.



## Challenge 6 – Personal, Social & Emotional Development

Talk to your grown up about the Giant in the story of Jack and the Beanstalk.

How would you feel if someone came and took things that belonged to you?

Why do you think the Giant was cross and angry?



Create a story map with your family about what happens in the story, think about the beginning, middle and end. Use these picture prompts to help you retell the story of Jack and the Beanstalk.

Have a go at drawing a picture and writing a sentence about your favourite part of the story.

## Challenge 7 – Physical Development



Pretend to be a tiny seed like the magic seed from Jack and the Beanstalk. Start off as a curled ball then grow slowly and stretch up high to the sky.

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

Go on a 3D shape walk and identify the objects that's you can see.

Practice reading and writing the red words that have been recapped in story time this week - **the, I, you, said.**

[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)

**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.



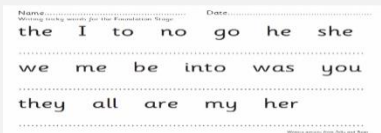
### As mathematicians we will:

- 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).

