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| Stam_Primary_Logo | **Reception Remote Learning: Week Beginning: 23rd February 2021** | | |
|  | **Read, Write, Inc (RWI), handwriting, Key words** | **Maths** | **Other subjects** |
| **Monday** | **Teacher Training Day** | | |
| **Tuesday** | RWI– Green ditty – On the Bus – Day 1  Hold a sentence 1 – Sit on the bus.  Practise key words | [Consolidating learning-shape and sorting](https://classroom.thenational.academy/lessons/consolidating-learning-on-shape-and-sorting-ctj66t) | Music [Jack and the Beanstalk 1](https://classroom.thenational.academy/lessons/jack-and-the-beanstalk-part-1-cdhpce) |
| **Wednesday** | RWI – Green ditty – On the Bus – Day 2  Hold a sentence 2 – Sit with the cat.  Handwriting–see website, pages 12&13 (a) | [Exploring time and the seasons](https://classroom.thenational.academy/lessons/exploring-and-discussing-time-and-the-seasons-6mwp8c) | Joe Wicks P.E. session  Science - making slime – see website |
| **Thursday** | RWI – Green ditty – On the Bus – Day 3  Practise key words | [Exploring the days of the week and daily events](https://classroom.thenational.academy/lessons/exploring-and-discussing-the-days-of-the-week-and-daily-events-6ngkgc) | Joe Wicks P.E. session  PHSCE - [Languages of the world](https://classroom.thenational.academy/lessons/languages-of-the-world-cmrp2d?activity=video&step=1%20) |
| **Friday** | RWI – Green ditty – On the Bus – Day 4  Handwriting–see website, pages 14&15 (t) | [Sequencing daily events](https://classroom.thenational.academy/lessons/using-everyday-language-to-talk-about-and-sequence-daily-events-60tkad) | Joe Wicks P.E. session |
| |  | | --- | | **I would love to see what you are doing at home. Please send photos/comments via Tapestry.** | | | | |

**Notes for Parents**

**Reading**

It is very important that your child continues to read daily whilst at home. I have added a link to the remote learning section which takes you to the Oxford Owl free elibrary. Once you have registered, you will be able to access the books for 4-5 year olds. The most suitable books in this level are the RWI green ditty books, then purple RWI books. All of these books have only words that are made up of set 1 sounds, so they should be accessible to your child.

**Read, Write, Inc daily lessons (keep practising the set 1 and 2 sounds)**

**Day 1**

* Read the introduction for the green ditty.
* Ask your child to read the ditty with your help. The ditty is quite long, so your child can read one sentence, then you read the next.
* Read the whole ditty to your child so that they can hear the story properly.
* Ask your child some questions about the ditty to check their understanding.
* Say the first ‘hold a sentence’ Sit on the bus. Ask your child to repeat it until they remember it.
* Ask your child to write the sentence on their green ditty sheet, next to the number 1 (let them sound out each word, rather than telling them the letters they need.
* Ask them to edit using the **‘check’** box e.g. check they have included a full stop, finger spaces etc.

**Day 2**

* Ask your child to read the ditty, again with your help. They should be a little more fluent, possibly able to read some familiar words without blending first.
* Say the second ‘hold a sentence’ Sit with the cat. Ask your child to repeat it until they remember it.
* Ask your child to write the sentence on their green ditty sheet next to the number 2 (let them sound out each word, rather than telling them the letters they need.
* Ask them to edit using the **‘check’** box e.g. check they have included a full stop, finger spaces etc.
* **Proofread** – ask your child to read the sentence. Can they spot the errors, e.g. bug instead of big – circle each mistake.

**Day 3**

* Ask your child to read the ditty again, by themselves if that isn’t too challenging for them. They should be a little more fluent each day.
* Look at page 2 of your green ditty sheet. Can your child say, then write a sentence to go with each of the first 2 pictures (the hen and the dog)? E.g. The hen is clapping. It doesn’t matter what the sentence is as long as it’s quite short.
* Encourage your child to sound out each word themselves and spell words using the sounds they know. They may spell clapping with only one p, but there is no need to correct them at this stage. They may remember how to spell some red words, but may need help with others.

**Day 4**

* Repeat day 3 for the last 2 sentences (the frog and the cat) on page 2 of the green ditty sheet.
* Ask your child to edit their work. For example, have they included a capital letter and full stop, finger spaces, starting their letters in the write place, did they manage to write any key words themselves e.g. the. Highlight everything they have done well and ask them to correct one thing e.g. practise writing a letter correctly, or writing a key word to remember the spelling.

**Handwriting**

* See scanned handwriting pages on the Reception Remote Learning section of the school website. Please print a copy to use or if you do not have access to a printer, ask your child to practise their handwriting on wide lined paper or write in their Home School Writing book
* Ask your child what they need to do to write neatly (bottom at the back of the chair, tummy a fist away from the table, a ‘nip nip’ pencil grip, spare hand holding the paper).
* Remind your child that it is really important that they start each letter in the correct place (where the black dots are)
* See handwriting information video on Tapestry for ideas about how to support your child.

**Key Words**

* Please practise the key words that you already have at home.
* If your child needs new words, please let me know, via Tapestry

**Maths**

* Please follow each link on the timetable which leads to a video and worksheet

**Rhymes to help with number formation**

Zero – round and round and round we go, when we get home we have a zero

One – start at the top, down we run, that’s the way to make a 1

Two – round and back on the rail track two, two, two

Three – around the tree, around the tree, that’s the way to make a 3

Four – down and across, down some more, that’s the way to make a 4

Five – down and around, flag on high, that’s the way to make a 5

Six – make a curve, make a loop, there are no tricks to make a 6

Seven – across the sky and down from heaven, that’s the way to make a 7

Eight – Make a ‘s’ and do not wait, go back up and that’s an 8

Nine – make a loop then a line, that’s the way we make a 9

**P.E. -** Joe Wicks is planning to offer P.E. lessons on Youtube

We also like Fire Fit Wake and Shake with Nigel in school **Fire Fit Wake and Shake**