



### Reception Weekly Homework Week Beginning 4

Hello Everyone

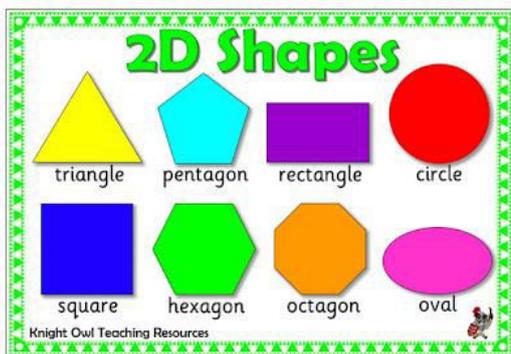
This week we will be reading Stanley's Stick and learning about 2D shapes. If your child would like to share any of the learning they do at home please feel free to upload pictures to [Tapestry](#).

Romena and Fola

**PE-** exercise is very important so we encourage you to engage in some form of physical activity. This could be a video on youtube or a walk in your local area.

#### Maths

**Our maths focus this week will be 2D shapes.**



**Mon-** [The Shapes Song](#) listen to the shape song to remind your child of the shapes they learnt about in Nursery. Discuss the properties of the shapes (sides and corners). Talk about what the shapes would be good for e.g. a square is a good shape for a box because...

**Tues** - Together, have a go at drawing the different 2D shapes you learnt about yesterday. Talk about the properties of the shapes i.e. the number of sides and corners.

**Wed** - Play shape shop with the shapes you have previously cut out. One of you pretends to be the shopkeeper selling the

different shapes. The other comes to the shop and describes the shape they would like to get.

**Thurs** - Go on a walk in your local area, what 2D shapes can you see? Are some shapes used on certain things? Why do you think that is?

**Fri** - using spaghetti, marshmallows/blu-tac or play dough, have a go at making some 2D shapes.

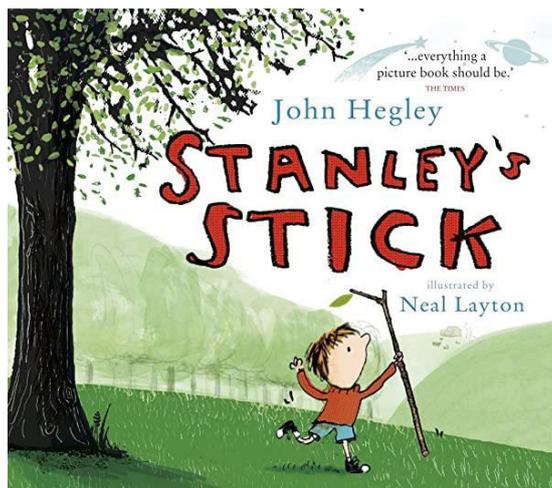
#### Daily Phonics

Sing some nursery rhymes with your child. You can make props and puppets together to make this even more engaging for your little one.

This week our focus will be on learning how to write the letter 'p' watch this video and give it a go.

<https://schools.ruthmiskin.com/training/view/DMm4zx43/Rtsqm008>

## Literacy



Our **learning intention will be to write a caption about our special stick.**

Sight words to learn - **they, you**

**Mon** - [Stanley's stick story read aloud](#) Listen to the story. Pause the video at '...taken for someone else to enjoy.' Ask your child to predict what might happen next. Write down their ideas. Continue to 'Stanley is stickless.' Discuss with your child how Stanley feels about being stickless?

**Tues** - Recap the story so far. Listen to the part that says 'It is quite different from the stick he had before.' Encourage the children to compare and contrast the two sticks Stanley had. How are they the same? How are they different?

**Wed** - Finish reading the story. Go on a walk to collect your very own stick. Tell your child that we will be

pretending that our stick is something. Model acting out what your stick is and see if your child can guess what it is. Repeat this a few times.

**Thurs** - Using the sticks from last week. Act out what your stick might be. Take pictures or videos of your child acting these out. Print them or share with family members.

**Friday** - Write a caption for one of the pictures you took yesterday. Remind your child to use finger spaces and capital letters when writing their sentences. Watch this video to better understand how you can help your child with writing sentences. - [How we teach sentence writing in Reception](#)

## Topic



**Creative** - collective leaves and twigs to make your own nature brushes. Why not try using turmeric coffee and other fruit and vegetables to make your own paint.

**Understanding the world** - In our story Stanley finds a stick that was already on the ground. Talk to your child about respecting and appreciating nature. What can we do to take care of the world around us?

**Personal Social Health Education** - Talking about feelings is part of the literacy sessions for this week.

## How to help young children learn at home.

You can help your child to learn through the little things you do with them, for example:

- everyday conversations
- make-believe play
- games with numbers or letters
- reading together
- involving them in the things you are doing, such as household chores, and talking with them about it

Find ideas for new things you can try at [Hungry Little Minds](#).

You do not need to set separate time or plan complicated activities dedicated to learning. These activities can be built into everyday life and play.

You know your child best. Avoid forcing them into lengthy planned activities if they naturally respond better to a mix of shorter activities. This can stop them getting bored or frustrated and keep them active, interested and learning through things they enjoy.

For more information on supporting younger children to learn at home, please take a look at the Department for Education's official guidance notes: [https://www.gov.uk/guidance/help-children-aged-2-to-4-to-learn-at-home-during-coronavirus-covid-19?utm\\_source=d4aed7a4-ce4e-4aea-a281-51efb1d48070&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=daily](https://www.gov.uk/guidance/help-children-aged-2-to-4-to-learn-at-home-during-coronavirus-covid-19?utm_source=d4aed7a4-ce4e-4aea-a281-51efb1d48070&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily)

## **Listening and Sound Games**

**BBC Listening Skills** - a series of videos to support sound discrimination skills.

**Copy Cat** - clap out different rhythms at different speeds and ask your child to copy you.

**Soft or Loud?** - use instruments or other objects to make loud or soft/quiet noises. Ask your child if the sound they heard was quiet or loud.

**Simon Says** - give your child instructions e.g. Simon says clap your hands. If 'Simon says' they have to do the action if you just say the action without saying 'Simon says' they have to continue doing the previous action Simon said they should do.

**Musical statues** - when the music plays, you dance. When the music stops you have to freeze.

**Magical Sound Box** - Put different objects, such as keys, paper, beans in a bottle, etc., into a covered box, and then manipulate one of the objects asking a child to tell you what he or she heard. You might need to introduce the child to different objects and sounds before playing this game.

**What animal made that sound?** - Have your child sit with his or her back to you, or put a scarf over his or her eyes. Make different animal sounds and have your child guess what animal makes that sound. Another way of playing this game is to give your child two animal toys or pictures of animals, and then ask him or her to point to the animal that makes the particular sound.

**Phonics Bloom** - sound discrimination game.

Phonics bloom has lots of fantastic phonics activities that cater to a wide range of activities.

