



The Avenue Primary School

Work from home – Reception

In order to help you organise your day, we have devised a daily timetable with suggested activities. This timetable suggests how and when to complete activities daily. We hope this helps and we really hope to see you soon!

Our topic this half term is 'Why is water wet?'

Start the day with the water bottle challenge

Start the daily water bottle challenge. **Also remember to wash your hands** 😊

<https://www.youtube.com/watch?v=S9VjeWLnEg> hand washing video when washing your hands.

Draw a water bottle outline on a piece of paper, every time you finish your water bottle, you can write your name inside the bottle outline. Who is drinking the most water daily in your family?

9:30 – 10:00 Phonics (word lists attached below)

Monday – Write the sentences below onto pieces of paper. Encourage your child to read each sentence. Looking carefully for tricky words. Once your child has sounded out the sentence, get them to re-read it until they can do so fluently. Now can they draw a quick picture to go with each sentence? You could make it more of a challenge by giving your child 30 seconds to draw a picture.

I will go and sit in the grass.

Can I get my sweets from the bag?

The pig went splat in the thick mud.

A man fell on his back with a thump.

We will get fish and chips for lunch.

Tuesday- Write the spellings 'ch' and 'tch'. Explain that these are the same sound but different spellings. One has two letters and the other has three letters, but they are making just one sound. Pick some of the 'ch' and 'tch' words from below and write them on individual cards. Get your child to read each word by saying the individual sounds. When they come to the 'ch' or 'tch' in each word encourage them to run their finger under the whole sound (they could even draw a line). Repeat this activity with several words.

Wednesday – Look at what a postcard is together. Why do we send postcards? Make a postcard to send to someone in the family and tell them about your day at the beach. Remember to try and sound out your words by yourself.



Thursday – Say the sound ‘ch’. Can your child remember the two different spellings we can use to write this sound? Get them to write them down. Quickly practice reading a few words from Tuesday’s session. Now play a real and silly word sort using the words below, remember to get your child to say each sound and then read the word.

Bench, such, pinch, patch, stretch, witch, catch, lunch, tanch, ruch, sench, rotch, datch, swutch, splitch

Friday tricky words – We have finished learning all our tricky words!! Using flashcards complete a speed read to see how many you can recognise and remember. How many did you get? Can you use a stopwatch to measure how long it takes you to read them all? Now let’s see what you can remember. Pick a few of the words (or all of them if you are feeling super) and get your adult to read each word, can you write it down? Once you have finished them all, check how many you got correct.

I	to	no	go	the	into	he
she	me	we	was	is	for	of
are	all	come	some			

10:00 – 10:30 - Handwriting

Play relaxing music in the background and begin handwriting. You could focus on one letter/number a day. Say the formation rhyme as your child writes. Lots of positive praise/encouragement are needed for this. Your child may be forming letters and numbers backwards, if they are doing this talk them through the correct way, writing as you do (p, h, 14, 15)

p – Down the pirates plait, up to the parrot and fly around the head.

h – Down the horses hooves, up and over his back and down his swishy tail.

14 – Start at the top and down we run, that’s the way we make a one.

Down and over, down some more, that’s the way we make a four

15 – Start at the top and down we run, that’s the way we make a one.

Down and around. Then a flag on high, that’s the way we make a five

Additional websites

- Julia Donaldson and Axel Scheffler are also offering some great free downloadable learning packs to go with some of our favourite stories such as: Zog, Stickworm, The Highway Rat and many more <https://resource-bank.scholastic.co.uk/content/FREE-Julia-Donaldson-and-Axel-Scheffler-Home-Learning-Packs-40114>
- Reading Chest are also offering a selection of reading books for children. <https://www.readingchest.co.uk/prices-and-packages>

10:30 – 11:00 – Break time and wash hands afterwards

Time for a break, you have worked so hard this morning! Remember the water challenge! **Remember we wash our hands for 20 seconds!**

11:00 - 11:30 – Maths

Monday – This week we are going to be learning about time. Get 3 large pieces of paper and put on the headings: *morning, afternoon and night time*. Get your child to think about these different times of day. Write a list on each piece of paper of the different things your child does during these times. Take photos of your child doing different things throughout the day.

Tuesday- Print off the photos from yesterday or write down what each photo was and jumble them all up. Say to your child that your day is all mixed up. Can they sequence the day and put it back in the correct order? As a challenge can they write a caption for each image?

Wednesday – We can measure how long it takes us to do something in lots of different ways such as using a stop watch. We can also measure time in other ways e.g. doing star jumps, running up and down the garden, clapping etc. Think of different activities to do and measure the time in different way. Here are some examples:

- How many star jumps does it take for your partner to write their numbers to 10?
- How many jumps does it take for your partner to run around the garden?
- Using a stop watch, how long does it take for your cake to cook in the oven?

Thursday – Look at a clock in your house, get your child to investigate it, what can they see? Explain that it has some hands and numbers that help us tell the time. Show your child what the clock will look like at lunchtime and say this is called 12 o'clock. Encourage your child to keep looking at the clock at different times of their day such as bath time and bed time (make sure these times are o'clock)



Friday – After investigating the clock yesterday explain that we are going to be able to start to read the clock today. Tell your child that the long hand on the clock is called the minute hand and the little hand is called the hour hand. When the minute hand is pointing up to the 12 we call this o'clock. We know which o'clock time it is by looking at which number the hour hand is pointing to. Model this several times to your child using different times. Now make some times on your own clock and ask your child what the time is (you could even draw a clock, or make a big one outside). As a challenge, tell your child a time and ask them to make it.



Here is a fun video all about o'clock times -

https://www.youtube.com/watch?v=g6tJAY_7AL4

Extra activities –

Jack Hartman sing along counting to 100 challenge – a great starter activity.

<https://www.youtube.com/watch?v=OTgLtF3PMOc&t=7s>

Splat number square – a quick 5-minute activity, splat a given number on the number square, no more than 5-10 minutes on this at a time 😊 You can also use the splat square to support counting in 2's and 5's.

<https://www.topmarks.co.uk/learning-to-count/paint-the-squares>

This is a really fun counting in 2's song on YouTube by Jack Hartmann

https://www.youtube.com/watch?v=OCxvNtrcDIs&feature=emb_logo

11:30 – 12:00 Read a story together and wash hands ready for lunch

Remember we wash our hands for 20 seconds!

12:00 – 1 Lunch Time

Time for lunch 😊 Can you cut up your own lunch using a knife and fork? Do you have any fruit and vegetables on your plate? Remember we need to be healthy and eat our 5 a day!

1-2 Creative

During the week

- Design an ice-cream you would like to eat at the beach and label it. Would you add any toppings on your ice cream? Write down a list of the ingredients you need to make this ice cream. When you have finished you could even try and make the ice cream you have designed!
- We love to wear lots of bright colours when it is summer time! Design your very own summer t-shirt that you would wear on a summers day. It could have a pattern or you could put a design on it. Maybe you could design a t-shirt for someone else in your family too.
- We have loved learning about rainbows- here are some other ways you can make a rainbow:





1) Get some plastic cups and fill them with water, then get some food colouring and put it into each cup. Make sure you use different colours. Now put a plain white flower into each colourful cup. Place the flowers on a windowsill where they can get some sun. Now keep watching as they change and discuss.

2) Draw rainbow stripes using felt tip pens on to some tissue paper. Now get two beakers of water and put either side of the tissue paper into the water. Now watch as the water spreads and makes a rainbow!



Extra information

- The School Readiness Team are encouraging all parents with children aged 0-5 to sign up to the Hungry Little Minds monthly newsletter. Please see the attached flyer.

www.small-talk.org.uk/register #HungryLittleMinds #SmallTalking”

Parents will receive:

- Chat, play and read activities
- The latest news for parents of children aged 0-5
- Top tips to make lock down as enjoyable as possible

2-3 Outdoor games

Have fun and stay safe

Initial Code Unit 8	VCC and CVCC words (no new sound-spelling correspondences)			
act	elm	imp	opt	and
end	ink	ant	its	elf
band	gets	link	rusk	gaps
limp	runt	zinc	belt	gust
loft	sent	film	lent	rift
wink	dust	lamp	left	west
bank	help	sand	gulp	pond
must	junk	went	tilt	ramp
Kent	dots	desk	yelp	wind
vest	wept	tusk	soft	silk
rust	gift	lump	held	bulb
tank	cats	pant	pink	disk
kilt	rest	fond	milk	camp
dusk	kiln	hits	fact	rent
pulp	pest	sulk	lisp	hunt
land	felt	damp	fist	maps

<u>Initial Code</u> Unit 9	CCVC words (no new sound-spelling correspondences)			
bless	clap	drag	flat	grill
plum	scan	snap	trap	twin
brim	crab	dwel	frog	glad
press	skin	slip	swim	trip
blot	cliff	drop	flag	grab
plan	smell	spot	step	twig
blob	clip	dress	flap	gran
plug	scab	still	swell	trot
brag	club	cross	drip	from
grip	prop	skid	slam	stop
bluff	clog	drill	flip	gloss
plot	slim	spin	tram	snug
brat	crop	drum	flog	glum
pram	skill	stab	sniff	trim
cram	floss	grid	plod	trod
slot	spell	skim	fret	stiff

<u>Initial Code</u> Unit 10	CCVCC words (no new sound-spelling correspondences)			
bland	crust	drink	frost	glint
plump	skunk	slept	smelt	trunk
blink	clamp	crept	drips	flint
grand	prank	slump	spend	tramp
blond	clink	crest	drops	frank
grunt	print	spelt	stand	trust
blank	cramp	drift	flaps	grins
plank	stamp	stink	swept	twist
brand	crisp	dwelt	flank	plonk
scalp	skips	spilt	swift	trump

<u>Initial Code</u> Unit 10	CVCCC (no new sound-spelling correspondences)			
winks	limps	dents	rasps	vests
belts	costs	dents	fists	hands
jumps	lamps	melts	ramps	sulks
tents	winks	yanks	bumps	dusts
lamps	mints	sifts	tilts	bends

<u>Initial Code</u> Unit 10	CCVC (no new sound-spelling correspondences)			
scram	sprat	strap	strip	scrap
strut	strop	scrum	scrub	strum

<u>Initial Code</u> Unit 11	Sound: /sh/		< sh >	
fish	gash	rash	rush	wish
shed	dish	shut	cash	shop
shelf	brush	shrub	shift	shred

<u>Initial Code</u> Unit 11	Sound: /th/ (unvoiced)		< th >	
moth	thin	theft	cloth	thump
broth	thank	throb	thud	froth
tenth	sixth	width	throng	depth
fifth	thrift	think	thrum	thrill

<u>Initial Code</u> Unit 11	New spelling of sound: /k/		< ck >	
back	check	duck	luck	pack
shock	sick	stick	thick	truck
speck	trick	pluck	click	crock

<u>Initial Code</u> Unit 11	New sound: /ng/*		< ng >	
bang	bring	cling	king	lungs
sling	sting	thing	wing	song

<u>Initial Code</u> Unit 11	New spellings of sounds /k/ & /w/		< q > < u >	
quack	quest	quick	quilt	squid
quiz	squelch	quill	quiff	squint

<u>Initial Code</u> Unit 11	Sound: /ch/		< ch > and < tch >	
chat	champ	chess	chump	chest
crush	shrug	crash	splash	fresh
chin	chips	chop	chum	chunk
rich	finch	winch	lunch	much
pinch	such	chimp	bench	bunch
itch	patch	hutch	fetch	notch
splotch	switch	stretch	catch	witch