



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!

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)

| <u>Initial Code</u> Unit 11 | New spelling of sound /w/ | | < wh > | |
|--------------------------------|------------------------------|-------|--------|-------|
| when | whack | which | whip | whisk |
| whelk | whim | wham | whiff | whit |

Monday – Introduce the new sound 'wh' Explain how the 'w' and 'h' make the sound 'wh' together. It is another way of pronouncing 'w'. Explain to the children how we do not say the w and h separate as it is two letters making one sound. Read the words above; remember to say the sound as one. How many words can you read?

Tuesday – Listen to Miss Walker read 'The Rainbow Fish' story on the Reception home learning page (school website)

Wednesday - Draw your very own rainbow fish. How many words can you think of to label your fish? Use your phonic knowledge independently and think about correct letter formation.

Thursday – Recap the sound 'wh' - **Read the words one at a time: whisk, whip, when, whack went, was, with.** Put them into the correct pile, a 'wh' and 'w' pile.

Friday tricky words – for this task a grown up needs to call out a tricky word and you need to write it down. Can you remember how we spell them without sounding them out? This is a tricky task rather than just reading them! Then have a go at reading as many as you can.

| | | | | | | |
|-----|-----|------|------|-----|------|----|
| 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 (v, w, 16, 17)

x – Down the arm and leg and repeat the other side.

z – Zig, Zag, Zig

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

Make a 's' and do not wait. When it is joined up you have an eight.

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

Make a loop then a line, that's the way we make a nine.

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

- This week we are going to be doing lots of number recognition activities. To start count as high as you can. What number did you reach? Do you know how to write this number? Go on to the 100 splat square and ask your children to count to 100 pointing to each number on the square as you go. Now have 2 players- player 1 say a number and write it down, player 2 - can you splat the number that they choose? Now check that you have the correct number. Remember to think about your number formation. Now swap.

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

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

- As a starter practice counting to 100 again, can you use a stopwatch to see how long it takes you to count to 100?



Print off or make your very own 100 square, like yesterday ask your child to count to 100 pointing to each number as they count. Now ask your child to leave the room to do a quick job (go and put some toys away) when they are gone cover or delete some numbers on the 100 square so they are missing. When your child comes back ask them to count on the 100 square again until they get to the missing numbers. Say naughty teddy has taken the number, what number do you think it is? How do you know that? Ask your child to explain how they worked out which number was missing. Repeat this with different missing numbers.

- Starter- counting to 100, can you beat yesterday's time?

Print off or make your own 100 square. You will need 2 players with 2 different coloured pencils. Go on to a random number generator on Google. Each player takes turns to get a random number (within 100), when you see the number you have to say what it is. If you can do this then you get to colour in that number with your coloured pencil on the hundred square. Whoever has the most squares coloured wins!

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

Waterproof or not?

- Provide spray bottles and a range of fabrics or materials, such as: cotton wool, plastic, hessian, cotton, foil and tissue. Ask the questions 'what happens when you spray water on the materials?' and 'which materials are waterproof?' Can you record which materials are waterproof and which are not.
- Use some watery paint to create a blow painting. Put some watery paint on to some paper and then use a straw to blow the paint in different directions. Can you describe what is happening? What happens when the colours join together?



2-3 Outdoor games

Have fun outside in the fresh air playing games or riding your bike /scooter!

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 | CCCVC (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 | New spelling of sound /w/ | | < wh > | |
|--------------------------------|------------------------------|-------|--------|-------|
| when | whack | which | whip | whisk |
| whelk | whim | wham | whiff | whit |

| <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 |