



Year R

Home Learning Pack

Week 10

Monday 15th June – Friday 19th June

Our topic for Summer 2 is 'On the Farm'.**Daily jobs: -**

- ❖ Phonics sounds and key words
- ❖ Counting , number work
- ❖ Reading

Monday	Daily jobs + <ul style="list-style-type: none"> • One maths task- to be recorded in their books. This may be drawing, taking a picture, or recording their answers. • One writing task to be written in their books.
Tuesday	Daily jobs + <ul style="list-style-type: none"> • One maths task- to be recorded in their books. This may be drawing, taking a picture or recording their answers. • One writing task to be written in their books.
Wednesday	Daily jobs + <ul style="list-style-type: none"> • One maths task- to be recorded in their books. This may be drawing, taking a picture or recording their answers. • One writing task to be written in their books.
Thursday	Daily jobs + <ul style="list-style-type: none"> • One maths task- to be recorded in their books. This may be drawing, taking a picture, or recording their answers. • One writing task to be written in their books.
Friday	Daily jobs + <ul style="list-style-type: none"> • One maths task- to be recorded in their books. This may be drawing, taking a picture, or recording their answers. • One writing task to be written in their books.

There are suggestions at the end of other activities you could do with your children. Thank you for your continued support during this difficult period.

Phonics

Day 1 Recap all phase 3 sounds and go through key words. If your child can read all their key words, then focus on being able to spell them. If they have started to learn phase 5 sounds continue to use and learn them.

Phase 4 Phonics sound mat



Phase 4 is usually completed at the end of reception and it is important that your child can blend quickly and fluently. They should be able to say all the sounds above and blend for reading. Focus on the first 4 blends 'st nd mp nt' encourage your child to write the words 'nest, hand, lamp and tent'. Can they write any other words with those blends?

Day 2 Complete the phase 4 wordsearch.

Wordsearch

f	r	o	g	s	t	h	a	d	v
m	l	p	h	t	c	r	e	o	u
s	p	o	t	o	h	f	r	o	m
d	y	f	r	p	h	i	d	o	i
p	t	r	i	w	i	n	n	p	h
c	l	a	p	i	m	b	h	h	i
l	k	h	o	m	e	n	a	g	s
h	a	c	k	t	y	u	t	r	t
d	f	l	a	g	e	r	t	a	e
p	l	a	n	y	e	c	h	n	p

- Frog
- Stop
- Spot
- From
- Step
- Plan
- Clap
- Twin
- Gran
- Trip
- Flag

See if you can find any other words, write them underneath:

Day 3 Write a list of words that have the following consonant blends.

cl

fr

fl

gr

cr

sc

pl

Day 4 Can they put the list of farm animals in alphabetical order?

Farm Animals
Alphabetical Order

pig		
horse		
cow		
turkey		
sheep		
goat		
lamb		
duck		
chicken		
donkey		

Day 5 Complete the consonant blend puzzles.

scr

 ...ape	 ...een	 ...oll	 ...ew
---	--	---	--

shr

 ...ed	 ...imp	 ...ink	 ...ug
--	--	---	--

Websites below to consolidate their learning.

<https://learn.readwithphonics.com/school/phonics-games/sound-buttoning?phase=4>

<http://www.scootle.edu.au/ec/viewing/L7860/index.html#>

Literacy

Day 1 Introduce the book Farmer Duck. Discuss the story with child. Where is the story set? Who is/are the main characters? Ask your child to describe these characters – their personalities (Farmer was lazy and bossy. The duck was hard working & kind). Why was Duck so sad and miserable? Ask how and why the mood of the duck changed through the story. Ask your child to describe what is happening and where in the story it happened (beginning, middle, end). If you do not have the book there is a link below to the story online which is good.

<https://vimeo.com/56772821>

Day 2 –

Chn need to cut, stick & correctly sequence four pictures from the story. Discuss what is happening in each picture with them. Write some words or captions for each picture (duck, quack, farmer, hens).



Day 3

Look again at Farmer Duck. What jobs did the Farmer make the Duck do on the farm? Make a list in your books.

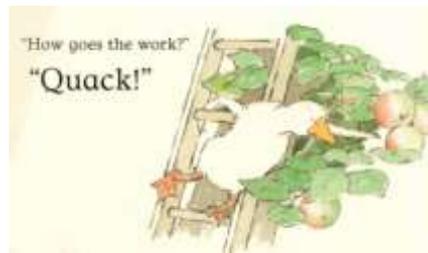
Day 4

Write some words or simple sentences around the picture of duck to explain how duck is feeling.



Day 5

Discuss with chn what they think “Quack” really means (*I’m tired! Can I have a break? Can you come and help me?*) Using the pictures below think about what the duck would be saying in response. Write a speech bubble for each picture of what they think the duck is saying.



Maths Focus on measurement

Day 1

Provide your child with a paper ‘footprint’ can they find items that are longer than their foot, shorter, about the same size? Can they arrange their objects in size order by making direct comparisons? Take a photo for their home learning books or draw the objects/write a list in order of size (choose whatever is easiest)

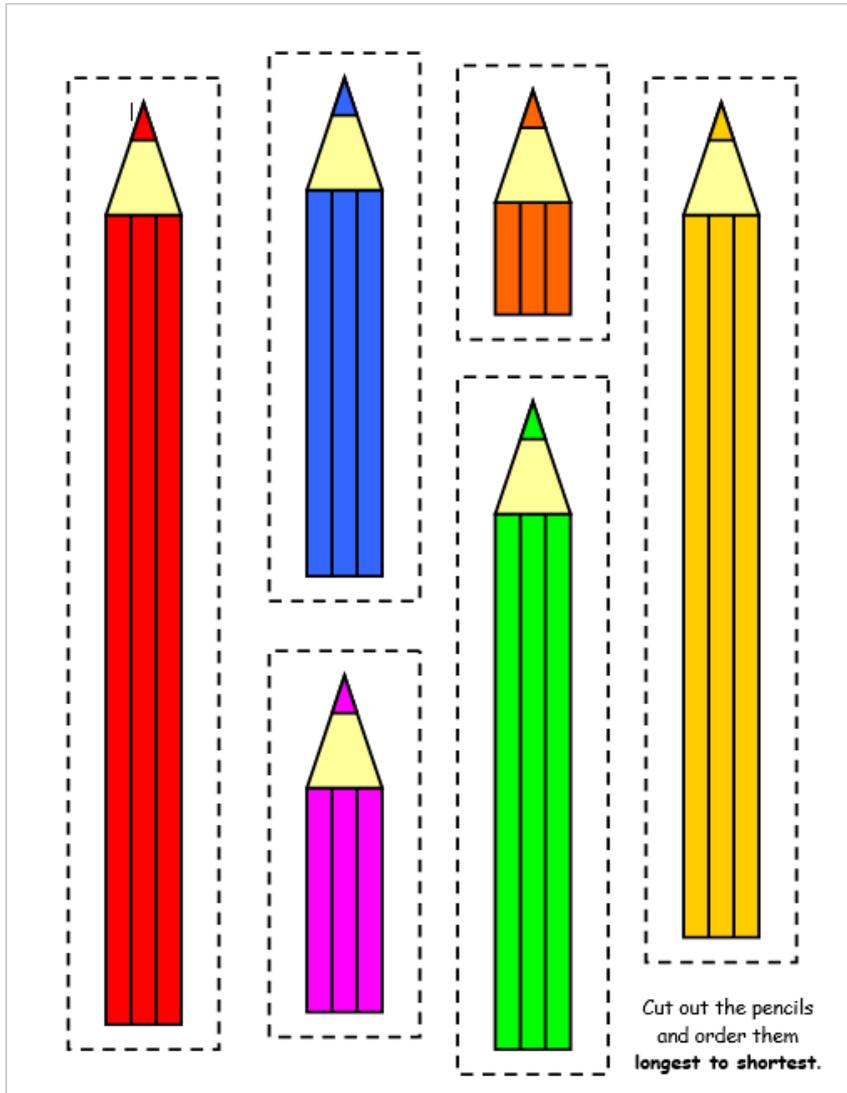
Day 2

Have a variety of pieces of ribbon, lace, string. Ask your child to make direct comparisons with a given length (e.g. a piece of ribbon taped to the table) and sort the lengths into the same as, longer than and shorter than the given length. They could also line the lengths up in order from longest to shortest.

Day 3

Ask them to use non- standard units (or standard) to compare heights of family members. Who is taller than them? Shorter than them? The same size as them? Can they measure their heights using blocks?

Day 4



Day 5

Measuring bodies – Bodies are a fun and easy way to practise measuring. This activity can be carried out inside using large sheets of paper and pens or outside using the ground and chalks. You can take it in turns to lie on the ground and draw around each other. They can then use rulers or tapes to measure the different parts of their body such as their arms, legs, feet etc. They can then compare their measurements with their friends or family. An easier option is to use your 'footprint' from Monday to measure how many footprints long their legs, arms, body is compared to other people in your household.

Provide pots and sunflower seeds as an extension activity and encourage your child to measure how tall they grow.

Activity you could do with your child. Please record any work in their home learning books and include photographs where possible. It would be lovely to see some of the things you have made on class Dojo's. Please continue with phonics, reading and key words.

Making Duck's Footprint	
<p>What you will need:</p> <p>Duck footprint template Blotting paper (or serviettes) Scissors Plastic plates Water spray Permanent marker pen Cress or mustard seeds</p>	
<p>What to do;</p> <ol style="list-style-type: none"> 1. Draw around the footprint template onto the blotting paper. 2. Cut out the footprint and place it onto the plastic plate. This will make it easier to carry when the footprint is wet with seeds on it. 3. Write your name on the plate using the permanent marker pen. 	
<ol style="list-style-type: none"> 4. Spray the blotting paper with water. 5. Sprinkle the seeds over the ducks footprint. 	
<ol style="list-style-type: none"> 6. Put the plate with the footprint on the windowsill. 7. Watch them grow! Spray them everyday. 	