

Wednesday 3rd March – Reception – Please check Tapestry regularly as teachers will upload videos to support with Maths, Phonics and other EYFS skills.

Have an active start to the day –

EYFS

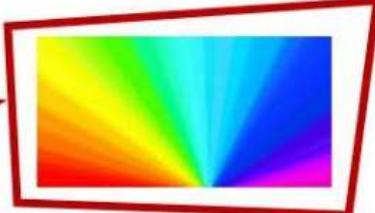
LOCOMOTION

ACTIVITY

WEDNESDAY



30mins



Galloping Numbers/ Colours

- To start the game you need to have pen and paper or colours.
- Either colour the paper in or write the colours, or numbers.
- Participants will gallop around the area.
- Once a colour or number has been called, participants gallop to that colour/number.
- The numbers can also be placed on the floor in order, participants start in a position and then gallop towards the number.
- The same can be done with the colours and be set out like the rainbow.

MAKE IT EASIER...

Start with the numbers in order and colours in the rainbow.

MORE OF A CHALLENGE

Be creative with the hiding of the numbers/colours, such as underneath, behind, on top of objects. Point system for each time a number that has been found. Time limit to find the numbers. Mix and match, shout a number and colour.

MAKE IT INCLUSIVE

Numbers/ colours can be placed anywhere so participants can find/see them.

Daily Read, Write, Inc lessons

https://www.youtube.com/channel/UCo7fbLgY2oA_cFCI9GdxtQ - Please head to the Ruth Miskin YouTube page to access daily Read, Write Inc lessons that are taught by a RWI expert.

If you are unsure on how to pronounce the sounds – this video is very useful for parents

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

Read Write Inc Phonics Desktop Speed Sounds Chart

Speed Sounds Set 1

m	a	s	d	t
<i>m</i>	<i>a</i>	<i>s</i>	<i>d</i>	<i>t</i>
i	n	p	g	o
<i>i</i>	<i>n</i>	<i>p</i>	<i>g</i>	<i>o</i>
c	k	u	b	f
<i>c</i>	<i>k</i>	<i>u</i>	<i>b</i>	<i>f</i>
e	l	h	sh	r
<i>e</i>	<i>l</i>	<i>h</i>	<i>sh</i>	<i>r</i>
j	v	y	w	th
<i>j</i>	<i>v</i>	<i>y</i>	<i>w</i>	<i>th</i>
z	ch	qu	x	ng
<i>z</i>	<i>ch</i>	<i>qu</i>	<i>x</i>	<i>ng</i>

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Speed Sounds Set 2

ay	ee	igh	ow	oo
<i>ay</i>	<i>ee</i>	<i>igh</i>	<i>ow</i>	<i>oo</i>
oo	ar	or	air	ir
<i>oo</i>	<i>ar</i>	<i>or</i>	<i>air</i>	<i>ir</i>
ou	oy			
<i>ou</i>	<i>oy</i>			

Speed Sounds Set 3

ea	oi			
<i>ea</i>	<i>oi</i>			
ā-e	ī-e	ō-e	ū-e	aw
<i>ā-e</i>	<i>ī-e</i>	<i>ō-e</i>	<i>ū-e</i>	<i>aw</i>
are	ur	er	ow	ai
<i>are</i>	<i>ur</i>	<i>er</i>	<i>ow</i>	<i>ai</i>
oa	ew	ire	ear	ure
<i>oa</i>	<i>ew</i>	<i>ire</i>	<i>ear</i>	<i>ure</i>

Phonics Activity

Try this Odd and Bob online game, start at phase 2 and allow your child to play the game. Click on click to play, then the play button and then click on revise all and the game will start. Your child needs to read the word in the chocolate bar and then click on the chocolate bar and move it to either Odd – he eats made up words or Bob eats real words. Once your child has read the word they then click on the chocolate bar and slide it to ‘feed’ either Odd or Bob. This will be a good activity to discuss words and meanings as well as improving reading skills.



Maths (Measuring periods of time)

Today the maths challenge is about building towers and being timed. Use whatever you have to build a tower with, this may be wooden blocks, lego or even sugar cubes or books. Using a timer or stopwatch discuss the start and end of 30 seconds, once your child has a feel for what 30 seconds is, ask them to build a tower and see how tall they can make it in 30 seconds. Repeat a few times, depending on how interested your child is and see if they can beat their score of how tall their tower is. We would love to see some photos of your towers built in 30 seconds on Tapestry!



Topic

Mrs Prestwood has created another powerpoint for you to share with your child. This week we are learning about arctic weather and comparing it to our weather in the UK. Please share the slides and discuss the photos and new learning.



Please email the admin email if you need any help and Mrs Power or Mrs Marshall will forward on emails to us. We will continue to set daily activities to have a go with at home. Stay safe everyone, we miss you already! **Please pop all activities you do onto Tapestry where we can have a look, comment and guide you on next steps and challenges.** Miss Wilkinson and Mrs Simpson