



Dashwood Banbury Academy

an Aspirations Academy

Growing together; succeeding together

Working from home plans for Reception

Staff have been working hard to create the next proposed plan for you to work on with your child if they are learning at home. Here is a suggested plan for spreading out learning over the **next two** week period. There are three activities each day and they have been based on what the children attending class are currently learning in school.

Please continue to upload your amazing home activities weekly onto Tapestry.

These do not have to be linked to the suggested activities below, but can be of any experience at home e.g. exploring in the garden, helping to prepare dinner or playing with a sibling. We really enjoy seeing these observations and it also helps us to know you are safe and well.

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Phonics	Focus on the 'air' sound. 'air that's not fair'. How many words can they think of with the 'air' sound? They can draw and write down their ideas. Challenge themselves by writing a sentence that includes words with the 'air' sound.	Focus on the 'ir' sound. 'ir whirl and twirl'. How many words can they think of with the 'ir' sound? They can draw and write down their ideas. Challenge themselves by writing a sentence that includes words with the 'ir' sound.	Focus on the 'ou' sound. 'ou shout it out'. How many words can they think of with the 'ou' sound? They can draw and write down their ideas. Challenge themselves by writing a sentence that includes words with the 'ou' sound.	Focus on the 'oy' sound. 'oy toy for a boy'. How many words can they think of with the 'oy' sound? They can draw and write down their ideas. Challenge themselves by writing a sentence that includes words with the 'oy' sound.	Review all the sounds learned this week. How many did they remember? It's important that they keep learning these sounds. Recap their red words. Can they write a sentence that includes a red word. Can they challenge themselves to have as many red words in a sentence as possible.
Maths	Find 5 different objects in your house. How heavy do they feel? Which is the heaviest? Can you order them from lightest to heaviest based on your predictions? Now find some scales and weigh your objects. Were you right? Do you need to change the order?	Coconut ordering (mass up to 10g) Feel free to move onto more difficult modes if required!	With an adult's help, try to find something that is 1 gram and one kilogram. Which is heavier? Can you find other things that are more appropriately measured in grams than kilograms? How do they differ? Why do we measure some things in grams and some in kilograms	How do we measure weight? Help an adult with some cooking. Whilst focusing on weight and how it is measured.	Investigation: Are bigger things always heavier? How are you going to answer this question? Please encourage your child to design their own experiment but if they are stuck offer them hints.
Topic	Recap the monkey puzzle story. Can you change the characters in your story. Have a think about	Can you create a picture of a jungle? Have a think about different media and materials	Update your plant diary. Can you share the progress of your plant on Tapestry,	Can you create a picture of your plan that you have grown. Be as creative as you like.	P.E Can you make an assault

	what other animals you might find in the jungle. Can you also think of a word to describe your animal for example instead of the parrot and it's 'piercing beak' I might change it to a rhino with a 'sharp horn'.	you could use. For example, painting, collage, play-dough.			course. You can either make objects or draw your own using chalk. For example, Shark infested waters- draw a plank of wood with sharks either side..Don't fall in! Lily Pads - jump from one to another. Erupting Volcano - Draw a volcano with lava coming out. They have to avoid the lava.
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Handwashing story

The Little Princess story has been helping children learn why it's so important to keep washing hands. Watch the story being read aloud by the author and illustrator Tony Ross.

<https://literacytrust.org.uk/family-zone/birth-4/watch-i-dont-want-to-wash-my-hands-and-get-a-free-little-princess-book/>

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Phonics	Recap all the set 2 sounds learnt over the previous week. Hide the sounds outside/inside. Once they have found the sounds can they tell you which one it is. How many did they remember? Can they now beat that score?	Sound bingo. The children choose at least 4 set 2 sounds to write down. You call out different sounds and they cross them off if they have that sound. Bingo is called once they have crossed all of the sounds off.	Can the children read these sentences and draw a picture of what they read: The pink and yellow bird is in the tree. The brown cow sits on the grass. The girl and boy like to play with toys. "Stop that car!" shouts the man.	Food Diary Children keep a food diary for the day. It can be as simple as what they have had to eat at each meal or a few sentences to describe the tastes and if they enjoyed it.	Recap their red words. Can the children make a poster to help them remember their red words. This can be stuck in their room where they can refer back to.
Maths	What is capacity? It's the amount of space something has/how much it can hold. Find 5 different containers in your house. Which do you think has the largest capacity? Which has the smallest? Order them based on your	Fill 1 glass full, 3 with different amounts and leave 1 empty. Can you order them by which is the most and least full?	How do we measure capacity? What do the lines mean on the side of a jug? What units do we measure capacity in? Try out your new measuring skills by finding some objects	Does 1litre always look the same? Use a measuring jug to measure out a litre of water and pour it into different shaped containers. Do they all look the same? Are they all the same capacity?	Investigation: Do the tallest objects always have the largest capacity? For example, does a bottle of water have a greater capacity than a cereal bowl? How will you answer the question? Again, try to get your child to design their own

	predictions. Test your predictions by filling them with water. Which could hold the most water?		and seeing how much water they can hold		experiment but offer hints where necessary.
Topic	Recap the monkey puzzle story. Find a picture of a jungle or even the picture that you made last week. Can you write a description of the jungle? What might you hear, see, feel, smell?	Can you create a butterfly home or a bug house? What might they need? What is it going to look like? What materials could you use?	Collect leaves from your garden/walk. Have a try at leaf printing. What do you notice? Use different shades of colours to represent the different leaves.	Using your leaf printing from yesterday can you cut them out and make a leaf frame or a card to send to someone.	P.E Wacky Relay Races Set up relays they have to do to get to the finish line. Once they have finished one relay they move to the next. For example, 5 squats, 5 jumping jacks, 5 bounces of a ball. Can they beat their previous time?
Social distancing song A catchy song to remind children about the social distancing rule and why it is important.					

Monkey Puzzle

There once was a monkey, a **little brown** monkey **who** sat **sadly** on his bum.

He cried and he cried because he had lost his loving mum.

All of a sudden something flew by.

“Hush little monkey, don’t you cry” said a beautiful, **fluttering** butterfly.

“Let’s have a think. How big is she?”

“She’s big!” said the monkey. “Bigger than me!”

“Bigger than you? Then I’ve seen your mum.

Come little monkey, come, come, come.”

First they saw something with a **piercing** beak.

“No, no, no, that’s a parrot, my mum doesn’t **squabble** and **shriek**!

Ok, come little monkey, come, come, come.”

Next they heard a **strange** hiss.

“No, no, no, that’s a snake, my mum looks nothing like this!

Ok, come little monkey, come, come, come.”

Then, they felt something **hairy** and fat.

“No, no, no, that’s a spider, my mum doesn’t have as many legs as that!”

Ok, come little monkey, come, come, come.

“But, butterfly, butterfly can’t you see?

None of these **creatures** look like me!”

“I didn’t know. I couldn’t you see.

None of my babies look like me!

Come little monkey, come, come, come.

Let’s take you home to your...”

“Mum!”

The end

The words that are in **bold** are the important words to discuss and make sure they understand what that word means.