



William Murdoch Primary School Home Learning Resource Week 7

Reception

Weekly Maths Tasks

Watch the daily [Bitesize Maths](#) lessons.

Work through the 5 day [White Rose Maths](#) activities using the available books and resources.

Day 1:

Explain to your child that they are going to learn about doubles. To find double numbers both numbers must be the same. Doubling is adding the same numbers together. Learn to sing the [Dancing Doubles](#) song. Ask your child to say all the double numbers to five – one and one is two, two and two are four etc.

Day 2:

Continue to support your child to learn the [Dancing Doubles](#) song. Collect any small counting objects, such as buttons, dried beans, pasta and ensure that you have ten pieces. Ask your child to draw a large ladybird and draw a line down the middle. Place one object on one side of the ladybird. Ask your child to match the amount on their side of the ladybird. Ask: is the amount the same on both sides? How many altogether? Repeat the activity with different amounts. Keep the ladybird and the objects for the next day's learning. Start using the phrase, 'Double one is two. Double two is four...'

Day 3:

Recap on what your child has learnt about doubling numbers. Sing the [Dancing Doubles](#) song. Write numbers from one to five on separate pieces of paper. Using the ladybird from day 2, give your child a number. Ask your child to double the number using the same counting objects from day 2. Ask: Are the amounts the same on both sides? How many altogether? Encourage your child to use the phrase, 'Double three is six. Double four is eight...'

Weekly Reading Task

Day 1:

This week's book is [What the Ladybird Heard](#).

Look at the front cover of the story and ask your child to read the title. Discuss the illustrations on the cover. Ask: What do you think the ladybird has heard? Why are there so many animals in the story? Where do you think they all live? Ask your child to draw where they think the animals and the ladybird live. Ask: What do you think will happen in the story? Now listen the story and talk about what happened. Was their prediction correct?

Day 2:

Begin to listen to [What the Ladybird Heard](#). Stop on the page where the animals are making their sounds. Read this page with your child. Encourage your child to use their phonics for words they cannot read from sight. Ask your child to think about any words in the text that they do not understand.

Day 3:

Before listening to the story [What the Ladybird Heard](#) again, ask them to retell the story in their own words and to recall the key events explaining what happened.

Day 4:

Today, focus on the page where the robbers have drawn their map. Read the page with your child and discuss a different way that the robbers could plan to travel around the farm in order to steal the prize cow [What the Ladybird Heard](#). Support your child to draw a new map around the farm that the robbers could use.

Day 5:

Ask your child to read their favourite part of the story [What the Ladybird Heard](#). Encourage your child to then write a simple sentence to explain what happened. Remember to 'Fred Talk' each word.

| <p><u>Day 4:</u> Explain to your child that they are continuing to learn doubles. Ask your child to tell you what they know about doubling numbers. Watch Doubles Addition Machine. Remind them about what a number sentence is. For example, 3+3=6. Support your child to solve the double addition problems. You may need to pause the video in order to give your child time to work out the answers.</p> <p><u>Day 5:</u> Talk to your child about what they have learnt this week. Ask them to sing the Dancing Doubles song. Show them numbers up to five and ask them to tell you what the double is. Ask your child to write out two doubling number sentences on a piece of paper.</p> | |
|---|--|
| Weekly Phonics/Spellings Task | Weekly Writing Task |
| <p>Watch the Read Write Inc phonics lesson daily which will be streamed lived here at 9.30am and again at 12.30pm for Set 1 and 10am and again at 1pm for Set 2.</p> <p><u>Day 1:</u> Log on to Phonics Play using the username: march20 and password: home. Play the phase 2 Dragon's Den game.</p> <p><u>Day 2:</u> Play the phase 2 Train Your Brain game. At the end of the game encourage your child to write a sentence using one of these words.</p> <p><u>Day 3:</u> Read and write this week's spelling words: don't, come, when, them, from. Remember to use the usual format: read, write, cover, check. (Page 6)</p> <p><u>Day 4:</u> Play phase 2 Space Race. This is a good game for segmenting. Encourage your child to segment the words and then to write it down in the box.</p> <p><u>Day 5:</u> Test your child on this week's spelling words. Say the words and ask your child to write it down. Then show the word (one word at a time) and ask your child to read the word. Practice forming the lower case letters of the alphabet.</p> | <p><u>Day 1:</u> Ask your child to write a sentence about each of the sentence writing prompts pictures (Page 6). Encourage them to 'Fred Talk' each word before they write it. Remember to use a capital letter at the start of their sentence, finger spaces in between words and a full stop at the end of the sentence.</p> <p><u>Day 2:</u> Without looking at the page, ask your child to write a list of all the animals in the story What the Ladybird Heard independently.</p> <p><u>Day 3:</u> From the story What the Ladybird Heard, ask your child to write some simple sentences about the sounds that the animals made. For example, The cow said moo.</p> <p><u>Day 4:</u> Draw and label a new map the robbers could use to travel around the farm to steal the prize cow in the story What the Ladybird Heard. Encourage your child to write instructions for the journey around the farm.</p> <p><u>Day 5:</u> Ask your child to draw a picture and write sentences about their favourite part of the story What the Ladybird Heard. Remember to use a capital letter at the start of the sentence, finger</p> |

Then encourage your child to write a simple sentence using this week's spelling words: don't, come, when, them, from. (Page 6)

spaces between each word and a full stop at the end of the sentence. Encourage your child to use Fred talk as they spell their words.

Weekly Fine Motor Activity



Use play dough or mix some flour and water into a dough and roll into a ball. Gently stick a piece of spaghetti into the ball. Ask your child to carefully thread cereal or pasta onto the spaghetti.



Using different pieces of paper draw patterns. Ask your child to carefully use a pair of scissors to cut and follow the lines.

Learning Project- to be completed throughout the week: Comparing and Contrasting Cultures.

This project should be completed throughout the week. It will incorporate a range of different subjects and topics. The focus this week is to compare and contrast cultural similarities between the UK and Africa.

Day 1

Sing and learn the [Seven Continents Song](#). Ask your child to look at the map on page 9 and to name the continent. Read and discuss the story [We all went on Safari](#). Ask: What is a safari? What animals would you expect to see on a safari? Ask your child to draw and label the different animals from the story.

Day 2

Explain to your child that they are going to learn how to say numbers in Swahili. Swahili is one of the languages spoken in Savanna. Watch the video [Swahili Numbers](#) and follow the instructions given. Encourage your child to practise saying the numbers as they count their fingers and other objects. Say different numbers to your child in Swahili and ask them to write down the number. For example, Parent say: tano Child writes : 5

Continue to say and practise learning numbers in Swahili during the week.

Day 3

Ask your child to recap on the learning from days 1 & 2. Continue to sing the [Seven Continents Song](#) and to practise learning numbers from one to ten in Swahili [Swahili Numbers](#).

Explain to your child that in the UK we say 'Hello' but in Savanna, they say 'Jambo' which is pronounced 'Jahm-boh'.

In the UK we say 'Goodbye' but in Savanna they say 'Kwaheri' which is pronounced 'kwah-Hair-ree'.

Day 4

Look at page 10. These are village homes Savanna and the UK. Talk about what your child can observe about both of these homes. Ask: How are they similar and different? What do you think they are made out of? Continue encouraging your child to learn the Seven Continent Song and their Swahili Numbers and greetings.

Day 5

Time to get creative and make your own African necklace. You will need a paper plate, a pair of scissors

and various felt tips, pencil crayons etc. Cut out the middle of the plate. Ask your child to create patterns and colour in the plate. As an extension to the activity, you could support your child to attach string and pasta.



Boromi Home Learning Challenge

For today's #daily play, you will need:



1. Absolutely nothing, except yourselves!

We're going on a colour hunt!

1. Find a bowl, tray or box to hold your found items as you move around your home (or just use some space on the floor or a table!)
2. When you're ready, go on a colour hunt around your home and find as many different purple items as you can!



Let's talk!

- Q) How many things have we found?
- Q) Can you put them in order of the lightest purple to the darkest?
- Q) Can we order from largest item to smallest?



Why not set a timer, to add some extra challenge?



...Some other words for purple!:

- | | |
|----------|------------|
| Lavender | Violet |
| Lilac | Plum |
| Mauve | Periwinkle |
| Magenta | Amethyst |

Maths

As we hunt for objects, you can help me to learn new mathematical language by talking with me and using words such as: *over, under, above, below, behind, in front, beneath* and *next to*.



Who is going to reach the finish line first?

For today's #daily play, you will need:



1. 1 or 2 pieces of paper



2. A pair of scissors



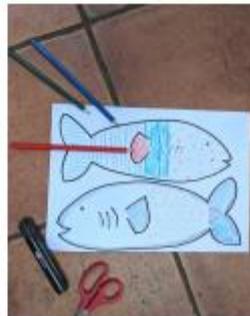
3. A few crayons to decorate



4. Rolled up newspaper or paperback book per player

Time to play!

1. Each player to design, decorate and cut out their fish
2. Decide on your start and finish lines (it may help to mark with tape!)
3. When the race starts, use your newspaper or book to flap behind your fishes tail and make them swim!



Let's talk!

- Q) How could you make your fish swim faster?
- Q) What happens if we try it on a different floor?
- Q) Shall we time how long it takes?

How long did it take you to reach the finish line? Let us know!

#dailyplay
@BoromiHQ

...Some fun words to use when racing!:

| | |
|--------|----------|
| Faster | Harder |
| Slower | Easier |
| First | Behind |
| Last | In front |

Ready to write

Strengthening the muscles in my arm and body are a great way to help me get ready for writing at school and at home. When I write, I use all of these muscles to help me to sit up straight and support my hand and wrist!

Additional learning resources parents may wish to use:

Read Write Inc- https://www.youtube.com/channel/UCo7fbLgY2oA_cFCI9GdxtQ

Live Phonics lessons will be streamed daily at the following times:

Set 1 Speed Sounds- 9.30am and again at 12.30pm

Set 2 Speed Sounds- 10am and again at 1pm

Twinkl -<https://www.twinkl.co.uk/>

To access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.

Top Marks-<https://www.topmarks.co.uk/>

This is a great website that is free to use and has a range of games for the different subject areas.

Learning games for kids-<https://www.learninggamesforkids.com/>

There a range of games for different subjects. There are games that are particularly good for children to learn to type on a computer keyboard. This is also helpful for the children to recognise the capital letters.

Additional EYFS phonics support can be found here:

<https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/>

Sentence Writing Prompts



Write sentences about the pictures for example:

The fox wants the red jam.

Spellings

| Remember to ... | Read  | Write  | Cover  | Check  |
|--------------------|---|--|---|--|
| don't | come | when | them | from |

Help your child to practice reading and writing these tricky words. Ask your child to write these words in a sentence.

Test your child on these words towards the end of the week. Can they read and write them independently?

The continent of Africa Map:



African Mud hut:



United Kingdom village house:

