



### Home Learning

#### Hello Ducklings and Goslings.

Please see below the tasks we would like your child to work on the first week and a half of term.

Try to complete as much of it as you can. It works to complete activities in small, short bursts rather than all at once. If you have any problems, please remember that you can email at [ask@priestley.wilts.sch.uk](mailto:ask@priestley.wilts.sch.uk) during school hours.

Please note that any links to internet sites and YouTube videos need to be supervised by an adult, and they may contain adverts. You do not need to pay for any of the sites we are suggesting.

Term 3 Topic Focus:

### Are we there yet?

Transport, travel and places near and far

**Personal and social development**

**Happy New Year!**

This year is 2021!

Can you trace the numbers and shapes on the sheet and then decorate it or draw your own?



## Celebrating New Year

### New Year's Eve

New Year's Eve is celebrated on December 31st, the last day of the calendar year.

People enjoy getting together with family or friends and counting down the hours, minutes and seconds to the start of a brand new year. You might even be allowed to stay up extra late!

In London, Big Ben chimes to tell us when the new year has arrived, then a huge firework display takes place on the banks of the River Thames.

Lots of people celebrate New Year with fireworks. Did you see any fireworks from your home?

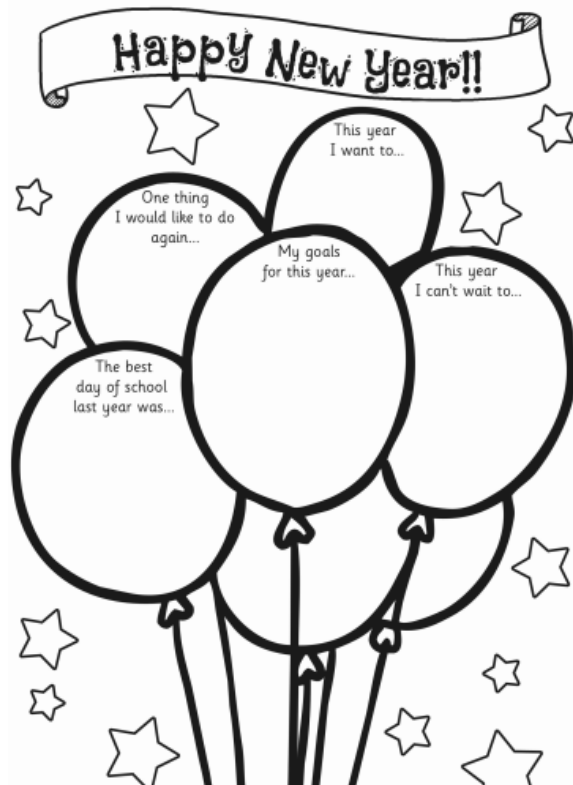


Use pens, pencils, paint, chalk, or anything else you have at home to create your own firework picture.

### New Year's Resolutions

What are New Year's Resolutions? A resolution is a challenge or promise we make to ourselves for something we want to have a go at or achieve at some point this year.

Have you made any? Share your resolutions with your child and encourage them to create their own. You could use the format below or make one of your own.



Share it with us on Tapestry.

## Communication and Language

### Christmas!

Talking is so important for developing reading and writing!

Can the children recount (share) what happened in the Christmas holidays? Have they got a favourite moment?

What happened?

Who did you see?

Where were you?

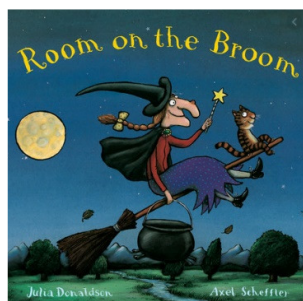
Did you get a present? What was it?

Record your child retelling their recount on Tapestry.

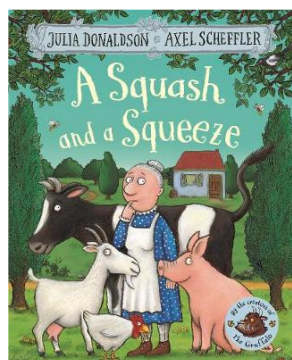
## Maths

Recap more/less.

Read *Room on the Broom* or *A Squash and a Squeeze* by Julia Donaldson, or any book where characters or objects are added.



Listen to the story here: [https://youtu.be/\\_uQulEnxsRo](https://youtu.be/_uQulEnxsRo)



Listen to the story here: <https://youtu.be/PkdX73Onf04>

Count the number of characters as the story progresses.




As a new character is added, use more/less to compare the number e.g. "There are three on the broom. Three is one more than two."

Encourage your child to use the sentences.

### Make a Tally

Label a piece of paper with a drawing of three different vehicles e.g. a motorbike, tractor, car, or use the sheet below.

Take your paper out on your daily walk around your neighbourhood, or look outside your window.

Vehicle	How Many?
	
	
	

Watch for 5/10 minutes and make a mark for every time you see one of those vehicles.

It could be a line, a tick or a cross.

At the end of the 10 minutes, count the number of marks.

Which one had the most? Which had the least?

## Shape - Guess the Object

Make a collection of objects from around the house that are 3D shapes such as a wooden brick, a smarties tube etc.



Place them in a bag. Ask your child to put their hands in the bag and describe the object.

Encourage them to talk about the sides - straight or curved? How many corners?

Can you guess what it is?

## Shape Sorting

Gather a range of objects from around the house.

Can they sort them into piles of different 3D shapes?

What do they notice? What shape are the sides/faces?

You can introduce some names - cube or cylinder, if they show an interest.



What could we do with these objects? Encourage your child to use the objects in a different way.

Can they sort them according to whether or not:

- They roll?
- They are good for building?
- 

Can your child explain their answer/method of sorting?

## Literacy

### Letter Sounds and Keywords

Please continue to practise the letter sounds and keywords that were sent via Tapestry last term.

The tricky words we will be learning this term are:

she	he	we	me	be	my
you	all	are	her	was	they

**Reminder**-these are words that cannot be sound out, they need to be learnt by sight.

Here are also the letter sounds we will be focusing on in Term 3:

j	v	w	x	y	z
qu	ch	sh	th	ng	

Here is a YouTube video, if you are unsure about pronunciation.

<https://www.jollylearning.co.uk/resource-bank/learn-the-letter-sounds/>

Please focus on the letter sounds "j" and "v" this week.

Jj



Introduce the letter. Say the name "jay" and introduce the sound it makes.  
Use the following video from Youtube:

<https://www.youtube.com/watch?v=BsyqVJcd9jA>

Teach the action:

<https://jolly2.s3.amazonaws.com/Resources/Jolly%20Phonics%20Actions%20Sheet%20.pdf>

Encourage your child to have a go at writing the letter j in lots of different colours or sizes.

Use this little sentence to help them form the letter correctly.

**"Down his body, curl and dot"**

Encourage your child to collect as many objects from around the house that begin with the "j" sound and/or contain the "j" sound. Address any exceptions such as "giraffe".

Can your child write any words that begin with "j", such as "jam"?

Encourage your child to write a label for each of the "j" objects they have found.

The image shows the uppercase letter 'V' and the lowercase letter 'v' in a bold, black, sans-serif font. The 'V' is significantly larger than the 'v'.

Introduce the letter. Say the name "vee" and introduce the sound it makes.

Teach the action:

<https://jolly2.s3.amazonaws.com/Resources/Jolly%20Phonics%20Actions%20Sheet%20.pdf>

Encourage your child to have a go at writing the letter v in lots of different colours or sizes.

Use this little sentence to help them form the letter correctly.

**"down a wing, up a wing"**

What can you find with the v sound in it?

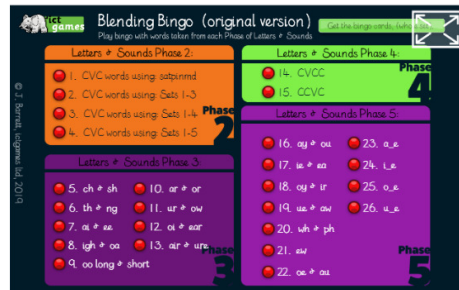
## Blending sounds

Now the children have learned a range of letter sounds, we will be focusing more and more upon blending or squeezing those sounds together to read words.

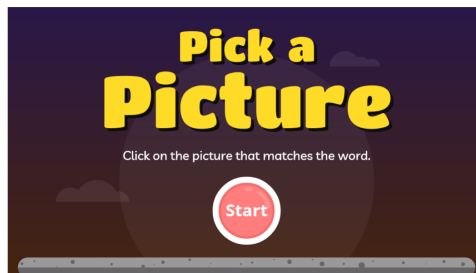
Below are some of the activities to try at home:

- Blending bingo (ICT games)

<http://www.ictgames.com/mobilePage/bingoOriginal/index.html>



- <https://www.phonicsplay.co.uk/resources/phase/2/pick-a-picture>



## Building words

A rhyming chain is a great way of encouraging children to write words independently.

See how many words they can write that rhyme with "hat", "mop" or "jug"





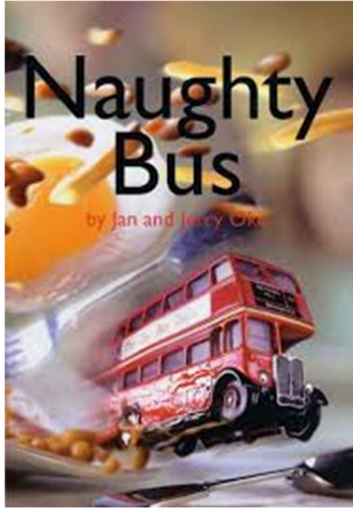
## Reading

### Reading Planet



Your child will have access to reading books that are levelled to your child's level of ability.  
Please read at least three times this week.

### The Naughty Bus



#### Naughty Bus

Jan and Jerry Oke

A young boy receives a toy bus as a present and has great fun exploring with his new toy. This is a very lovely picture book with a story told through photography and is narrated by the toy bus.

This is one of our favourite stories in Reception class. A fantastic book for encouraging imaginative play and for developing children as authors of their own stories.

### Share the Story

Share the story together.

If you don't have a copy of this book, here is a link to the story being read:

<https://www.youtube.com/watch?v=ZWkyW4JboBY>

### Tricky Word/ Sound Hunt



Share the story again, pausing to look at the text - can the children see any tricky words or letter sounds?

Can the children sound out/read any of the CVC words?

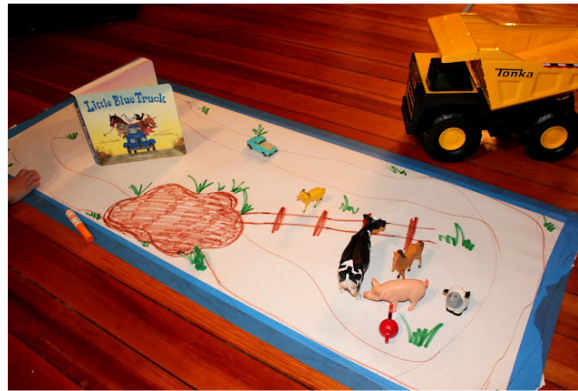


### Make a scene!

Can you recreate some of the scenes from the story using toys you have at home?

Encourage your child to retell parts of the story in their own words as they recreate these scenes.

Ask them - What happened here? Can you remember what happened next?



### Make a whole story with photos.

Take close up photos together of a toy vehicle in different places, inside and out - be as creative and messy as you like.

If possible, print them and make a book of your Naughty Bus photos together.

Alternatively, you could look at the digital photos together as a slide show or make a photo story with them.

### This is a big activity.

You could work on one scene a day.



Encourage your child to attempt to write a caption for each picture.

I go under brijis.

Encourage them to sound out the words.

At this stage it doesn't matter if their spelling isn't accurate, as long as they have tried to use their letter sound knowledge. You can help them with new letter sounds if they do not know them yet.

As an alternative, you could upload the pictures to Tapestry and write the caption on a separate piece of paper, which can also be uploaded.

## Understanding the world

### The Naughty Bus

Share the story The Naughty Bus again.

After reading, discuss: "Do buses travel by air, road or water?"

Explore - what does your child know about buses and how they travel?

Have they been on a bus?



Can your child think of modes of transport that travel via air?

What about water? Which have they been on?

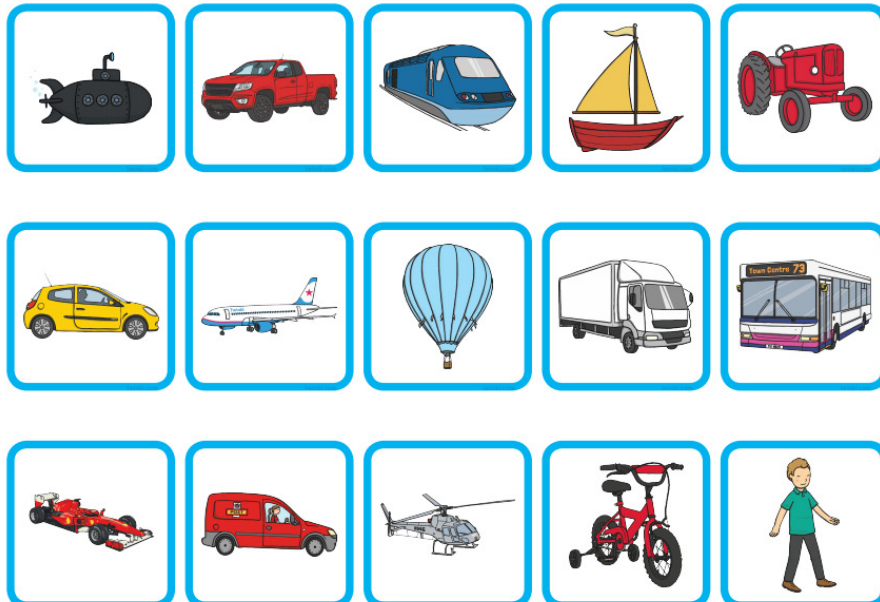
### Modes of Transport

Encourage the children to sort multiple modes of transport into air, road and water.

They can draw them, cut out pictures of them, use the sheet below or even use their toy vehicles and sort them physically.

How many different types of transport are there?

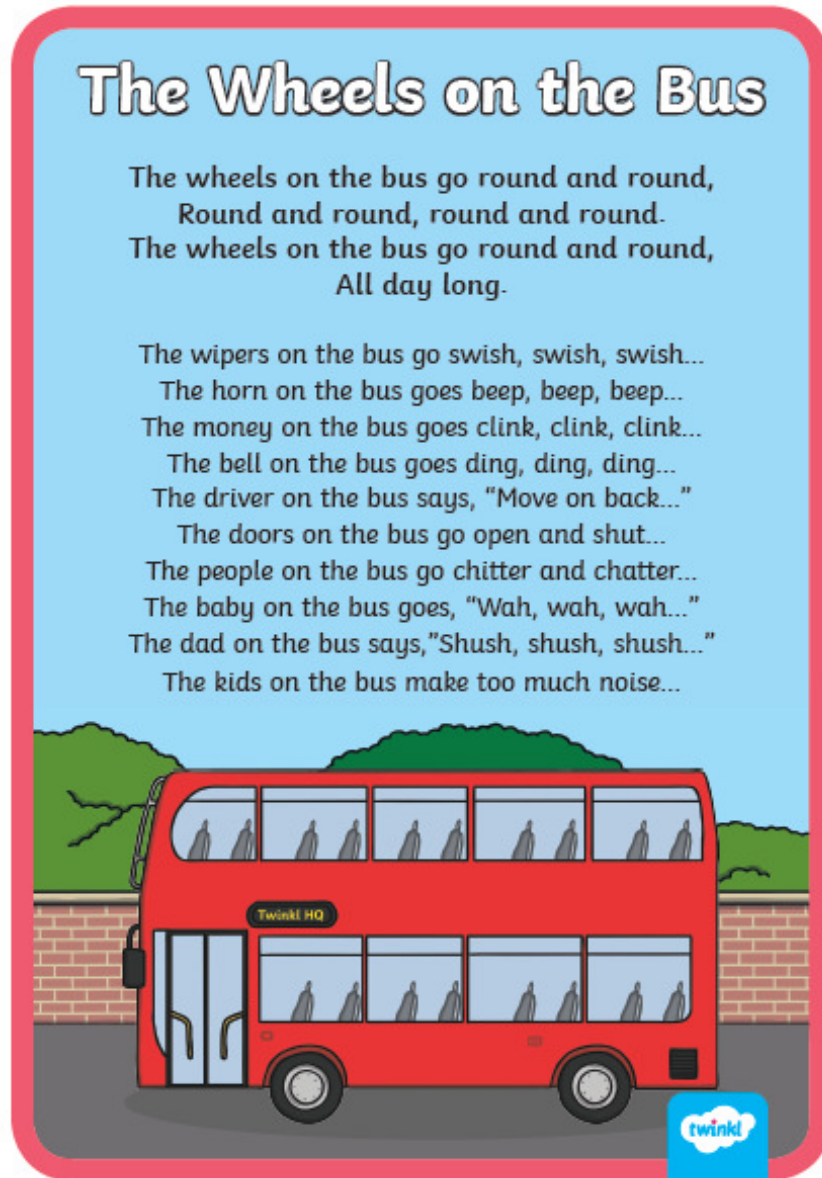
Show us what they do on Tapestry!



## Expressive arts and design

### The Wheels on the Bus

Sing 'The Wheels on the Bus'



You might like to create a new version to the same tune together instead changing the words to The Naughty Bus....

### Transport Songs

Introduce your child to another song on the theme of travel and transport.

Ideas include: Five Little Men in a Flying Saucer; The Wheels on the Bus; The Runaway Train; Row, Row, Row Your Boat; The Big Ship Sails; Down at the Station; She'll Be Coming Round the Mountain and Michael Row the Boat Ashore. Encourage your child to listen to and join in with their chosen song as they gain confidence.

Can your child think of some actions to help remember the words? Record your child performing the song on Tapestry.



# Physical development

## Movement

Play a range of outdoor games (restrictions and space allowing) that require the children to move and travel in different ways and at different speeds.

Games could include:

### Tag



### Stuck in the mud

A fun game for when a group of friends are over.

You can play this inside or out and you will need:

- At least four friends.

How to play:

1. Choose one player to be in.
2. The player who is in must run around and tag as many other players as they can.
3. When tagged, a player becomes 'stuck in the mud', they cannot move and must stand with their legs and arms apart.
4. The only way to be freed is for a non-tagged player to crawl through their legs. Players are safe while crawling under legs and cannot be tagged.
5. The game ends when all players have been tagged and are 'stuck in the mud'.



### The Traffic light game.

#### What to do with this activity?

You can play the traffic lights game with just two people or with several. It works better outdoors, but play it indoors if you have enough space.

Here's how to play the game:

1. One person calls out the instructions and pretends to direct traffic. The others follow the instructions.
2. There's a choice of three instructions, all relating to the colour of traffic lights - either "red", "green" or "amber".
3. If "red" is called then everyone must stand very still and silent.
4. If "green" is called then everyone moves around quite fast.
5. If "amber" is called then everyone moves around in slow motion.
6. Take it in turns to direct the traffic and shout the instructions.

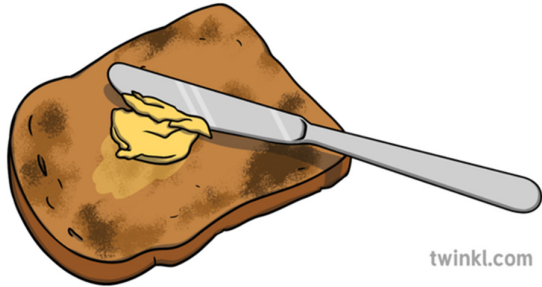
When you cross a road, show your child real traffic lights and tell them that they have to stop at red lights.



## Health and self care

It's time to make breakfast! (or lunch)

Encourage your child to make breakfast lunch, or a snack with you.



Focus on the skill of spreading. Maybe butter onto toast or crackers.