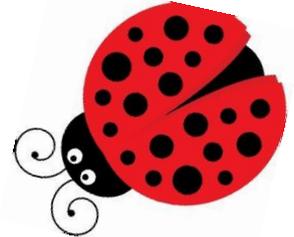


Good morning, Reception!

I hope your families are all well. Please find this week's home-school learning. There are 3 tasks this week as usual, but I have also included some optional alternatives/extras. There is no pressure to complete these tasks and, as previously stated, they are just different ways of completing the broader task. Also, I have attached some pictures of my versions, so you can get the idea, however there is no expectation to do it the way I did - I completed these just using the resources I have at home. Any problems, please do not hesitate to contact me (eweston@willowbrook.notts.sch.uk) or Mrs Sampson.



Most importantly have fun together. (I did!)

What the Ladybird Heard Next

Introduce your child to the story (www.youtube.com/watch?v=Cq0xiXoX8H0)

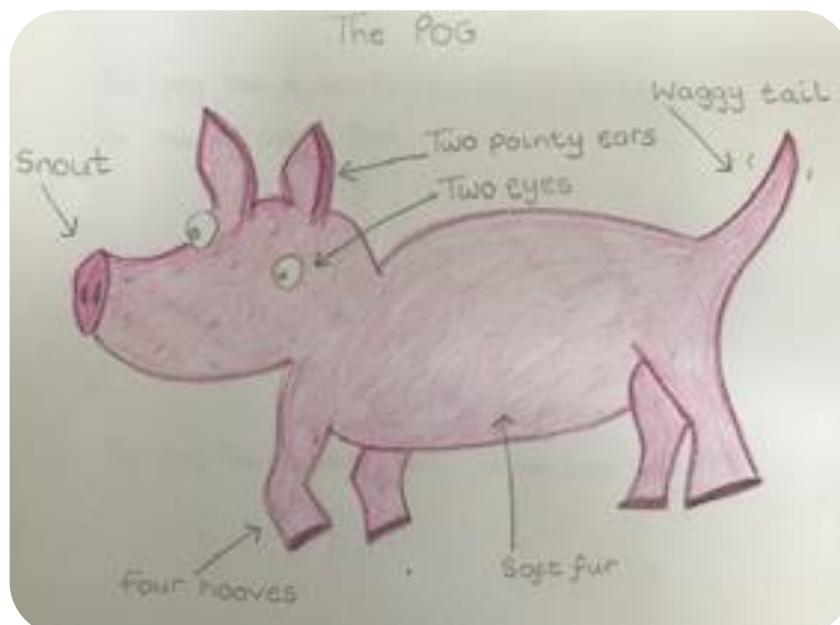
We are learning: To discuss similarities and differences between stories. Demonstrating an understanding of what they have read.

- Read and listen to the story. Talk about the characters. Which characters are in this book? Which characters were in the *What the Ladybird Heard* (the first instalment)? What is this story about? What did Lanky Len and Hefty Hugh try to do this time? What did they want to do last time? What is the 'Snerd'? Is it real? Is it made up?

Task 1 (Literacy/Art)

We are learning: To represent own ideas and thoughts through design and technology/art.

- Can you create your very own mythical creature? You can make this creature out of anything you have - it can be drawn on paper, outside in the garden in chalk, painted, constructed as a 3D model. Design your mythical creature in any way you like. Be as creative as possible. If you have drawn it, perhaps you would like to label it too?
- Here is one I made earlier. (If I had any Sellotape left, (If my husband hadn't just emptied it!) I was going to use bits and bobs from the recycling bin... next time perhaps.)

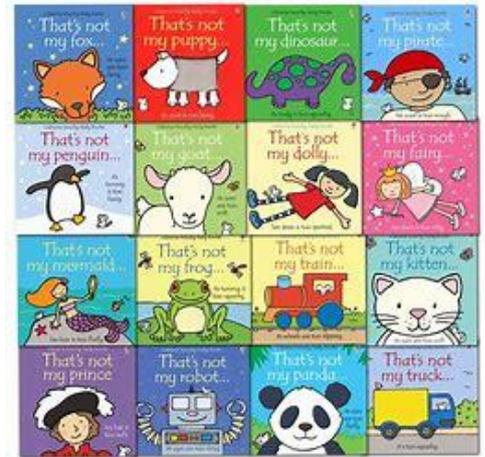


We are learning: To write simple sentences which can be read by you and others.

- Once you have made your mythical creature can you write two sentence to describe him/ her? Don't forget to name your creature too. (e.g. The Pog has four hooves. He has a snout. He has two eyes. The Pog has soft fur.)

Don't forget - remind your child about a capital letter at the start of a sentence, finger spaces between each word, and a full stop at the end. Encourage your child to say each word out loud, writing down each letter sound that they can hear. If your child chooses to write a tricky word, they may need you to write it down for them to copy.

Alternatively/ additionally: As a fan of the books, *That's not my...*, You could be very imaginative and creative this week and create your very own *That's not my* book?



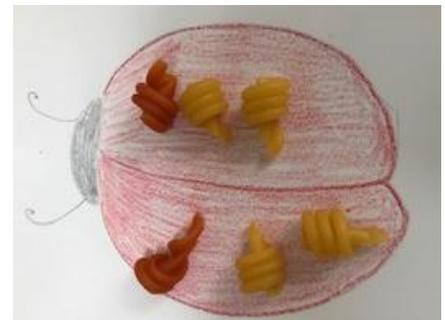
Task 2 (Maths)

We are learning: To count numbers reliably up to 20

- If you have access to the internet, a good ladybird addition game is: www.topmarks.co.uk/learning-to-count/ladybird-spots

Alternatively/ additionally:

- Grab yourself 20 pasta shapes, LEGO pieces, twigs from the garden, buttons, or whatever objects you can find around the house. Put these objects into a bag and take it in turns to pull out a handful. Lay them out in front of you and count them. Who can grab the most? Who can grab the number on a rolled dice or a card? Can you challenge a sibling, parent, or perhaps even the dog? You could even draw yourself a ladybird in the garden (like we did) and using stones we placed them on the ladybird before counting them. Put equal numbers on each half and talk about doubles. Unfortunately, the rain washed it away before I could take a photo! So I redrew it later for you to see!
- Play dominos together or take a domino at a time and count all the dots. Can you write down the number you have reached?
- Hop scotch is a perfect counting game. Get outside (if you can) and draw your very own.
- Numberblocks is a fun BBC resource which uses song and rhyme to introduce children to counting and number understanding. www.bbc.co.uk/iplayer/group/b08bzfnh



Task 3 (Understanding the World) "We are going on a bird hunt!"

We are learning: Talk about features of your immediate environment observing animals that might be seen there.

- In the book *What the Ladybird heard next?* There are many birds, ducks, geese, and hens. Have a look in your garden, which birds can you see? A pigeon? A crow? A robin, or sparrow perhaps? Can you draw and label a few of the birds you find? (wing, beak, feathers, eyes, claws, etc.) If you would like to have a further read, this website can tell you more:
- www.wildlifetrusts.org/wildlife/how-identify/identify-garden-birds

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Alternatively/additionally:

All these birds that you have found lay eggs. Do they lay the same type of egg? I wonder if you can see any nests in your garden? (If you do, remember to look with your eyes not your hands. It is their home after all!) You could even think about how to design a nest for a bird and her eggs in your garden. Think carefully what the eggs might need, especially if they are high up in the tree, it might get pretty cold up there at night.

Phonics:

As Mrs Sampson suggested last week it would be good to do a little bit of phonics each week. You will find this work attached in a separate link.

We look forward to hearing about all your adventures this week. Stay safe, enjoy it as much as you can.

Miss Weston 😊