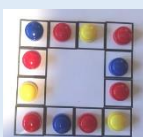
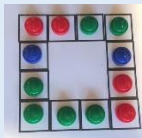


Bishopton Primary School
Reception Weekly Home Learning Activity Grid week beginning 27th April

Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
Phonics	Recap previous weeks sounds Focus: oo 'oo oo look at a book' Watch Focus: or 'or, or Shut the door' Watch Geraldine the Giraffe 'or'	Focus: ir 'ir ir whirl and twirl' Watch Geraldine the Giraffe 'ir' Can children read and write these words: girl, bird, whirl, twirl	Recap 'ir' sound Speed write 'ir' words Write simple sentences using words	Focus: ou 'ou ou shout it out' Watch Geraldine the Giraffe 'ou' Can children read and write these words: out, shout, about, loud	Recap 'ou' sound Speed write 'or' words Write simple sentences using words
Literacy	Re read book so far Recap story so far - What will happen next? Read pages 19—22 - Talk about where bear will land - What will happen to him?	Read the whole book Talk about the adventures of the Everywhere Bear - How did Bear feel when he was picked up by Bethany Burke? - How did Matt feel when he spotted the Bear?	Re read the whole book Together, draw pictures of all the places Bear went and talk about how he got from one place to another.	Use the pictures you drew from yesterday to do a shared retelling of the story with Mum or Dad – can you change your voices, add sound effects? Try and get everyone in the house to join in.	Now it is over to you – use your book to retell the adventures of your Everywhere Bear Can you video it and send it to me? I would love to see and hear it!
Book: The Everywhere Bear					
Task:	Using the picture of bear in the seagull's beak Explore what bear can see Draw and write captions	Ongoing task for week: You are going to carry on with you Bear adventure – can you go to an underground place, a scary place, an exciting place? Draw a picture then label or write a caption Template attached – you even better make your own up! E.g. On Tuesday the Everywhere bear made a rocket and flew to the moon and it was made of cream cheese! Mums and Dad – please feel free to share the writing of the sentences with your child			
Other similar books Dogger This is bear This rabbit belongs to Emily brown	I can see... Bear can see... Extend sentences Bear can see a big shiny coin	Other writing opportunities			
		Create a basket of items from his adventures e.g. Underwater – draw / make a fish, starfish, anchor, seaweed, pebbles	Create a list poem to describe you bear E.g. My bear is a... Scruffy bear Old bear Happy bear....	Draw a story map of the whole adventures from the book e.g. street → drain → sea → label / write captions to match Retell story	Draw and write a postcard from the Everywhere Bear
	Remember to always use: *cursive letters ~ except for when a capital letter is need *finger spaces *full stops		Children should use their phonics to phonetically attempt words however if it is a tricky word or frequently used word e.g. he, was, one, then we would be encouraging them to learn the spellings and apply them to their written work.		

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Maths	Understanding complex patterns				
Maths Story	There was an old lady that swallowed a fly	A Squash and a Squeeze	Pattern Bugs by Trudy Harris	Patterns practise song	Pattern Fish by Trudy Harris
Task	Go on a pattern hunt around the house and garden. What kind of patterns can you see? What is the same in each pattern? What is different in each pattern? I have a pattern in my bathroom tiles- white, white, white, blue. (We call this an AAAB pattern). Take photos and send them in with an explanation of what you noticed.	 This is an ABB pattern. What would come next? Why? Use items from the garden or house to make your own ABB pattern- make it bigger than the one above.	 This pattern needs 'fixing'! Use items from the house or garden to make lots of ABB patterns. Play a game- child closes their eyes and one item is added or taken away (disturbing the pattern). Ask your child to 'fix' the pattern and make it 'right'.	 Ask your child to describe the pattern. What comes next? Explain the rule is for their pattern? Using any items/toys, can you recreate the same pattern rule (as the picture) with different objects? Lego bricks work well. Is your child able to recognise that they need 3 different items- 1 of which is duplicated.	 <u>This pattern works.</u>  <u>This pattern does NOT work.</u> Explain why? Draw a grid like the ones above and allow your child to explore with multiple pieces of 3 different objects. For example, red yellow green cubes or Lego.
Activities	Practise counting to 20. If you can do that- which is the biggest number that you can count to? Using only 10, 20, 30 building blocks- see how many different creations you can make.	Half fill a clean empty pot with dried beans or lentils. Secure a piece of paper on top with an elastic band (or glue it). You have made your own musical instrument. Explore the 'patterns' you can make by the different sounds.	Collect 10 objects from around the house and place them on a tray. Ask the other person to look away while you take one away. Can they guess what is missing?	Learn to tie shoe laces. It is easier to practise with a ribbon first. Tie a ribbon, cord or laces around a chair and practise in a comfortable position.	Make fruit kebabs using colourful fruit. What pattern did you make? 