|  |  |  |
| --- | --- | --- |
| **Learning Project – Sport**  **Reception Week 10 1st-5th June** | | |
| Each task 20-30 minutes then have a break  Please find all phonics activities for this week detailed on this sheet under Weekly Phonics section | | |
| **Weekly Maths Tasks** | **Weekly Reading and Writing Tasks** | |
| Listen to ​[this song](https://safeyoutube.net/w/ScT5) ​[a](https://safeyoutube.net/w/ScT5)nd watch a short ​[video](https://www.bbc.co.uk/bitesize/clips/zy26sbk)​to learn positional language. | Can your child talk about all the different sports they know? Can they​ have a go at writing them (i.e. run, jump, skip)? | |
| ​Play positional language Hide and Seek- Choose a selection of items and hide them. Ask your child to count out loud while you’re doing this. Give them clues about the positions of the objects, e.g. ​*it’*​s​ *under the chair*​. | ​Listen to stories linked to sport, including ​[Peppa Pig](https://safeyoutube.net/w/FZS5)​[,](https://safeyoutube.net/w/FZS5)​ and ​[Maisy’s Sports Day](https://safeyoutube.net/w/gbT5)​[.](https://safeyoutube.net/w/gbT5) Talk about how the characters are feeling when they win/lose. Draw a picture to show how the characters are feeling. | |
| ​Listen to ​[‘We’re Going on a Bear Hunt’](https://safeyoutube.net/w/jdT5)​[.](https://safeyoutube.net/w/jdT5) Talk about the positional language used in the story – through, over, under. Create a story in the house using these words-over, under, though, behind, next to, opposite, around. | Ask your child to draw a picture of themselves doing something​sporty. i.e. running, jumping, a cartwheel. Can they label the picture or write a simple sentence e.g. I can hop | |
| Encourage your child to jump, hop or skip. Give them directions as they​ do this e.g. jump forwards 5. |  | |
| ​Make a positional language picture- cut out a selection of 2d shapes. Give your child positional instructions to create a picture e.g.​ *put the square in the middle of your page*​. |  | |
| **Weekly Phonics Tasks** | **Weekly Spelling Tasks** | |
| **Monday-** [Daily Phonic](https://www.phonicsplay.co.uk/)​[s](https://www.phonicsplay.co.uk/) - Practise the sounds your child is working on and blend​ words. This can be oral blending (e.g. spoken out loud c-a-t) or written if appropriate. Phase 3 / 4 please | This week’s spellings are:  do, went, out, what, went, it’s, from, children, just, help | |
| **Tuesday-** ​Can your child think of rhyming words? Take it in turns to say a rhyming word i.e. cat, ​mat, bat, ​​sat. |
| **Wednesday-** ​Play ​[Phonics Pop](https://www.ictgames.com/phonicsPop/index.html)​- Once you have selected the sounds (you must select at least three sounds), click ‘Go’. Ask your child to listen to the new sound and click these to pop them. Also try and catch the aliens. |
| **Thursday-** ​Play ‘I Spy’. ‘​*I spy, with my little eye, something beginning with t*​’. **CHALLENGE**​: Try trickier sounds such as ​**ch, sh or th.** |
| **Friday-** ​Provide your child with some simple words linked to sport e.g. ​**ran**​. Say the word in sounds e.g. ​**r-a-n**. Ask your child to repeat the sounds and then write the​ sounds if they are able to​**.** |
| **Learning Project - to be done throughout the week** | |
| **The project this week aims to provide opportunities for your child to learn more about sports and games.**  **Ball Games** Play a game of catch with a ball - when you drop the ball, you lose a point. You could record points using a tally chart and count up who has the most points at the end. **CHALLENGE:**​ See if you can catch the ball standing further apart, catch with one hand or use a smaller ball.​  **Play Skittles** If you have a set of skittles, you’re ready to go, if not you can make your own skittles using plastic bottles. Take a plastic bottle and partly fill with soil/ stones or sand to weigh it down. If you don’t have plastic bottles available you could use tin cans for an alternative version. Ask your child to count how many skittles there are to begin with. Roll the ball at the skittles and ask your child to count how many they have knocked over. Can they work out how many are left? **CHALLENGE:** ​You could write this out as a subtraction number sentence e.g. if you start with 5​ skittles and knock over 2 your child would write 5 - 2. Ask them to count how many are left to find the answer 5 - 2 = 3 **Competition Time** Have a time challenge. Give your child an action to do e.g. hop, skip, jump, clap or star jump. how many can they do in one minute. Keep a record of the scores. Ask everyone in the house to have a go! | |