

## Monday 1<sup>st</sup> February Home learning: Reception

Live Lessons;

Monday-Thursday

10.30am Handwriting/RWI

12.00pm Mathematics

2.15pm Story time

Thursday

2.15pm class catch up

### **RWI**

Remember the link below is for extra ditties!

[https://cdn.oxfordowl.co.uk/2020/03/25/12/12/55/1a5fba52-4af4-4008-9fcf-56517ab25cb7/RWI\\_OnlineDitties.pdf](https://cdn.oxfordowl.co.uk/2020/03/25/12/12/55/1a5fba52-4af4-4008-9fcf-56517ab25cb7/RWI_OnlineDitties.pdf)

### **Literacy**

Our focus this week is the traditional tale of Goldilocks and the Three Bears.



Here is the link to this week's lessons. Please complete lessons 1-5

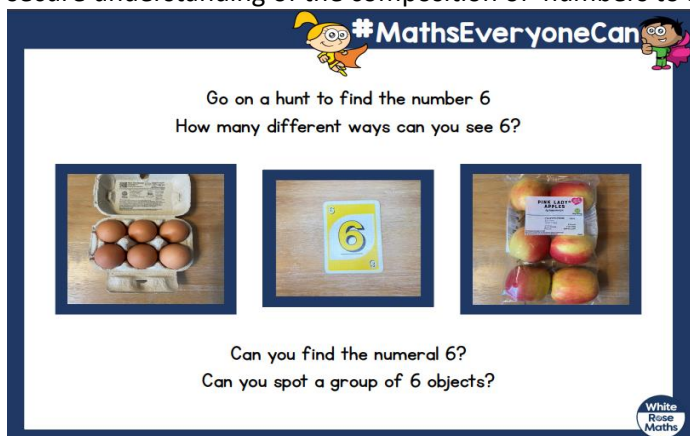
<https://classroom.thenational.academy/units/goldilocks-and-the-three-bears-1138>

Click on link in Reception home learning for extension writing task. Write a letter to Goldilocks from the Three Bears. What do you think they would say to Goldilocks for eating their porridge, breaking their chair and sleeping in Baby Bear's bed?

*Baby Bear's letter to Goldilocks*

## Mathematics

This week in our mathematics we are going to explore numbers 6, 7 and 8. Children will build on their knowledge of numbers to 5 to help with their understanding. This week the children can think about all the different ways of making 6, 7 and 8. They can go on a number hunt and see if they can find these numbers around the house. Remember to think about their previous knowledge and their secure understanding of the composition of numbers to 5.



**#MathsEveryoneCan**

Go on a hunt to find the number 6  
How many different ways can you see 6?

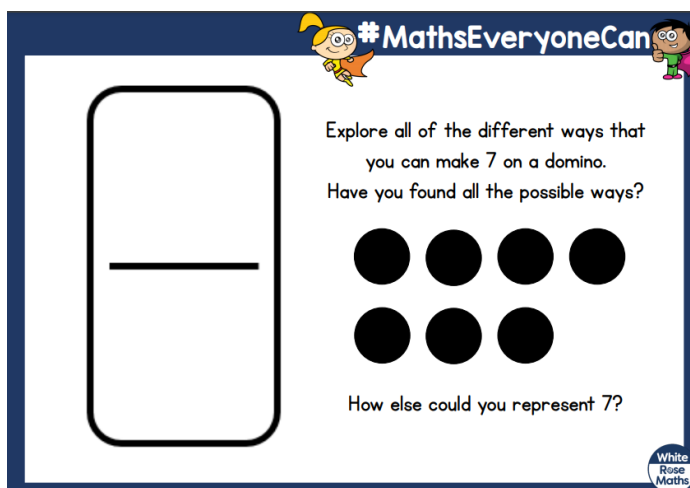
Can you find the numeral 6?  
Can you spot a group of 6 objects?

White Rose Maths

This worksheet features three images: a carton of 6 eggs, a yellow card with the numeral 6, and a bag of 6 apples. The title '#MathsEveryoneCan' is at the top with cartoon characters. The questions are in the center, and the 'White Rose Maths' logo is at the bottom right.

### Monday 1<sup>st</sup> February

Children continue to apply the counting principles when counting to 6, 7 and 8. They represent 6, 7, and 8 in different ways and can count out the required number of objects from a larger group. Arranging 6, 7 or 8 items into small groups will support the children to conceptually subitise and see how the numbers are made up of smaller numbers. E.g. I know it is 8 because I see 4 and 4. Encourage the children to order and compare their representations, noticing the one more/less patterns as they count on and back to 8.



**#MathsEveryoneCan**

Explore all of the different ways that you can make 7 on a domino.  
Have you found all the possible ways?

How else could you represent 7?

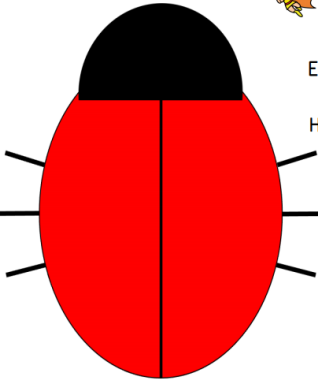
White Rose Maths

This worksheet features a large domino shape on the left and seven black dots arranged in two rows (four on top, three on bottom) on the right. The title '#MathsEveryoneCan' is at the top with cartoon characters. The questions are in the center, and the 'White Rose Maths' logo is at the bottom right.

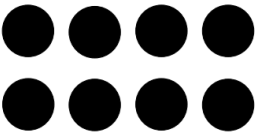
### Tuesday 2<sup>nd</sup> February

Allow the children to explore different ways of making 7. We always use concrete resources when introducing a new concept, all this means is that children use objects like counters, small figures (or anything else you have) to explore. Question the children as they are exploring "What do you think will happen if I put 4 of them that side?" "Are there still 7?" encourage children to talk through their exploration.

#MathsEveryoneCan



Explore all of the different ways that you can make 8  
Have you found all the possible ways?



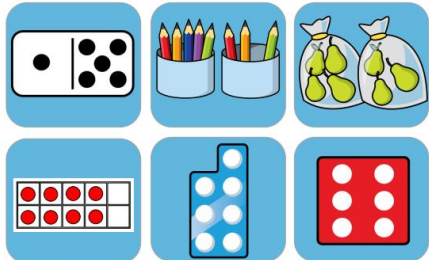
White Rose Maths

### Wednesday 3<sup>rd</sup> February.

As with the work yesterday, allow the children to explore different ways of making 8.

#MathsEveryoneCan

Have a go at playing the memory game with a friend.  
If you turn over two cards that show the same number, you get to keep them both!




White Rose Maths

### Thursday 4<sup>th</sup> February

Today is a great opportunity for children to practice their understanding of 6, 7 and 8 and to recognise those numbers in all different forms. You can make your own cards with different pictures on or even use jars and objects to match quantity.

#MathsEveryoneCan

Count some toys into your toy box.  
Ask a helper to take out one toy whilst you are not looking. Can you spot who is missing?



What happens to the number of toys when you take one out and then put it back? Does it matter which toy you remove?

White Rose Maths

### Friday 5<sup>TH</sup> February

Today children are exploring one more and one less. What happens when you take one away? How many are left now? What happens when you add one more?

## Understanding the World

This week's science experiment is:



### Dancing Noodles

#### You will need:

Clear glass jar                      spoon/fork/towel  
Cooked noodles  
Water  
Vinegar (preferably distilled)  
Baking soda  
Food colouring

#### What to do:

Put water and vinegar in the jar – equal amounts of both.

Cut the noodles up into smaller pieces so they fit into the jar without bending.

Add the cooked noodles to the water and vinegar and add a few drops of food colouring if you choose to. Stir the mixture.

Get ready! Add a tablespoon at a time of baking soda to the jar and watch. The noodles will start to 'dance' up and down the jar.

Clear away any 'explosions'. After about 10 tablespoons of baking soda the experiment will stop working. If you want to repeat the reaction, you will need to start again.

#### Questions:

**How can we make the noodles dance?**

**What happens to the noodles when you add the baking soda to the water and vinegar?**

**What do you think is happening?**

**Do the noodles 'dance' every time you add the baking soda?**

**Perhaps you could try the same experiment but using rice instead!**

t Fancy making some cakes?

Take a photo and email it to school.



## FAIRY CAKES

Ingredients

100g caster sugar  
100g very soft butter  
100g self-raising flour  
2 eggs  
1 tsp vanilla extract for the icing

200g very soft butter  
200g icing sugar  
food colouring, sprinkles.

- \* STEP 1 preheat oven 180C/160C fan/gas 4. Put paper case into a 12-hole bun tin.
- \* STEP 2 Mix sugar and butter together in a bowl, then the flour.
- \* STEP 3 Crack the eggs into a separate bowl and add them to the bowl with the vanilla. Mix everything together.
- \* STEP 4 Divide between the cases using a spoon. Put the tray in the oven for 20 minutes.
- \* STEP 5 Mix the butter and icing sugar to make a creamy icing. Add desired colouring.
- \* STEP 6 Let the cakes cool completely before icing each cake and decorate with sprinkles, or whatever you like.



Family Days Tried & Tested