



Reception Remote Learning Pack

For use in case of school closure or isolation

Home Learning



We hope this slide is helpful but please get in touch through school admin if you have any questions. 😊

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Dear Parents,

Please find attached a weekly home learning pack for your child if they are isolating at home. In this pack you will find daily activities for Phonics and Maths. Each afternoon there is a lesson from the wider curriculum. Some of these lessons have a list of possible activities for your children to complete. Please hear your child read or share a story with them daily.

If you have any questions or concerns, you are able to post these on Microsoft Teams or email admin, but please be aware we are teaching in school and bare with us if we are not able to respond straight away.

Weekly Timetable:

Monday	Tuesday	Wednesday	Thursday	Friday
Phonics	Phonics	Phonics	Phonics	Phonics
Maths	Maths	Maths	Maths	Maths
Lunch	Lunch	Lunch	Lunch	Lunch
PE	Investigation	Wellbeing	Arts and Crafts	Exploration

Please upload learning to Microsoft Teams at the end of the week

RWI Phonics

A guide for helping your
child read if learning from
home.

Please practise these sounds daily with your child

- Set 1 sounds for children in Reception and Year 1.

m a s d t I n p g o c k u b f e l h r j
v y w z x

6 'special friends' -two letters that make one sound

sh, ch, th, qu, nk, ng

Please practise these sounds daily with your child

- Set 2 sounds for children in Year 1 and Year 2
- ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy
- *Your child could make some cards with these sounds on to help them read them speedily.*

Please practise these sounds daily with your child

- Set 3 sounds for children in Year 1 and Year 2
- ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, tious/cious
- *Your child could make some cards with these sounds on to help them read them speedily.*

Once you have practised the daily speed sounds there are plenty of activities on the Oxford Owl website to help develop reading and handwriting skills. See the step by step guide on the next few pages.





Login to Oxford Owl – you may need to set up a password if you haven't used the site before.

The screenshot shows the Oxford Owl website interface. At the top, the URL is <https://www.oxfordowl.co.uk>. The header includes the Oxford Owl logo, a 'My class login' button, and links for 'Help', 'Join us', and 'Log in'. A grey banner contains a message: 'We are currently experiencing an issue with logging in to Oxford Owl. We apologise for any inconvenience caused. We are working hard to fix this. Please come back later.' Below this, there are two main content areas. The left area, 'Oxford Owl for School', features a white owl icon, the text 'Teaching resources and expert school improvement support', and a list of benefits: 'Award-winning subscriptions and leadership support', 'Free teaching resources and eBooks', and 'Free Professional Development videos'. It has 'Log in' and 'Join us' buttons and an 'About Oxford Owl for School' link. The right area, 'Oxford Owl for Home', features a brown owl icon, the text 'Free resources to support learning at home', and a list of benefits: 'Advice and support for parents', 'Educational activities and games', and 'Free eBook library for 3- to 11-year-olds'. It has an 'Enter site' button. A yellow hand-drawn circle highlights the 'Oxford Owl for Home' section.

<https://www.oxfordowl.co.uk>

OxfordOWL [My class login](#) [Help](#) [Join us](#) [Log in](#)

 We are currently experiencing an issue with logging in to Oxford Owl. We apologise for any inconvenience caused. We are working hard to fix this. Please come back later.



Oxford Owl for School


Teaching resources and expert school improvement support

- Award-winning subscriptions and leadership support
- Free teaching resources and eBooks
- Free Professional Development videos

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For school



Oxford Owl for Home

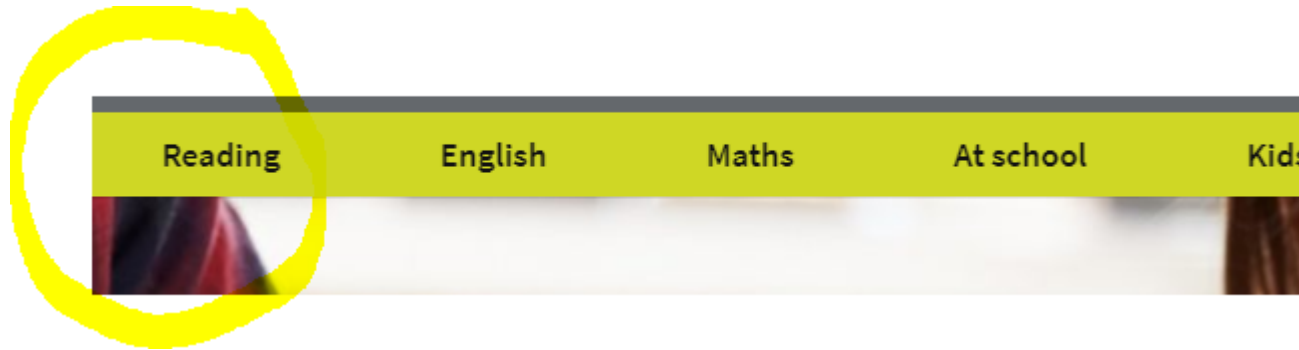
Free resources to support learning at home

- Advice and support for parents
- Educational activities and games
- Free eBook library for 3- to 11-year-olds

[Enter site](#)

For home

On the tool bar at the top...click on Reading then scroll down to RWI Phonics



Here you will find a guide for parents –please watch the sound pronunciation guide video.

Read Write Inc. guide for parents

Welcome to the *Read Write Inc.* page on Oxford Owl for Home. Here you can find lots of free resources to support your child's learning during the school closures.

[Free eBooks](#) | [Videos](#) | [Set 1 resources](#) | [Set 2 resources](#) | [Set 3 resources](#) | [Kits for parents](#)

Read Write Inc. Phonics

We have lots of free *Read Write Inc. Phonics* resources to help your child continue learning, including eBooks, practice sheets, Ditty sheets, slideshows, and parent films.

Teachers who teach *Read Write Inc. Phonics* are trained to teach the programme, but don't worry if you are not a phonics expert! These activities will help you support your child during this period of school closures. We suggest you start by watching this film for parents: [What is Read Write Inc. Phonics?](#)

Try to start at the right place for your child. If your child is learning to read at school with *Read Write Inc. Phonics*, they will be at one of the following stages:

Learning Set 1 Speed Sounds	+
Learning to blend with Set 1 Speed Sounds	+
Learning Set 2 Speed Sounds	+
Learning Set 3 Speed Sounds	+
Reading books with Set 1, 2, and 3 Speed Sounds	+

You will find a useful phonics audio guide to all these sounds in our [Sound Pronunciation Guide video](#). It is really important to say the sounds clearly to help your child learn them. We say 'mmm' not 'muh' and 'llll' not 'luh' when teaching the sounds. This really helps children when they learn to blend sounds together to read words.

For Reception and Year 1: Follow Learning Set 1 Speed Sounds and Learning to Blend with Set 1 Speed Sounds. There are online activities and pdfs to download to help your child practise writing the sounds.

Learning Set 1 Speed Sounds

These are the Set 1 Speed Sounds written with one letter:

m a s d t i n p g o c k u b f e l h r j v y w z x

These are the sounds written with two letters (your child will call these 'special friends'):

sh th ch qu ng nk ck

Check if your child can read these sounds. Make sure they say sounds like 'mmm', not letter names like 'em'. Watch the [Sound Pronunciation Guide video](#) to help you.

If your child is learning Set 1 Speed Sounds, help them to:

- Join in the Set 1 Speed Sounds live lessons by Ruth Miskin Training, Monday to Friday, at 9.30am (BST). You can sign up to either via this [Facebook page](#) or [YouTube channel](#). The films are each available for 24 hours after the live lesson.
- Practise the sounds they have been taught from the [My Set 1 Speed Sounds eBook](#). (The book has parent notes.)
- Complete the [Speed Sounds practice sheets](#) for the Speed Sounds they have learnt.
- Practise reading the Speed Sounds speedily with the [Set 1 Speed Sounds slideshow](#).

Learning to blend with Set 1 Speed Sounds

For Year 1s (and Y2/3/4s) who know the set 1 sounds and can blend the sounds to read words, move onto the activities in Set 2.

Learning Set 2 Speed Sounds

These are the Set 2 Speed Sounds:

ay ee igh ow (as in *blow*) oo (as in *zoo*)
oo (as in *look*) ar or air ir ou (as in *out*) oy

Check if your child can read these sounds.

If your child is learning the Set 2 Speed Sounds, help them to:

- Join in the Set 2 Speed Sounds live lessons by Ruth Miskin Training each day, Monday to Friday, at 10am (BST). You can sign up to either via this [Facebook page](#) or [YouTube channel](#). The films are each available for 24 hours after the live lesson.
- Practise the sounds they have been taught from the [My Sets 2 and 3 Speed Sounds eBook](#). (The book has notes for parents.)
- Complete the [Speed Sounds practice sheets](#) for the Speed Sounds they have learnt.
- Read the [eBooks](#) at Red Ditty level, then Green level and then Purple level, in order. We recommend children read each eBook three times, as they would at school: once to read the words correctly, a second time with more fluency, and a third time in a 'storyteller voice' that shows their understanding.
- Practise reading the Speed Sounds speedily with the [Set 2 Speed Sounds slideshow](#).
- When your child is confident and has finished reading the eBooks for a level, they can practise reading the words on the [Speedy Green Word slideshow](#) for that level.

When your child is confident recognising the set 2 speed sounds in words and reading the word then move on to Set 3.

Learning Set 3 Speed Sounds

These are Set 3 Speed Sounds:

ea (as in *tea*)
oi (as in *spoil*)
a-e (as in *cake*)
i-e (as in *smile*)
o-e (as in *home*)
u-e (as in *huge*)
aw (as in *yawn*)
are (as in *care*)
ur (as in *nurse*)
er (as in *letter*)
ow (as in *brown*)
ai (as in *snail*)
oa (as in *goat*)
ew (as in *chew*)
ire (as in *fire*)
ear (as in *hear*)
ure (as in *pure*)

Check if your child can read these sounds.

Follow the links to practise reading using the set 3 sounds.

If your child is learning Set 3 Speed Sounds, help them to:

- Join in the Set 3 Speed Sounds live lessons by Ruth Miskin Training, Monday to Friday, at 10.30am (BST). You can sign up to either via this [Facebook page](#) or [YouTube channel](#).
- Practise the sounds they have been taught from the [My Sets 2 and 3 Speed Sounds eBook](#). (The book has notes for parents.)
- Complete the [Speed Sounds practice sheets](#) for the Speed Sounds they have learnt.
- Read the [eBooks](#) at Pink level, then Orange level and then Yellow level, in order. We recommend children read each eBook three times, as they would at school: once to read the words correctly, a second time with more fluency, and a third time in a 'storyteller voice' that shows their understanding.
- Practise reading the Speed Sounds speedily on the [Set 3 Speed Sounds slideshow](#).
- When your child is confident and has finished reading the eBooks for a level, they can practise reading the words on the [Speedy Green Word slideshow](#) for that level.

Read the eBooks of the colour phonics group your child is in at school.

Reading books with Set 1, 2, and 3 Speed Sounds

If your child has learnt all three sets of Speed Sounds, they need to practise them and read books with words made up of those sounds. They could:

- Join in the Set 3 Speed Sounds live lessons by Ruth Miskin Training, Monday to Friday at 10.30am (BST). You can sign up to either via this [Facebook page](#) or [YouTube channel](#).
- Practise the sounds they have been taught from the [My Sets 2 and 3 Speed Sounds eBook](#). (The book has notes for parents.)
- Complete the [Speed Sounds practice sheets](#) for the Set 3 Speed Sounds.
- **Read the eBooks** at the Blue level and then the Grey level, in order. We recommend children read each eBook three times, as they would at school: once to read the words correctly, a second time with more fluency, and a third time in a 'storyteller voice' that shows their understanding.
- When your child is confident and has finished reading the eBooks for a level, they can practise reading the words on the [Speedy Green Word slideshow](#) for that level.

Maths Day 1 – Patterns

Guess my rule

Begin with a large pile of items such as buttons.

Tell children you have a sorting rule but they need to guess what it is.



One at a time you can place buttons into your set. (For example buttons with 2 holes.) Continue to add different buttons to your set and encourage the children to identify your rule.

When a child thinks they know the rule they can choose a button that they think will belong to your collection. You can tell them if they are correct or incorrect.

In this activity, the children will need to ignore any differences between the items in your set and focus on the one criteria that they have in common.

Key questions

What is the same about all the items in my set?

Can you find a button which belongs in my set?

Can you find one which doesn't belong?

Why doesn't it belong?

Can you think of a different sorting rule for me to guess?

Odd one out



Create a set of up to 4 objects each having one criteria which makes it different to the others. For example in the shapes above, the circle could be the one that doesn't belong because it is a different shape to the rest. The green triangle is a different colour and the small triangle is a different size.

Encourage the children to explain their reasoning. This time, they will need to ignore the similarities and find the one attribute that makes each object differen

Maths Day 2 – Comparing amounts

Compare amounts

Guidance

Once children can confidently sort collections into sets, they learn that these sets can be compared and ordered.

They understand that when making comparisons a set can have more items, fewer items or the same amount of items as another set.

It is easier for the children to make comparisons when the difference between the sets is greater. For example, start by asking the children to compare 5 and 2 rather than 5 and 6

Other Resources

A Squash and a Squeeze – Julia Donaldson

Seaweed Soup – Stuart J Murphy

The Enormous Turnip 

Prompts for Learning

Once children have sorted objects into sets ask them which set has more or most items and which has fewer or fewest?

Do they have any groups which are equal?

How can they check?

Encourage the children to line up the items using 1-1 correspondence. 5 frames can support with this.



Provide opportunities to compare smaller quantities of large items with larger quantities of small items to help children make the distinction between size and quantity. For example a set of 2 large balls and a set of 5 small balls.



Which set has more? Which set has fewer?

Read the story A Squash and a Squeeze. Ask children to re-enact the story using a hoop or box to represent the house. Ask them to describe how the 'house' feels as the story progresses.

Why do they think the story is called A Squash and a Squeeze? How does the house feel at the end of the story?

Collect some small objects from around your house/in the garden. Sort them into groups and compare the size of each group.

Encourage your child to use language such as greater/less than/more/less. Encourage them to count carefully, one object at a time.

Start with big differences and then move on to having groups with only one or two objects difference.

Maths Day 3 – Number sense

Hidden Jewels activity to promote number sense

- **The Activity**

Put three bowls over one, two and three jewels/or any other small objects such as buttons.

Quickly lift and replace one bowl and challenge children to say how many there are.

Swap the bowls around rapidly for a minute. When you stop, can they point to the bowl with three? Lift the bowl and see if children can instantly say whether they are right.

-

Encouraging mathematical thinking and reasoning:

- **Describing**

Can you see how many there are?

How did you see them?

- **Reasoning**

How did you know there were three?

Maths Day 4 – Number sense

- Provide a clear plastic jar with a number of things in it. Filling a big jar with really small things will give children the experience of what large numbers look like.
- **The Activity**
Children guess how many things are in the jar, then count to find out. Older children can record their guesses on post-it notes and then put these in order to discuss which estimates were closest.
- **Encouraging mathematical thinking and reasoning:**
- **Describing**
What do you notice?
How many can you see?
How do these pine cones compare with yesterday's beads?
- **Reasoning**
How many do you think there are? Why do you think that?
Will it be more or less than 20? A lot more/less? Or a little more/less?
Will it be between 15 and 20? A little or a lot more than this? Or less than this?
How many can you see? How many do you think are hidden?
Was your guess more or less than the actual count?
Was your guess very close/way out? Why do you think that was?
Can you put the estimates in order on the board/washing line?
Were most people close or far out?
- **Opening Out**
Are there more or less than yesterday? Why do you think that?
What if we fill it up again, but with the little bears?
How many do you think will fit in the tall jar/the matchbox/the crate? Is there a quicker way to count?

Maths Day 5 – Shape



#MathsEveryoneCan

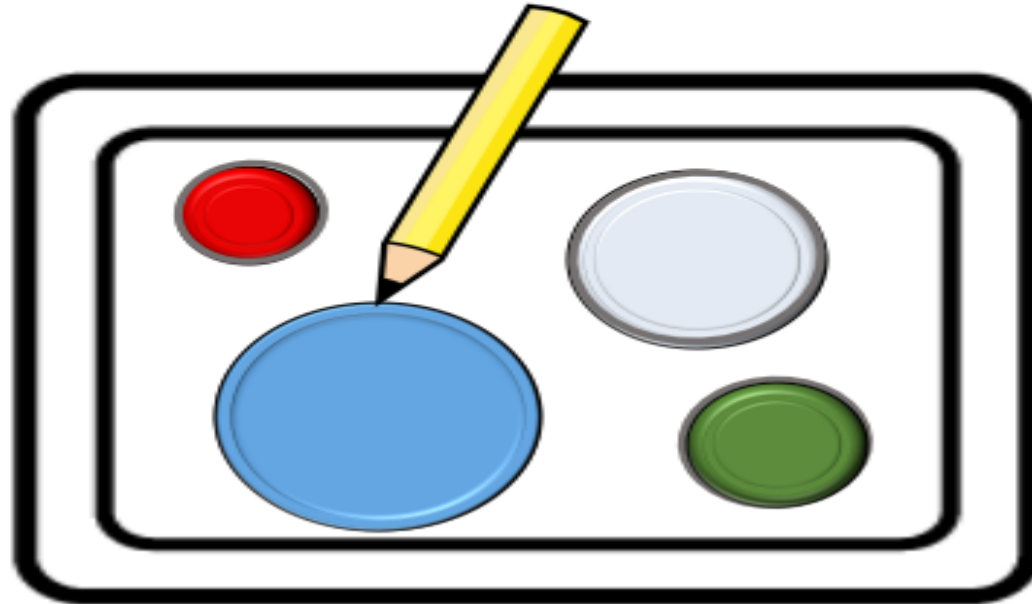


Have a hunt around your home for some different sized lids.

Can you draw around them on a piece of paper?

Now mix your lids up and see if you can find the matching lid on your paper.

Can you talk about the size and shape of each of your lids?



Maths Day 6 – Shape

- Go on a shape hunt around your house.
- How many of each shape can you find?
- Describe the shapes – are they pointy? Round? How many sides?
 - Draw the shapes you find!

Maths Day 7 – Measure

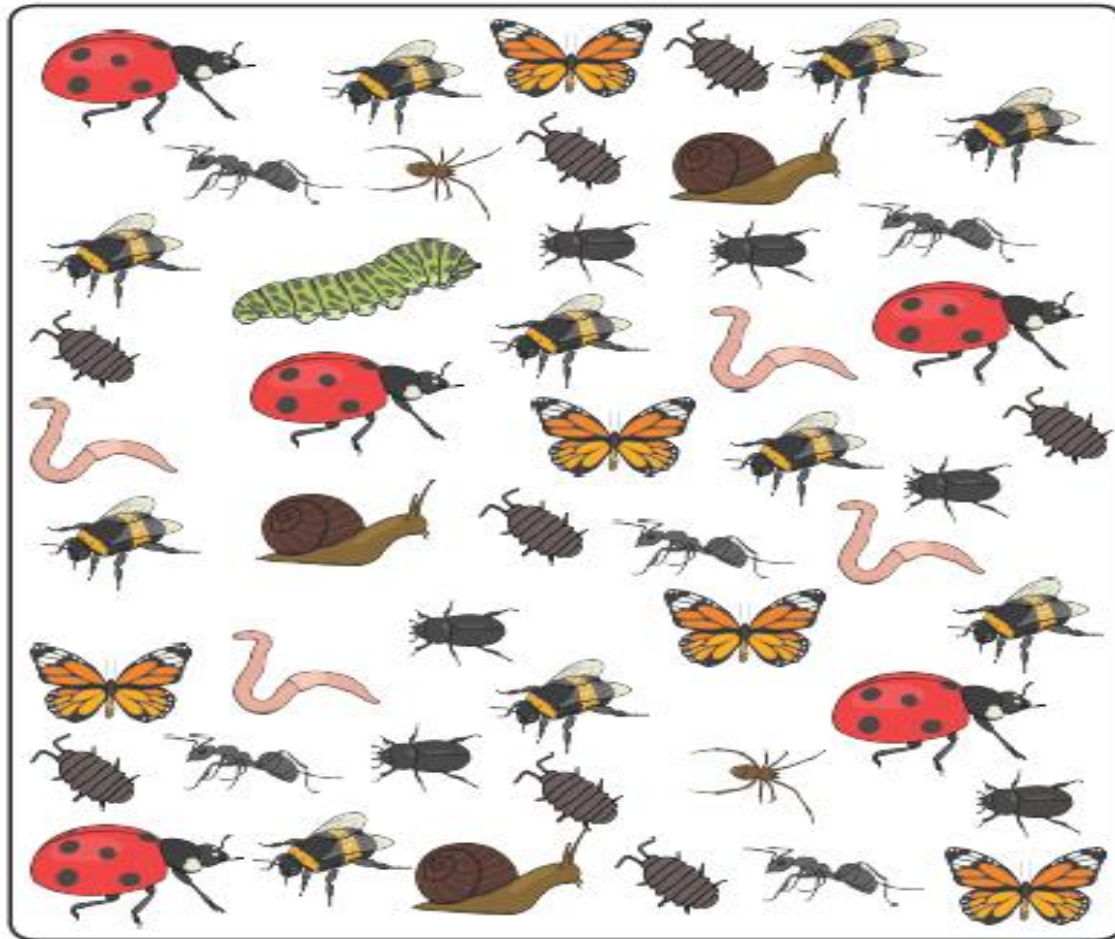
- Find out who has the biggest shoes in your family. Predict who might have the biggest shoes first. Can you line them up to check? Were you right?
- You could also investigate who has the biggest/smallest hands or socks!

Maths Day 8 – Measure

- With a piece of string or ribbon measure how tall you are. Cut the ribbon so it shows your height and explore around your house and garden to find the things you are taller or shorter than!
 - Record your predictions and results!

Maths Day 9 – Number sense

Minibeasts I Spy and Count



Minibeasts I Spy and Count Checklist

Count the number of each type of minibeast and write the numeral in the box.

ladybirds



caterpillars



ants



worms



bees



beetles



butterflies



snails



spiders



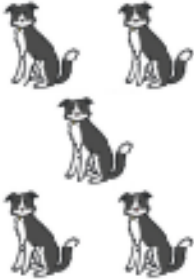

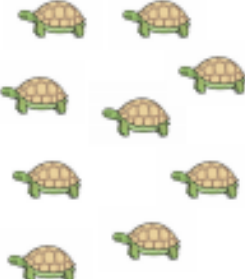
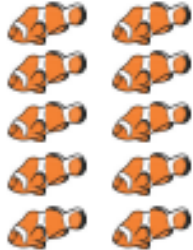






woodlice



Maths Day 10 – Number sense

- Count the animals carefully and circle the number 😊

					
3 1 4	2 4 1	5 3 2	4 7 6	5 7 9	10 7 9
				As an extra challenge – can you create your own cards to challenge your family?	
2 5 3	1 4 2	7 6 8	5 4 8		

PE

Select an activity for the afternoon

Do some cosmic kids yoga – find this on youtube

Make your own gymnastics routine or dance to your favourite music

Create an obstacle course with objects you have in our garden (extra points for using positional language!)

Practise throwing and catching a ball – make sure you count and record how many times you can do it!

Practise dribbling a football – how far can you go?

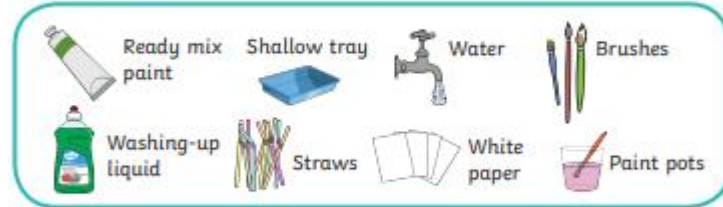
Use the Go Noodle songs and get dancing!

Investigation – Choose a science activity

Awe and Wonder

Soap Bubbles Prints

You will need:



Method:

- Mix together, $\frac{1}{3}$ ready mix paint, $\frac{1}{3}$ water and $\frac{1}{3}$ washing up liquid in a paint pot.
- Pour into a shallow tray.
- Take a straw, place into the liquid and begin to blow, make sure not to suck otherwise you'll end up with a mouth full of paint!
- Move the straw around creating bubbles.
- Once the tray is full of bubbles take a sheet of paper and lay it carefully on top of the tray pressing down gently.
- Lift it off and see the print you have created of the bubbles.



The Science Bit

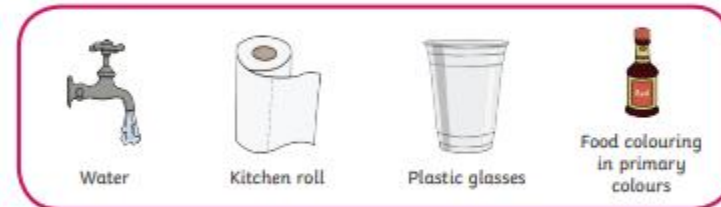
Because washing up liquid can hold air inside its bubbles when you blow air in to the mixture it stays there creating lots of coloured bubbles. Because there is water in the mixture when you put paper on top of it the water is sucked into the paper, leaving a print.

Photo courtesy of Kate McDonald@flickr.com - granted under creative commons license - attribution

Awe and Wonder

Paper Towel Colour Mixing

You will need:



Method:



- Put red food colouring into one glass and blue food colouring into another glass. Add water to both glasses.
- Using 1-2 sheets of kitchen roll, roll length ways into a tube.
- Bend in half and dip one end into each glass.
- Watch what happens as the colours travel.
- What can you see happening? What happens to the colours?
- What colour can you see where the blue and red meet?

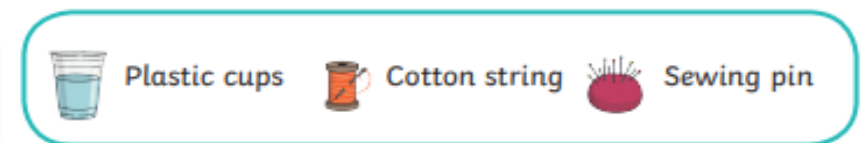
The Science

Water moves up the paper towel because the paper is absorbent, it sucks up water. The colour travels with the water making the paper change from white to red or blue. Colours mix when they are joined together, red and blue make purple. See what colours can be made with just the primary colours.

Awe and Wonder

Plastic Cup Telephones

You will need:



Method:

- Choose 2 cups each.
- Make a small hole using the end of the pin in the middle of the bottom of the cup.
- Cut a good 2 metres of string.
- Thread the string through the hole in each of the cups so the short end is inside the cup.
- Tie the string into a secure knot inside both cups.
- Pull the string tight holding the cup to your ear, give the other cup to your friend and ask them to talk into it keeping the string tight.
- You will be able to hear your friend!



The Science Bit

You can hear your friend because sound travels in waves, moving along the string. The cups act like speakers making the sound louder - amplifying it.



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Expressive arts and design

Select an activity for the afternoon

Create drawing of something interesting from your house – it could be the fruit bowl, some flowers or a family member!

Create a collage of a face using pictures from a magazine

Make an instrument and play a song to your family

Create a dance to your favourite piece of music

Listen to different pieces of music and discuss with a grown up how they make you feel

Exploration

Select an activity for the afternoon

Go on a sensory walk around the house or garden. What can you hear/see/smell/feel?

Look out of your window onto the path or road in front of your house – what vehicles can you see? How many? What colours are they?

Ask an adult to help you research a recipe and cook it together

Use a bowl of water and explore which of your toys/objects around the house float/sink.

Use playdough and pasta to make a bridge – how can you make your bridge stable?

Wellbeing Afternoon

Select an activity for the afternoon	
Board Game	Play a board game with your family or sibling
Build a den	Build a den inside or out
Cooking	Why not try cooking something new
Reading	Snuggle up with a good book
An Act of Kindness	Complete a kind act for someone in your family. E.g. write them a kind note
Comedy Show	Find ten funny jokes and deliver a comedy show to your family
Exercise	Use cosmic yoga or play in your garden