

**w/c 23.03.20**

**Continuing our learning about animals this week we would like you to focus on learning all about birds.**

**Literacy –** Read the story "Owl Babies" If you do not have a copy at home you can find it here <https://www.youtube.com/watch?v=TPQRiSTYFHo> Talk about the story together. Perhaps only listening or reading a small part of the story each day. What do you notice about the Story? Where do the Owls live? What features do they have? How do you think the baby owls feel?

Can you create a bank of adjectives to describe Mother Owl's appearance? Can you use these adjectives to write a description along with a labelled picture to help the baby owls help find her?

Can you retell the story using some of the key language from the story? Maybe your story could have a different ending or different characters?

**Maths –** We are focusing on counting back a given number (2). Using a number line can you practice counting on or counting back two jumps? Can you draw the jumps on to the number line? Explore the inverse relationship of counting on and counting back.

You can make your own numberline for your child to work with using paper or a whiteboard or on online numberline can be found here:

[http://www.eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/mw/manip/mn\\_popup.shtml&filename=nmb1\\_prim&title=Number%20Line&grade=1](http://www.eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/mw/manip/mn_popup.shtml&filename=nmb1_prim&title=Number%20Line&grade=1)

**Lots of learning in reception happens through our continuous provision and children accessing learning through play and exploration. This can be enhanced at home as detailed below;**

**Writing –** See above for new learning. Encourage writing in any format, this could be writing lists for shopping, if you make up a song or rhyme can you write it down so you do not forget it? Can you write a letter to a relative or friend?

**Maths –** See above for new learning.

We are focusing on positional language. Play games such as snakes and ladders or Simon says to encourage the use of language such as "behind", "beside", "in front of" etc. You can use these printable positional language to play the game "Where is the Zebra?"

<https://www.twinkl.co.uk/resource/where-is-the-zebra-positional-language-picture-cards-tp-6843>

*\*\*Try to incorporate maths into your everyday activity, can you set the table? How many knives or forks do you need? What if we had one more or one less person coming for tea? How many would we need then? Can you subitise (see how many objects there are without counting) numbers of objects in the house (e.g How many cakes are left in the packet?) If you are baking, this is a great opportunity to talk about weight, numbers and capacity. Can you see 2D and 3D shapes in the environment and describe them? If you are playing with playdough, can you make a 3D shape? What features does it have?\*\**

**Construction** - Can you use junk modelling materials from your recycling to create a bird house or bird feeder? What do you need to think about when making your bird house? What does it need?

**Sensory** - sensory play allows children to experiment. At home you can use other sensory materials such as dough (see below for a recipe and lots of other ideas for sensory play), plasticine, air drying modelling clay etc, sand, water.

**Investigation** - this promotes curiosity and questioning – Can you find out about different types of birds like vultures, parrots, owls? How will you find this information? On the internet? In a non-fiction book or fact file?

**Technology** - we use a range of different websites and technology at school. A fantastic skill for your child to practise at home would be finding letters on a keyboard (PC or tablet) to be able to write some words.

**Music**- Listen to any song, can you find the pulse using body percussion? If you have any musical instruments at home can you find the pulse using them?