

Learning Project WEEK 2- The house you live in

Age Range: Reception

Weekly Maths Tasks (Aim to do 1 per day)

- Watch a Numberblocks clip each day at: [BBC](#) or [CBeebies](#). Use this guide [here](#) to give you ideas on what to do with your children whilst watching an episode.
- Play the Numberblocks adding [game](#).
- Practise counting backwards from 20. This can be done through playing hide and seek, singing number songs, chanting, board games etc.
- Write out the digits 0 - 20.
- Use the 'Tens Frames' or 'Five Frames' on this [game](#) and practise recognising amounts. This can also be done by reading a dice when playing board games, playing with cards, identifying how many food items on the plate etc.
- Chant your teen numbers – can you say the number sentences we have been learning e.g. 11 is 10 and 1 more [Number blocks - teen numbers](#)
- Can you compare the size or weight of some different household objects? You could use your hands or feet to measure them or some household scales.

Weekly Reading Tasks (Aim to do 1 per day)

- Read a variety of books at home. Favourites can be repeated. Hearing the patterns of language in a story will support your child's language development.
- Reception age children: Children to read to parents daily. Visit Oxford Owl for free eBooks that link to your child's book band. You can create a [free account](#). Complete the linked Play activities for each book.
- With your child, look in magazines, newspapers and books for the tricky words they are currently learning. They could use a highlighter to highlight in magazines and newspapers.
- Read the story Goldilocks and the three bears (or watch on youtube)- What do you think Goldilocks should do to show the bears how sorry she is?
- Read the story of The Three Little Pigs (or watch on youtube)- Discuss the choices the little pigs make about the materials they use to build their houses. Can children figure out the material their own house is made from?

Weekly Phonics Tasks (Aim to do 1 per day)

- Daily phonics - Practice 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. [Interactive games](#).
- Learn your red words – can you read and write them in a sentence?
- Read the green and red words for the story 'Jam', 'Hug' and 'In the net' found below. Can you put these words into a sentence? Can you write the sentence?
- Can you learn the digraphs **sh, th, ch, ck, ng, nk**? Can you write down as many words as you can think of that include these digraphs?
- What sound does your name start with? Can you find as many objects as you can in your house that also start with that sound? You could write a list of these objects.
- Watch an episode of Alphablocks home learning play list every day. [Alphablocks home learning](#)

Weekly Writing Tasks (Aim to do 1 per day)

- Design your dream house. What rooms would you like to have in your house? Encourage children to be as imaginative as they can (e.g. a cinema room, a chocolate room). Can they label their house using their phonics knowledge?
- Practice name writing. Can they write their first name? Middle name? Surname?
- Practice forming the letters of the alphabet. See below for the rhymes to help you form your letters correctly.
- Ask your child to write out the tricky words they are working on at the moment on pieces of paper and turn them into a pairs game.
- Pretend you are Goldilocks – can you write a letter to the three bears to tell them how sorry you are for entering their house?
- Draw your favourite character from the story Goldilocks and the three bears – can you label the picture with adjectives that describe the character?

Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about the area in which they live. Learning may focus on your local area, famous people, key landmarks and links to your city.

- **The rooms in my house-**
 - Support your child to create a map or cross section of their home. Can they name all of the rooms? An adult could hide an object in a room and mark where it is on the child's map. Can they use their map to find the hidden object? Label each room using phonics knowledge.
 - Gather an object from each room and challenge your child to return them to the appropriate room e.g. toothbrush from the bathroom, teddy from their bedroom.
 - Hide objects around the room and describe where it is e.g. "it's under something red" Can your child hide an object and describe where it is for you to find?
- **Go on a numeral hunt-**
 - Search for numerals around the house (clocks, books, house numbers, car registrations, oven, washing machine). Can they record the numerals on paper?
- **Find your house on google maps-**
 - Explore using google maps to look at your house from above and on street view. Use the arrows to move up and down the road and around your area. Can they find key places e.g. the corner shop, their school, grandparents houses.
 - Search for a house in a different part of the world and discuss how it is similar or different to your own. You could use places children have visited on holiday or search places that are significantly different.
- **Junk model your house-**
 - Using old packaging (shoe box, cereal box etc.) support your child to make a model of your house. Can they count how many windows there are and stick on the right amount? Can they write their house number on the front?
 - Junk model your dream house. Use materials from around your house to decorate e.g. old wallpaper, fabric, wool.
- **Go on a shape hunt-**
 - Set your child a shape finding challenge around the house. Ask: Can you find a triangle/ square/ rectangle/ circle in this room? How many can you find? Can you draw all of the circles on one piece of paper, triangles on another etc.
- **Use construction blocks to build your house-**
 - Using lego, duplo, wooden blocks make a model of your house. Can they add in the rooms and doors in the right places? Write labels to match each room on pieces of paper.
 - Build your dream house out of construction blocks.
- **Create a furniture collage-**
 - Using old magazines and catalogues support your child to cut out and stick or sort objects into the room they would belong in. Support your child to use the correct scissor grip using this [guide](#).
- **Exploring with your senses-**
 - Gather a collection of household objects e.g. fork, cup, toothbrush, teddy bear, book and show your child. Use a scarf/ material as a blindfold and pass your child one of the objects. Can they figure out what it is through touch alone? Give clues if they are struggling. Swap roles and ask your child to give you an object to figure out.
 - Explore the textures around your house. Can children find something rough, smooth, bumpy. They could take a wax rubbing of each texture (Lay a piece of paper over the top and rub over with the side of a crayon). You could continue this into the garden.



Additional learning resources parents may wish to engage with

[Classroom Secrets Learning Packs](#) - These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.

[Twinkl](#) - to access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.

[Headteacherchat](#) - This is a blog that has links to various learning platforms. Lots of these are free to access.

Red words

I	of
the	my
to	no
me	was
went	said
look	play
and	all
like	I've
are	come
you	your
be	me
he	she

Jam – Phonics activity

got dish pot jam

leg chin

lot → lots

I of my

Hug

this is leg tum

chin ted

my

In the net



























have got net log

can fat fish

I the

1. Can you read the green and red words?
2. Can you use these words in a sentence?
3. Can you write a sentence using these words?

Rhymes for letter formation - taken from Read Write Inc.

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>qu</p>  <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				

Use these rhymes to help you to form your letters correctly

Technology in the home:

1. What technology have you got in your home?
2. Can you name the technology in this picture?
3. What do these items do?
4. Can you think of anymore?

