



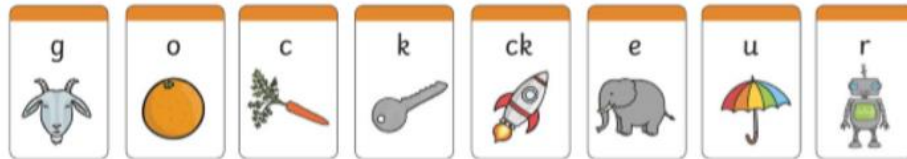
Weekly Topic Tasks for Reception - 'Amazing Animals' w/c 29.6.20



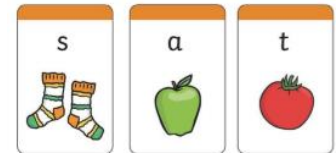
The focus for this week is animals that live in 'hot climates' like rainforests, deserts or grasslands.

Phonics Focus revision

Practice saying the phase 2 and 3 sounds - a copy of the sheet can be found on page 3. Please practice any sounds that you are unsure of. You could print out the sheet, cut out the sounds and do 'quick-fire' practises with your child. We are going to be revising the sounds that you have been learning by reading and writing them in words too.



Using the sounds s, a, t, g, o, c, k, ck, e, u, r, create your own words - can you make a list of words that would be real and ones that would be made up! You might come up with some funny 'alien' words!



Maths Practice

Taking Away

Focus: Use quantities and objects to subtract two single-digit numbers and count back to find the answer.

We would like the children to have lots of practical opportunities to practise counting back and encourage your child to count out all of the objects at the start, physically take away the required amount and then recount to see how many are left.

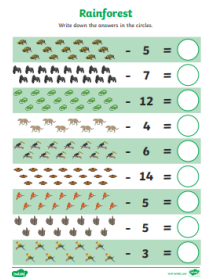
Enjoy singing and if possible re-enacting favourite rhymes such as 10 green bottles and 10 currant buns.

In an outside area your child could create a 'countdown' game by chalking numbers 10-0 on the ground and providing a 1-3 numbered dice. Roll the dice and count back along the track- the winner is the first to reach zero and 'blast off' to Space!

As an extension challenge complete the rainforest 'take away' sheet on page 4 working with numbers to 20.

Remember you to access White Rose Maths for additional learning opportunities:

<https://whiterosemaths.com/homelearning/early-years/>



Monday

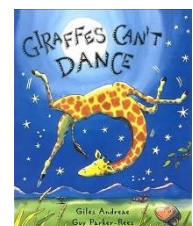
Our story this week is 'Giraffes Can't Dance' by Giles Andrea and Guy Parker-Rees.



Watch the following animation of the story:

<https://www.youtube.com/watch?v=vZjsLK5vwNU>
























Discuss the story with your grown up. Here are a few questions to discuss:

- What jungle animals were in the story?
- Why was Gerald sad and feeling alone?
- Can you find any words that rhyme in the story?
- How does Gerald feel at the end of the story?













	<p>-What is your favourite animal and why?</p> <p><i>We would like you to play the game of I-spy with the pictures on page 5. Look carefully at the pictures of a rainforest and desert to find different animals and plants. After you've played the game, your child can colour in the picture thinking about what colours they would see in the different places.</i></p>
Tuesday	<p>Describing Animals</p> <p>Animals are all different shapes, sizes and colour. We would like you to do some writing today about some of the different animals you would find in the Safari environment. How many 'adjectives' can you think of? Adjectives are words that describe something e.g. big, tall, green, happy etc.</p> <p>Think about each animal and write a sentence to describe it. You could also draw a picture of the animal beside your writing. As an extra challenge can you use the word 'and' to join two different ideas together. E.g. An elephant is big and grey.</p> <p>If you would like more guidance or a template, we have included some early writing sheets on page xx</p>
Wednesday	<p>Writing Activity - invitation to the 'Jungle Dance'.</p> <p>We would like you to design and create an invitation to go to the Jungle Dance. Make the invitation brightly coloured and work with your adult to think about what information needs to be on it (e.g. date, where it will take place, what time, what they need to wear, will there be food etc).</p> <p>There is a template to use if you wish on page 6.</p>
Thursday	<p>Let's Get Moving!</p> <p>Just like the animals in the story, we would like you to have a go at moving like the different animals.</p> <p>Either dance like the animal in the story 'Giraffes Can't Dance' or think about how the different animals would move in the wild. We'd love to see your dances or animal movements, so why not take videos and upload them to Tapestry.</p> <p>If your child would prefer not to do this activity, they could just have a go at doing the warm up 'Busy Feet' song https://www.youtube.com/watch?v=MugzDjGDYjo</p> <p>Have fun doing the actions and then talk which animals live in hot environments and which animals live in cold regions.</p>
Friday	<p>Hot or Cold Colouring Activity</p> <p>Firstly, we would like you to think about how our environment compares with a desert or rainforest - thinking about the weather, animals and the landscapes. Then use the image on page 7 to think about which items would be hot or cold. Colour in the hot items in red and the cold items in blue. What else can you find around your house that might be hot or cold?</p>
Additional Craft Idea	<p>Create a desert/jungle habitat diorama</p> <p>Work with your adult on this fun art project. Can you build a desert or jungle environment out of a shoebox/cardboard box for role playing/retelling stories linked to hot Regions?</p> <p>Use the links below to help you with your design ideas and to follow a set of instructions. Which animals will you include in your habitat?</p> <p>https://www.firstpalette.com/craft/african-savanna-diorama.html</p> <p>https://www.firstpalette.com/craft/rainforest-diorama.html</p>  

Phase 2 Sound Mat

s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
h 	b 	f 	ff 	l 	ll 	ss 	

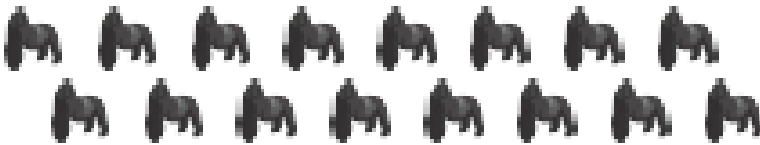
Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
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Rainforest


Write down the answers in the circles.


$$10 - 5 = \bigcirc$$

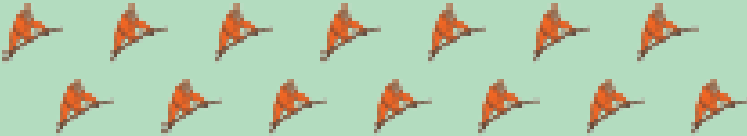

$$14 - 7 = \bigcirc$$

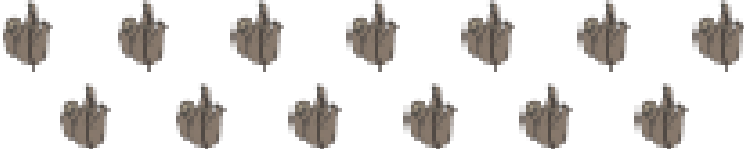

$$12 - 12 = \bigcirc$$


$$8 - 4 = \bigcirc$$


$$12 - 6 = \bigcirc$$


$$14 - 14 = \bigcirc$$

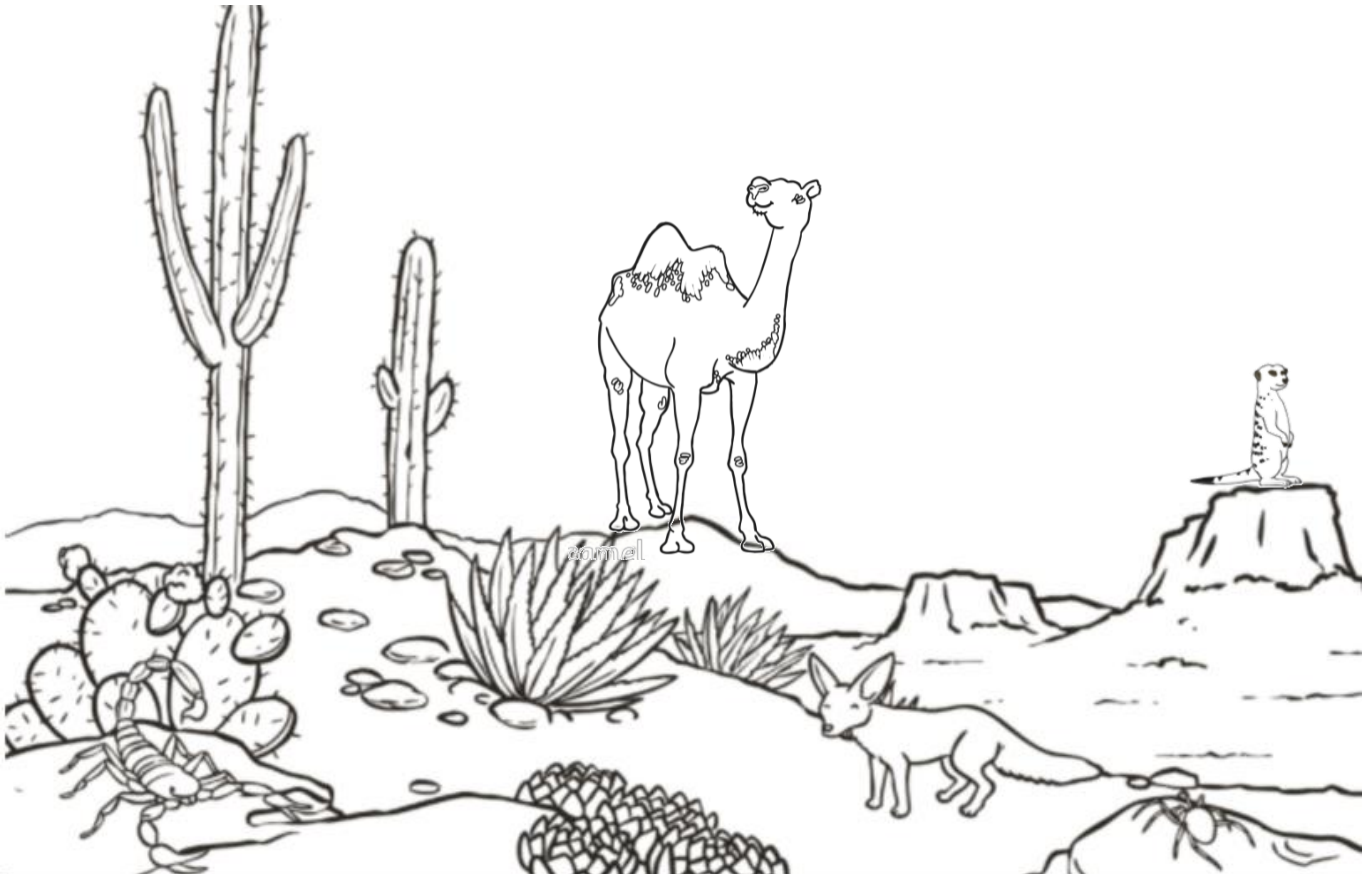

$$12 - 5 = \bigcirc$$


$$12 - 5 = \bigcirc$$


$$10 - 3 = \bigcirc$$

Monday: I-spy in the Rainforest and Desert

What different animals or plants can you spot in the pictures below? Think carefully about the sound that the word begins with. *e.g. I spy with my little eye something beginning with 's'.*





Hot or Cold Colouring Activity

Instructions:

1. Decide if the pictures represent hot or cold.
2. Colour them in blue for cold and red for hot.

