



Maths		
<p>Challenge 1: Doubles Use your fingers to help you to say your doubles up to 5 (eg. Double 1 is _, double 2 is _, double 3 is _, double 4 is _, double 5 is _) Can you write your doubles as number sentences up to double 5? (Eg. 1 + 1 =2, 2 + 2 = 4, etc)</p>	<p>Challenge 2: How many pairs? Look around your home, how many pairs of shoes can you find? Who has the most pairs? Can you count them in 2s? What other things can you find that go in pairs?</p>	<p>Challenge 3: Have a go at this online lesson with your grownup, it's all about counting in pairs. You will need: 6 socks, chart (shown during the lesson), paper, pen, ruler https://www.thenational.academy/reception/maths/pairs-of-legs-exploring-counting-in-pairs-reception-wk2-3</p>
Writing		
<p>Challenge 1: Think about your favourite sweet. Can you draw a picture of it? (In your yellow book) Think of 2 or 3 sentences to describe your chosen sweet – What does it look like? What does it taste like? What is it called? Write your sentences under your picture. Remember to re-read your work.</p>	<p>Challenge 2: Design a poster to remind your family to clean their teeth – especially after eating sugary foods like sweets. Remember to use bright colours and pictures to make your poster stand out and add labels to give extra information.</p>	<p>Challenge 3: Have a go at this online lesson with your grownup. It's based on the story of 'Hansel and Gretel' and it is all about making a sweet. You will need: Paper, pencil, coloured crayons/felt tips, teddy, hat https://www.thenational.academy/reception/english/design-a-sweet-reception-wk4-1</p>
Reading		
<p>Challenge 1: https://www.oxfordowl.co.uk/api/digital_books/1215.html Can you read the online book "Big, Bad Bug" to your grown up? Your grown up will need to make a login if they haven't already. Can you play activity 1 and 2?</p>	<p>Challenge 2: Can your grown up make some letter flashcards by writing a single letter on different pieces of paper so you have one for each letter? What words can you make? Can you have a go at making some alien words (words that aren't real and made up!) I have made this alien word – can you read it? What alien words can you make?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin: 2px;">v</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">o</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">z</div> </div>	<p>Challenge 3 Can your grown-ups make some flashcards with the tricky words on? Play beat the grown up! See how quickly you can read the flashcards. If you get the word right you get to keep the card, if it isn't your grown up gets to keep the card. Can you get more cards than your grown up? Attached below are the jolly phonics tricky words. Please choose the words appropriate to your child.</p>
Flashback		
<p>Think back to when we walked to the local shop and looked at where the different foods came from in the world (eg. pizza from Italy, rice from China). Look in your cupboards with a grownup and see if you can find where your foods come from by looking at the label. Can you draw 5 items of food and add a label to each one to say where it is from? Which food has travelled the furthest?</p>		
Weekly Learning Project		
<p>Challenge 1: https://www.thenational.academy//reception/foundation/habitats-reception-wk4-2#slide-2 Can you watch the lesson and design your own habitat for your toy?</p>	<p>Challenge 2: Go on a walk with your family and see if you can see any animal habitats. What animals can you see and where do they live? Can you take a photo of the habitats you find and send them to your class teacher?</p>	<p>Challenge 3: Can you make a habitat for an animal of your choice using a shoebox?</p> <div style="display: flex; justify-content: space-around;">   </div>

Can you make a sensory bottle using an old bottle? Can you fill it with water and other items? Once shaken you can watch the items moving around in the sensory bottle to help calm and relax



Jolly Phonics Readers Red Level

- | | | |
|------------------------------|------------------------------|-----------------------------|
| <input type="checkbox"/> I | <input type="checkbox"/> me | <input type="checkbox"/> to |
| <input type="checkbox"/> the | <input type="checkbox"/> we | <input type="checkbox"/> do |
| <input type="checkbox"/> he | <input type="checkbox"/> be | <input type="checkbox"/> of |
| <input type="checkbox"/> she | <input type="checkbox"/> was | |

Jolly Phonics Readers Yellow Level

- | | | |
|-------------------------------|-------------------------------|--------------------------------|
| <input type="checkbox"/> are | <input type="checkbox"/> come | <input type="checkbox"/> there |
| <input type="checkbox"/> all | <input type="checkbox"/> some | <input type="checkbox"/> they |
| <input type="checkbox"/> you | <input type="checkbox"/> said | |
| <input type="checkbox"/> your | <input type="checkbox"/> here | |

Jolly Phonics Readers Green Level

- | | | |
|-------------------------------|---------------------------------|--------------------------------|
| <input type="checkbox"/> go | <input type="checkbox"/> old | <input type="checkbox"/> what |
| <input type="checkbox"/> no | <input type="checkbox"/> like | <input type="checkbox"/> when |
| <input type="checkbox"/> so | <input type="checkbox"/> have | <input type="checkbox"/> why |
| <input type="checkbox"/> my | <input type="checkbox"/> live | <input type="checkbox"/> where |
| <input type="checkbox"/> one | <input type="checkbox"/> give | <input type="checkbox"/> who |
| <input type="checkbox"/> by | <input type="checkbox"/> little | <input type="checkbox"/> which |
| <input type="checkbox"/> only | <input type="checkbox"/> down | |

Jolly Phonics Readers Blue Level

- | | | |
|----------------------------------|---------------------------------|--------------------------------|
| <input type="checkbox"/> any | <input type="checkbox"/> want | <input type="checkbox"/> two |
| <input type="checkbox"/> many | <input type="checkbox"/> saw | <input type="checkbox"/> four |
| <input type="checkbox"/> more | <input type="checkbox"/> put | <input type="checkbox"/> goes |
| <input type="checkbox"/> before | <input type="checkbox"/> could | <input type="checkbox"/> does |
| <input type="checkbox"/> other | <input type="checkbox"/> should | <input type="checkbox"/> made |
| <input type="checkbox"/> were | <input type="checkbox"/> would | <input type="checkbox"/> their |
| <input type="checkbox"/> because | <input type="checkbox"/> right | |