

Reception - two day contingency Matrix. Tuesday 5th January and Wednesday 6th January 2021.

Welcome Reception to your home learning tasks. Please complete 3 activities a day; one for maths, phonics and topic .

Resources you may need: sound flashcards (s,a,t,p,i,n), duplo or other building material, leaves and autumnal objects for counting, baking ingredients and equipment, pens, pencils and paints. **Please record any activities on Tapestry.**

Day One: Phonics

Recap the sounds **s, a, t, p, i, n** with your child. Use the [Jolly Phonics songs](#) to help say the sound correctly.

Print out these [sound cards](#) or write each sound onto a piece of paper. First only lay out the sounds **a** and **t**. Encourage your child to say each sound then blend the sounds together to read **at**. Ask your child to put the word into a sentence e.g. I am **at** the park. Next, lay down the **s** to make the word **s-a-t**. Again, encourage your child to blend the sounds together and put the word **sat** into a sentence. Next, change **s** to **p** to make **p-a-t**. Then, change **a** to **i** to make **p-i-t**. Then, **t** to **n** to make **p-i-n**. Then, change the **p** to **t** to make **t-i-n**.

Encourage your child to point to each sound as they say them. If they cannot blend the sounds together (not hear the word) then encourage your child to speed up each time they say the sounds so the word becomes clearer.

at

sat

Day One: Maths

Recap counting to 20 with our [counting song](#).

Encourage your child to find 5 leaves and a collection of conkers or acorns (you can use any objects that can be counted such as lego blocks or cubes if you cannot find enough autumnal objects). Encourage your child to write the numbers 0-5 on the leaves and then count out the correct amount of objects to match to the leaves.

Encourage your child to carefully count the objects using their 'pointy finger', counting slowly as they touch each object.



Day One: Topic

Our Topic this term is 'Stories and Rhymes'. One of our focus stories is **The Gingerbread Man**. If you are not familiar with this story then please enjoy watching it [here](#). We would like your child to build a bridge for the Gingerbread man to cross the river safely instead of having to use the fox. They could use duplo, lego, wooden blocks, junk modeling or any other easily resourced materials.

Useful questions to ask: What makes a successful bridge? What materials do you need? How will you test your bridge? How could you improve your bridge?



Day Two: Phonics

Yesterday your child will have practised reading the following sounds, **s, a, t, p, i, n**. Today, we would like them to have a go at writing these sounds.

Perhaps they could think of some exciting ways to practise their writing. For example,

- Using their fingers to write in sand.
- Using a stick to write in mud.
- Writing in a special notebook with a pen.
- Writing on a whiteboard.
- Using a paintbrush and paint.

Remember to write your letters using our cursive handwriting, making sure you start each letter on the line. Please find the example of how to write each letter in your child's reading record.



Day Two: Maths

We would like your child to bake some cupcakes! Baking offers children the chance to build and apply mathematical skills in a meaningful, real life situation. Encourage your child to respond to the questions and opportunities below:

- When weighing and measuring ingredients, ask your child to count out spoonfuls/cupfuls as they put ingredients into a bowl.
- Ask your child to count out the cupcake cases into the tray.
- Ask your child to read numbers on recipe cards and on weighing scales – for example, '8' tablespoons, or '50g'. Can they say which number is the biggest/smallest?
- Ask your child to guess which ingredients are heavier/lighter than each other before holding them in their hands to find out. Is the bag of flour heavier than the block of butter? Which is lighter? Can they put the ingredients in a line in order of weight?

If you don't have access to cooking ingredients or equipment, perhaps your child could pretend to make cupcakes outside using mud, water and sand.

Day Two: Topic

This term we have been thinking about ourselves and our families. We would like your child to draw or paint a self portrait of themselves. Remind them to think carefully about their facial features e.g. hair colour, eye colour and length of hair etc. They could use a mirror or a photograph of themselves to help them identify these features.



