



Reception Newsletter

Hello Children and Parents,

We hope you are all well and have had lots of fun this week, doing lots of different activities.

This week some children will be returning to school for 2 days a week, so we have changed the plan so that it has 3 days worth of activities. It can therefore be appropriate for those that are learning from home all week and those that are home 3 days a week. **Please remember you don't have to complete every activity, every day. Please do as much or as little as you wish.** Of course if you want to do more, please feel free to extend it!

This week's project is on **'Music'** We hope you have fun listening to different styles of music. Can you find out which is your parent's/carer's favourite type of music or song? Maybe have a trip down memory lane and join in with this video on the schools' YouTube channel, it's songs you learnt in Nursery last year.

<https://www.youtube.com/watch?v=REmljn9BShs>



There is also a section this week on feelings around returning to school. The Balloon activity is lovely for any worries. You type in what you are worried about and the child gets to pump a virtual balloon up and let the worries float away.

We hope you have a great week,
Mrs Daniel, Miss Salliss and Mrs Goddard

W/C 8.06.2020: Learning Project - Music

Age Range: EYFS

Weekly Reading Tasks	Weekly Phonics Tasks
<p>Day 1 Story sound effects- Read a story together and add in your own musical sound effects e.g. make swishy swashy sounds with fabric to go with 'We're Going on a Bear Hunt'. You can repeat this with as many stories as you like!</p>	<p>Day 1- https://www.phonicsbloom.com/uk/game/alien-escape?phase=3 Can your child help the alien escape by spelling out words?</p>
<p>Day 2- Read and sing a variety of nursery rhymes with your child. Which one is their favourite? Do any of the rhymes have the same rhythm? Can they tap a rhythm to the song whilst singing it?</p>	<p>Day 2- Play Online Buried Treasure – Real and fake words. Click on the sounds your child is learning. Use phase 3 sounds. Can your child explain what the real word means?</p>
<p>Day 3- Have a look at some of the different ways music is played. Are there CD's, vinyl records, tapes in the loft that you could show your child? Look at the writing on each and talk about how this gives people information about the music. Have a look at and explore musical notes. Talk about how people read the different notes to play different musical instruments.</p>	<p>Day 3- Play Washing Line Phonics- Peg along a washing line, or clothes airer, a number of different readable words. Give your child a simple sentence and ask them to rearrange the words to make that sentence. Simplify to sounds if needed.</p>
Weekly Writing Tasks	Weekly Maths Tasks- Shape
<p>Day 1- Ask your child to think about how some musical instruments are played, for example bang a drum, tap a tambourine, shake the maracas. Write out the words and encourage your child to trace them.</p>	<p>Day 1- - Take your child on a shape hunt. Look around the house and garden for different objects that have: <u>2D shapes</u>– circle, square, triangle, rectangle (oblong) <u>3D shapes</u>– sphere, cube, cuboid, cylinder, pyramid.</p>
<p>Day 2- Write an invitation to your own Family Music Show for a family member. They could watch the show on a video call. (see project)</p>	<p>Day 2- Sing these shape songs together: 2D shape song and the 3D shape song. Then play the Turtle Diary online game</p>
<p>Day 3- Listen to a piece of classical music of your choice. Ask your child to draw/ paint along to the music. How does the music make them feel? CHALLENGE: Can they write onto their picture how it made them feel?</p>	<p>Day 3 - Find and talk about recycled 3D shape objects e.g. boxes, bottles, tubes, Do they roll? Do they slide? Separate them into groups that roll/don't roll. Can you build the shapes on top of each other to make a tower? Can you see any 2D shapes?</p>

Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about music. Learning may focus on famous musicians, listening to and performing music and exploring a range of music genres and instruments.

Drummers Drumming

- Using pots, pans and baking trays from the kitchen lay out your own 'drum kit'. Allow your child to explore by banging and tapping the pans to see the different sounds they make. Extend this activity by tapping out a rhythm and asking your child to listen to it then repeat it. You could make this more difficult by adding in a blindfold so they have to rely on the sound to identify which pot or pan they need to hit to copy.



Make your own Music

- Your child could create a guitar using a plastic tub with elastic bands wrapped around it. Can your child draw instructions on how to make a guitar for somebody else to follow?

Play 'What's that Sound?'

- **Game 1-** Hum a song to your child that they are likely to know. Can they guess which song it is from the tune alone? Take it in turns to hum out a tune.
- **Game 2-** Go into a room of the house while your child listens outside of the door. Make a sound or play a rhythm out on an item in the room e.g. tapping on the table. Open the door and ask your child to find what you used to make the sound.

A Family Music Show

- Ask each member of the family to prepare a song and then put on a singing performance. You could select someone to be the judge or ask a family member to watch on a video call and decide on the winner. Don't forget to send the invite first (see writing task).

Discovering Different Eras

1920's	1930's	1940's	1950's	1960's	1970's	1980's	1990's
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Click on the links above and listen to a sample. Which era did your child find most enjoyable to listen to? Can they dance in the same style?

STEM Learning Opportunities #sciencefromhome

Making Instruments – Make Sound Shakers

- Collect some different containers with lids, make sure you cannot see through them. The small plastic containers from inside chocolate eggs work really well. Put different materials in the containers. (Stones, rice, sugar, paper clips etc.)
- How many shakers can you make? Do they all sound the same? Can you make a shaker that is difficult to recognise? Can you make loud and quiet sounds with them?

Coronavirus and Wellbeing- Returning to/Being at School – use as appropriate.

For some children, the uncertainty and disruption to everyday life has caused worry and anxiety. These tasks are designed to help children process the current situation, begin to make sense of it and plan for returning to a different normal.

Think

- Ask your child to think about how they are feeling about returning to/or being at school. Can they list two or three feelings? Explain to your child that it is okay to feel like this and many children across the world are most likely feeling the same. Your child could draw a heart or a rainbow for other children and list kind words for them.

Talk

- Does your child have any questions about what school will be like when they eventually return? Or any questions about what they have noticed since returning?

Discuss the changes that will be in place when they return or the changes that are already in place e.g. more handwashing, how to social distance, etc. Then talk about all of the things that will remain the same e.g. wearing the same uniform, seeing the same teachers, etc.

Do

- The thought of returning to school will fill many children with a mixture of excitement and apprehension. Why not make a positivity box? Your child could add items to this box that make them feel safe and provide comfort e.g. a smooth stone to hold. When they are feeling apprehensive, they could choose an item from the box to hold and think about a time when they felt calm.

Visit

- Use this [Balloon](#) or [Aeroplane](#) game to encourage your child to record their worries about returning to school.

Additional learning resources parents may wish to engage with

Phonics Play. Using the username: march20 and password: home.

Numbots. Your child can access this programme with their school login.

Oxford Reading Tree and Collins Big Cats ebooks. Please refer to the school website <https://www.stalphege.solihull.sch.uk/wp-content/uploads/2020/03/ReadingResources.pdf>

Jigsaw PSHE materials. <http://families.jigsawpshe.com/stuck-at-home/>

Daily phonics lessons. <https://www.wandleenglishhub.org.uk/lettersandsounds>

Espresso. <https://central.espresso.co.uk/espresso/primaryuk/home/index.html> Use the username: student29993 and password: sac596

Oak National Academy. <https://www.thenational.academy/>

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