

### **Reception Remote Learning Policy**

If your child is self-isolating for 14 days, due symptoms of Covid-19 within the household, they **must** still complete work on a daily basis and evidence of this should be uploaded onto Tapestry, where possible, and the completed work pack should be returned to your child's teacher when your they return to the setting.

Individual feedback and guidance from your child's teacher regarding their learning can be accessed via Tapestry, e-mail or phone call.

### **Daily Expectations:**

Reading

Phonics practise.

Counting, number formation and number activity.

Themed activity linked to our focus story.

A Physical activity.

### **Phonics**

- Your child should practise saying Set 1 sounds using the green speed sounds book.
- A focus sound should be chosen each day from the 'Speed Sound Practise Sheets' booklet and completed.
- Fred talking using Fred talk mat and individual sounds.
- If your child is able to blend sounds they will be provided with books from our phonics scheme which should be read as part of the daily phonics learning. This daily reading task should be recorded every day in their reading diary.

### **Maths:**

Counting practise: Counting aloud accurately.

Counting objects accurately.

Number recognition using number flashcards.

Number formation practise using laminated tracing track or independently with number formation rhymes.

A number activity from the Collins Workbook.

Talking about numbers in everyday activities and drawing attention to numerals in the environment is important in developing your child's number skills. The dice game provided should be used as a fun way to encourage accurate counting and number recognition.

### **Reading:**

Your child should have the opportunity to share a story with an adult each day to encourage reading for pleasure.

#### **Activities and ideas when sharing these books with your child:**

- Respond to your child's ideas by repeating them back and introducing new words to increase their vocabulary.
- Look at the front cover and read the title to your child. Ask them what they think the story will be about? Relate the title back to your child i.e. 'The lost gloves' have they ever lost anything? or 'Puddles' what do you do when you see a puddle?
- Allow your child to turn the pages of the book and describe what they see in the pictures. You could take it in turns to tell a page of the story.
- Encourage your child to add sounds to accompany the action in story and talk about any sounds that might be found in the story setting i.e. 'Feed the Birds' what sounds might you hear outside?
- Once you have finished sharing the book ask your child to retell the story in their own words.
- Did they enjoy the story? Why?
- Look at letters in words which may be in your child's name. · Ask your child to point to different things on the page e.g. The angry man.

Teaching themes in Reception change each half term and children will be provided with the relevant curriculum leaflet which gives an overview of key vocabulary, home learning challenges and details of key areas of learning which can be used as afternoon activity ideas.

### Suggested Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>45 minutes</b>	<b>Phonics</b>				
<b>45 minutes</b>	<b>Maths</b>				
<b>45 minutes</b>	Outdoor time - walk, run a mile	Cosmic Kids Yoga - Youtube	Joe Wicks workout - Youtube	Build an obstacle course	Listen to your favourite song and create a dance sequence
<b>10 mins</b>	Practise writing your name (independently or with name card to support)				
<b>1 hour</b>	Messy Monday art and craft activity	Singing and music PE Get moving!	Science and the world around us.	Health and wellbeing activity.	Forest Friday nature learning
<b>20 minutes</b>	Share a story with your child				

#### **Bubble Closure**

If the Reception bubble closes children must communicate daily with teachers regarding their work and follow their class timetable. In this instance Tapestry and twitter will be used by teachers to set all tasks. Evidence of completed tasks must be uploaded to Tapestry or twitter to allow class teachers to provide individual feedback to children.