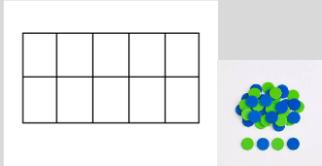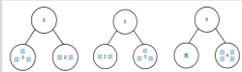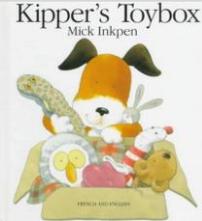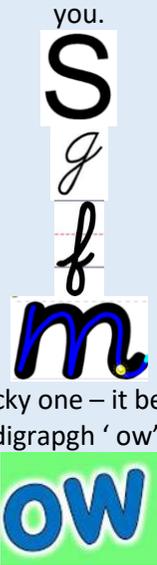# rrReception Cross Curricular Learning Grid

Below are the activities we expect you to complete over the next 3 weeks. There will be more activities posted onto teams.

Maths				
We are learning…	**Activity 1**	**Activity 2**	**Activity 4**	**Activity 5**
Number – composition of 6, 7 and 8 I can explore the smaller numbers that make up bigger numbers. I can talk about/explain which 2 smaller numbers make up a bigger number. **All the learning we did for numbers up to 5 can be applied for numbers beyond this** **We want you to give explanations for what you know.**	**You will need:** **Your 10's frame** **Counters or other objects.** **your numbers 6, 7 and 8** 1.Choose a number. 2.Count out the same quantity of counters and place them onto your 10's frame. 3.How have you arranged them? Can you arrange them in different ways? Even though they are arranged in different ways you should still have the same quantity. 4.Can you say how many you have without counting them all?	**You will need:** **Your part/part/whole model.** **Numbers (see sheet in pack)** **Objects – pasta, chick-peas, counters.** 1.Choose a number and place it in the whole circle on the model. 2. Count out the same number of objects. 3.See how you can split the objects into 2 groups in the part/part sections of the model. Try this with all numbers 6, 7 and 8. Are there any numbers that you can't split? **Activity 3** You will need: Your Numicon shapes cut out. Using the Numicon see how many combinations of numbers you can make.	**You will need:** A box. A variety of toys. https://www.youtube.com/watch?v=GBUW9hHpfuc Kipper's Toybox Mick Inkpen Have a look at the link to the story above. It is Kipper's Toybox. Use your toys to act out the story. Take turns to hide one of the toys – can you say which one has gone missing? How many are left? What happens is another toy is added to the box – how many are there now?	**You will need:** **A variety of objects that you can arrange into pairs.** Choose a number of objects using numbers up to 8. Explore which number of objects can make even pairs and which numbers have an odd one out. Do you notice any patterns?

Literacy				
Our literacy activities will often make links to our special story which is:				
The Gruffalo				
We are learning…	**Activity 1**	**Activity 2**	**Activity 4**	**Activity 5 - hard challenge!**
I can make links between the sounds I need and the letters used to represent them in my writing. I can begin to order/write a simple sentence using CVC words and some HFW's. I can begin to write my own synopsis of the story using 2 main sentences with connectives (and, because, then). 	**You will need:** **Paper, pencils/pens** Create a map of the story of the Gruffalo that shows each character in the correct order. Create labels for your characters and stick them above each character. Here are the initial sounds that you need for each character. Which other sounds can you hear in the characters names? Use your sound mat to help you. **S** **g** **f** **m** Owl is a tricky one – it begins with a digrapgh ' ow'. **ow**	**You will need:** **Your page from the story of The Gruffalo.** **A pencil.** Have a look at the page we have given you. See if you can find any high frequency words within the text. Circle any that you find. Then write them down into a list.	**You will need:** **Your Gruffalo characters and your Red Riding Hood character stick puppets**. Use the characters together and create a new story. Act it out. Can you record your story using a camera? *Here are some ideas to help you:* *Red Riding Hood meets the Gruffalo in the woods instead of the wolf.* *The Gruffalo saves grandma from the wolf.* *The Gruffalo is going to visit his sick grandma and meets big bad Red Riding Hood!*	**You will need:** Paper Pencil Look at these words: **and** **then** **because** All these words can help us to connect 2 ideas together in a sentence. Can you write any sentences about the stories we have enjoyed and use one of these connectives to join 2 ideas together? Here is an example: ***Riding Hood went out and then saw the wolf.***
		Activity 3		
		You will need: **Lolly sticks** **Paper** **Pens and pencils** **Glue/sticky tape.** Make stick puppets for your characters from The Gruffalo. Use them to tell the story. Can you think of ways to change/adapt the story?		

High frequency words to learn:

These words are not decodable – you just have to remember them!

I	no	go	to	the	into	said

Decodable high frequency words:

You can sound these out! However, try to remember them!

a	an	as	at
in	is	it	on
can	dad	and	not
got			

If you can <u>read</u> them all then practise <u>writing</u> them.

Extra challenge - use them in a sentence – say the sentence and then write it down!