

Hello everybody 😊

You're all doing brilliantly. Keep up the great work.

Stay safe. Keep smiling. Take care.

From your Reception teachers



Remember reading daily is one of the best things you can do to practise your phonics. You can log in to the Oxford Owl website to view their range of ebooks too.

There are daily phonics lessons you can watch as well:

[https://www.youtube.com/channel/UCP\\_FbjYUP\\_Utl\\_dV2K\\_-niWw](https://www.youtube.com/channel/UCP_FbjYUP_Utl_dV2K_-niWw)



# Monday

LO: To recognise the /w/ graphemes

To segment and blend /w/ words for reading and spelling

w

wh

Can you read these sounds?

Can you think of some words  
with the /w/ sound in?



## Phonics

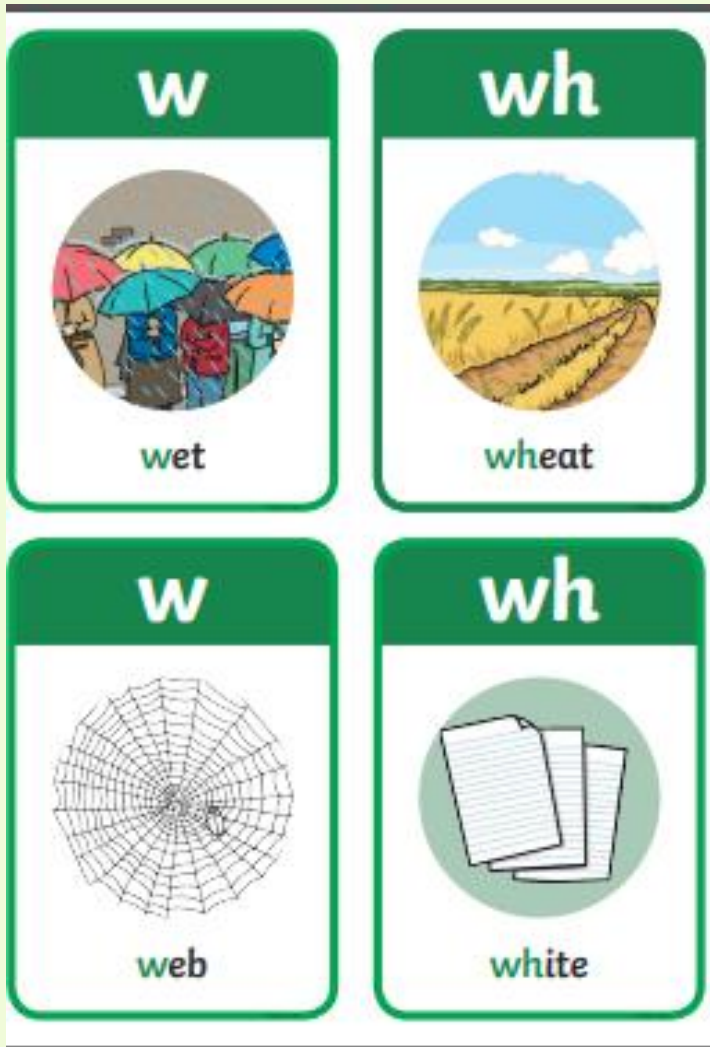
Jolly phonics songs:  
<https://www.youtube.com/watch?v=U2HYM9VXz9k>

## Tricky words

Can you read these words?

of  
by  
love  
once  
here  
where





Did you think of any of these words?



LO: To explore the moral of a story.

Read the story 'The Cautious Caterpillar' together.

What is a moral? What is the moral of this story.

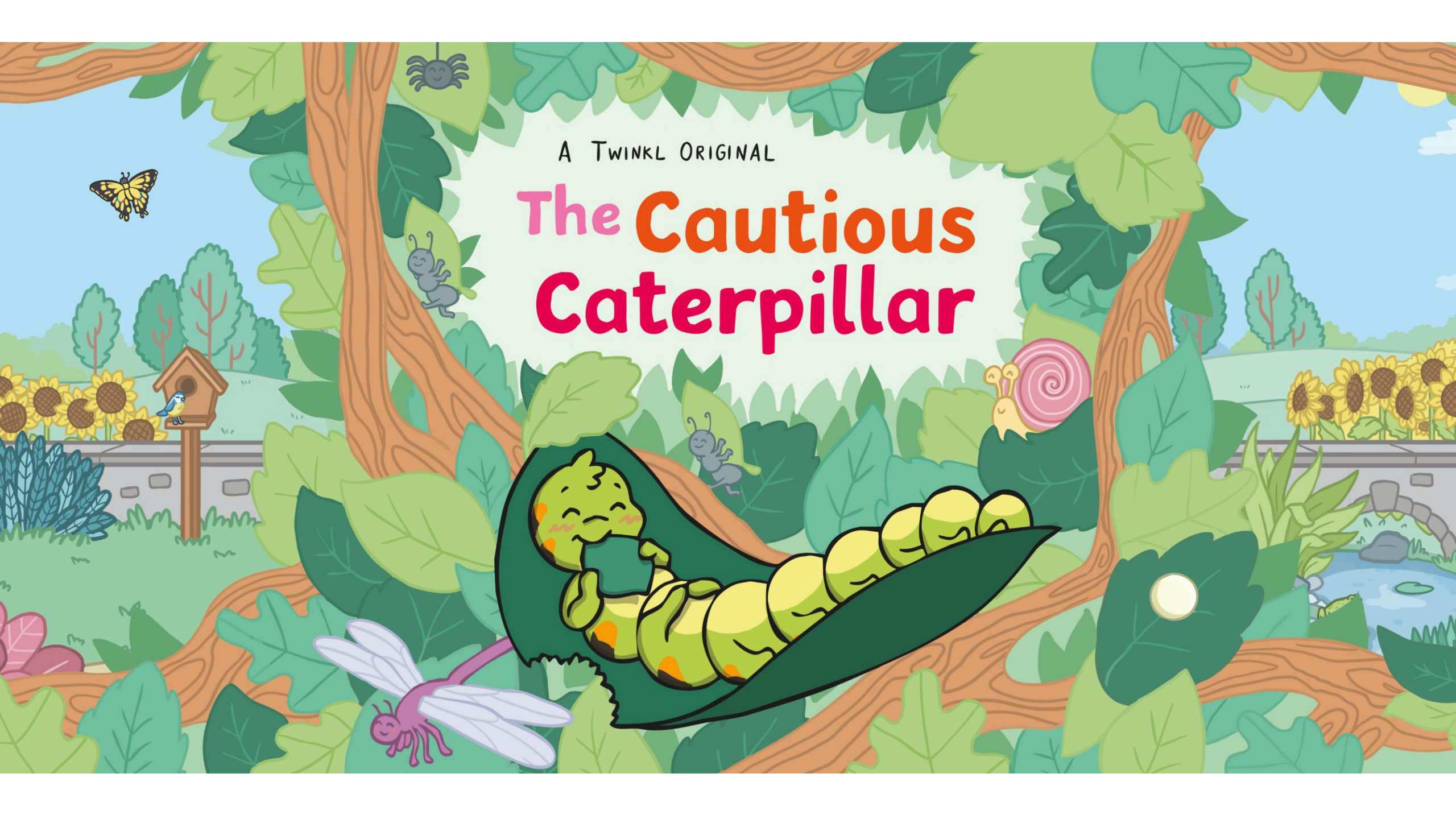
Write a sentence about the moral of the story.






A TWINKL ORIGINAL

# The Cautious Caterpillar







It was springtime in the garden.

Cody the Caterpillar hatched from her egg and crawled onto a big green leaf.

She smiled happily.

"I love being a caterpillar!" she said and began to eat her tasty leaf.



Just then, a ladybird flew on over.

"You're very lucky!" said the ladybird.  
"When you become a butterfly, you will  
have wings, like me!"



"Flying looks very tiring," said Cody.  
"I wish I could stay as a  
caterpillar forever!"

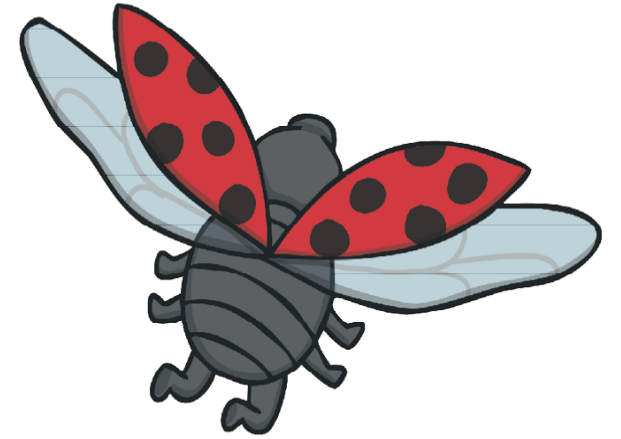




"Don't worry," said the ladybird,  
"having wings is great. You can  
always stop for a rest!"



Cody smiled but didn't feel sure.  
"Maybe one day," she said.



She carried on eating and the  
ladybird flew away.




The next day, a bee buzzed on over.

"You're very lucky!" said the bee. "When you become a butterfly, you will sip nectar like me!"

"I don't think I will like nectar," said Cody. "I wish I could stay as a caterpillar forever!"







"Don't worry," said the bee, "drinking nectar is great. It is ever so yummy!"

Cody smiled but didn't feel sure.  
"Maybe one day," she said.

She carried on eating and the  
bee buzzed away.







A few days later, a grasshopper jumped on over.

"You're very lucky!" said the grasshopper.  
"When you become a butterfly, you will  
have six legs, like me!"

"But I like having sixteen legs," said Cody.  
"I wish I could stay as a caterpillar forever!"



"Don't worry," said the grasshopper,  
"having six legs is great. That's plenty  
for landing on the ground!"



Cody smiled but didn't feel sure.  
"Maybe one day," she said.

She carried on eating and the grasshopper jumped away.



The next day, Cody was full. She thought about everything her friends had told her and decided to be brave.



Maybe today!" she said, as she changed herself into a chrysalis.



She stayed like that for many days, until she was finally ready to leave her chrysalis...





...and become a butterfly!

Cody explored the garden, feeling happy and proud of her new wings.



"Having wings **is** great!" she said, as she flew past the ladybird.





"This **is** yummy!" she said to the bee, as they sipped nectar together.



"Six legs **is** plenty!" said Cody, as she landed next to the grasshopper.



That evening, she came across a caterpillar eating a tasty green leaf.



"You're very lucky!" said Cody. "When you have finished eating, you will become a butterfly, like me!"





The caterpillar smiled but didn't look sure.

"I wish I could stay as a caterpillar forever!" he said.

"Don't worry," said Cody. "I loved being a caterpillar too, but trust me, being a butterfly is great!"





twinkl

 Monday 

LO: to share equally between two



## Grown-ups:

- What does “sharing” mean? Your child may talk about being kind. Explain that we can share objects in maths too.
- Recall Topsy and Tim – ask your child to find half – sharing equally between two people/groups
- Recap what equal means – the same
- Using two dolls/figures/teddies – give two plates/pots and small toys – ask your child to share even numbered (2, 4, 6, 8, 10) quantities between the two plates
- Model “one for you, one for you...”
- Ask your child how many each teddy/toy has when the number is shared equally
- If the numbers are not equal, get your child to try again until the numbers are equal
- Challenge: ask your child to set you a sharing between two problem





*Share ... equally between the two children/teddies/figures.  
How many do they have each?*



# Tuesday

LO: To recognise the /w/ graphemes

To segment and blend /w/ words for reading and spelling

w

wh

Look at the next slide.

Ask your grown up to read the story. Shout out whenever you hear a word with an /w/ sound.



## Phonics

Jolly phonics songs:  
<https://www.youtube.com/watch?v=U2HYM9VXz9k>

## Tricky words

Ask your grown up to read these words. Can you spell the words correctly?

of  
by  
love  
once  
here  
where





To Mr Whitford,

When I was jogging between Whicham Way and Whiddon last week, I saw an odd thing in the pond.

I didn't spot it until... WHAM! It splashed me. I was soaked! With a huff and a wheeze, I looked in the pond and saw the beast whirl and cartwheel along.

I spotted that it had six long whiskers and it could whistle! It looked thin so I ran to get a wheelbarrow full of wheat as a snack. It munched it all and then swam away.

Can you tell me what the odd thing was?

Thank you,

Whitnee Whitman



Mr Whitford,  
32 Whicham Way,  
Whipton,  
Devon  
EX1 3WH



Maybe you could write some of these words down and put sound buttons underneath.





LO: to take on the role of a character.



Hot seating- Play with a grown up. Take on roles of the characters in the story. Pretend to be the character whilst the other person asks questions. Answer like you are that character.

Character headbands could be useful for this.  
<https://www.twinkl.co.uk/resource/t-l-526289-the-cautious-caterpillar-role-play-headbands>



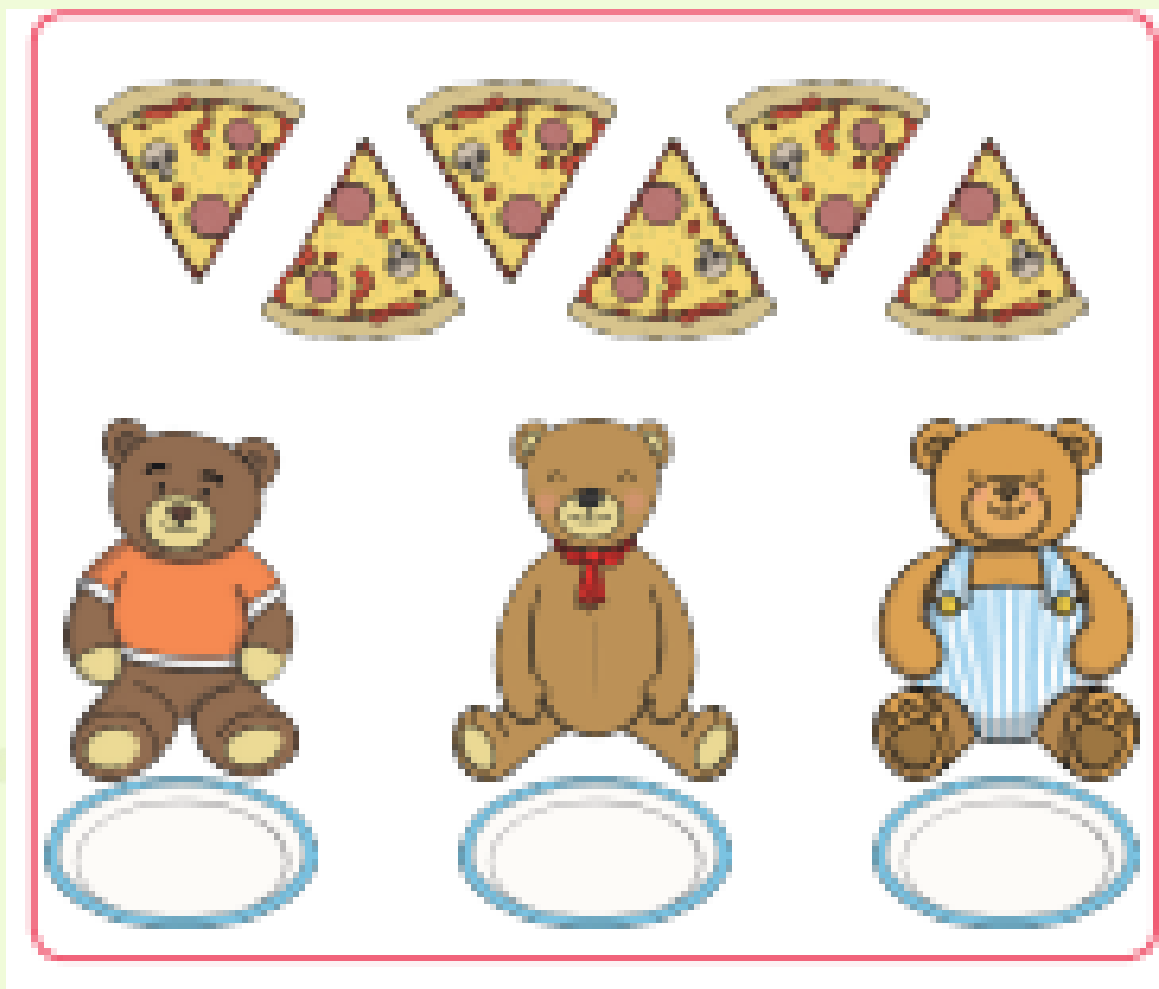


LO: to share equally between three



Grown-ups:

- Recap meaning of sharing – giving out equally
- Recap what equal means – the same amount
- Using three dolls/figures/teddies – give two plates/pots and small toys – ask your child to share quantities between the three plates
- Share by giving out “one for you, one for you, one for you...”
- Ask your child how many each teddy/toy has when the number is shared equally
- If there is one leftover, put it to one side as “one leftover” after your child has checked that each toy has an equal quantity
- Challenge: ask your child to set you a sharing between three problem



Share 6 pizza slices equally between the three bears.  
How many do they have each?







*Share 9 cupcakes equally between the three bears.  
How many do they have each?*



# Wednesday

LO: To recognise the /w/ graphemes

To segment and blend /w/ words for reading and spelling

w

wh

Look at the next slide.  
Complete the /w/ activity.



## Phonics

Jolly phonics songs:  
<https://www.youtube.com/watch?v=U2HYM9VXz9k>

## Tricky words

Can you write some sentences using these words? Remember finger spaces and full stops.

of  
by  
love  
once  
here  
where





# Phase 5 Real and Nonsense Words for wh

There are many different words spelt with 'wh'.

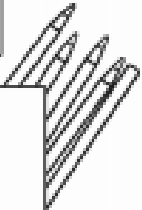
Can you spot which words are real and which are nonsense below?

Fill in your key with a different colour for real words and nonsense words then colour in the correct boxes below.

Key

Real Words

Nonsense Words



whip	whisper	wheck	wheeb
whismer	wheel	which	whelb
whem	whonf	when	where
whink	why	whiskers	whib
whistle	wheef	whilm	whine



LO: to think about what is special about you.

We are all different, but we are all special.

You are very special and important. Write about something that makes you different or special.





 Wednesday 

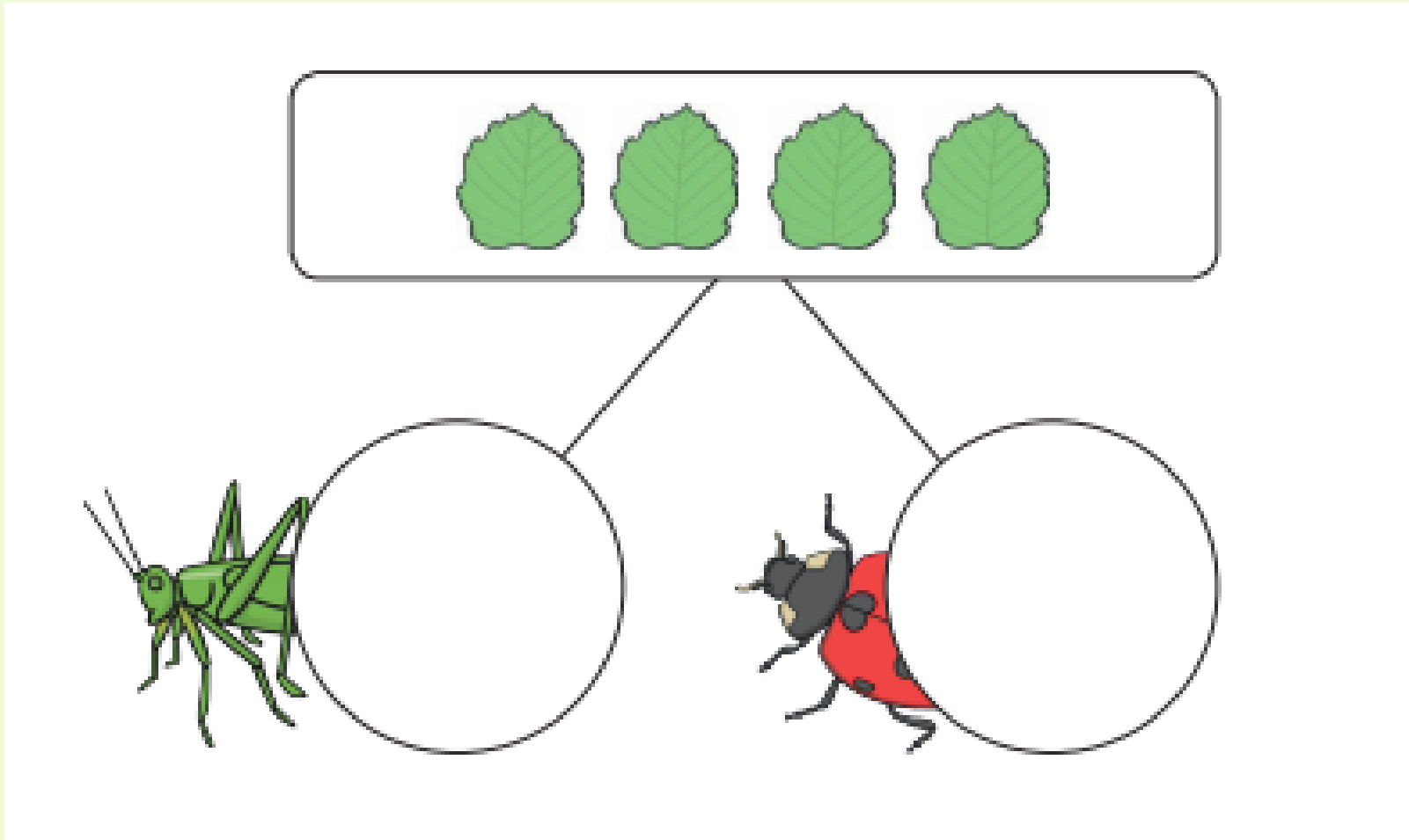
LO: to share equally

## Maths

### Grown-ups:

- Recap sharing and meaning of equally
- Get your child to say a sentence explaining the maths "eight cakes shared equally between four children is two cakes each."
- Challenge: complete the doubling challenges using things around your home or garden

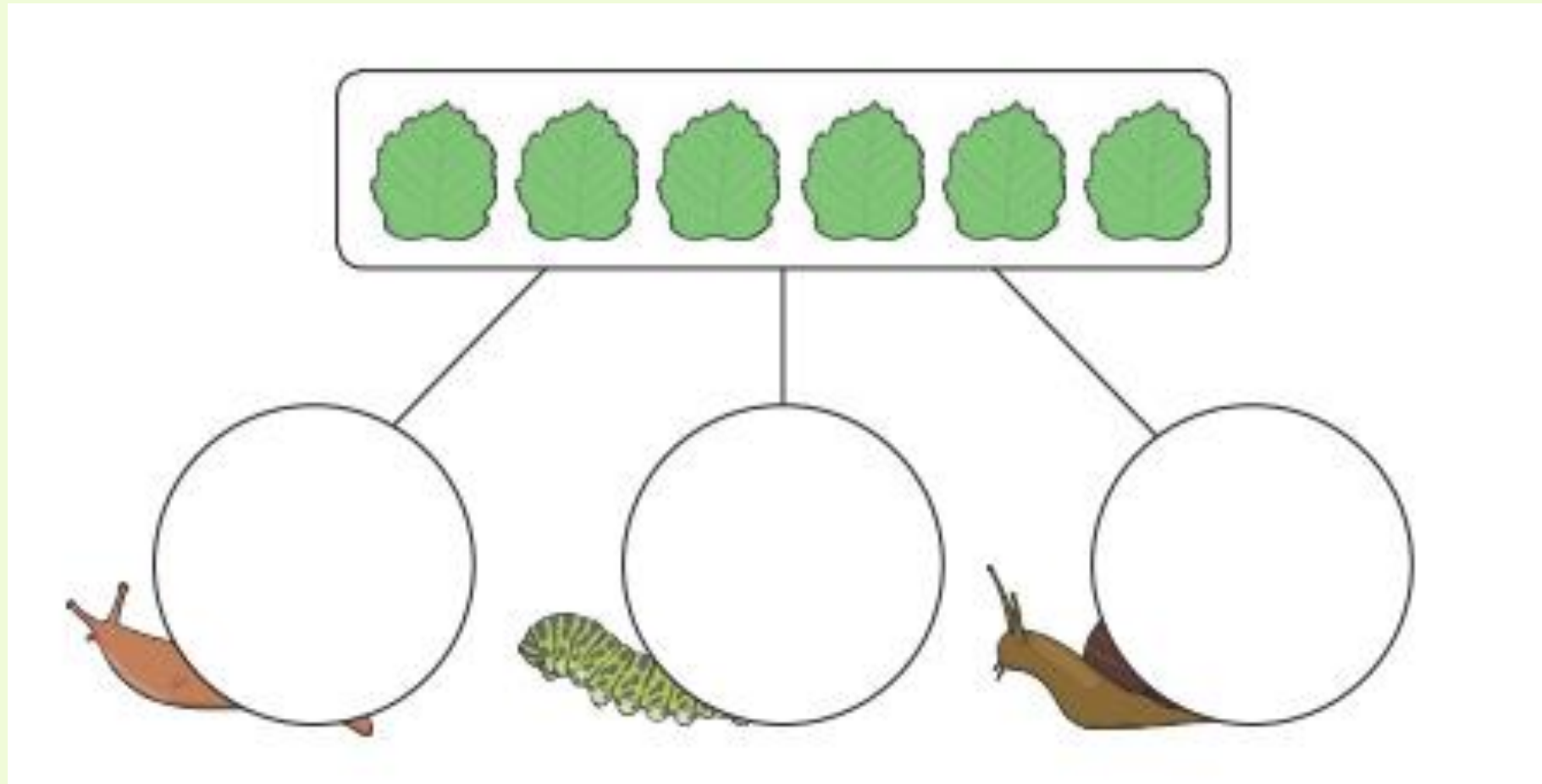




*"Four leaves shared equally between two bugs is ... leaves each."*

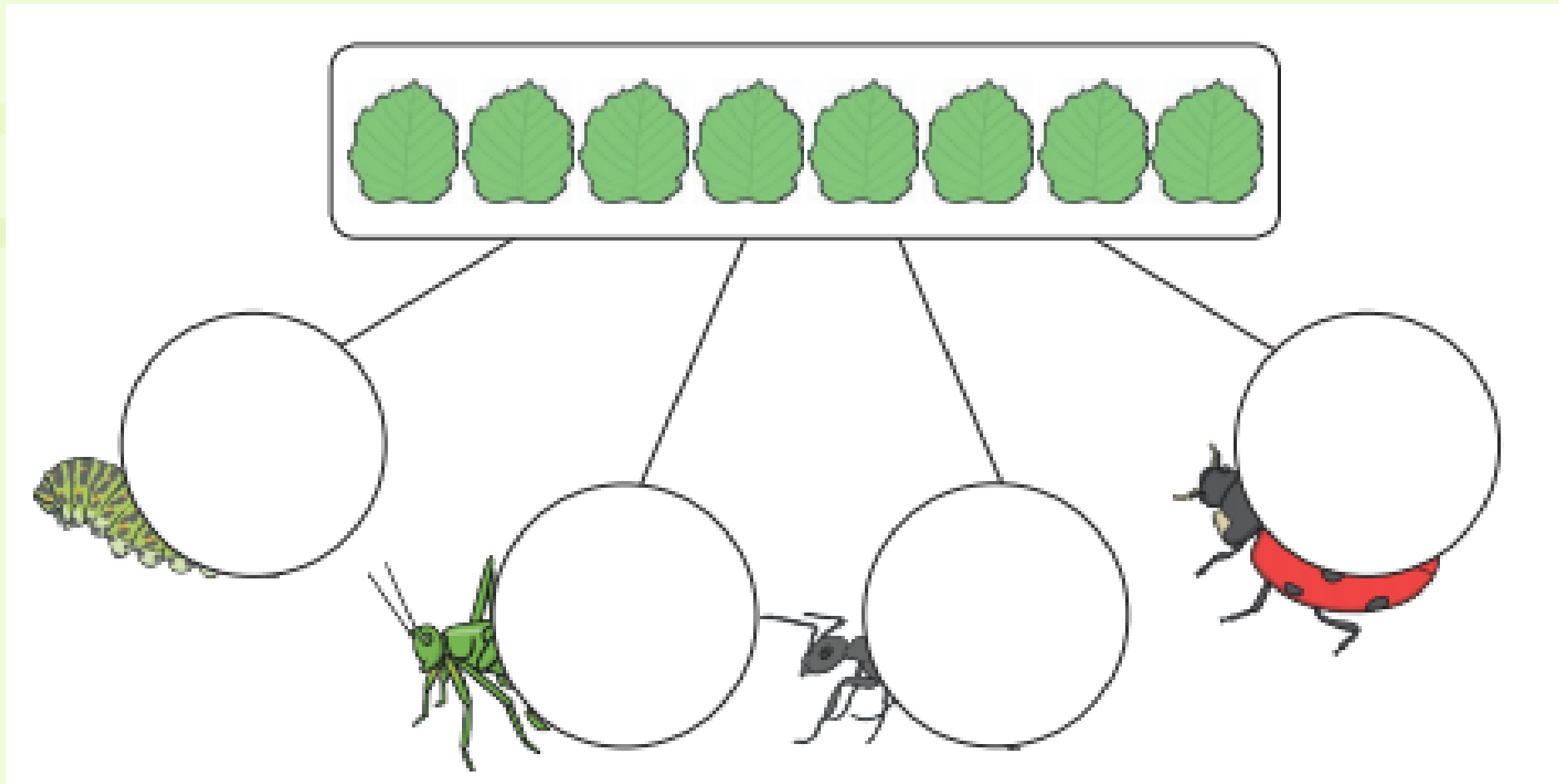






*"Six leaves shared equally between three bugs is ... leaves each."*





*"Eight leaves shared equally between four bugs is ... leaves each."*





# Thursday

LO: To recognise the /w/ graphemes

To segment and blend /w/ words for reading and spelling

w

wh

Look at the next slide.  
Complete the /w/ activity.



of  
by  
love  
once  
here  
where

## Phonics

Jolly phonics songs:  
<https://www.youtube.com/watch?v=U2HYM9VXz9k>

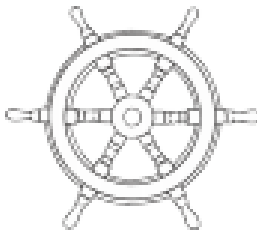






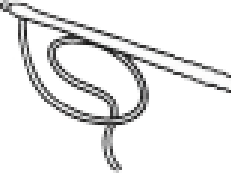
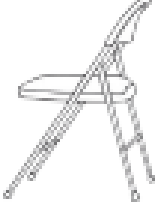
## Tricky words






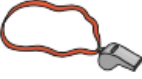



Can you write some sentences using these words? Remember finger spaces and full stops.

# Find and Write the 'wh' Words



Write the words and then colour the pictures with an 'wh' sound in them.

 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____

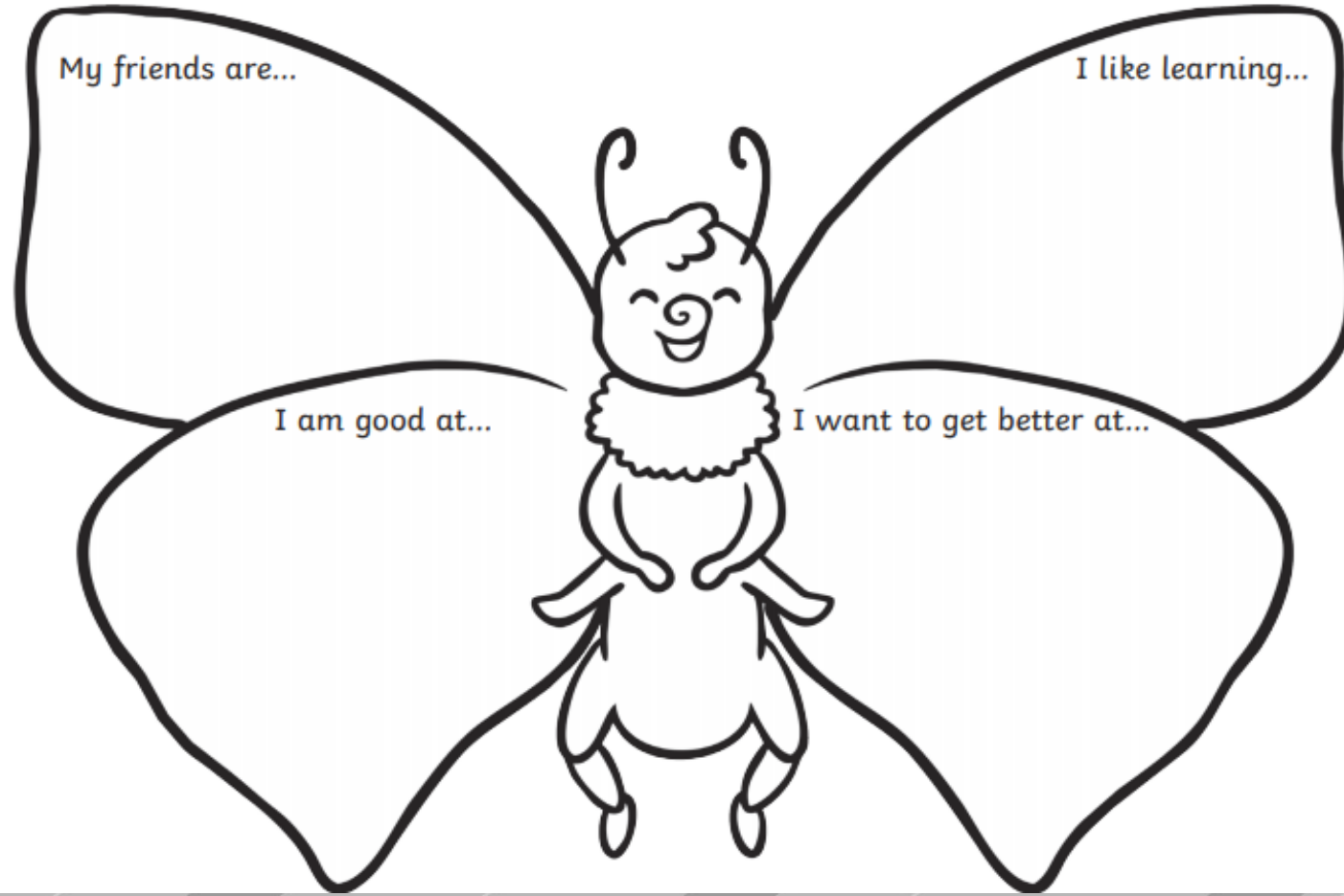
 w h e e l	 w h i s p e r	 w h a l e
 c l a w	 w h e r e	 w h i s t l e
 m e a t	 w h i p	 s e a t





LO: To write about yourself.

## Spreading My Wings from Reception to Year 1





## LO: to solve sharing problems

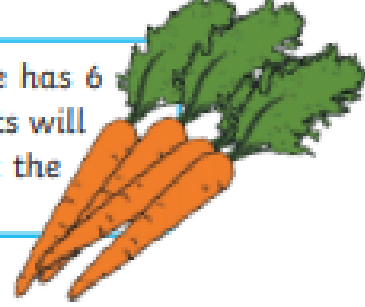
### Grown-ups:

- Recap sharing
- Practise saying a sentence to explain the maths
- Challenge: choose some of the challenges on the following slide to complete together





Abed has 3 rabbits who love eating carrots. He has 6 carrots to share between them. How many carrots will each rabbit have? Draw 3 rabbits and share out the 6 carrots to check.

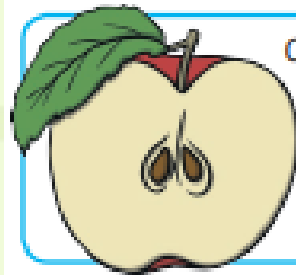


A squirrel collects 10 nuts to share between her 5 babies. How many nuts will each baby have? Draw the nuts to check.



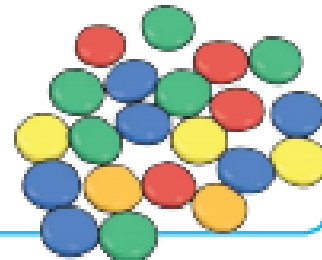
Share out 15 biscuits between your favourite 5 toys. How many biscuits does each toy have? Is it fair?

If a packet has 20 sweets in and you share them equally between you and 3 friends, how many will you get each? Draw 20 sweets on a sheet of paper, equally sharing them into the 4 corners of the paper. Count how many are in each corner.



Cut up an apple into 8 slices. If you shared it equally between yourself and a friend, how many pieces would you have each?

Make a cake for some friends and share it out. If you cut it into 12 pieces and there are 4 people, how many slices could each person have?





LO: To recognise the /w/ graphemes

To segment and blend /w/ words for reading and spelling

w

wh

Think of a word with /w/ in.

Can you write a sentence with that word in?



of  
by  
love  
once  
here  
where

## Phonics

Jolly phonics songs:  
<https://www.youtube.com/watch?v=U2HYM9VXz9k>

## Tricky words

Can you write some sentences using these words? Remember finger spaces and full stops.



Friday



English

LO: to discuss our feelings.

Talk about the story. How did Cody feel about flying, drinking nectar and having 6 legs?

Is there anything that you are feeling cautious or worried about when you move up to your next class?

Can you think about the things you might enjoy when you change class?

Is there anything that you are really looking forward to doing in your new class?





# What Does Cautious Mean?

Someone who is cautious  
tries to avoid problems or risks.



# Cody the Cautious Caterpillar

How did Cody feel about becoming a butterfly?

scared

unsure

nervous

worried

anxious



not looking forward to change

# How Did Cody Feel When She Became a Butterfly?

happy

proud

relieved

excited

lucky



She thought it was great.





# Friday

LO: to draw a picture to show sharing



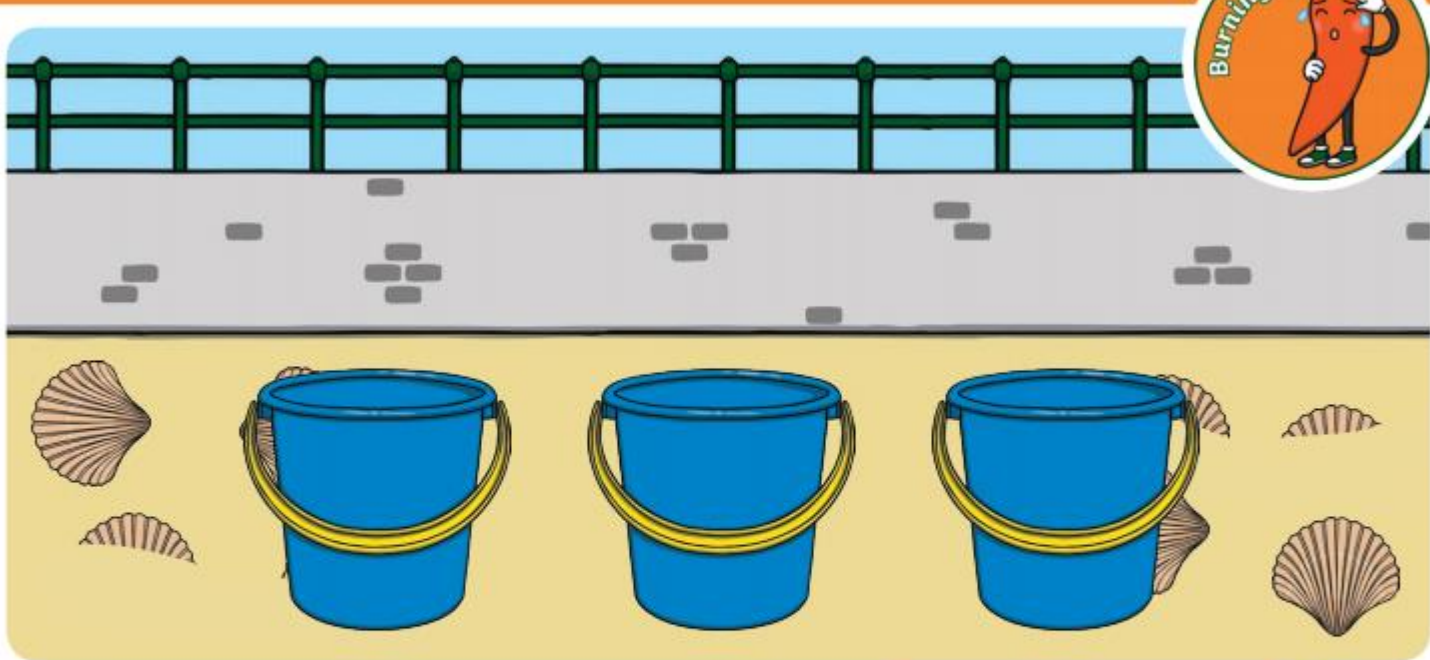
# Maths

## Grown-ups:

- Recap sharing equally
- Challenge: give your child the challenge on the following slide. Ask them to draw a picture to show their working out. An example would be for them to draw the three buckets, and then “share” by drawing a shell/mark at a time in each bucket until they have drawn the twelve shells shared equally into the buckets – four marks in each.



They solve problems, including sharing. (M: N ELG)



**There are 12 shells hidden in the sand.**

Can you share the shells fairly into 3 buckets?  
How many shells are in each bucket?  
Can you draw a picture to show your answer?





**Remember:**



- **Stay home.**
- **Stay safe.**
- **Be happy.**

