



## Reception Homework - Summer Term 1 Topic link 'Animals'

Hello everybody - we hope you have had a lovely holiday and are very well rested. We are now starting a new topic of 'Animals' and this is the homework grid linked to it.

Over the page is a grid of homework tasks. Each week please choose one new task to complete and return the completed work to school on a Monday in the homework folder (which will be found in your child's bookbag). We will return any marked homework to you in this folder too, so that you can keep it at home.

We have chosen this method of homework so that it makes your time a little more flexible (e.g. if you have a very busy week coming up then you can just choose to do a shorter task with your child, or if you have a little more time you can choose a longer task). If you wish to, you can complete more than one task - the choice is yours. We recommend that you keep this sheet in a safe place as you will need to look at it each week.

You can choose how to present the homework - there is no right or wrong answer... the more creative the better! ☺ For shorter tasks, it could just be a comment that says which homework task you have completed and how well your child did with it (and please let us know if they struggled so we can help them a little more with that task in school). There is also an extension task that you can try if you feel that your child is ready. The extension tasks are not compulsory as we understand that children are working at different ability levels.

If you need any ideas/advice for how to complete any of the tasks then please do not hesitate to speak to a member of the Reception team.

We look forward to seeing some of your wonderful creations!

Thank you - Miss Marsden and Miss Beestin



## Reception homework tasks - Summer 1 - Animals

Shorter length tasks	Medium and longer length tasks	
<p>Get an adult to shout out a number. You write that number down and also the next two numbers (e.g. adult shouts 13, you write 13, 14 and 15).</p> <p><b>**To extend - Repeat but this time write the two numbers that come before that number (e.g. adult shouts 11, you write 11, 10 and 9).**</b></p>	<p>Make a model or painting of one of your favourite animals. You could use any materials you like (e.g. sequins for scales on a fish, a toilet roll for a trunk of an elephant etc.).</p> <p><b>**To extend - Make up a story about your animal that you can tell to the class.**</b></p>	<p>Draw or paint a picture of your favourite animal and write some words or sentences about it.</p> <p><b>**To extend - split your page into two halves and see if you can draw your favourite and least favourite animal, then write words / a sentence / sentences to say why.**</b></p>
<p>Complete the 'Doubling' and 'Halving' worksheets found in your bookbag during week 3. It may be a little tricky for some children but is a starting point for talking about doubling and halving (a maths focus coming up this term).</p> <p><b>**To extend - with an adult, create problems similar to this to complete.**</b></p>	<p>Make a fact file / fact sheet on a particular place animals live (their habitat) with pictures and words or sentences about animals that live there (e.g. in a jungle there are snakes, monkeys and leopards or in the ocean there are whales, jellyfish and seahorses etc.)</p> <p><b>**To extend - Write a sentence about something that could not live there and why.**</b></p>	<p>Ask friends and family what their favourite pet or animal is. Record their answers in any way you wish (e.g. a tally chart, pictogram or bar chart).</p> <p><b>**To extend - With help try to double your answers and write them down.**</b></p>
<p>Get an adult to shout out a short simple sentence (e.g. The cat is fat. / The tree has a trunk. / It is a big cake.) You try to write it down without any help. Remember to start with a capital letter, include finger spaces and put a full stop at the end.</p> <p><b>**To extend - Make sure you are including words that have the Phase 3 sounds in (e.g. ai, oi, ng, sh, ch).**</b></p>	<p>Measuring - Draw or find pictures of 5 objects (e.g. a pencil, a TV screen, a dinner plate etc.). Now choose a way to measure them using everyday objects (e.g. paper clips / hand spans, favourite teddies, forks etc.). Record how long each object is (e.g. The TV is 6 teddies long, the pencil is 1 teddy long etc.)</p> <p><b>**To extend - Can you predict how long another two objects are? Write down your guess and then check to see if you are correct.**</b></p>	<p>With family members or friends (or both) can you make up a dance to a song about animals that you would like to show the class. It doesn't need to be very long.</p> <p><b>**To extend - Think about how you could include different turns, levels (high and low), body parts and different speeds in your dance.**</b></p>
	<p>Can you design and make a carry case or cage for an animal to take it on a journey or to the vets?</p> <p><b>**To extend - Can you decorate it using a repeating pattern e.g. bone, paw, paw, bone, paw, paw, bone.**</b></p>	<p>If you want to really challenge yourself... Make up a story about an animal. What is it called? Where does it go? What happens to it? How does it get back home? You can either just remember the story to tell in class, or you can try to write down all or part of the story.</p> <p><b>**To extend - Try to include story telling language in your story (e.g. Once upon a time..., The next day..., Suddenly..., In a flash...).**</b></p>

