

English and Literacy

Home Learning Read and Respond Units

Reception - Week 3



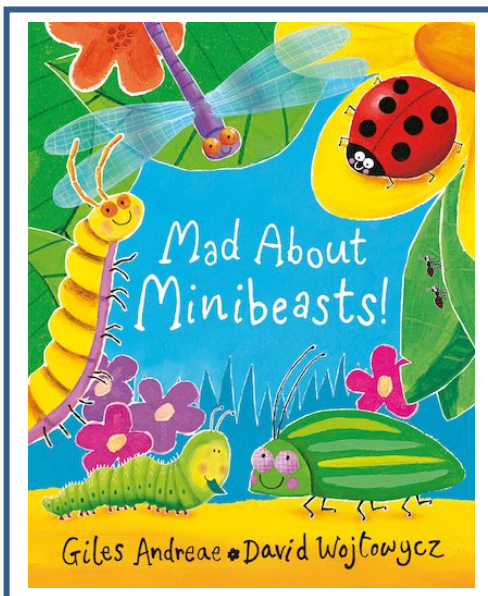
Talk to your child about what a bug is i.e. *a small insect*. Do they know any names of any bugs? Go on a bug hunt in your garden or look for bugs on a walk. Listen to the song <https://www.youtube.com/watch?v=LoleelEPGJI> and watch the link below to find out some names of bugs <https://www.youtube.com/watch?v=qXiaC1TjTXU> (Note: replace 'ladybug' – Americanism, with 'ladybird.') Join in saying the names on a second viewing. Clapping the syllables might help, e.g. *three claps when saying butterfly – butt-er-fly*. Write a list of the bugs that you now know and draw a picture to go with each. Encourage use of phonics and independent writing. Take the list with you on a walk and spot the bugs you can see. Extend to writing sentences e.g. *I can see a bee. I can see a ... I can see a ...etc.*

Watch and enjoy the story, *Caterpillar Shoes* <https://www.youtube.com/watch?v=tYa6OLQHRc> Talk about who the caterpillar saw on the way. Can they remember? Watch again, this time pausing to write a list of who the caterpillar meets, e.g. a woodlouse. (Extend where possible to write sentence about the creatures, e.g. *A friendly woodlouse was under the rocks.*) Perhaps you could even make a little folding book from paper with each page saying who the caterpillar met.

Watch and enjoy the CBeebies episode on caterpillars: <https://www.youtube.com/watch?v=a75Jgde8k1I> Talk to your child about what they saw. Can they tell you any information now about butterflies?

Watch the clip explaining the lifecycle of a butterfly: <https://www.youtube.com/watch?v=dM71jKNuk-M> Talk about what happens to transform a caterpillar into a butterfly. Can your child use the words: *egg, lava, caterpillar, pupa, chrysalis, butterfly* to talk about what happens at each stage? Make a life cycle of a butterfly drawing/collage or use a paper plate following <https://buggyandbuddy.com/butterfly-life-cycle-craft/> instructions online. Once completed, can your child write the words that they have learnt next to the parts of the life cycle?

Big Bad Bugs!



When following links online, parents should monitor that children are remaining on that page only and are keeping safe online.

Read the book *Big, Bad Bug!* (Your child may be able to read this independently using their phonics to build and blend the words). https://www.oxfordowl.co.uk/api/digital_books/1215.html Free Oxford Owl registration will be required to access this. Talk about where the bugs were found. Retell the story using the pictures to help. Answer questions such as: *Where did Biff find her bug? What do you think a bug is? What do you think they were feeling when Dad found a bug as big as a rat? Can your child write the original story, or write their own version as to where they might find a bug? E.g. I found a bug on my window. My mummy found a bug on her hand. etc.*

Listen to the song:

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

Repeat joining in with the chorus. Can you come up with some actions to put with the words? Practise the song with your actions and then perform. Read and enjoy the story *Mad about Mini Beasts* by Giles Andreae and David Wojtowycz <https://www.youtube.com/watch?v=3rDQN8I7RkY> Pick your favourite mini beast and draw a picture of it. Re-read the book, listening out for your favourite. Label your picture with information you have found from the book, so it resembles a diagram or fact file. This could be supplemented by watching more video clips about your chosen creature, e.g. Snails – from start to 1:55 mins:

<https://www.youtube.com/watch?v=pLCtVGB1mFw>

Linked texts and other activities:

- Watch and enjoy *The Very Hungry Caterpillar* by Eric Carle: <https://www.youtube.com/watch?v=75NQK-Sm1YY> Write a list of what the caterpillar ate each day, e.g. *On Monday he ate one apple etc.* Talk to your child about what they like to eat and write their own list, e.g. *On Monday I ate one pizza etc.*
- After watching the story *Caterpillar Shoes*, find shoes belonging to people in your house and make labels for them on sticky notes or paper, e.g. *flip flops, trainers, football boots, etc.*