

Week Seven					
	Phonics	English	Maths	Topic	Daily Challenge
	<p>For additional Phonics resources or just for a change, please access Discovery Education Espresso, click the Foundation tab and scroll down and click on 'Phonics'. Here there are a wealth of activities, learn screens and games!</p>	<p>(please access separate resource documents as indicated including a guide to writing with your child, letter formation and information on pencil grip)</p>	<p>(please access separate resource documents as indicated)</p> <p><i>IMPORTANT Parent or Carer – Please check that you are happy with any weblinks or use of the internet.</i></p>	<p>Really Wild Project!</p>	<p>You are most welcome to add any of your work to Tapestry. We would love to see it.</p>
Monday	<p>Please see the online phonics lessons letter for instructions of how to access daily phonics lessons for your child (the link to the website is found on this letter). Information of which lesson to select for your child will be sent out on Tapestry. New lessons will be uploaded daily and introductory videos can be found under the 'Videos' tab. There is also a handy guide on pronouncing phonemes correctly when working with your child!</p>	<p>1. Listen to a story Watch and listen to the story of Three Billy Goats Gruff being told in this storytelling video: https://www.youtube.com/watch?v=f4kdZTnizG4 (or you could read the story to your child if you have a copy at home).</p> <p>2. Respond to the story</p> <ul style="list-style-type: none"> ○ Talk about the story. <i>What happened in the story? How many goats were there? Why did the goats want to cross the bridge? What did the troll say each time the goat went on the bridge? Can we say it like the troll in grumpy troll voices? What order did the goats cross the bridge? What happened in the end?</i> ○ Together make Lolly Stick Puppets (see resources) by printing, cutting out and sticking the characters 	<p>1. Counting practice</p> <ul style="list-style-type: none"> ○ Take turns to count. This is harder than you think! ○ One person says 'one'. ○ The second person says 'two'. ○ The first person says 'three'. ○ Continue like this, talking turns, until you reach 20. ○ Repeat but this time speed up! ○ Repeat but this time the other person starts – so you are saying different numbers. ○ Repeat but count backwards from 20 to blast-off! <p>Extension</p> <ul style="list-style-type: none"> ○ Try this with three people – that's really hard, especially if you go fast! <p>2. Working together</p> <ul style="list-style-type: none"> ○ Counting and recognising even 	<p>During our Summer term in FS2, we would usually be learning all about wild animals.</p> <p>Over the next two weeks, we thought it would be exciting to do a 'Really Wild Project', where we will provide links, activities and ideas to try out in order to learn about an animal/animals (including dinosaurs) of your child's choice! You can pick and choose, and do these in any order!</p> <p>Choose one animal (or more if you'd like!) and try out any of these activities to create your own 'Really Wild Project'.</p> <ul style="list-style-type: none"> ● Watch explorer Steve Backshall every Wednesday at 9:30 as he talks about wild animals in the UK and does a live Q&A from his home on Youtube! You might even 	<p>Draw a hat for a teddy</p>

		<p>below onto lolly sticks or straws with tape. <i>If you do not have a printer, you could draw simple characters together.</i> As you make the characters, discuss them. <i>Which goat is this? Which is the biggest? What do you notice about his chin/horns? What sort of face does the troll have? What do you think he is feeling?</i> Etc.</p> <ul style="list-style-type: none"> ○ Use the puppets to retell the story using character voices and saying the repeating phrases, <i>'Who's that trip-trapping over my bridge?' 'I'm going to eat you...'</i> <p>Try these Fun-Time Extras</p> <ul style="list-style-type: none"> ● Use household items to make sound effects for the story. Can you recreate the trip-trapping noise? Can you make a splash? Can you roar like a troll? Can you make crunching sounds as the goats eat the fresh green grass? ● Make paper plate masks to re-enact the story. Listen to the story again, joining in with the repeating phrases in character. 	<p>and odd numbers by playing <i>First to Zero</i>, an exciting game!</p> <ul style="list-style-type: none"> ○ You need small objects, e.g. Lego™ bricks, buttons, conkers, shells, beads... , three small pots or bowls and a 1-6 dice (you can make number cards 1-6 if you don't have a dice) ○ Complete the activity <i>First to zero</i> (see resources). <p>Try these extras</p> <ul style="list-style-type: none"> ● How many small shells or beads can you fit in one of the pots you used for the game? Estimate first then fill it. Tip out the shells and count to check your estimate. ● Count up or back with a coconut shy online https://www.topmarks.co.uk/ordering-and-sequencing/coconut-ordering 	<p>be lucky enough to have one of your questions answered!</p> <p>https://www.youtube.com/channel/UCm-URP49TgSgyIU1rgh2m7A</p> <ul style="list-style-type: none"> ● 'Visit' Chester Zoo on one of their recorded (or upcoming live) virtual zoo days and learn about the animals that they care for! https://www.chesterzoo.org/virtual-zoo-2/ ● Go on a virtual Safari at Longleat Safari Park! https://www.longleat.co.uk/news/longleat-launches-virtual-safari ● Use Discovery Education Espresso, click the Foundation tab >>> Understand the World. Here you'll find Topic screens such as 'Animals', 'Dinosaurs' and 'Espresso Zoo' where you'll see a wealth of game, activities, video clips, pictures and printable resources. ● Use this link to the Cbeebies Animals topic page to access games, clips, radio and activities https://www.bbc.co.uk/cbeebies/topics/animals 	
Tuesday		<p>1. Read a storybook. Share and read together Billy Dogs Gruff (see resources). This is story which sounds a bit like another you may have heard? <i>Three Billy Goats Gruff!</i></p> <p>2. Respond to the story.</p>	<p>1. Counting practice</p> <ul style="list-style-type: none"> ○ You need ten 2p coins OR ten pairs of socks, each pair rolled into a ball. ○ Count the 2ps by dropping them into a mug, or the socks by throwing the balled socks gently 	<ul style="list-style-type: none"> ● Ask a grown up to help you find out a fact about your favourite zoo or wild animal. You could use the Internet or some non-fiction books to find some 	How many colours can you think of?

- Discuss the story. Who are the characters and what are they like? Look at the pages where the dogs are introduced. Read words which describe them.
- Talk about what croc is planning. *He wants to eat the dogs!* Read the thought bubbles together to see what croc is thinking as they cross the tree trunk.
- How does Dog 3 stop the croc? Read the words together.
- What happened in the story which was like the *Billy Goats Gruff*? *There were three animals who wanted to cross a river. There was a grumpy character who wanted to stop them.* The dogs are a bit like the goats in this version.
- We know why the goats wanted to cross the bridge but what about the dogs?
 - Talk about why the dogs may have wanted to cross the tree trunk. *Did they want to play in the park at the other side, or was there a ball or chew toy there or were they trying to get back home?*
 - Look at *What are they thinking?* (see resource). Talk about what they might be thinking. Encourage your child to say some thoughts in a

- into a box or basket.
- As you drop or throw, count in twos – *two, four, six, eight, ten, twelve, fourteen, sixteen, eighteen, twenty.*
 - Repeat several times.

Extension

- Try continuing the count past twenty – *twenty-two, twenty-four, etc.*

2. Working together

Adding by counting on, playing a two-person game: *Speak, Move, Check, Stay?* You need a small counter each and a 1-6 dice. You can use number cards 1-6 if you don't have a dice

Play the game *Speak, Move, Check, Stay?* (see resources).

- information. Maybe you could find out where your animal lives in the wild, what their babies are called or what they like to eat. Write your favourite fact to share with your friends.
- Create your own Animal TV Show (ask a grown up to film you), where you can talk about the facts you've learned to teach other people all about your animal/s!
 - What is your favourite zoo animal? Draw, paint a picture or create a collage of your favourite zoo animal. Can you write its name too to label it?
 - Use some small animal toys to make a pretend zoo. What do you need to do to look after the animals in your zoo? What food would they eat? Have they got somewhere to sleep? What else would the animals need to be happy?
 - Use junk modelling or natural materials outside to create the type of habitat that you think your animal/s would like to live in!
 - Write a list of animals you would like to see in a zoo. Sound out the words carefully and try to write all the letter sounds you

		<p>sentence. You can record the thoughts in the bubbles if you like, e.g. <i>I can smell my dinner from here.</i></p> <p>Try these Fun-Time Extras</p> <ul style="list-style-type: none"> ○ Make up a new version together – <i>3 mice crossing a wall with a grumpy cat</i> etc. ○ Read other stories which have patterns of three (three little pigs, three bears). 		<p>can hear. Can you write a list of 5 animals?</p> <ul style="list-style-type: none"> ● Make a model of a wild/zoo animal. You could use empty packaging, construction toys, playdough or paper. Think about the colours and shapes you need and how to join the pieces together. ● Play the ‘What’s through the binoculars?’ game (see resources) ● Read ‘The Zoo Vet’ story (see resources) ● Play the ‘What am I?’ game (see resources) 	
Wednesday		<p>1. Discuss events in a story.</p> <p>Re-read or re-listen to Three Billy Goats Gruff. Discuss the question: Why might the troll not want anyone using the bridge? <i>Does he not want to share? Is the trip-trapping too noisy?</i> etc. What could troll have done instead?</p> <p>2. Write ideas for a story character’s new home.</p> <ul style="list-style-type: none"> ○ Ask: Do we feel a bit sorry for the troll? He has lost his home. Is a bridge a nice place to live? Where else might he live instead? Discuss ideas where the troll could live now. ○ Build some sentences verbally, e.g. <i>The troll can live in a quiet garden.</i> This 	<p>1. Counting practice</p> <ul style="list-style-type: none"> ○ You need ten 10p coins – this is ideal. If you haven’t got these, you can use ten grids, each ten spaces in area. <i>See below for a sheet of these to copy.</i> ○ Count the 10ps by dropping them into a mug, or the grids by placing them in a line along the table. ○ As you drop or place, count in tens – <i>ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred.</i> ○ If you have been using 10p coins, now show your child a £1 coin and say that this is one hundred pennies or ten 10p coins. ○ Repeat several times. <p>Extension</p> <ul style="list-style-type: none"> ○ Try continuing the count past one hundred, <i>one hundred and ten,</i> 		<p>What is the most amazing thing about you?</p>

		<p>can take a few goes starting with the word, 'garden', and then building up asking questions. <i>What sort of garden? Can you say it in a sentence, starting with 'The Troll'?</i></p> <ul style="list-style-type: none"> ○ Write some of your ideas together in a list. <p>Try these extras:</p> <ul style="list-style-type: none"> ○ Write a poster about the troll to warn other bridge users. ○ Draw the troll's new home and write labels for it. ○ Write a letter from the troll saying sorry for not sharing the bridge. 	<p>etc.</p> <p>2. Working together</p> <ul style="list-style-type: none"> ○ Using the small grids of ten to count in tens: <i>Count in tens</i>. ○ You need ten or twelve 10p coins and a 1-6 dice. You can use number cards 1-6 if you don't have a dice. <p>Complete the activity <i>Count in tens</i> (see resource).</p>		
Thursday		<p>1. Listen to a story Watch and listen and enjoy the story of <i>Oi Frog</i>, by Kes Gray and Jim Field being told in this storytelling video from Cbeebies Bedtime Stories: https://www.youtube.com/watch?v=oPDyXsSbxOY&t=88s (or you could read the story to your child if you have a copy at home).</p> <p>2. Respond to the story</p> <ul style="list-style-type: none"> ○ Talk about the book. <i>What is it about? What did the frog want to do? – Sit down. What was the cat</i> 	<p>1. Counting practice</p> <ul style="list-style-type: none"> ○ Take turns to count. This is harder than you think! ○ One person says 'one'. ○ The second person says 'two'. ○ The first person says 'three'. ○ Continue like this, talking turns, until you reach 20. ○ Repeat but this time speed up! ○ Repeat but this time the other person starts – so you are saying different numbers. ○ Repeat but count backwards from 20 to blast-off! 		If spiders could speak, what would you ask them?

doing? - Being very bossy, telling everyone the rules of where animals should sit. Did they notice a pattern? - All the rules rhyme!

- Say some of the **rhyming lines** (see *resource*), leaving a pause to see if your child can join in, using rhyme to say the last word. They might use what they remember from the story which is great. If their word is different from the book, praise their imagination, and if it rhymes praise their excellent rhyming!
- Discuss ideas for funny things that someone should not sit on, e.g. *a bowl of jelly, a pinecone, a cake*. Discuss why these are silly places to sit and what would happen if you did. Together draw pictures of some silly seats, labelling them if you wish.

Try these extras:

- Take a soft toy around the home, giving 'bossy cat' instructions, e.g. *Oi Bear, sit on the chair! Oi dinosaur, sit on the floor!* - easy to rhyme toys are best, e.g. bear, cat, dog etc. You could also do this without rhyming, focusing on silly seats.
- Play rhyming games, based around 'I Spy', e.g. *I spy with my little eye, something that rhymes with gopher. - Sofa.*

Listen to Kes Gray read some of his other

Extension

- Try this with three people – that's really hard, especially if you go fast!

2. Working together

- Play the game: *Ten on a Tray* (see *resource*)
- You need ten objects, each one different, e.g. very small toys, vehicles, figures or animals, pens, rubbers, sharpeners, etc. Also some small change – brown coins or 5ps or 10ps.
- Enjoy playing the game... Who has the best memory?

Try these Fun-Time Extras

- Can you create a set of ten objects all the same? E.g. 10 cars, 10 figures, 10 red Lego™ bricks, etc.
- Play a good online game: <https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Ten-Frame/>

		<p>'Oi...' books https://www.youtube.com/channel/UCoOhtVZl1EUE-o3rFpBghNg</p>			
Friday		<p>1. Read a rhyming book. Share and read together Dogs eat frogs. As they spot the rhyming pattern, give your child time to predict what the animals might eat, using the rhyme. <i>This is tricky but fun.</i></p> <ul style="list-style-type: none"> ○ questions end with a question mark. Trace it with your fingers on the screen. Make a question mark in the air with your finger. <i>How can we show questions with our voices?</i> ○ Ask your child to read some of the questions. You read the corresponding answer in the role of the different animals. What will happen when they question the wolf?! ○ Discuss some of the answers. <i>Is this a fact book? Are the answers true? Do bears really eat chairs?</i> Agree that this is a funny book which uses rhyme to make up funny sentences. ○ Say that the cat was very curious. <i>What other questions could he have asked?</i> <ul style="list-style-type: none"> ○ Talk about other animals that he could have asked a question about what they eat. Say the question sentences together using 'question voices'. ○ Record some of the questions together on 	<p>1. Counting practice</p> <ul style="list-style-type: none"> • Count to five holding up one finger for each number spoken. • Continue to 10, holding up the fingers on your other hand. • Fold the fingers down. • Repeat this, counting to 15, holding up one finger to match the ones / units in the spoken number, e.g. 11 (1 finger standing) 12 (2 fingers standing) 13 (3 fingers standing) etc. • Continue to 20 in the same way. • Repeat this but choose a new starting place. E.g. hold up 6 fingers and count from there. • Repeat again, choosing a starting place between 10 and 20. <p>Extension</p> <ul style="list-style-type: none"> ○ Count on from 20 in the same way. <p>2. Working together</p> <ul style="list-style-type: none"> ○ Play <i>Turn and Match</i> using your home-made cards (or number cards previously provided by school). ○ Play the game using the scorer on the board <i>Turn and Match</i> below. <p>Try these extras</p>		<p>How many rectangles can you see around you?</p>

paper. You can write for your child or you could write together. The focus is on thinking of questions rather than writing them. (You could ask all sorts of animal questions – follow your child’s interests.)

Try this:

- Find out what some animals really eat. Use books and websites, such as <https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/z96vb9q>

- Watch some ideas about bonds to ten
<https://www.youtube.com/watch?v=-PAV-gwoLTIs>
- Make your own hands-counter to show the pairs of numbers which add together to make ten.