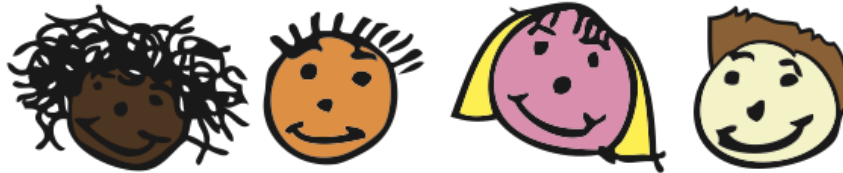


Bowes Primary School

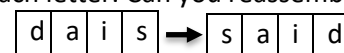
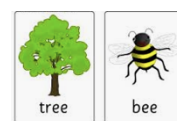


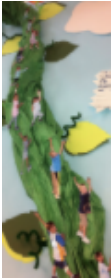
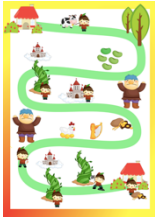
Home Learning Pack

Dear Parents

- We have provided several tasks that will support your child's learning during the current school closure.
- Many of the tasks are based on what the children would have been studying in class.
- Work can be recorded in your child's Home Learning book where appropriate.
- As teachers will not be able to oversee or feedback on this work, any support you can provide will be helpful.

| Year group: Reception | |
|-----------------------|--|
| Curriculum area | Tasks |
| Phonics | <p>*Each session will be split into 3 sections to be completed – keep it short and snappy, approx 15-20 minutes. These sessions will be revisiting sounds/words that have been taught in class*</p> <p>Session 1 'Revisit' – All sounds taught so far – flashcards (Page 6-9) 'Practise' – Go on a word hunt, find 1.6 green word cards (Page 12) around the house, sound out to read as they are found. How many did you find? Get a grown up to help you if you're stuck! 'Apply' – Can you write a sentence using a 1.6 word? e.g. I can sing.</p> <p>Session 2 'Revisit' – All sounds taught so far – flashcards (Page 6-9) 'Practise' – Have 1.7 green word cards face down, turn over a card and sound out the word. (Page 13-14). 'Apply' – Play 3,2,1 show me your sound fingers with your grown up. E.g. mat would need 3 sound fingers, m, a, t. The word stink would need four fingers. s, t, i, nk etc.</p> <p>Session 3 'Revisit' – All sounds taught so far – flashcards (Page 6-9). 'Practise' – Introduce ay. Discuss the picture, what are the children doing? Our rhyme is: May I play? Fred the frog normally helps us sound out our words. Can you draw and cut out your own fred the frog to help you sound out and read set 2 ay words? (Page 10) 'Apply' – Show ay green words, can they underline ay in each word and add in sound buttons to help them read each word?</p> <p>Session 4 'Revisit' – All sounds taught so far – flashcards (Page 6-9). 'Practise' – Introduce ee (Page 10). Discuss the picture, what are the children doing? Our rhyme is: What can you see? Hide ee in with existing set 1 flashcards. Play 'gotcha'. Children to say the names of the sounds shown, when ee appears they shout gotcha! (Page 6-10). 'Apply' – Visit forest phonics: https://www.ictgames.com/mobilePage/forestPhonics/index.html select 'ee' to practise spelling 'ee' words. OR Make an ee booklet. How many words can you write down that have the ee sound in them? Can you draw a picture as well?</p> <p>Session 5 'Revisit' – Revisit reading common/ RED words – is, it, in at, and, I, no, go, to, the, my, me, we, be, he, she, was, you, her, they, all, are, said, one, do, so, have, like (Page 15). 'Practise' – Choose five or six words. Write them out and cut out each letter. Can you reassemble the letters in the correct order to make the word? e.g. 'said' For more games to play with Red words see (Page 29) 'Apply' – Write a sentence using one or more of our red words. E.g. My Mum/Dad is the best.</p> <p>*As a school we follow Read, write, inc phonics. They have set up a Youtube channel: https://www.youtube.com/channel/UCo7fbLgY2oA_cFCI9GdxtQ to help children learning to read at home during school closure. They are streaming phonics, reading and spelling lessons every weekday. Each lesson is ten to fifteen minutes long and available for 24 hours. See https://www.ruthmiskin.com/media/filer_public/1b/7d/1b7df13e-4381-4bb5-866b-ac0549394947/ss_after_easter1.pdf for their weekly timetable.*</p> |



| | |
|-----------------------|--|
| <p>English</p> | <p>Focus book: Jack and the beanstalk</p> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • What story have we been reading? • Who are the characters in the story? • Retell the main events of the story to your grown up. <p>Please revisit the links below to refresh your memory! (online book links/ video clips) https://www.youtube.com/watch?v=pf9cVnfyhjM (Debbie and Friends) https://learnenglishkids.britishcouncil.org/short-stories/jack-and-the-beanstalk</p> <p>Short story print out. (Page 16)</p> <p>ACTIVITY IDEAS:</p> <ul style="list-style-type: none"> • We are going to use our imagination and great ideas to answer our big question – If you were to climb up the Beanstalk what will you see? Children can draw, paint, create the scene they can see and write a sentence to go with it e.g. I can see... Use our sound mat to help you form your letters. (Page 17) Extension: can you use the word ‘and’ to add some more detail to your sentence? Can you write a sentence about what you can hear as well? • Discuss story and talk about Jack’s decision to go into the Giant’s house. Should he have asked permission? Should he have stolen from the Giant? What could he do to make it up to the Giant? Write a letter from Jack apologising to the Giant for stealing his things. • Can you draw a story map to retell the story Jack and the beanstalk? Can you label your drawings? Use our word bank to help you label the pictures. (Page 18)   |
| <p>Maths</p> | <p>Show addition sign and children to discuss all the words that mean the same (add, addition, more, plus). Discuss what happens to the total number when you add them together (the number gets bigger). Have addition sums written on pieces of paper (page 19). Fold them up and place them in a bag/box. Ask children to choose a sum and use objects/ number line to work out the answer. Practise saying number sum together. For example: 5 pencils add 2 pencils equals 7 pencils.</p> <p>ACTIVITY IDEAS</p> <ul style="list-style-type: none"> • Encourage children to make their own first, then, now stories using small world resources (dinosaurs, animals, dolls etc). For example, “First there were 5 dolls in the house. Then 3 more dolls came home. Now there are 8 dolls”. Challenge children to record their stories as a number sum: $5 + 3 = 8$ • Dice addition – Roll a dice and count out the correct number of objects. Roll another dice and repeat. Add the two numbers together to find how many there are altogether. Practise recording this as a sum: $4 + 2 = 6$ • Number line addition (page 20-21) <p>*Your child doesn’t need to do every page of these sheets, please choose the sheet to match their confidence level. *</p> <p>Show subtraction sign and children to discuss all the words that mean the same (subtract, subtraction, less, minus). Discuss what happens to the total number when you take away (the number gets smaller). Have subtraction sums written on pieces of paper (page 22). Fold them up and place them in a bag/box. Ask children to choose a sum and use objects/ number line to work out the answer. Practise saying number sum together. For example: 8 take away 2 equals 6.</p> <p>ACTIVITY IDEAS</p> <ul style="list-style-type: none"> • ‘Playdough Smash’ game with sums to 10 –children to copy sums and write the answer (page 23) |

- Turn over a number card from 6-10 or 6-15 and count out the correct number of objects. Roll a dice and take this number of objects away from the set. How many do you have left? Practise recording this as a sum: $12 - 4 = 8$
- Word problems (addition and subtraction)– record sums on paper/ whiteboards (page 24-25)

Big number song (youtube) <https://www.youtube.com/watch?v=e0dJWfQHf8Y>

Have number cards faced down (to 20). Ask children to choose a card and ask “what number do you have?” (check recognition of teen numbers). Have a selection of objects (buttons, pens, play food etc). Ask children to count out correct number of objects to match the number they have chosen.
** check children are counting correctly.







ACTIVITY IDEAS

- Topmarks – Teddy numbers <https://www.topmarks.co.uk/learning-to-count/teddy-numbers>
- Number and quantity matching (page 26)
- Fingerprint counting (page 26)

Topic based project based on research

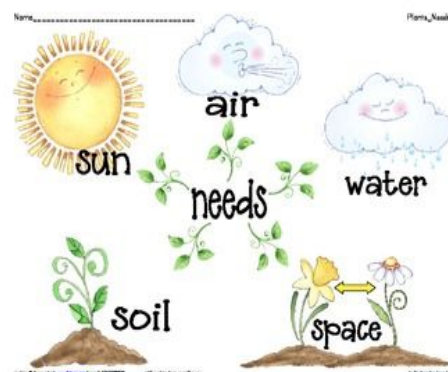
- Plant a seed of your choice. Watch over the coming weeks and keep a diary of the changes you see happening. You could take photos at each stage and label them. Happy planting!



| | |
|---|---|
| DAY: _____ Notes: _____  | DAY: _____ Notes: _____  |
| DAY: _____ Notes: _____  | DAY: _____ Notes: _____  |
| DAY: _____ Notes: _____  | DAY: _____ Notes: _____  |



- Ask children the BIG QUESTION – ‘What do plants need to grow?’. Discuss this with children and make a list of their ideas. Listen to: <https://www.youtube.com/watch?v=dUBIQ1fTRzI> (The needs of a plant Song). Make a poster to tell someone all the things that a plant needs to grow.



- Make a castle out of recycling materials (cereal boxes, kitchen roll tubes, yoghurt pots etc) and decorate your castle in any way to like (painting/ collage/ pens). Talk about or write a sentence to describe who lives in your castle.



- Observational drawing of plants or flowers (these can be in the garden, photos you have taken of flowers you may have seen on a walk or flowers/plants inside your home). Remind children of looking carefully at the plants/ flowers to draw exactly what they see and the importance of choosing the correct colours.



- Play a game of 'Simon/Simone Says' – While the rules of the game are simple, the options for movement are endless. Simon/Simone can have the children jumping like a kangaroo, standing as tall as a house, making funny faces, standing on one foot or waving their hands over their heads. Have fun!!!
- Learn the Song 'Growing Plants' (Page 27)



Brain wave!

- Make a bird feeder (Page 28)



Phonics

d



Bounce: d-d-d-dinosaur
Handwrite: Round his bottom, up his tall neck, down to his feet

p



Bounce: p-p-p-pirate
Handwrite: Down the plait and over the pirate's face

s



Stretch: ssssnake
Handwrite: Slither down the snake

n




Stretch: nnnnet
Handwrite: Down Nobby, over his net

a



Bounce: a-a-a-apple
Handwrite: Round the apple, down the leaf

i



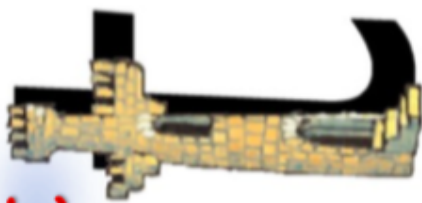
Bounce: i-i-i-insect
Handwrite: Down the body, dot for the head

m

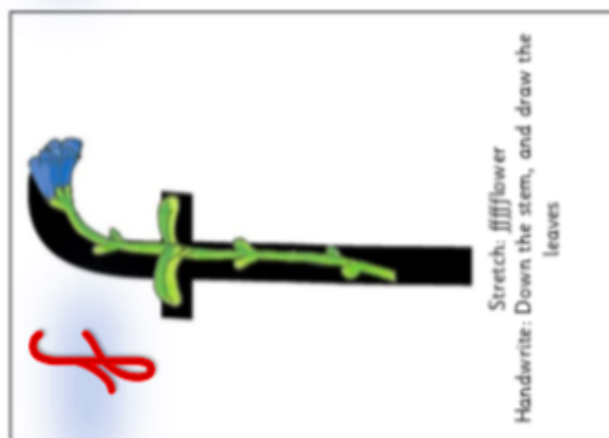
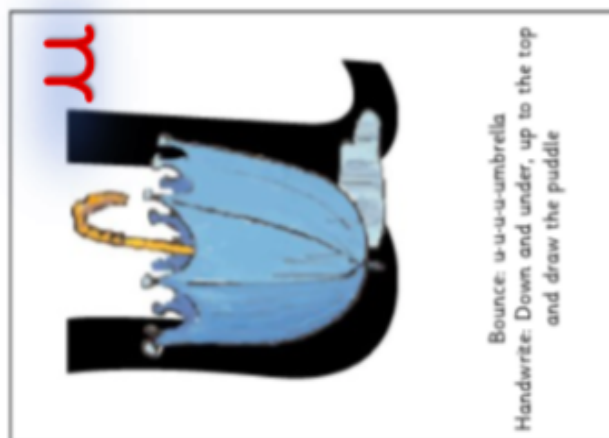
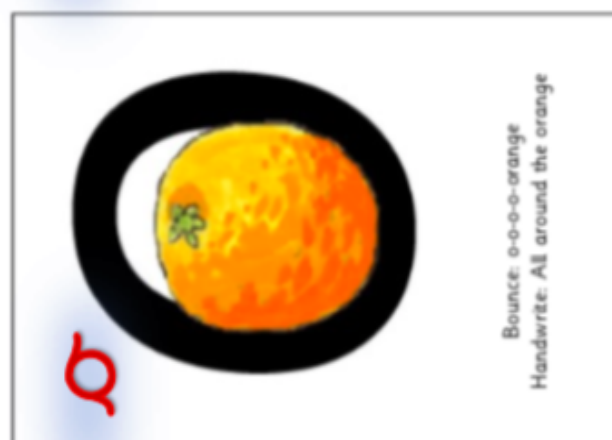


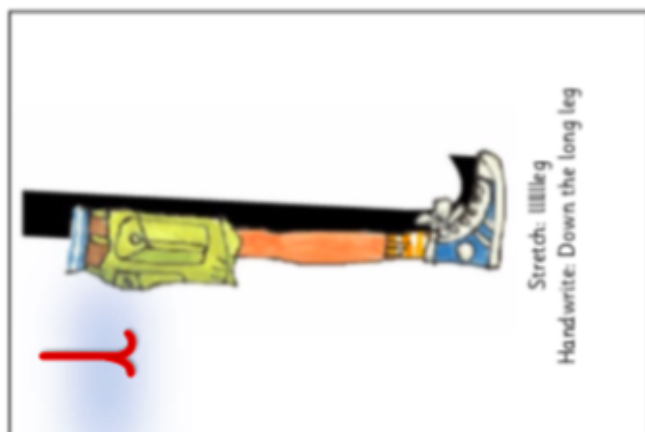
Stretch: mmmmountain
Handwrite: Maisie, mountain, mountain

t



Bounce: t-t-t-tower
Handwrite: Down the tower, across the tower





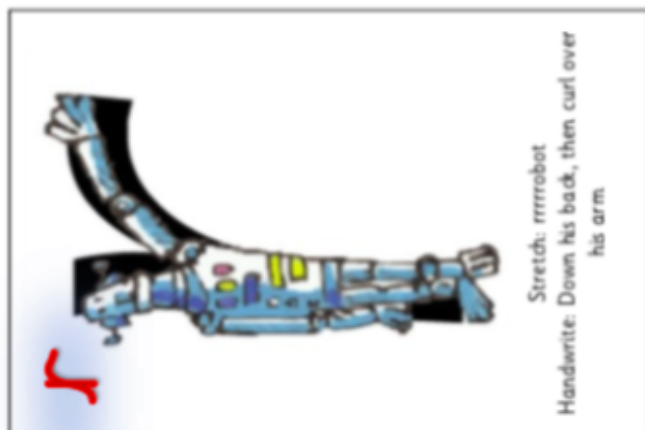
Stretch: 100%



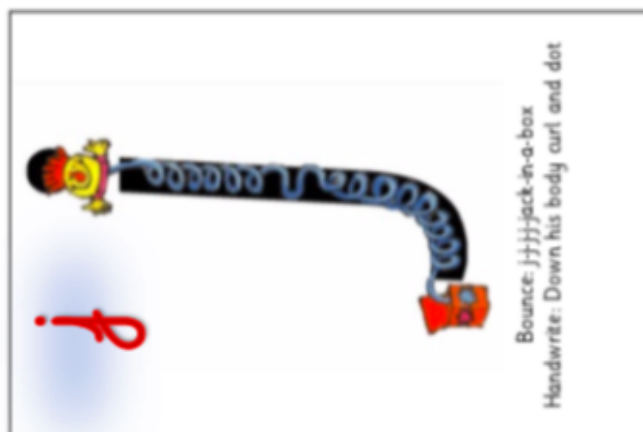
Bounce: h-h-h-h-horse



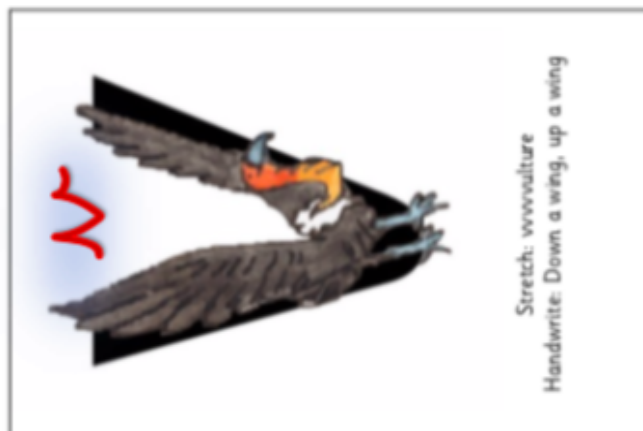
Stretch: shhhh says the horse to the hissing



Stretch: rrrrrobot



Bounce: j-j-j-jack-in-a-box

Stretch: www.vulture.com

Source: y-y-y-yak



Bounce: w-w-w-worm

th



Stretch: thhhhh
Handwrite: The princess in the tower is rescued by the horse.
She say: thhankyou

z



Stretch: zzzzzp
Handwrite: Zig-zag-zig

ch



Bounce: ch-ch-ch-doo
The horse sneezes when the caterpillar's hairs get up his nose

qu



Bounce: qu-qu-qu-queen
Handwrite: Round her head, up past her earrings and down her hair

x



Bounce: x-x-x-x-exercise
Handwrite: Down the arm and leg and repeat the other side

ng



thing on a string
1. thing, ping, string, wing, sing, song, pong, song, bang

nk



I think I stink
1. think, stink, wink, sink, blink, link, pink, plank, thank, sunk



ay

may I play?


2. day, play, may, way, lay, say, tray, spray



ee

what can you see?

2. see, three, been, green, seen, keep, need, sleep, feel



igh

fly high

2. high, night, light, fright, bright, sight, might



ow

blow the snow

2. blow, snow, slow, show, know, flow, glow



oo

poor at the zoo

2. too, zoo, mood, fool, pool, stool, moon, spoon



oo

look at a book

2. took, look, back, shook, cook, foot



ar

start the car

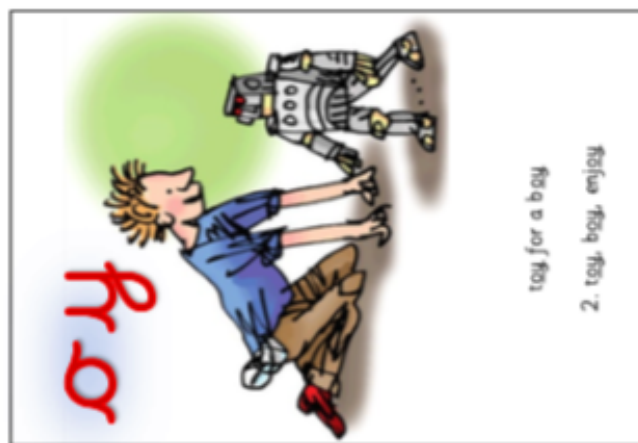
2. car, bar, star, park, smart, start, sharp, spark



or

shut the door

2. sort, short, worn, horse, sport, snort, fork



| | | |
|------|------|-------|
| wing | chin | thick |
| chop | chat | quit |
| quiz | sing | thing |
| bang | this | thin |
| fix | six | zag |
| zip | fox | box |

| | | |
|-------|-------|-------|
| stink | wink | back |
| skin | slid | slip |
| grin | prop | pram |
| from | clip | gran |
| hand | stand | stamp |
| flop | frog | jump |
| black | flag | think |
| skip | best | trip |
| blob | brat | drip |

| | | |
|-------|------|-------|
| drop | blip | fluff |
| dress | huff | mess |
| test | trap | spit |
| stop | spot | strop |

| | | |
|-----|------|-------|
| I | no | go |
| to | the | he |
| she | we | me |
| be | was | my |
| all | they | you |
| are | said | one |
| of | your | there |



Jack and the beanstalk

Short story

Once upon a time there was a boy called Jack. He lived with his mother. They were very poor. All they had was a cow.

One morning, Jack's mother told Jack to take their cow to market and sell her. On the way, Jack met a man. He gave Jack some magic beans for the cow.



Jack took the beans and went back home. When Jack's mother saw the beans she was very angry. She threw the beans out of the window.

The next morning, Jack looked out of the window. There was a giant beanstalk. He went outside and started to climb the beanstalk.

He climbed up to the sky through the clouds. Jack saw a beautiful castle. He went inside.

Jack heard a voice. 'Fee, fi, fo, fum!' Jack ran into a cupboard.

An enormous giant came into the room and sat down. On the table there was a hen and a golden harp.

'Lay!' said the giant. The hen laid an egg. It was made of gold. 'Sing!' said the giant. The harp began to sing. Soon the giant was asleep.

Jack jumped out of the cupboard. He took the hen and the harp. Suddenly, the harp sang, 'Help, master!'

The giant woke up and shouted, 'Fee, fi, fo, fum!' Jack ran and started climbing down the beanstalk. The giant came down after him.

Jack shouted, 'Mother! Help!' Jack's mother took an axe and chopped down the beanstalk. The giant fell and crashed to the ground. Nobody ever saw him again.

With the golden eggs and the magic harp, Jack and his mother lived happily ever after.

| | | | | | | | | | |
|---|---|---|---|----|---|-----|---|----|---|
| a |  | k |  | u |  | qu |  | ar |  |
| b |  | l |  | v |  | ch |  | lr |  |
| c |  | m |  | w |  | ro |  | no |  |
| d |  | n |  | x |  | ee |  | ro |  |
| e |  | o |  | y |  | igh |  | | |
| f |  | p |  | z |  | ow |  | | |
| g |  | q |  | th |  | oo |  | | |
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| i |  | s |  | ng |  | ar |  | | |
| j |  | t |  | nk |  | or |  | | |

Jack and the Beanstalk



Jack



beanstalk



Jack's mother



cottage



cow



magic beans



bean seller



climb



castle



clouds



eggs



hen



harp



gold



giant



fell

| | |
|------------|------------|
| $5 + 3 =$ | $6 + 2 =$ |
| $4 + 3 =$ | $7 + 2 =$ |
| $8 + 3 =$ | $9 + 2 =$ |
| $11 + 7 =$ | $10 + 2 =$ |
| $16 + 3 =$ | $15 + 4 =$ |
| $14 + 4 =$ | $17 + 3 =$ |

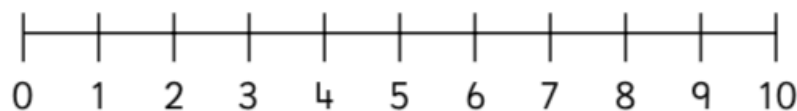


Number Line Addition

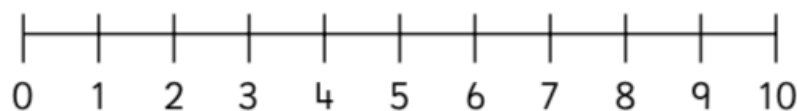


Finish the number sentences. Use the number lines to help.

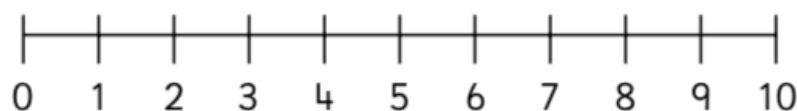
$1 + 8 = \square$



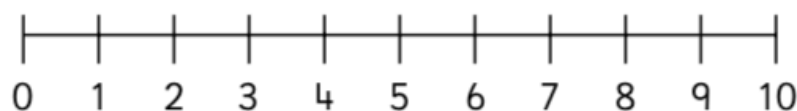
$2 + 5 = \square$



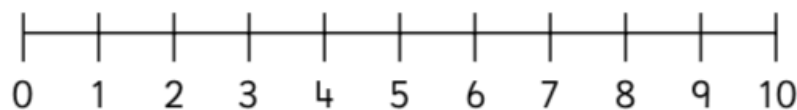
$6 + 3 = \square$



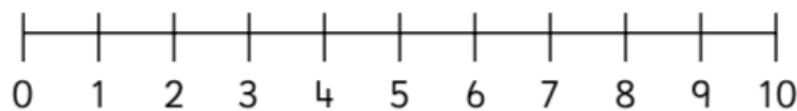
$5 + 5 = \square$



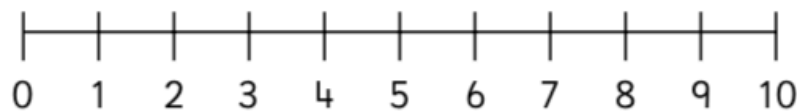
$7 + 2 = \square$



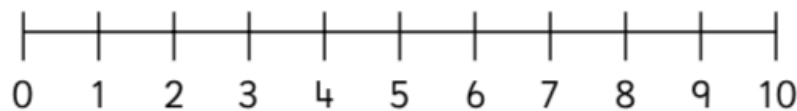
$3 + 4 = \square$



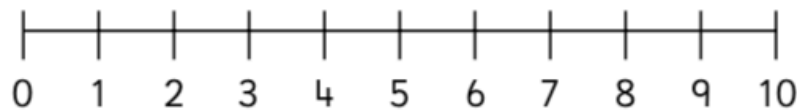
$4 + 2 = \square$



$3 + 5 = \square$



$8 + 1 = \square$

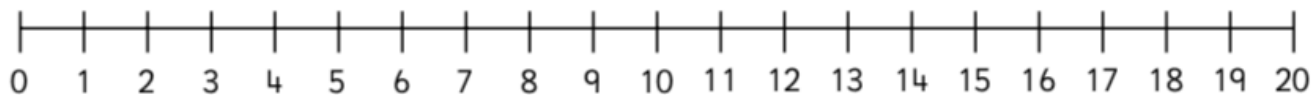




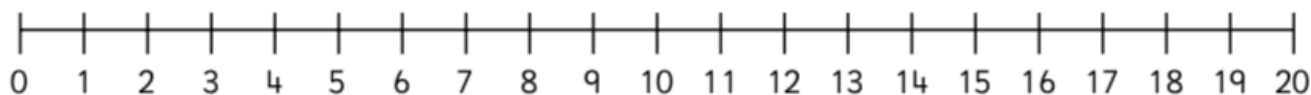
Number Line Addition



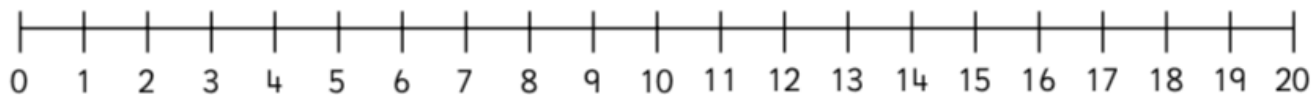
Finish the number sentences. Use the number lines to help.



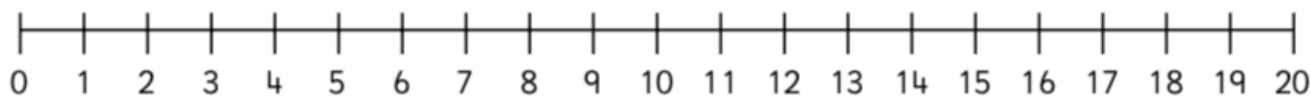
$$9 + 7 = \square$$



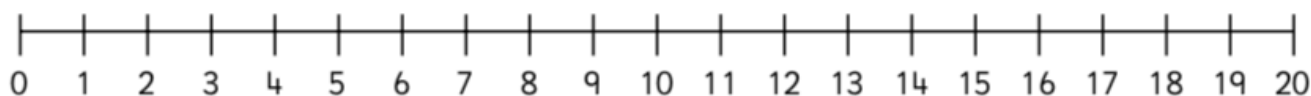
$$14 + 3 = \square$$



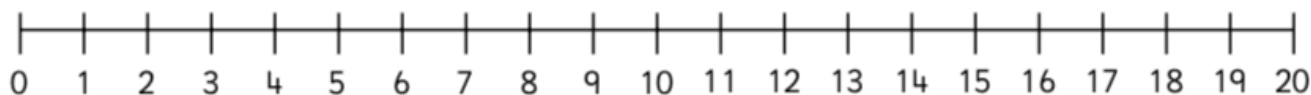
$$17 + 2 = \square$$



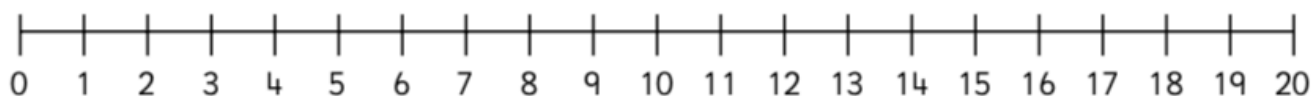
$$5 + 11 = \square$$



$$6 + 6 = \square$$



$$8 + 12 = \square$$



$$13 + 3 = \square$$

$$6 - 2 =$$

$$8 - 5 =$$

$$7 - 4 =$$

$$9 - 6 =$$

$$5 - 3 =$$

$$10 - 2 =$$

$$11 - 3 =$$

$$13 - 5 =$$

$$16 - 4 =$$

$$12 - 4 =$$

$$15 - 3 =$$

$$17 - 7 =$$

$$18 - 5 =$$

$$20 - 8 =$$

| | |
|------------|------------|
| $5 - 2 =$ | $4 - 3 =$ |
| $6 - 2 =$ | $5 - 4 =$ |
| $7 - 2 =$ | $6 - 3 =$ |
| $4 - 1 =$ | $3 - 2 =$ |
| $7 - 4 =$ | $8 - 2 =$ |
| $9 - 6 =$ | $9 - 5 =$ |
| $10 - 5 =$ | $10 - 4 =$ |



Sammy the giraffe has 5 spots. Timmy the giraffe has 6 spots. How many spots are there in total?



There were 7 stars in space. An alien spaceship zapped 3 away! How many stars were left?



The happy penguin ate 4 fish. His friend ate 5 fish. How many fish did they eat in total?



Jim had 8 sweets. Lee gave him 4 more. How many sweets has Jim got now?



Liz had 11 slices of pizza. She ate 5 slices. How many does she have left now?



Tom had 13 cars. Jen gave him 4 more. How many cars has he got now?



Sam saw 15 rabbits in the field. 7 rabbits hopped away. How many are left in the field?



Jack had 17 magic beans. He accidentally dropped 4. How many does he have left?



Ben cycles 16 miles to school. Bob cycles 21 miles to school. How many miles less does Ben cycle?



Abi plays outside for 15 minutes. Joe plays outside for 22 minutes. How many minutes longer is Joe outside?



Zoe bakes 12 cookies for her friends. Pip eats 6. How many are left?



Ashley had 16 colouring pencils. Joe takes 7 to use. How many does Ashley have left?



Toby catches 9 mice. 4 of the mice escape. How many does Toby have now?



The yellow flower has 10 petals. The blue flower has 3 petals. How many less does the blue flower have?



The villain caught 14 people. The superhero rescued 8. How many does the villain still have?



Sammy the giraffe has 16 spots. Timmy the giraffe has 9 spots. How many spots are there in total?



There were 21 stars in space. An alien spaceship zapped 6 away! How many stars were left?



The happy penguin ate 19 fish. His friend ate 5 fish. How many fish did they eat in total?



Jim had 22 sweets. Lee gave him 8 more. How many sweets has Jim got?



Liz had 19 slices of pizza. She ate 7 slices. How many does she have left now?



Tom had 16 cars. Jen gave him 8 more. How many cars has he got now?



Sam saw 11 rabbits in the field. 7 rabbits hopped away. How many are left in the field?



Jack had 17 magic beans. He accidently dropped 8. How many does he have left?



Ben cycles 16 miles to school. Bob cycles 21 miles to school. How many miles less does Ben cycle?



Abi plays outside for 15 minutes. Joe plays outside for 22 minutes. How many minutes longer is Joe outside?



Zoe bakes 24 cookies for her friends. Pip eats 6. How many are left?



Ashley had 16 colouring pencils. Joe takes 7 to use. How many does Ashley have left?



Toby catches 13 mice. 7 of the mice escape. How many does Toby have now?

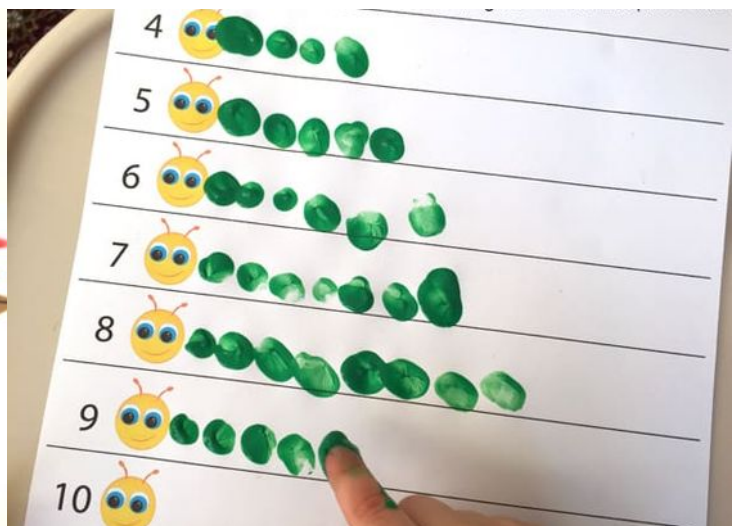
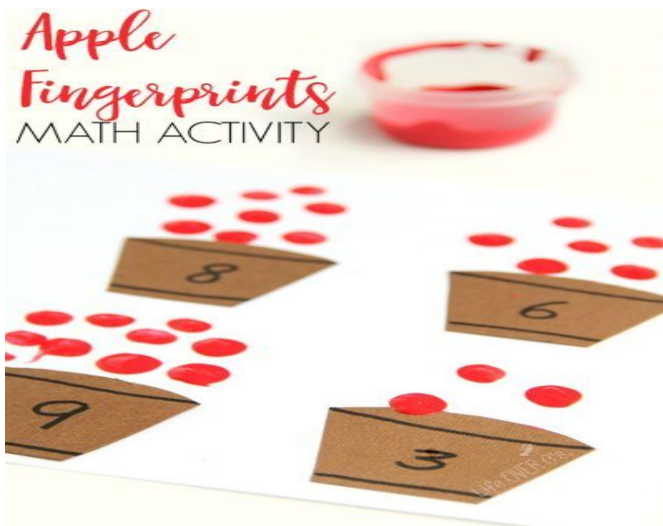


The yellow flower has 10 petals. The blue flower has 3 petals. How many less does the blue flower have?



The villain caught 14 people. The superhero rescued 8. How many does the villain still have?





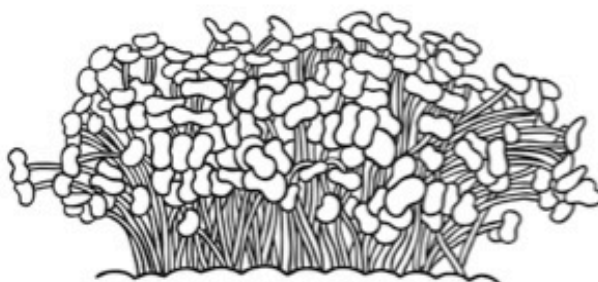
Growing Plants Song

(Sing to the tune of 'London's Burning'.)

Dig a small hole, dig a small hole.
Put the seed in, put the seed in.
Cover, cover! Cover, cover!
Pour on water, pour on water.

It is growing, it is growing.
See a seedling, see a seedling.
Growing, growing! Growing, growing!
Sun and water, sun and water.

Flowers blooming, flowers blooming.
Fruits are growing, fruits are growing.
New seeds! New seeds!
Starts again and starts again.



(You may wish to add your own actions to the song.)

Cheerio Bird Feeder



You will need:

- Cheerio's
- String

DIRECTIONS:

1. First, cut a piece of string and tie a knot on one end.
2. Next, thread some Cheerio's onto your string.
3. Then tie the two ends of the string together.
4. Finally, find a place to hang your bird feeder and watch the birds enjoy the treat!



You will need:

- Lolly stick
- Toilet paper roll
- Peanut butter
- Birdseed (seeds and nuts)
- String

DIRECTIONS:

1. Using a lolly stick, cover outside of toilet paper roll with peanut butter.
2. Roll the peanut butter covered toilet paper roll in the bird seed until covered.
3. Thread a piece of string through the toilet paper roll and knot.
4. Hang where birds can enjoy.

SIGHT WORD Cup Crash!



coffeecupsandcrayons.com



SIGHT WORD High Five!



What the Teacher Wants!

