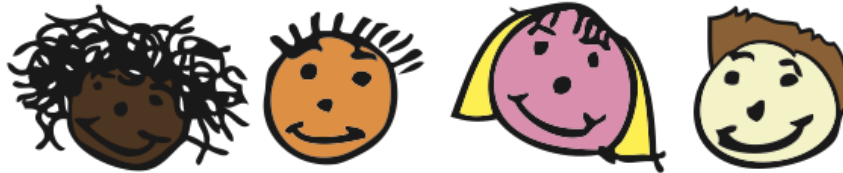


Bowes Primary School



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>*Take this at your own pace but please do revisit the sounds daily to ensure your child recognises them. This will support their reading and writing*</p> <p>Session 1</p> <p>‘Revisit’ – All sounds taught so far – flashcards (page 9-15).</p> <p>‘Practise’ – Teach reading consonant, vowel, consonant, consonant (CVCC) words. Write the word ‘ten’ down. Sound out and blend to read. Add the letter t to make tent. Sound out again. Ask children to join in. Repeat with CVCC words (page 16). Or watch this cvcc video and practise sounding out each word to read. https://www.youtube.com/watch?v=xG-xKG7I83E</p> <p>‘Apply’ – Write out these sentences for your child to read: Help! I got a bump on the leg. A tent will get damp in the rain. Milk is good for teeth and gums.</p> <p>Session 2</p> <p>‘Revisit’ – All sounds taught so far – flashcards (page 9-15).</p> <p>‘Practise’ – Show CVCC words, blend to read (page 16). Play Picnic on Pluto, phase 4, cvcc, set 1-7. https://new.phonicsplay.co.uk/resources/phase/2/picnic-on-pluto</p> <p>‘Apply’ – Write out these sentences for your child to read: Mum said, “It is best not to jump on the bed.” A lost chimp felt so sad he wept. This belt is so tight, it hurts.</p> <p>Session 3</p> <p>‘Revisit’ – All sounds taught so far – flashcards (page 9-15).</p> <p>‘Practise’ – Show CVCC words, blend to read (page 16). Play a cvcc spelling game, click on ‘Egg hunt’. https://www.spellzone.com/word_lists/games-11124.htm</p> <p>‘Apply’ – Write out these sentences for your child to read: I think that pink socks might be the best. If you feel down in the dumps then jump and sing.</p> <p>Session 4</p> <p>‘Revisit’ – All sounds taught so far – flashcards (page 9-15).</p> <p>‘Practise’ – Give your child a small phoneme frame (page 18). Read out these words: tent, jump, chimp, pond, milk and ask your child to create them in the phoneme frame with magnetic letters, letter cards or by writing them in. <table border="1" style="display: inline-table; vertical-align: middle;">ch</table> <table border="1" style="display: inline-table; vertical-align: middle;">i</table> <table border="1" style="display: inline-table; vertical-align: middle;">m</table> <table border="1" style="display: inline-table; vertical-align: middle;">p</table> E.g. <table border="1" style="display: inline-table; vertical-align: middle;">j</table> <table border="1" style="display: inline-table; vertical-align: middle;">u</table> <table border="1" style="display: inline-table; vertical-align: middle;">m</table> <table border="1" style="display: inline-table; vertical-align: middle;">p</table></p> <p>‘Apply’ – Dictate these sentences for your child to write: The chimp sings a song as he jumps up and down. We put the tent next to the pond. He put the milk in the sink.</p> <p>Session 5</p> <p>‘Revisit’ – Revisit reading common/ Red word (page 17).</p> <p>‘Practise’ – Play Spooky Spellings, Year 1. Introduce new red words little and once. http://www.ictgames.com/mobilePage/spookySpellings/index.html</p> <p>‘Apply’ – Think and write one or two sentences using the words little and once. E.g. Once upon a time there was a little bug.</p> <p>*As a school we follow Read, write, inc phonics. They have set up a Youtube channel https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ 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. https://www.ruthmiskin.com/media/filer_public/1b/7d/1b7df13e-4381-4bb5-866b-ac0549394947/ss_after_easter1.pdf*</p>

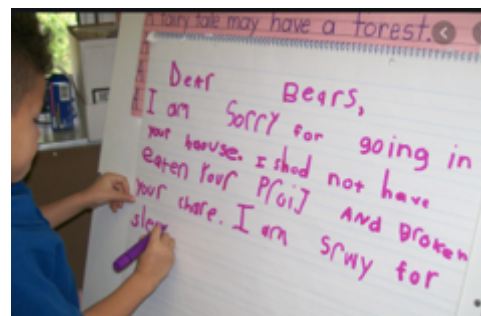


Focus book: Goldilocks and the Three Bears

Watch Debbie and friends Goldilocks and the Three Bears,
<https://www.youtube.com/watch?v=UaulRHrJGeU> or read the short story
 print out (page 19).

**ACTIVITY IDEAS:**

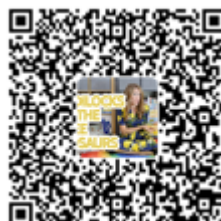
- Ask questions to recap the story: who are the characters? What happens at the beginning of the story? Who enters their house? What does she do? What happens next? What happens at the end of the story? Think about Goldilocks. Discuss the choices she made (going into the three bears house, eating the porridge, breaking the chair, running away). What do you think Goldilocks could do to say sorry? Write a letter from Goldilocks to the Three Bears to say sorry for what she has done. Discuss the format of a letter, how do you begin a letter? How do you end a letter? You could start your sentence, I am sorry for...



- Use the picture prompts (page 20) to order the story. Can you write a sentence to go with each picture? This can be done over a few days and does not have to be done all in one day (extended writing piece).



- Get creative! Can you think of a way to change the story? You could change the characters, food that Goldilocks eats or objects she breaks. Write out your new sentence or sentences. If you are looking for inspiration, watch Goldilocks and the Three Dinosaurs
<https://www.youtube.com/watch?v=uCwNMg6EK5k>



Maths

Addition – using the method of counting on

Watch these 'Addition by counting on' videos to demonstrate counting on and how to record this as a sum. Explain to children that you can start with any number when adding two numbers together but it is easier to start with the bigger number.

<https://www.youtube.com/watch?v=WRb5iK5fZD0>

<https://www.youtube.com/watch?v=PUY072JHE4g>



ACTIVITY IDEAS

- Roll a dice or use an interactive dice and count out the correct number of objects (use any resources you may have at home, i.e. buttons, pasta, toys, socks etc). Roll the dice again and count out the new number of objects. Ask "how many altogether?" and count to find the total. Encourage children to use the strategy of **counting on** to work out the sum. Practise recording this as a number sum using the correct mathematical symbols → $5 + 3 = 8$

Link for an interactive dice - <https://bit.ly/2XklTww>



Interactive Dice.



- Play the 'Robot Addition' game - <https://www.topmarks.co.uk/addition/robot-addition>



- Use a pack of playing cards or number cards to 10/20 (you can make your own with your child as an extra little activity and number formation practise!). Turn over two cards and add them together. Ask "how many altogether?". Encourage children to use the strategy of **counting on** and support them to use a number line (page 22) to work out the answer. Practise recording this as a sum using the correct mathematical symbols → $8 + 4 = 12$



** Try a game of 'Snakes and Ladders'. This game encourages turn taking, counting forwards and backwards and helps to develop focus and concentration.

Subtraction – Using the method of counting back

Watch this video to show how you subtract by counting back using a number line. This video demonstrates counting back from the bigger number and how to record this as a sum.

https://www.youtube.com/watch?v=NYzqNRuMp_U



ACTIVITY IDEAS

- Play a game of Skittles (if you don't have a set of skittles you could make your own with plastic bottles/cups and use a pair of rolled-up socks for the ball). Set these up and roll the ball to knock some down. Ask "how many are left?". Can children write the matching number sum using the correct symbols, i.e $10 - 4 = 6$



- Play 'Rabbit Takeaway' <http://www.rabbittakeaway.co.uk/activity/>



- Choose a subtraction sum (page 22) – children to copy the sum out and use a number line (page 22) to work out the answer.

****Challenge – Try this colour subtraction snake activity (page 23) or you could make your own colour subtraction snake.**

Number bonds to 10

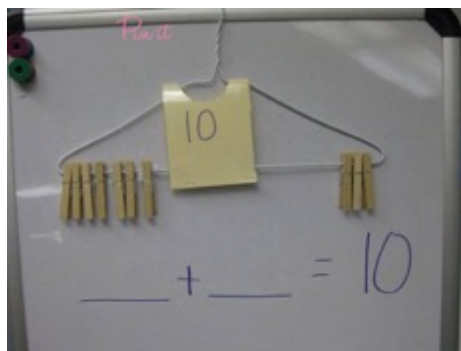
Give children 5 objects (pasta, spoons, small world toys etc). Adult to show children different ways they can split them into two groups. Adult to model writing the matching sum to show children, talking it through each time. For example, four plus one equals five.

Ask 'What do you notice about the answer? (it is always the same!)

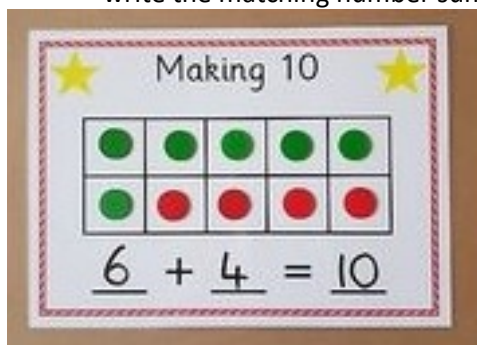
Explain that you can find lots of different ways to make different numbers.

ACTIVITY IDEAS

- Rainbow to 10 activity – can you write all the sums of different ways to make 10 (Page 24)
- Pegs and coat hanger (to 10 or more) – split the pegs up into two groups and write the matching number sum.



- Using a 10's frame (page 25) – choose two food items (smarties/ raisins/ pasta/rice) OR two different coloured objects (playdough/ blocks etc). Place objects into the 10's frame and write the matching number sum.



Topic based project based on research

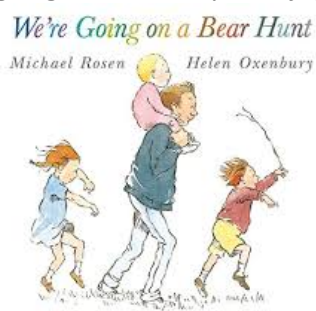
- Learn the 'Goldilocks song' - <https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-when-goldilocks-went-to-the-house-of-the-bears/zbkrf4j> Use this link to listen to the song. Can you add some actions to the song and sing it to your grown up? You can find the song lyrics on page 26.



- Become a scientist!! Start by making a scientist hat or some goggles! Have a go at these experiments
 - [Skittles science experiment](https://thedadlab.com/skittles-science-experiment/) - <https://thedadlab.com/skittles-science-experiment/>
 - bubbling magic potions (page 27)
 - First Discoveries have lots of other ideas to try at home too!
<https://www.firstdiscoverers.co.uk/early-years-science-activities-eyfs/> What did you find out? Take some photos and write a caption to match.



- Read/ Listen to the story 'We're going on a bear hunt'
 - <https://www.youtube.com/watch?v=0gyl6yDwds>
 - Try out Cosmic Kids Yoga which links to the story.
<https://www.youtube.com/watch?v=KAT5NiWHFIU>
 - Did you enjoy doing Yoga? What did you enjoy/ not enjoy about it?


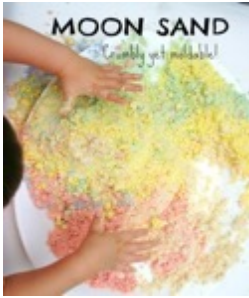


- Make a collage of your own forest scene by using different materials and creating different textures. You might want to try adding salt/ sugar/ sand etc to some paint.

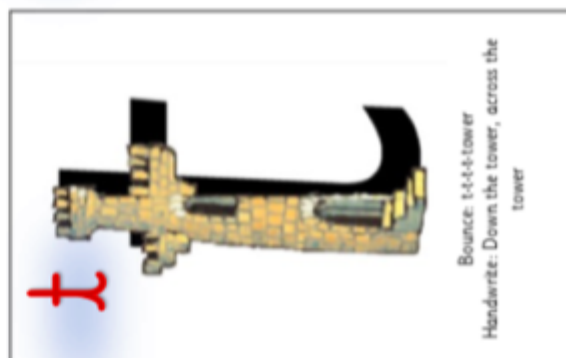
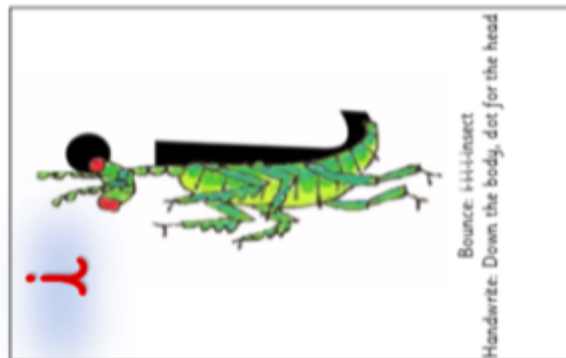
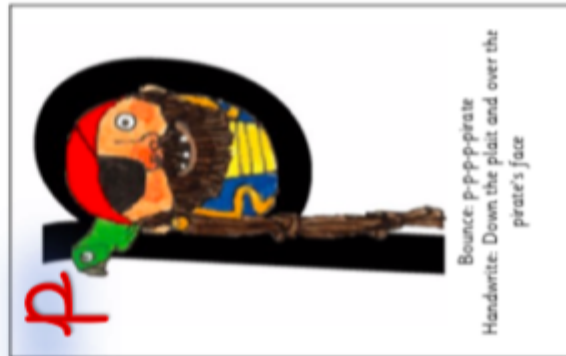


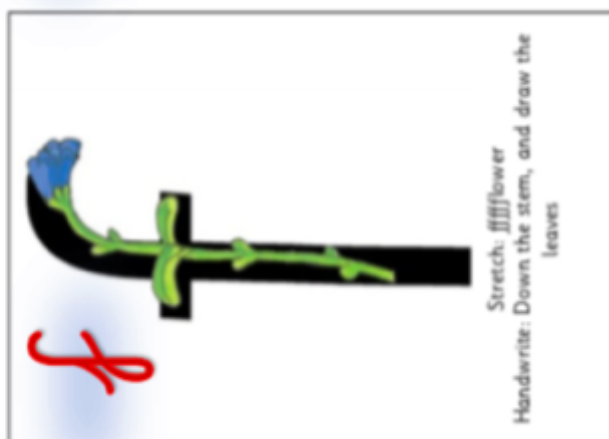
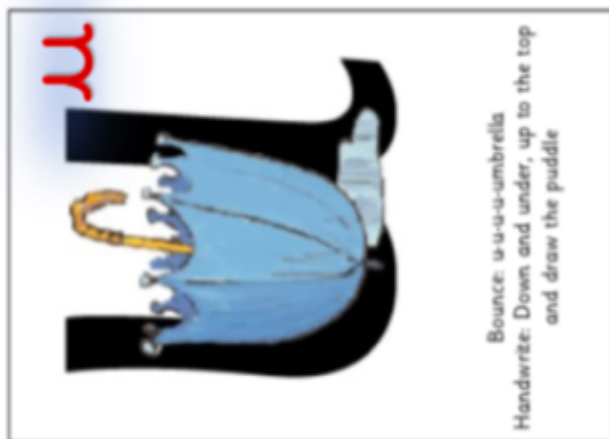
- Make a story box of a scene from 'Goldilocks and the three bears' (e.g. the forest, baby bears room etc)




	<ul style="list-style-type: none"> Retell a story using some teddies – get your grown up to record you and send your story to a friend or a relative. 
Brain wave!	<ul style="list-style-type: none"> Make a batch of ‘Moon Sand’ <p>The wonderful fun with moon sand is that it is very crumbly but can be simply moulded by pressing it together! Once moulded, it can be broken down to its original crumbly texture. This makes it wonderful for open-ended play!</p> <div data-bbox="264 824 513 1120">  </div> <div data-bbox="555 824 1225 1137"> <p>Moon Sand Recipe</p> <p>The ratio to make moon sand is simple –</p> <p>8 cups of all-purpose flour</p> <p>1 cup of vegetable oil.</p> </div>

Phonics





l



Stretch: lllllg
Handwrite: Down the long leg

h




Bounce: h-h-h-horse
Handwrite: Down the head to the hooves and over his back

sh




Stretch: shhhhh says the horse to the hissing snake
Handwrite: shhhhh

r




Stretch: rrrrrrobot
Handwrite: Down his back, then curl over his arm

j




Bounce: j-j-j-jack-in-a-box
Handwrite: Down his body curl and dot

w



Stretch: wwwwulture
Handwrite: Down a wing, up a wing

y



Bounce: y-y-y-yak
Handwrite: Down a horn up a horn and under his head

w



Bounce: w-w-w-w-worm
Handwrite: Down, up, down, up

th



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

z



Stretch: zzzzz
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, sang, pong, song, bang

nk



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



ay

may I play?

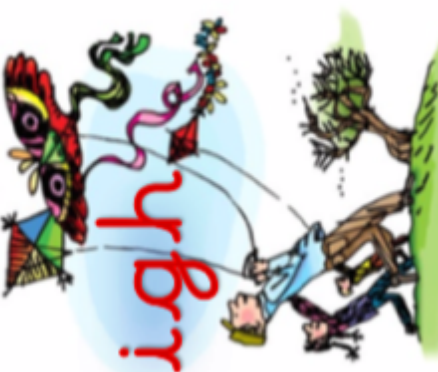
2. day, play, may, way, lay, say, tray, spray



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

po.o at the zoo

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



oo

look at a book

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



ar

start the car

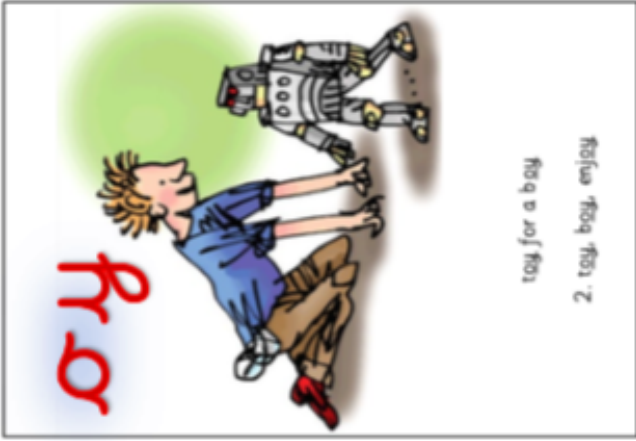
2. car, bar, star, park, smart, start, sharp, spark

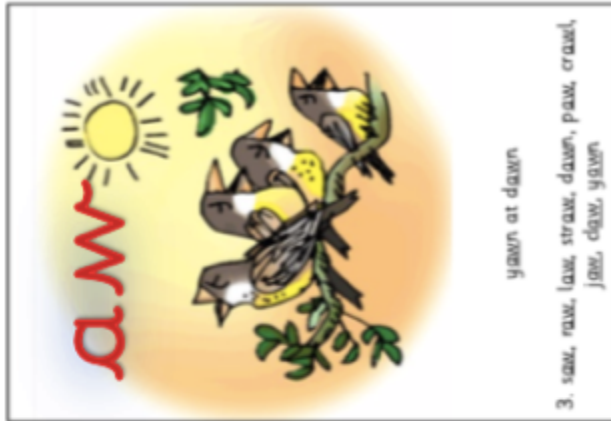


or

shut the door

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

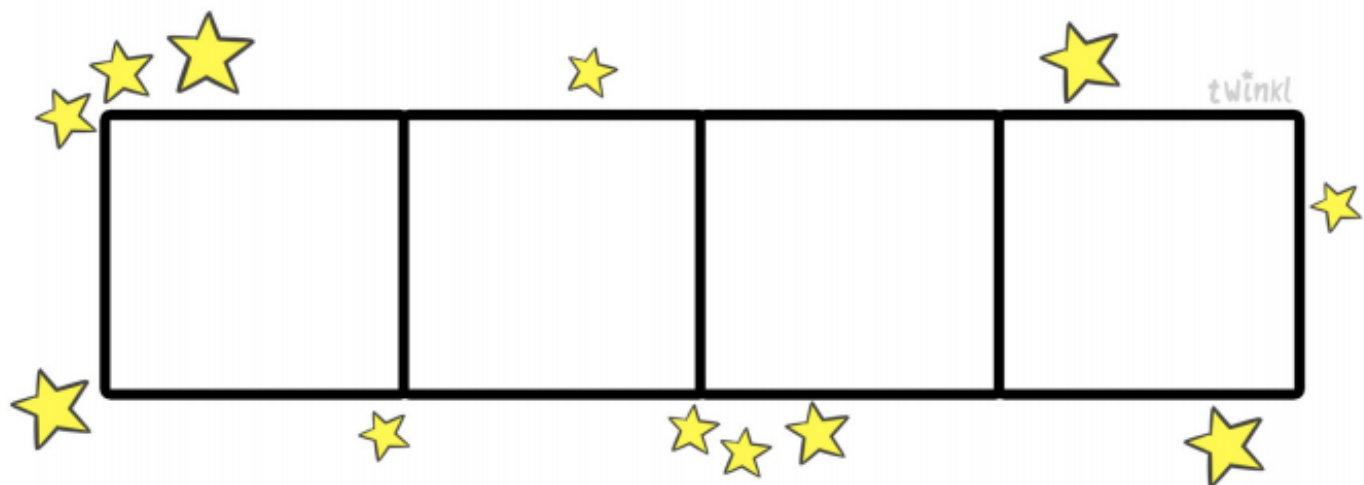
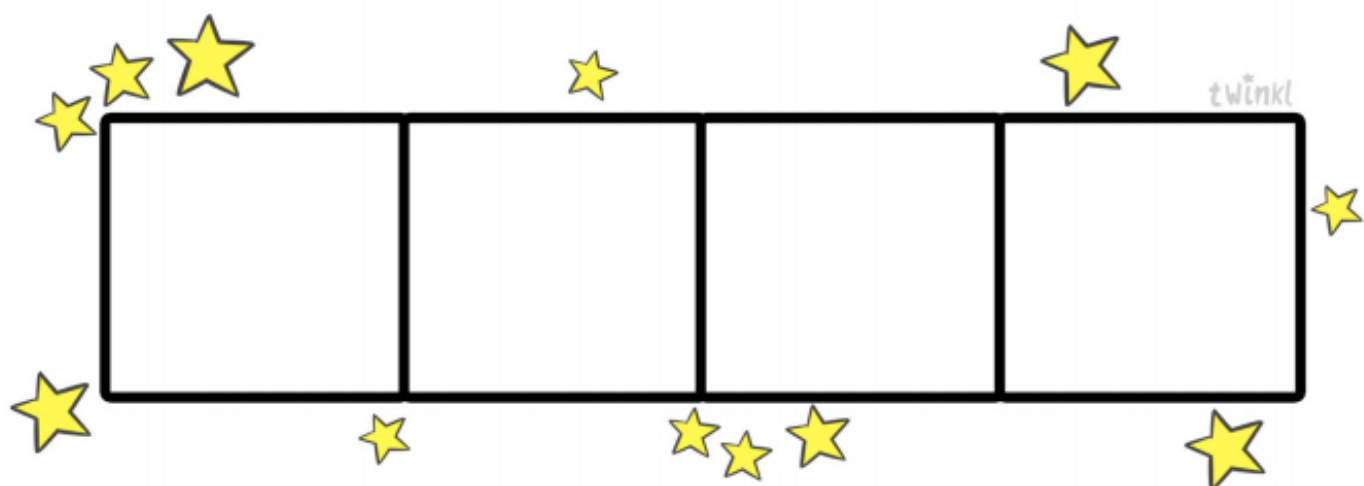
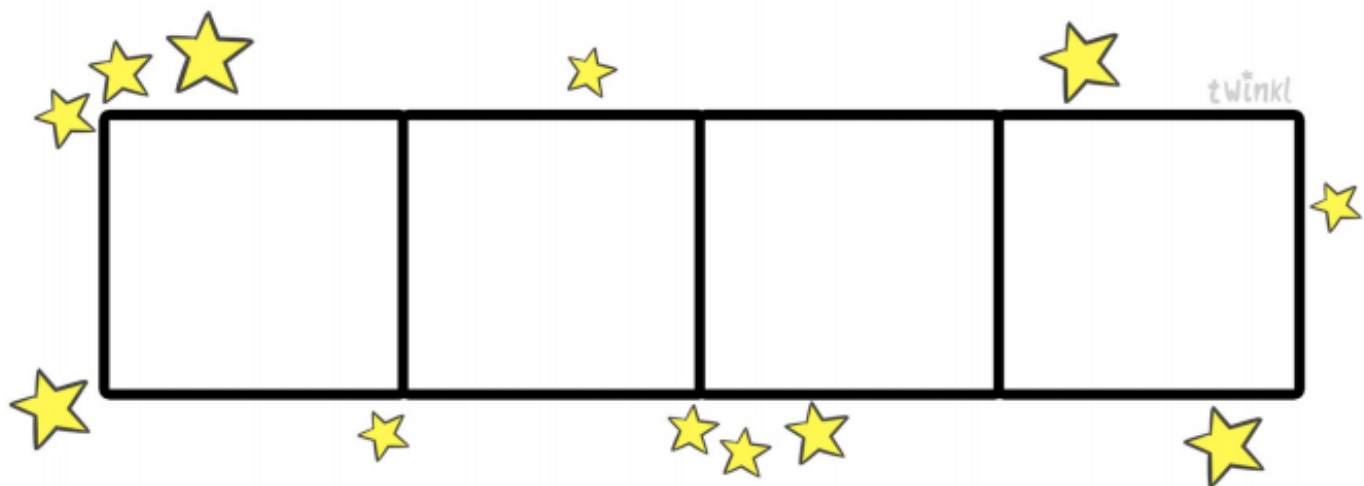




milk	band	pond
camp	melt	tusk
vest	lift	soft

little	once
--------	------

I	no	go
to	the	he
she	we	me
be	was	my
all	they	you
are	said	one
of	your	like
some	come	there
have	were	
little	once	





Goldilocks and the three bears

Short story

Once upon a time there was a little girl. Her name was Goldilocks. She had golden hair.

One day Goldilocks was walking in the forest. She saw a house and knocked on the door. She went inside. Nobody was there.

Goldilocks saw three bowls on the table. She was hungry.

'This porridge is too hot! This porridge is too cold! This porridge is just right!' Goldilocks ate all the porridge.

Goldilocks was tired now. 'This chair is too big! This chair is too big, too! This chair is just right!' But the chair broke!

Goldilocks was very tired. She went upstairs. 'This bed is too hard! This bed is too soft! This bed is just right!'

Soon, the bears came home.

'Someone's been eating my porridge!' said Daddy Bear.

'Someone's been eating my porridge!' said Mummy Bear.

'Someone's been eating my porridge – and it's all gone!' said Baby Bear.

'Someone's been sitting on my chair!' said Daddy Bear.

'Someone's been sitting on my chair!' said Mummy Bear.

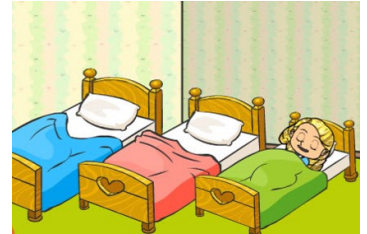
'Someone's been sitting on my chair – and it's broken!' said Baby Bear.

'Someone's been sleeping in my bed!' said Daddy Bear.

'Someone's been sleeping in my bed!' said Mummy Bear.

'Someone's been sleeping in my bed – and she's still there!' said Baby Bear.

Goldilocks woke up and saw the three bears. 'Help!' She ran downstairs and into the forest. She never came back again.



Listen to this story

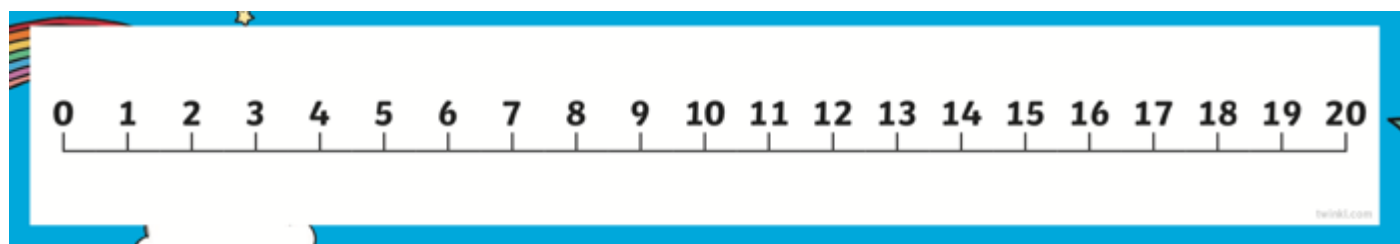
<https://learnenglishkids.britishcouncil.org/en/short-stories/goldilocks-and-the-three-bears>

www.britishcouncil.org/learnenglishkids

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a		q		c		d		e		f		g		h		i		j	
u		r		ch		ee		lgh		ow		oo		oo		ar		or	
n		v		rv		ee		gh		ow		oo		oo		ar		ng	
m		w		rv		ee		gh		ow		oo		oo		ar		s	
l		b		c		d		e		f		g		h		i		t	
k		q		m		n		o		p		q		r		s		nk	
rv		rv		rv		rv		gh		ow		oo		oo		ar		or	



$$7 - 6 =$$

$$6 - 3 =$$

$$14 - 6 =$$

$$7 - 4 =$$

$$8 - 5 =$$

$$9 - 6 =$$

$$15 - 5 =$$

$$9 - 3 =$$

$$17 - 5 =$$

$$18 - 3 =$$

$$10 - 6 =$$

$$10 - 4 =$$

$$19 - 4 =$$

$$18 - 5 =$$

Snake Subtraction from 20

Match the colours to the numbers.

1-3 = red

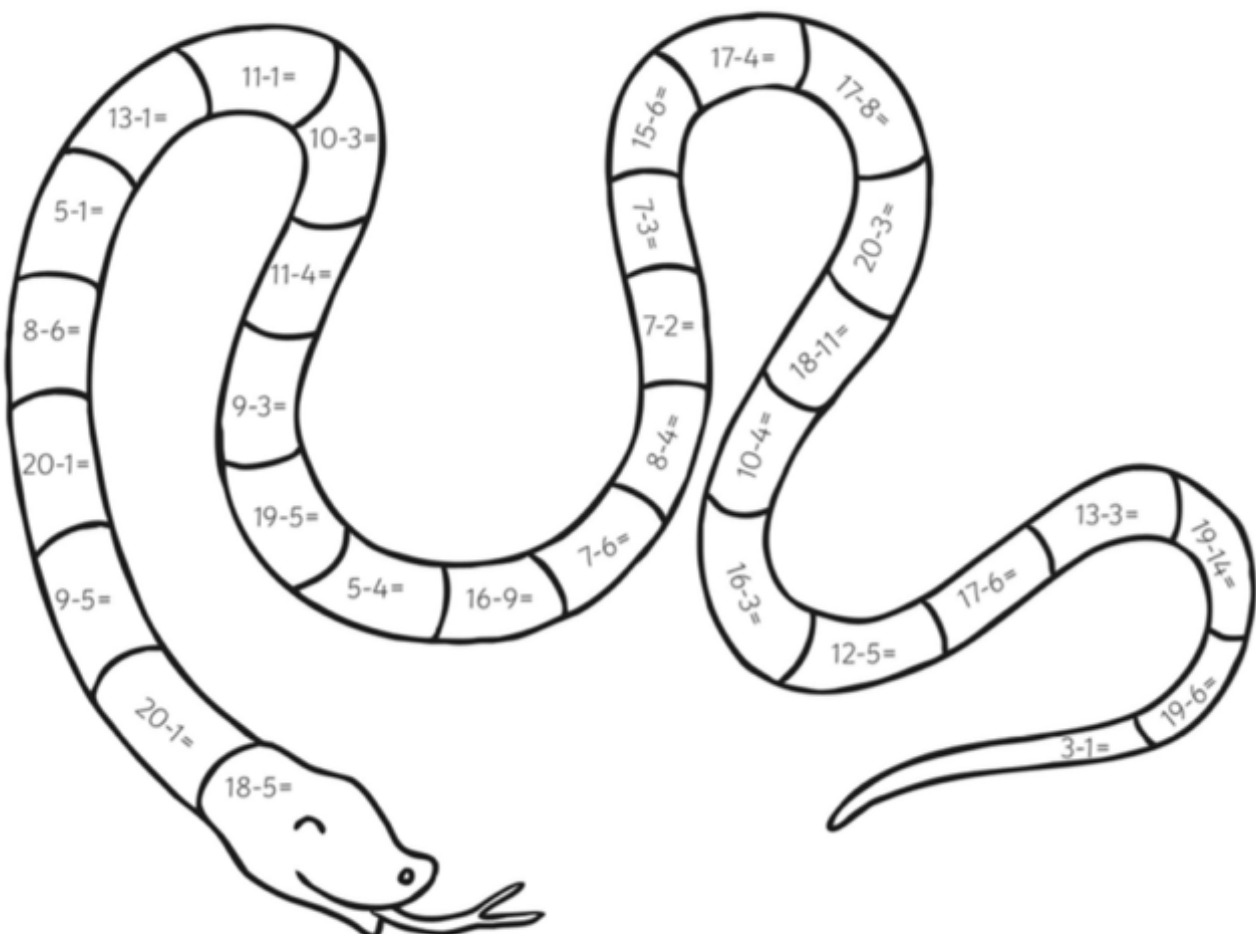
10-12 = blue

4-6 = orange

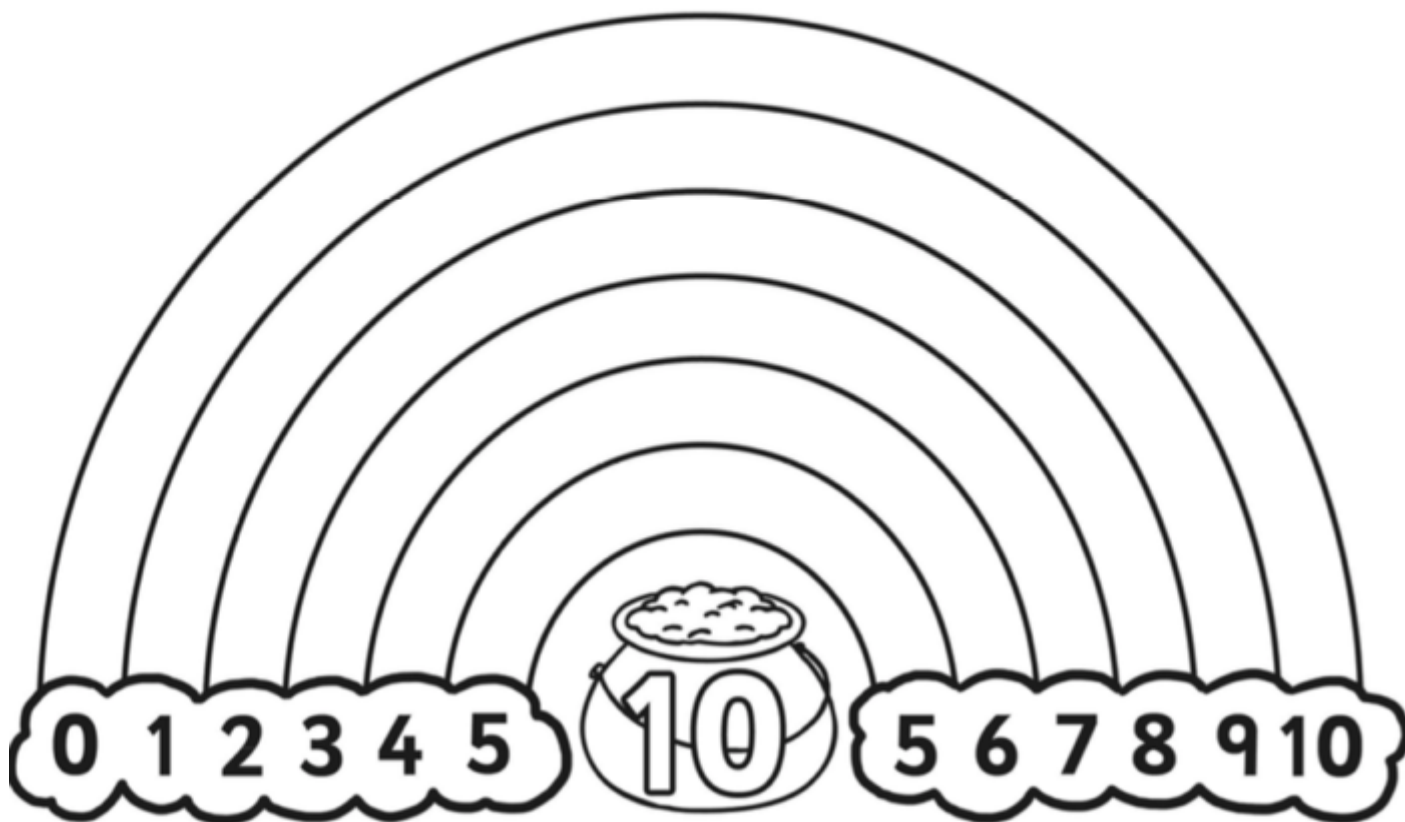
13-15 = green

7-9 = yellow

16-20 = purple



RAINBOW to 10



$$\underline{\quad} + \underline{\quad} =$$

$$\underline{\quad} + \underline{\quad} =$$

$$\underline{\quad} + \underline{\quad} =$$

$$\underline{\quad} + \underline{\quad} =$$

$$\underline{\quad} + \underline{\quad} =$$

$$\underline{\quad} + \underline{\quad} =$$



$$\underline{\quad} + \underline{\quad} =$$

$$\underline{\quad} + \underline{\quad} =$$

$$\underline{\quad} + \underline{\quad} =$$

$$\underline{\quad} + \underline{\quad} =$$

$$\underline{\quad} + \underline{\quad} =$$

$$\underline{\quad} + \underline{\quad} =$$

When Goldilocks went to the house of the bears

When Goldilocks went to the house of the bears
Oh what did her two eyes see?
A bowl that was huge
A bowl that was small
A bowl that was tiny and that was all
She counted them: one, two, three

When Goldilocks went to the house of the bears
Oh what did her two eyes see?
A chair that was huge
A chair that was small
A chair that was tiny and that was all
She counted them: one, two, three

When Goldilocks went to the house of the bears
Oh what did her two eyes see?
A bed that was huge
A bed that was small
A bed that was tiny and that was all
She counted them: one, two, three

When Goldilocks ran from the house of the bears
Oh what did her two eyes see?
A bear that was huge
A bear that was small
A bear that was tiny and that was all
They growled at her: grrr, grrr, grrr!



Bubbling Magic Potions

Science Experiment



Method

1. Begin by placing the bowl or cauldron onto the tray – this will make clean up easier!
2. Then pour some vinegar into the bowl/cauldron.
3. Next, stir in some food colouring or powder paint.
4. Then add a squeeze of washing up liquid.
5. Next, sprinkle in some glitter and sequins.
6. Then add some bicarbonate of soda and stir the mixture with your magic wand or spoon.
7. Watch what happens as your potion begins to fizz and bubble!
8. Continue adding bicarbonate of soda, washing up liquid and vinegar to continue the reaction. Try adding different coloured powder paint or food colouring too! Bubble bath could also be used instead of washing up liquid.

You will need:

Bicarbonate of soda (also known as baking soda)

Distilled white or malt vinegar

Washing up liquid

Food colouring or powder paint

Glitter and sequins

A bowl or plastic cauldron

A magic wand or spoon

