

Day 1

Phonics - o

Reading – Nat did it

English

Maths

EAD

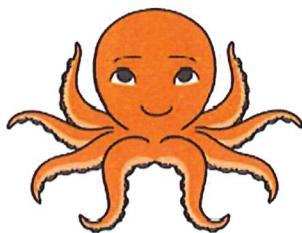
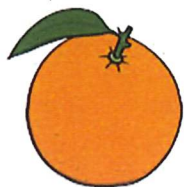
PE challenge- using the song 'here we go around the mulberry bush' act out getting ready for school. So, get out of bed, wash your face, brush your teeth, get dressed, run downstairs, have your breakfast, run back upstairs to get your school bag, run back down and off to school.

Now talk about how their body feels, can they feel their heart beat? Is it different to normal? Why do they think that is?

Week 3 Lesson 1

I can hear initial sounds.

Put a ring around the things that begin with o



O



All around the
orange.

Can you draw something that begins with o?

I can recognise the letter s and say its sound

Put a ring around the letter o. How many can you find?

d o O
o a g
c
o u o

I can trace and write the letter s



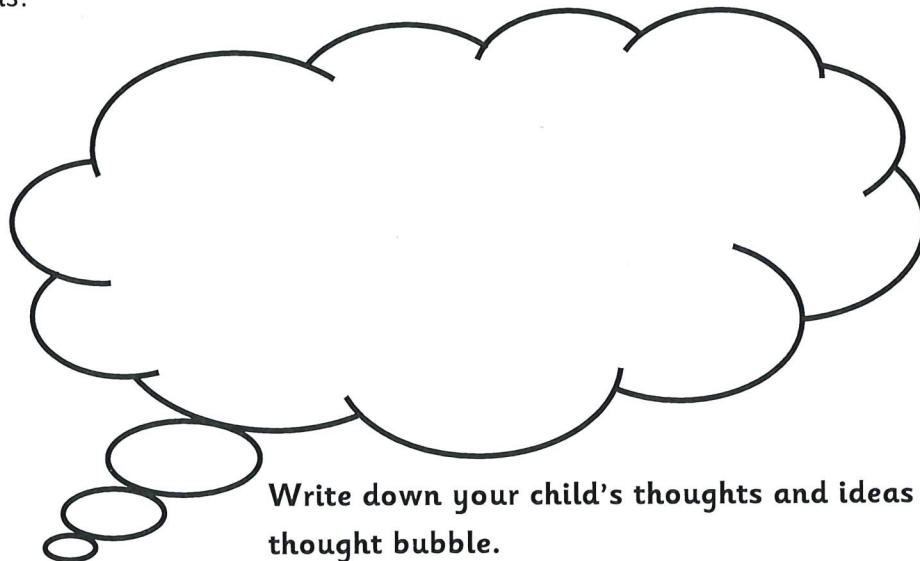
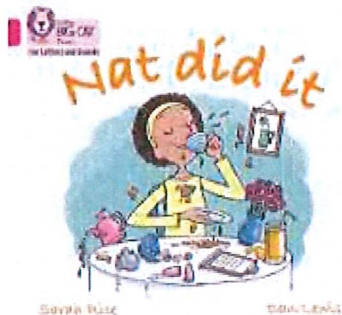
O



All around the
orange.

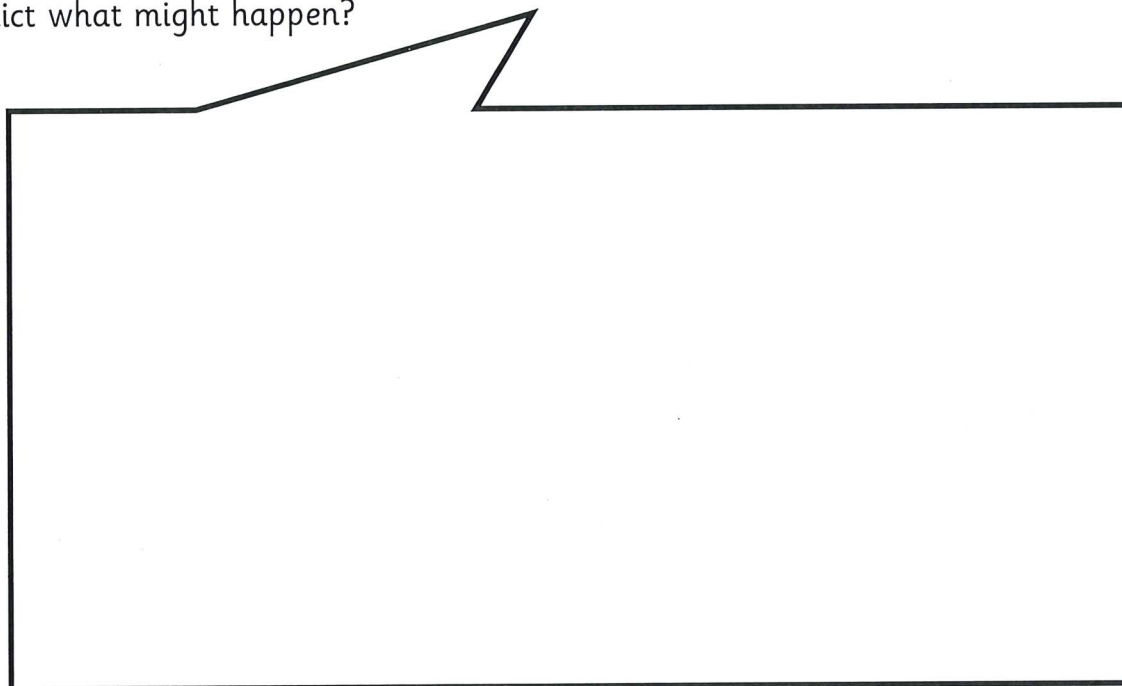
I can talk about the title of the book and the blurb on the back cover

Task 1: I wonder what Nat is drinking. I wonder where she is.



Write down your child's thoughts and ideas in the thought bubble.

Task 2: Read the title together, what do you think Nat does in the story? Can you predict what might happen?



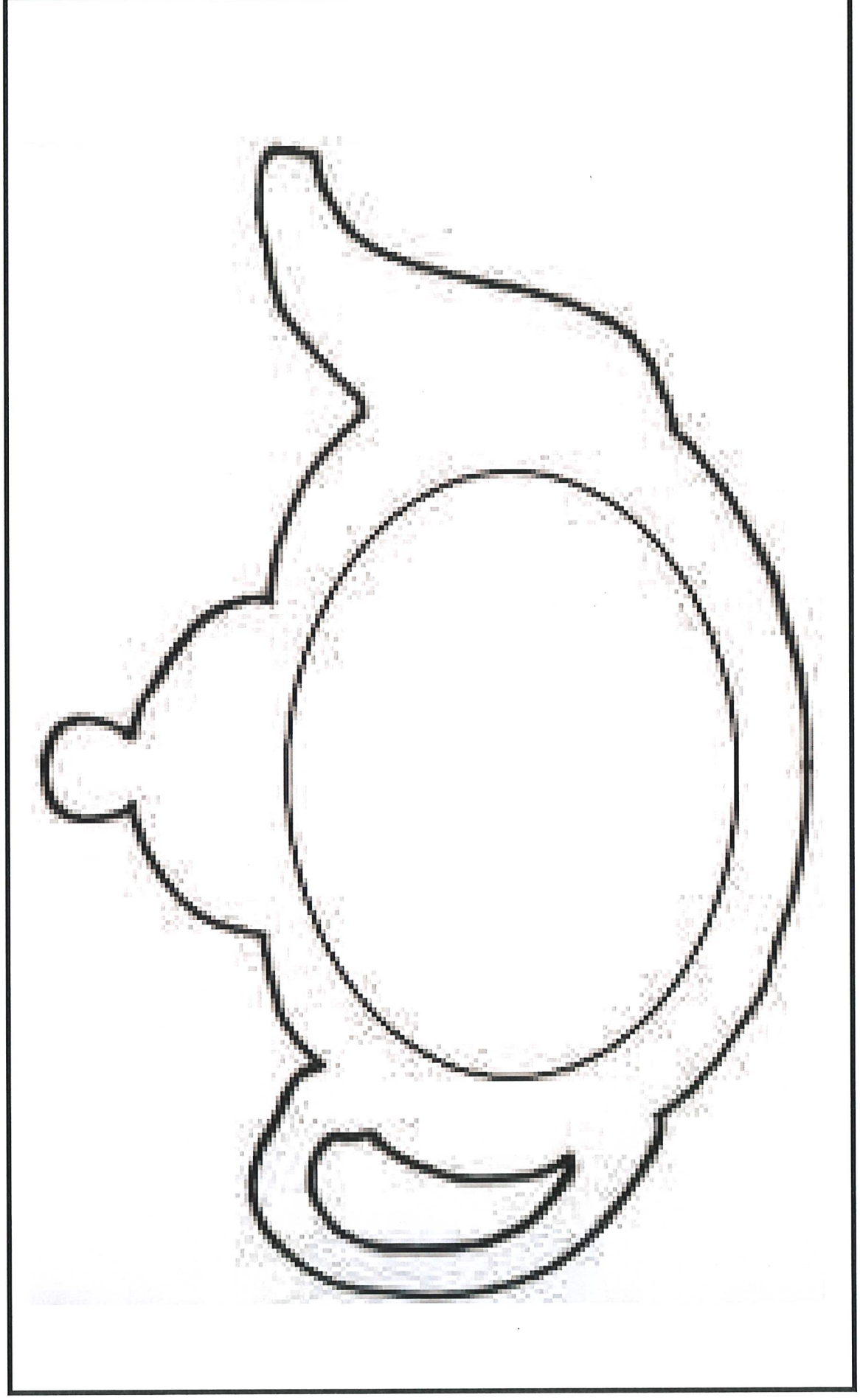
Write down what your child says in the speech bubble.

Now read the book. Enjoy looking at the pictures and talking about them.

Week 3 day 1

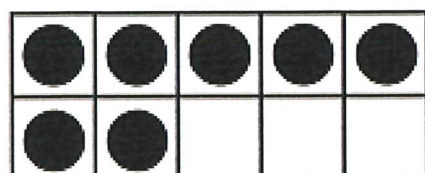
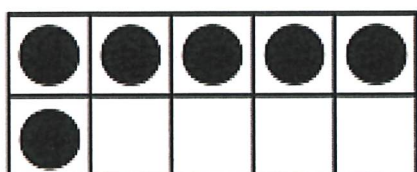
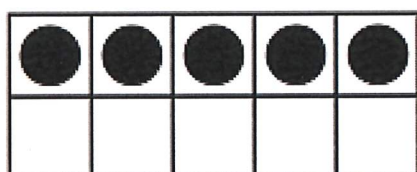
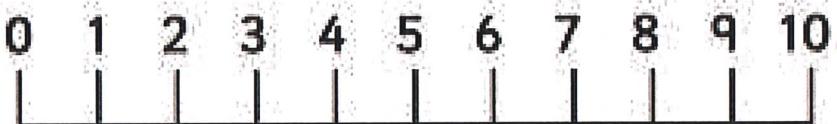
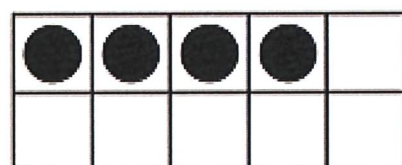
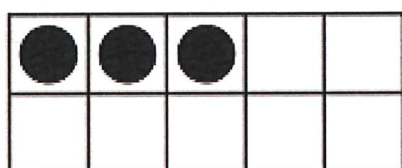
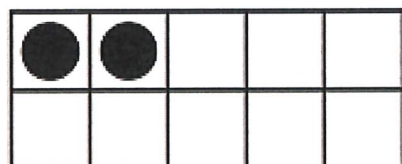
I can write a sign.

Task I can design a sign for my tearoom.



I can count objects and say what is one less.

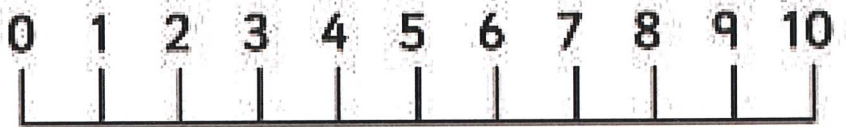
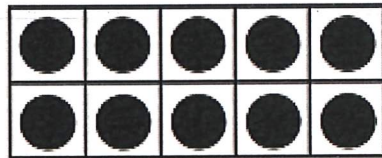
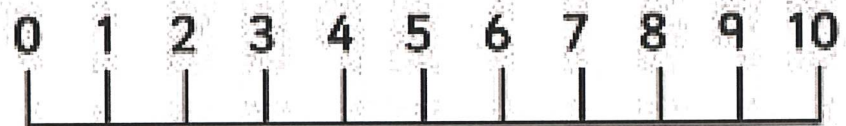
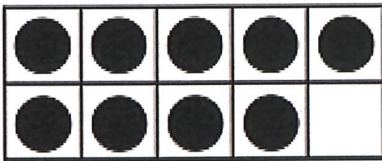
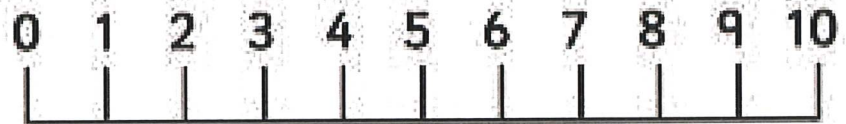
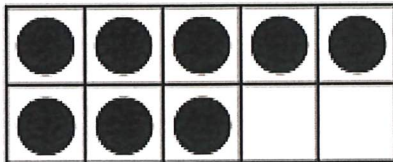
Task: Count the circles in the ten frame. Can you circle the number that is one less. Remember to count along the number line if you don't know what the number looks like.



Maths Week 3 Day 1

I can count objects and say what is one less.

Task: Count the circles in the ten frame. Can you circle the number that is one less. Remember to count along the number line if you don't know what the number looks like.



Challenge: Can you find ten toys and place them in a line.

EAD week 3 day 1

I can make new colours.

Task: using the tissue paper and the fabric provided have fun following the instructions to mix the colours and create some beautiful patterns for us to see.

1. Wet the piece of fabric and place it into a shallow tray. Have a bowl with some water by the side.



Talk to your child about what they think is going to happen. What colour tissue paper have you got to use? What do they think the water is going to do to the tissue paper?

2. Using the tissue paper rip it into pieces and place all over the fabric however you like. Using a brush or your fingers dip into the bowl of water wetting the tissue paper as you do it.

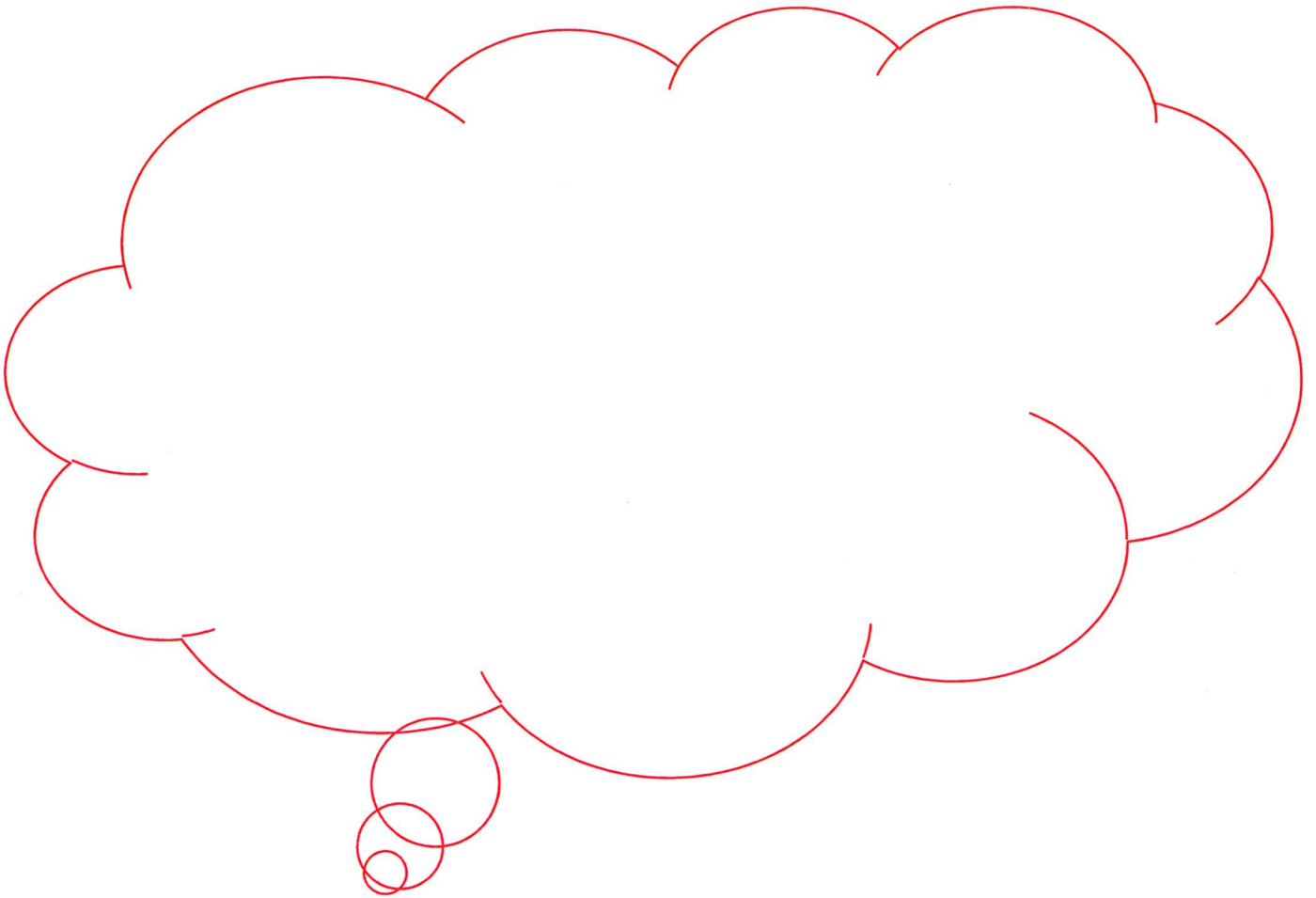


Ask your child what they can see? Has the tissue paper stayed the same? Talk with them about the changes happening to the paper. Have they changed their minds about what they think is going to happen?

3. Now leave the fabric to dry. Once dry peel off the tissue paper to reveal the newly coloured fabric.



Write down your child's thoughts and ideas during the activity.



Did you mix red and yellow? What was the new colour? What about red and blue, or yellow and orange? Please write down what two colours made a new colour and what it was.

If you have any spare tissue paper maybe you would like to make a window decoration.

Day 2

Phonics - c

Reading – Nat did it

English

Maths

UTW – Winter Hunt

Use the checklist to look around your local environment. What can you spot?

PE challenge- can you balance a small cushion or soft toy on your head? How long for? Ok now try moving while balancing it on your head, can you move slowly and quickly? How far can you go? Challenge your family to a race.

Week 3 Lesson 2

I can hear initial sounds.

Put a ring around the things that begin with c



C



Curl around the caterpillar.

Can you draw something that begins with c?

I can recognise the letter a and say its sound

Put a ring around the letter a. How many can you find?

t

c

i

m

c

c

C

p

a

g

s

I can trace and write the letter a

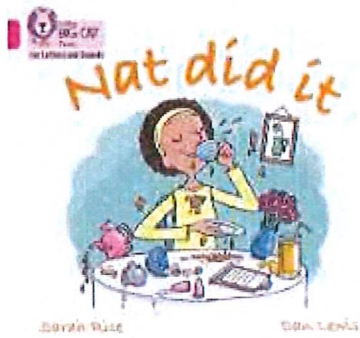
C



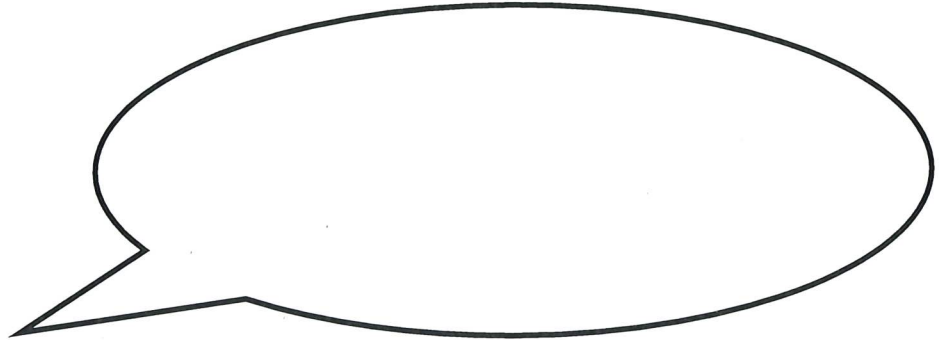
Curl around the caterpillar.



I can read simple words



Task 1: Write down what your child can remember about the story. Who is in the story? What does she do?



Your child is starting to learn that letters represent sounds that can be blended together to make words. there are a few simple words in this story and your child should be able to read them by saying the letter sounds then blending them together, e.g. d-i-d becomes did.

Task 2: Use the letters at the bottom of the page to copy on paper, cut and build some of the words that are in the story.

If you say the sounds first t-i-p-s ask your child to select the letter to match, can they blend the letters to make a word? What word can they hear?

Now swap over, can your child say the sounds for you, select the letters then blend the sounds to read the word together. ***Make a list of the words you can make.***

t

i

p

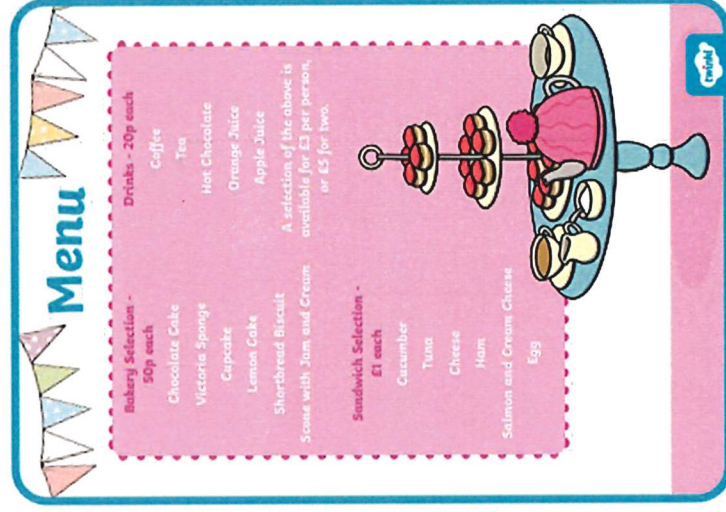
s

d

a

Week 3 day 2 I can write a menu for my tearoom

Task: decide what you want to sell in your tearoom and write a menu.



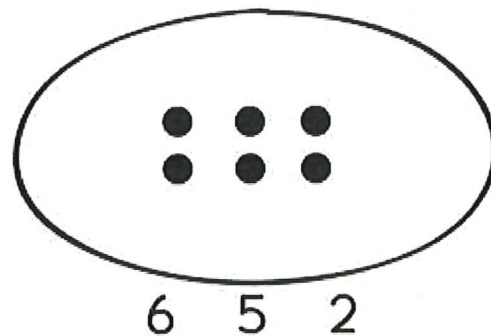
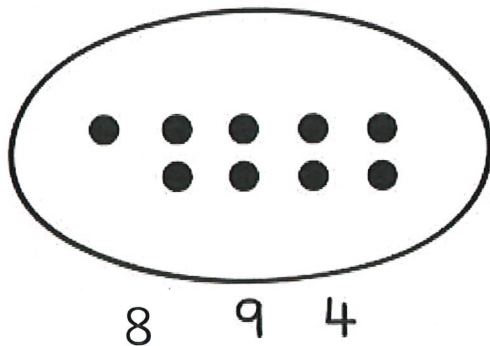
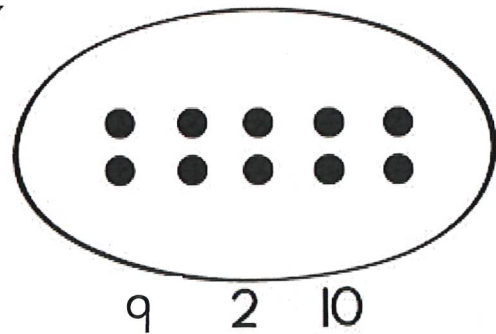
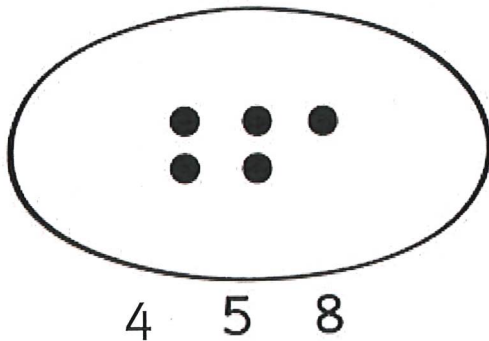
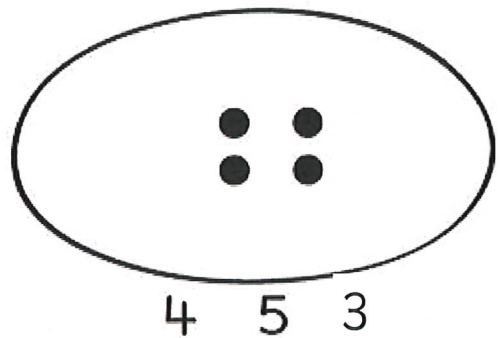
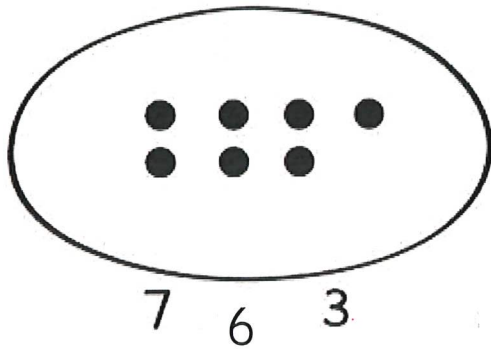
Maths Week 3 Day 2

I can find one less and match number to quantity

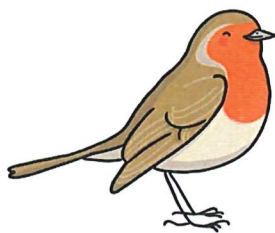
Task: Cross out one spot in the circle. Circle the number to match the amount of spots in each set.

Which set has more spots? Colour it in red.

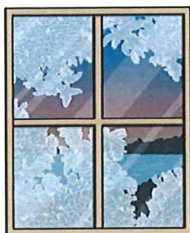
Which set has fewer spots? Colour it in green.



Winter Hunt List



robin

☐

frost

☐

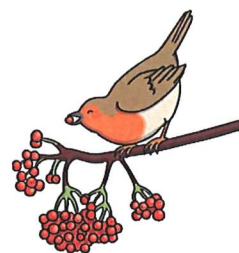
umbrella

☐

pine
cone

☐

leaf

☐

berries

☐

ice

☐

woolly
hat

☐

holly

☐

bare
tree

☐

evergreen
tree

☐

gloves

☐

Day 3

PE

Phonics k

Reading – Nat did it

English

Maths

RE

PE- today try making a circuit around your living room or garden, using the fitness cards put together a sequence of different exercises. Remember to have some water with you to keep you hydrated. Think about how the exercise affects your heart and breathing.

Fitness Circuit Cards



Fitness Circuit Cards

Skipping Track

Skip around the circuit:

- How many laps can you do?
- Are you faster than your friend?
- Can you skip backwards?

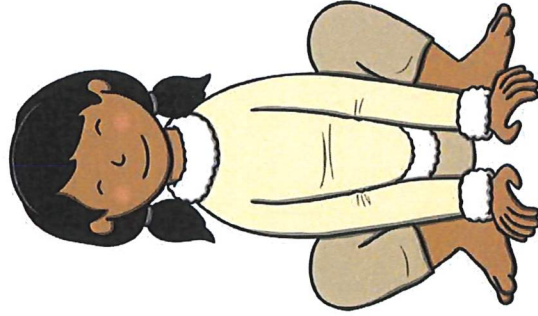


Fitness Circuit Cards

Bunny Jumps

Do 10 bunny jumps:

- How far can you travel?
- How high can you jump?
- Can you jump higher or further than your friend?

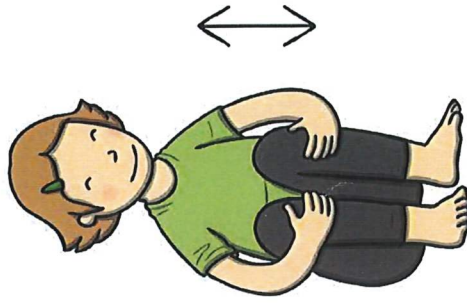


Fitness Circuit Cards

Tuck jumps

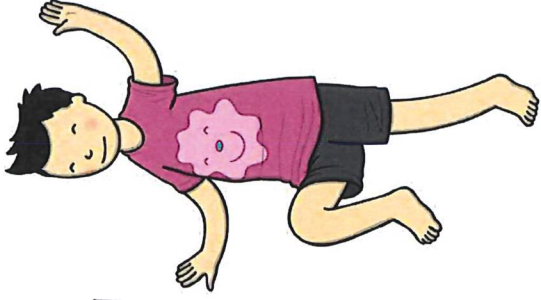
Do 10 tuck jumps:

- How high can you jump?
- Can you jump higher than your buddy?
- How many tuck jumps can you do without stopping?



Knee Highs

Run around the circuit bringing your knees up high.



Crab Walk

Crab walk around the circuit:

- Can you crab walk faster forwards or backwards?
- Have a race with your friends.
- Can you crab walk sideways?

Heel Walk

Walk around the circuit on your heels:

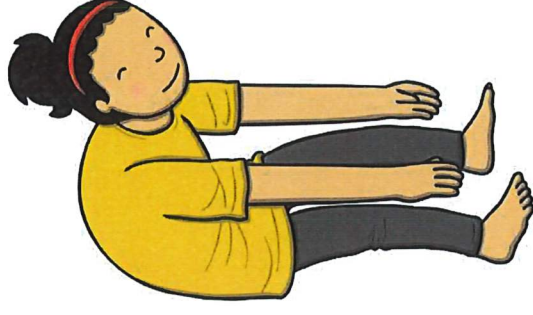
- Can you walk fast?
- Can you side step on your heels?



Toe Touches

Do 10 toe touches:

- Reach up high and then bend down and touch your toes. Your arms and legs should stay straight.
- Can you do sitting toe touches?



Ski Jumps

Do 20 ski jumps:

- You can jump on the spot or travel forward.
- Can you travel backwards?
- What happens if you ski jump using your arms to propel you?
- What happens if you **don't** use your arms?

Line Jumps

Face a line and jump forwards and backwards over the line:

- What happens if you jump using your arms to propel you?
- What happens if you **don't** use your arms?
- How many jumps can you do in a minute?

Hopping

Hop around the circuit:

- How many laps can you do?
- How many hops can you do before you need to swap legs?



Tiptoe Walking

Tip toe around the circuit:

- Can you tip toe fast?
- Can you tip toe slowly?



Week 3 Lesson 3

I can hear initial sounds.

Put a ring around the things that begin with k



Can you draw something that begins with k?

I can recognise the letter k and say its sound

Put a ring around the letter t. How many can you find?

k

i

n

k

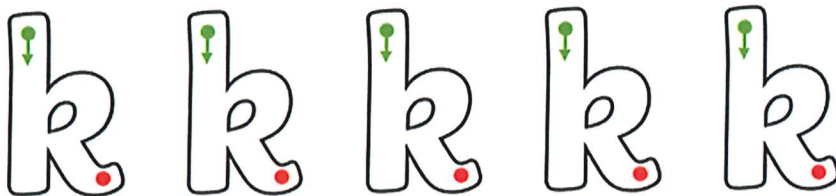
k

p

g

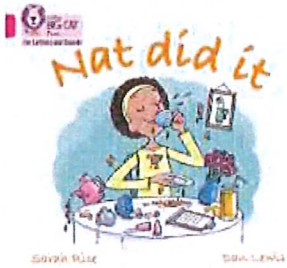
s

I can trace and write the letter k



I can read simple words

Task 1:



Can you find the words **it**, **in**, **did** and **dips** in the story?

How many times do they appear?

it

in

did

dips

Task 2: Share the story again encourage your child to sound out words and blend them together. Check your child's understanding by asking questions about the text. Record their answers below.


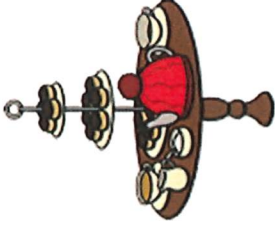
What did Nat do?

How are Sam and Nat different?

How do you think Sam feels? What could Nat say to Sam?

I can write an invitation

Task: write an invitation to someone special for your tea party.

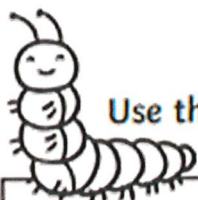
_____ is invited to	
	Afternoon Tea!
Place: _____	Time: _____
Date: _____	RSVP: _____

twinkl.com

I can find one less than and write the number.

Task using the number line can you find one less than the given number and write it in the square.

1 Less Than



Use this number line to help the caterpillar crawl 1 less than...

1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20

1 less than 3 =

1 less than 4 =

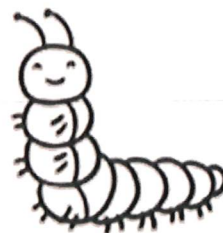
1 less than 8 =

1 less than 2 =

1 less than 7 =

1 less than 9 =

Now try
these!



1 less than 1 =

1 less than 12 =

1 less than 17 =

1 less than 18 =

1 less than 16 =

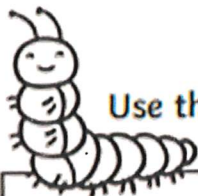
1 less than 13 =

I can find two less than and write the number.

Task using the number line can you find two less than the given number and write it in the square.

challenge

2 Less Than



Use this number line to help the caterpillar crawl 2 less than...

1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20

2 less than 4 =

2 less than 6 =

2 less than 8 =

2 less than 10 =

2 less than 5 =

2 less than 2 =

Now try
these!



2 less than 12 =

2 less than 18 =

2 less than 20 =

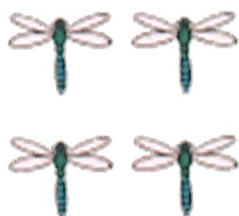
2 less than 19 =

2 less than 13 =

2 less than 16 =

Minibeast Subtraction

Write the answers in the circles. Then write the number sentence on the line below.



-

1

=





-

3

=





-

2

=

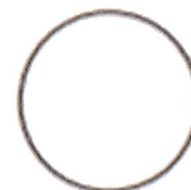




-

5

=





-

4

=



Maths Challenge

Minibeast Subtraction

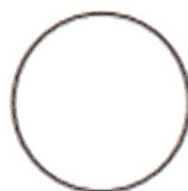
Write the answers in the circles. Then write the number sentence on the line below.



$$- \quad 6 \quad =$$



$$- \quad 4 \quad =$$



$$- \quad 8 \quad =$$



$$- \quad 5 \quad =$$



$$- \quad 2 \quad =$$



RE week 3 day 3

Our value this week is tolerance and our bible story is 'Jesus and the taxman'.

This story teaches us the importance of treating everyone the same. Jesus treated Zacchaeus as a friend and had tea with him, helping him to make good choices.

Task: can you make your own Zacchaeus puppet climb the tree, the instructions are there for help and ideas. You might want to make your tree out of duplo or sticks rather than paper.

Instructions:

Step 1. Give students construction paper tree tops (or instruct students to cut out tree tops) and decorate them with birds, apples or other drawn items. Give students a craft stick to color brown and instruct them to glue the tree top to the top of the craft stick (see image).



Step 2. On scrap paper, let children draw a small Zacchaeus figure and cut him out. Using the hole punch, make one single hole in the tree top and thread the un-knotted end of the yarn/string through the hold. Securely tape the un-knotted end of the yarn/string to the back of the picture of Zacchaeus (see image).



Step 3. Children can now pull on the knotted end of string to make Zacchaeus climb high into the tree to see Jesus (see image). Encourage kids to reenact the Bible story using their craft.



Day 4

Phonics - ck

Reading – Nat did it

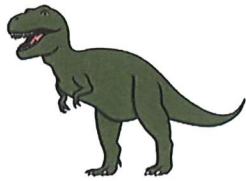
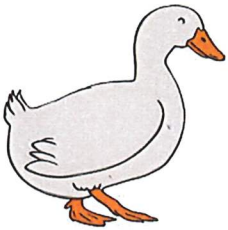
English

Maths

EAD

PE challenge- play the bean game using the handout. This is a fun game where you move in different ways depending on the bean. Can you think of any other beans you could add and an action for it.

Put a ring around the things that end with ck



Can you draw something that ends with ck?

I can recognise the digraph ck and say its sound

Put a ring around the letter p. How many can you find?

o ck o
ck a p
g

I can trace and write the digraph ck

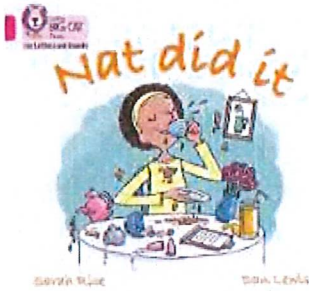
ck

ck

ck

I can read simple words and say what I think will happen next

Task 1:



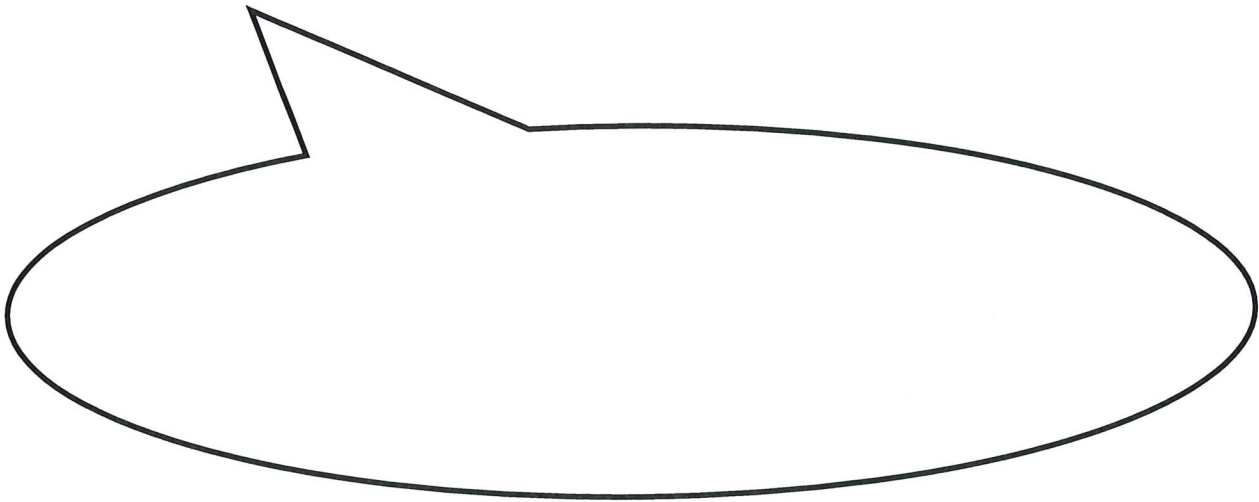
Can you find the words pop and mum in the story?

How many times do they appear?

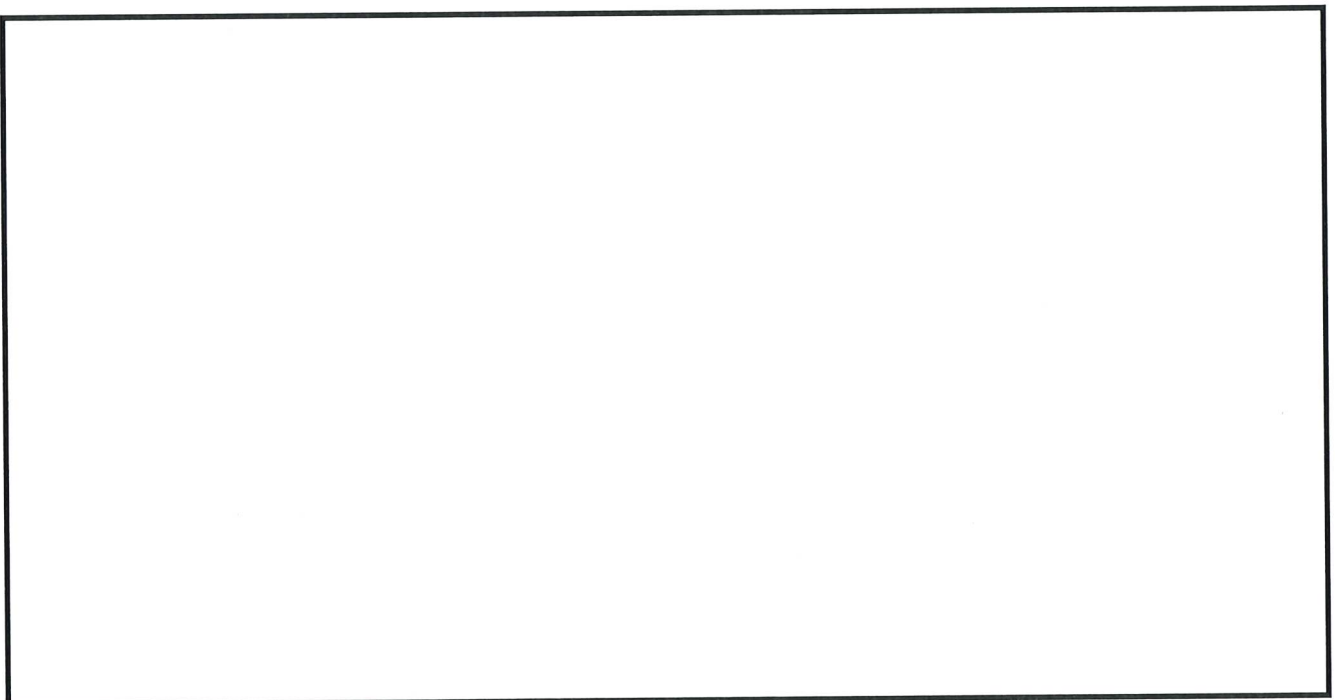
Nat

Sam

Task 2: Look at the mess Nat has created in the café. What do you think should happen next? What would you do?



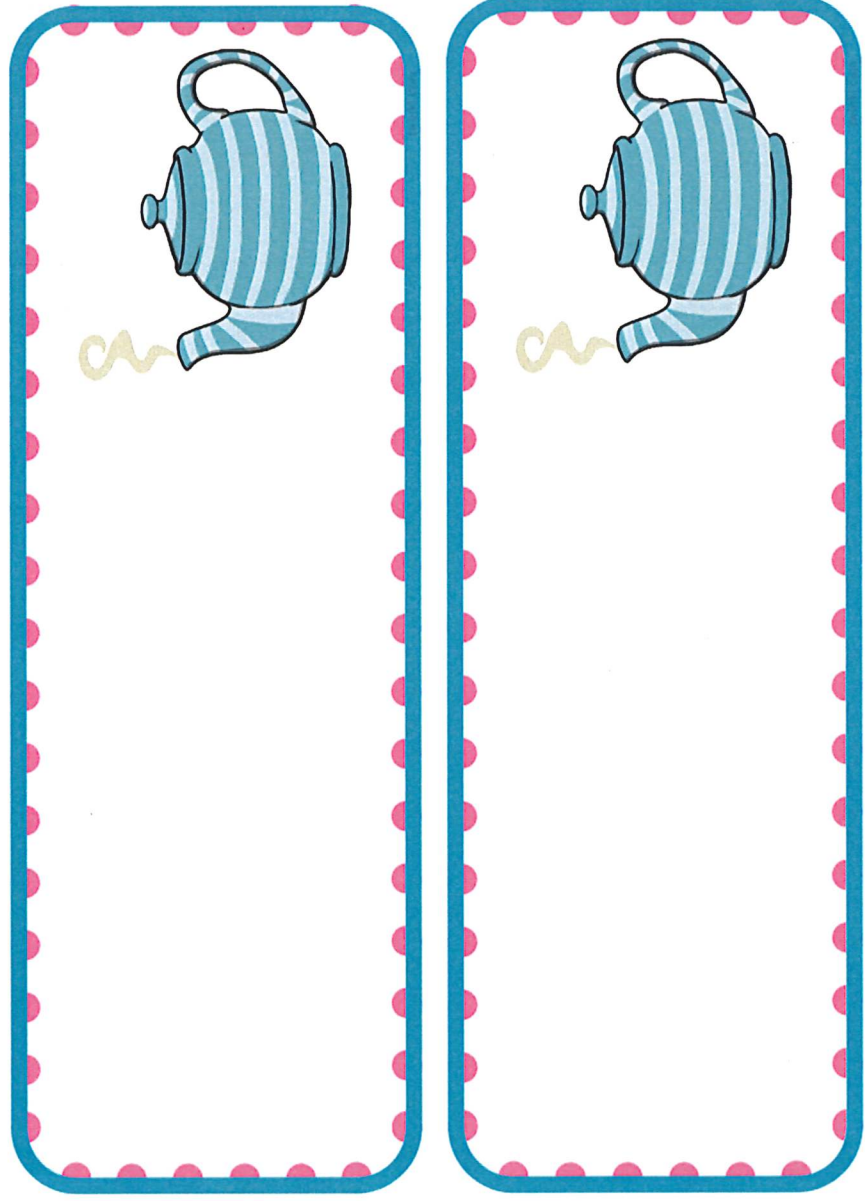
Task 3: Draw a picture of the next part of the story. It could be a picture of Nat cleaning up or Nat saying sorry and asking for forgiveness.



Week 3 day 4

I can write place names for my tea party.

Task make a place marker for your tea party and write their names on each one.













Maths Week 3 Day 4

I can find one less and match number to quantity

Task: Draw a line to the number that is one less than the amount in each set.

Which set has more? Colour it in red.

Which set has fewer? Colour it in green.

	5		6
	3		8
	0		7
	2		5
	4		9

Challenge:

Which has **more**, the pumpkins or the lollipops?

Which has **fewer**, the stars or the trees?

How many apples and trees are there altogether?

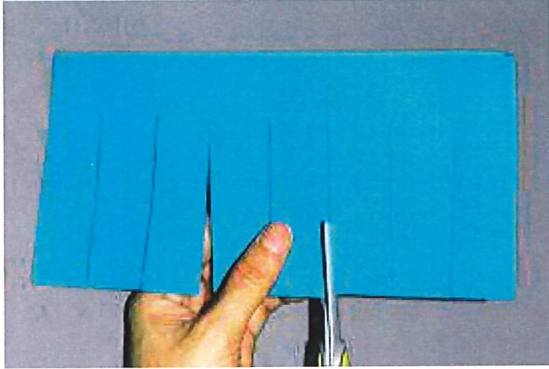
Write your child's answers on the line

EAD week 3 day 4

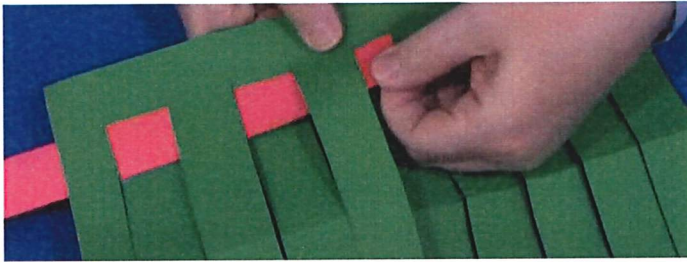
I can weave a table cloth.

Task using the coloured paper provided help your child to weave a chequered square.

1. help your child to cut along the lines making sure to stop at the end of the line. Then unfold the paper ready for weaving.

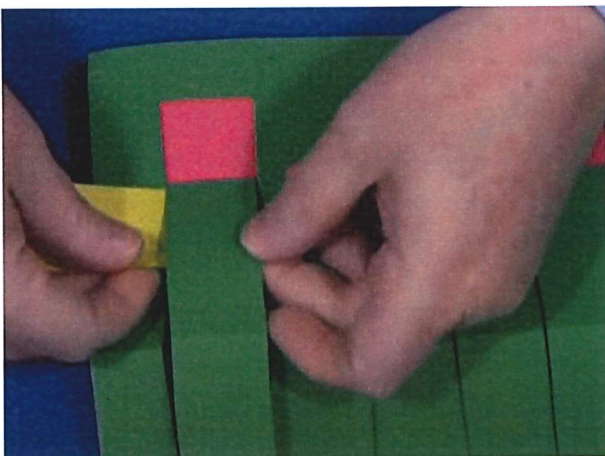


2. using the strips of patterned paper weave, them through. Using the language over, under help your child to weave the strip along to the end.



Keep repeating to your child about putting the strip over or under and repeating the pattern.

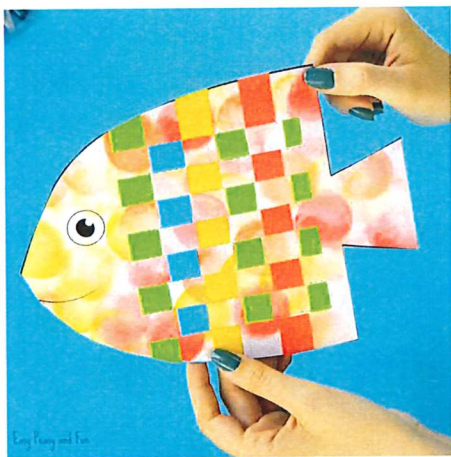
3. With the next strip of paper explain that this piece starts the opposite way to the first one. So, this time it will be over then under to the end.



4. Keep changing your start so that you end up with a chequered pattern.



You could also try cutting out some simple shapes and weaving a pattern for them. Here are some examples. Have fun weaving.



day 2

Activity Beans

- Tell the children they are going to be beans. Explain that they need to listen to which type of bean they will be and then move like that type of bean.
- Start off with about 3 different types of beans. This can be increased as the children get used to playing the game.
- Choose from:

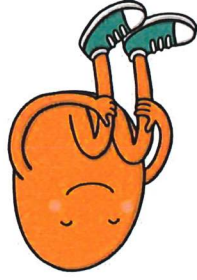
Runner bean
Run on the spot.
Moving jump.

French bean
Walk up on tiptoes and say 'ooh la la.'

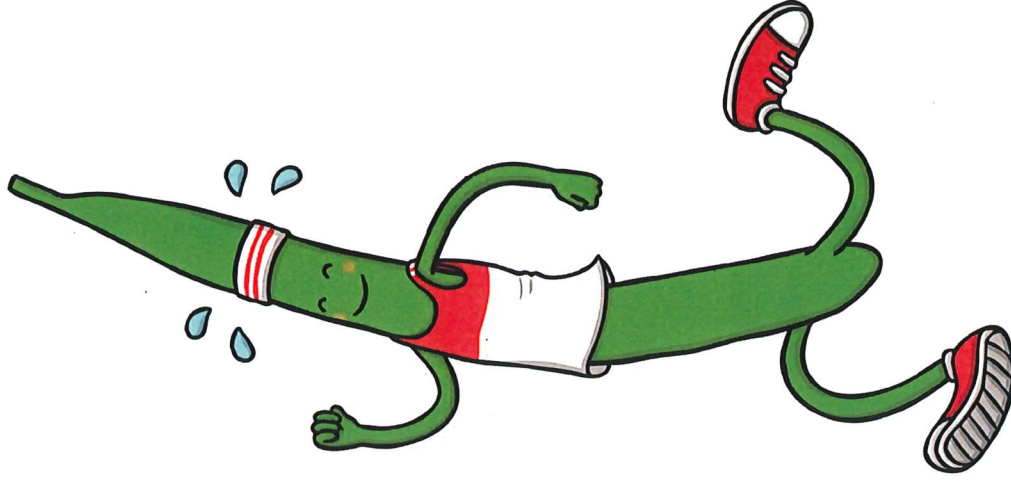
- Baked bean**
Curl up very small on the ground.
- Play the game for about 5 minutes.

Coffee bean
Fast running.

Jelly bean
Shake like jelly.



Runner bean



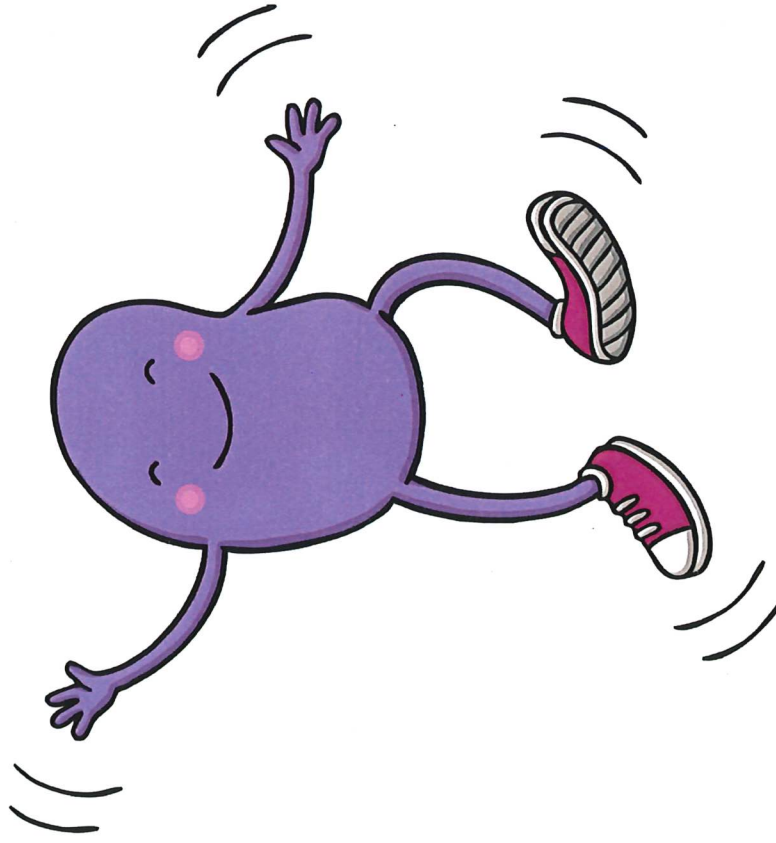
Jumping bean



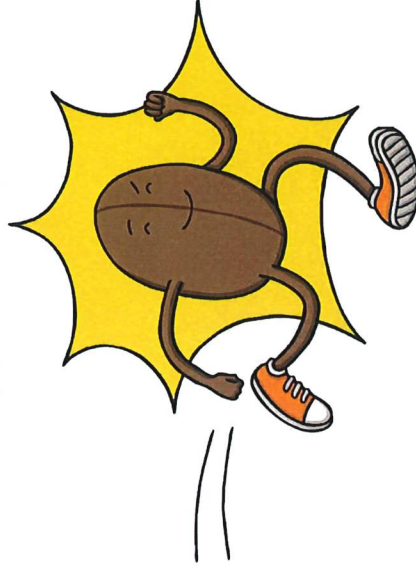
French bean



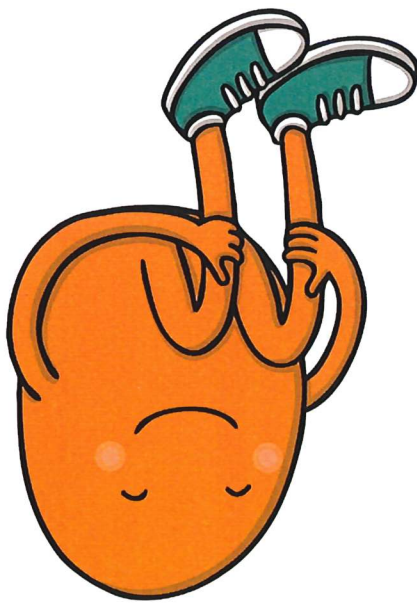
Jelly bean



Coffee Bean



Baked bean



Day 5

Phonics – modgck game

Reading – Nat did it

English

Maths

PSHE

Mindfulness challenge- today we have some yoga poses to try, encourage your child to take deep slow breathes during this activity.

I can say the sounds for m,d,g,o,c,k

Week 3 Lesson 5

Time for a game!

For this game you will need a pencil and be great at looking. Take it in turns to choose a letter and see who can find all the pictures for that sound first.

Challenge: Can you think of something else for each letter sound?

I Spy with My Little Eye



Find something beginning with... **m**

Find something beginning with... **d**

Find something beginning with... **g**

Find something beginning with... **o**

Find something beginning with... **c**

Find something beginning with... **k**

Can you write each letter?

Time for a game!

For this game you will need a pencil. Take it in turns to read a word or read them together and draw line from the word to the picture.

I Spy and Read

Draw a line to the matching picture when you have read each word.

sock



net

sack

pen

neck

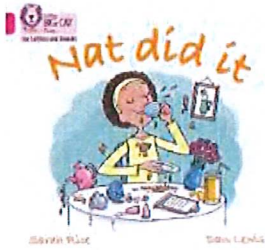
mug

tick

red

Can you write the words for some of the other pictures?

I can retell the story



Task 1:

Look back through the story, can you retell the story in your own words.

What happened in the beginning? What happened next? What happened in the end?

Task 2: Can you answer the following questions about the book?

What does Nat put on her sandwich?

Why does Nat spill her tea?

What does Sam dip in the sauce?

Why doesn't Sam make a mess?

How do you think Sam feels at the end of the story?

Record what your child says here.

Task 3: Encourage your child to read the story again.

This will build their reading confidence and fluency.

Play 'I-Spy sounds' on pages 14-15. Which words can you find in the picture that have the 'i' and 't' sounds in them?

Week 3 day 5

I can write my guests order

Task: write yours and your guests order for afternoon tea and enjoy your tea party.

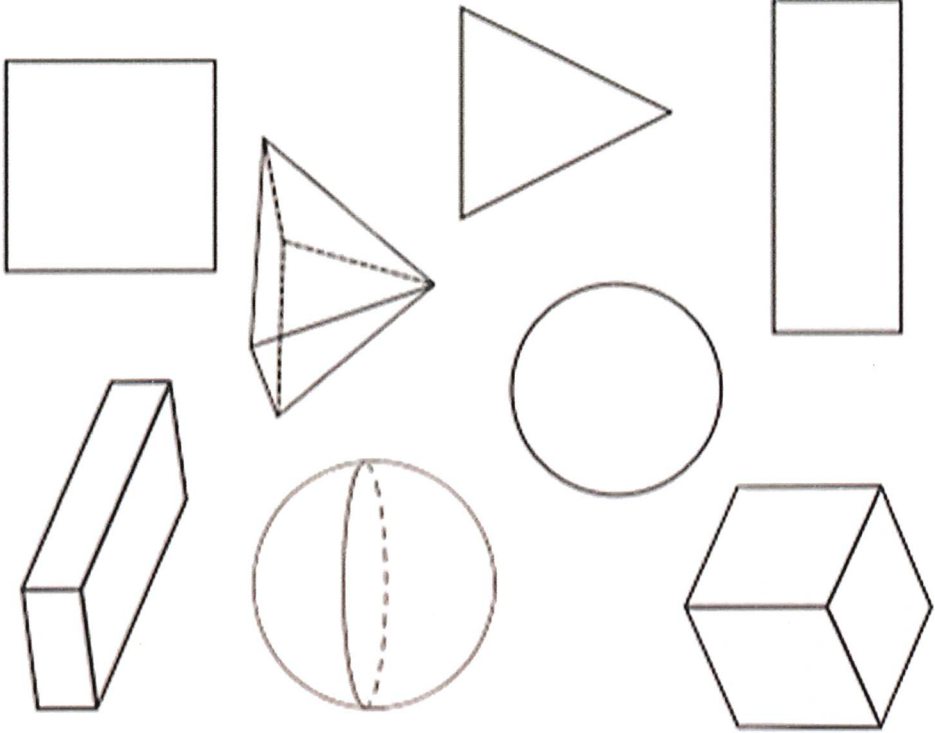
Customer Orders



I can recognise and name 2D and 3D shapes

2D and 3D Shapes








Colour the 3D shapes orange and the 2D shapes blue.



Challenge: Can you name and find these shapes?

3D Shape Hunt

Use a tally to count the shapes you see.

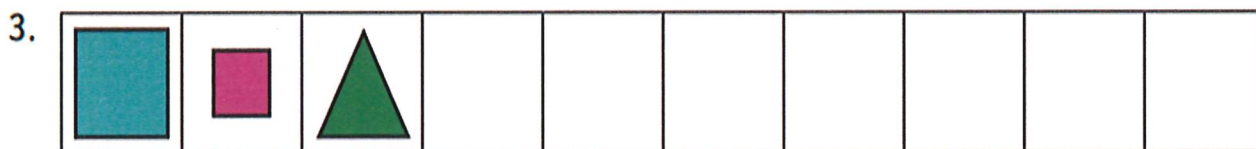
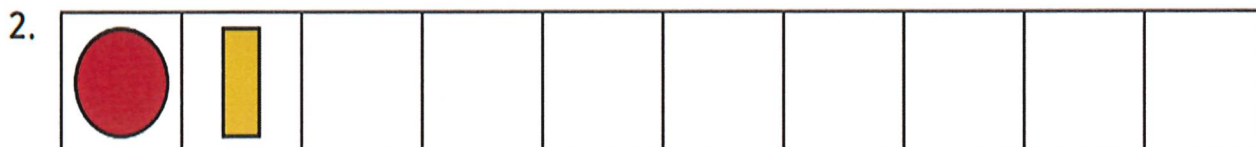
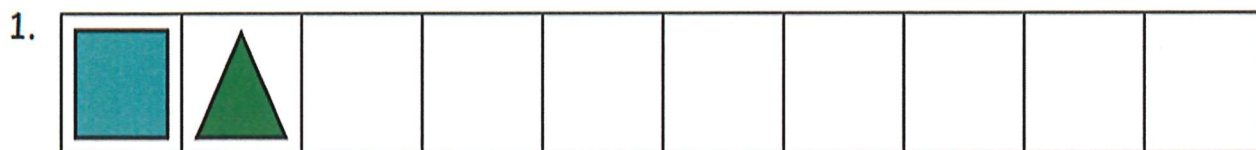
Shape	Tally
	
	
	
	
	
	
	

Which shape did you see the most?

Which shape did you see least?







Repeating Patterns

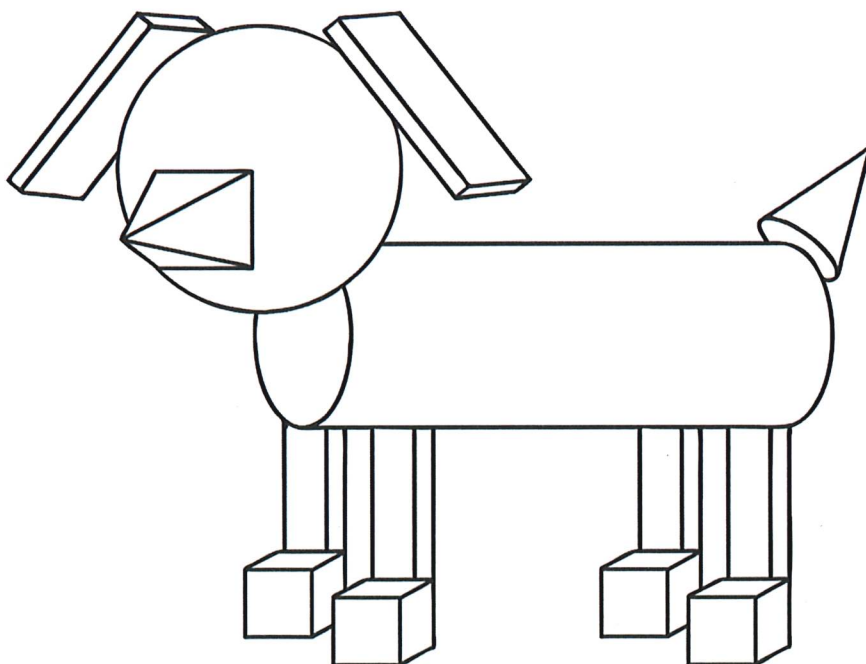
Can you continue the patterns below?



3D Shape Colouring

Use the key to colour in the 3D shapes correctly.

Key		
Shape	Name	Colour
		blue
		yellow
		purple
		green
		orange
		red



Downward-Facing Dog

Adho Mukha Svanasana

Benefits: Calms the mind; relieves stress; energizes the body; strengthens arms and legs; stretches upper and lower body; relieves headaches, back pain and fatigue.



1. Begin on hands and knees with toes tucked under.
2. Exhale, strengthen knees and lift hips, so that you are in an upside-down V.
3. Hold this position for as long as you like.
4. To release, exhale and bring knees to the floor.

Preparation and Safety

Age

5-7

National Curriculum

Develop balance, agility and coordination.

Time

Can be adapted to any setting or time frame.

Preparation

Session to happen on a carpeted floor or mats with enough space to stretch out arms and legs. If possible, have a bag with animals, pictures and stories inside to promote discussion.

Safety

Session to happen on a carpeted floor or mats with enough space to stretch out arms and legs.



Warrior II Pose

Virabhadhrasana II

Benefits: Strengthens and stretches legs and core; stretches chest and shoulders; relieves bad aches.



1. Stand with your feet wide apart. Turn your left foot in and your right foot out 90°.
2. Inhale and lift your arms parallel to floor.
3. Exhale and bend your right knee. Be careful not to extend your knee past the 90° point with your ankle.
4. Keep your torso tall, turn your head, and look out over your fingertips.
5. Inhale, straighten your legs and lower your arms. Repeat on opposite side.

Chair Pose

Utkatasana

Benefits: Strengthens legs, stretches shoulders and chest.

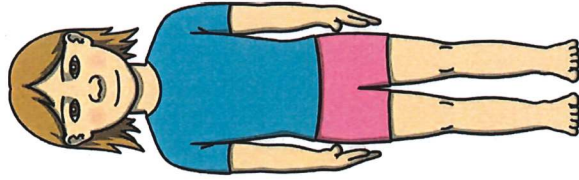


1. Start in mountain pose.
2. Exhale, and bend your knees as if you were sitting in a chair.
3. Reach your arms towards the ceiling, with your palms facing each other.
4. Hold this pose and breathe.

Mountain Pose

Tadasana

Benefits: Improves posture, strengthens core, muscles and legs.



1. Stand tall with your weight balanced evenly on your feet.
2. Firm your thigh muscles and pull in your tummy.
3. Press your shoulders back and hold your arms out straight, a little way from your body.
4. Breathe deeply and hold as long as needed (at least two long breaths).

Tree Pose

Vriksasana

Benefits: Improves balance; strengthens thighs, calves, and ankles; stretches legs and chest; develops concentration.



1. Begin in mountain pose.
2. Lift your right foot, turning your knee out; place your foot below your left knee.
3. Press your hands together.
4. Raise arms overhead; look up to your hands if possible.
5. Return hands to your chest, and lower your right leg.
6. Repeat with left leg.

24

Day 1

Phonics - e

Reading- Pop Pop Pop!

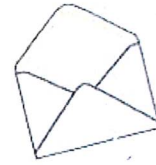
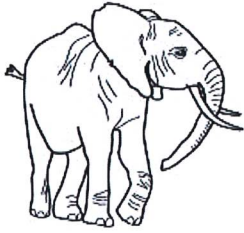
English

Maths

Understanding the World (UW)

Physical Challenge - Around the World - How many times can you pass a ball around your waist in 60 seconds? If you drop the ball you need to pick it up quickly and carry on. ***If you do not have a ball you can use a pillow or a cuddly toy.***

Put a ring around the things that begin with e



Can you draw something that begins with e? Can you write a label?

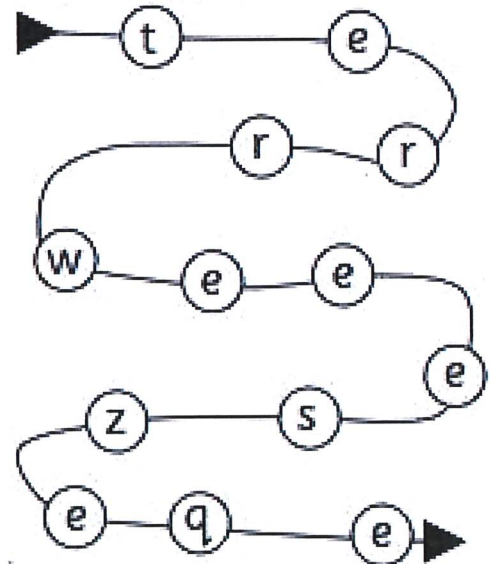
I can recognise the letter e and say its sound

Put a ring around the letter e. How many can you find?

s d e
m f e
e l g a
e n e
e e r

Shout out **e**!

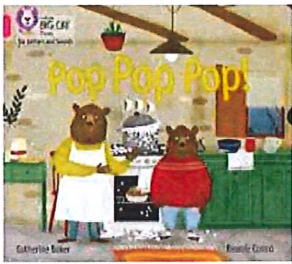
Slowly trace your hand along the line. When you reach an e sound, shout it out!



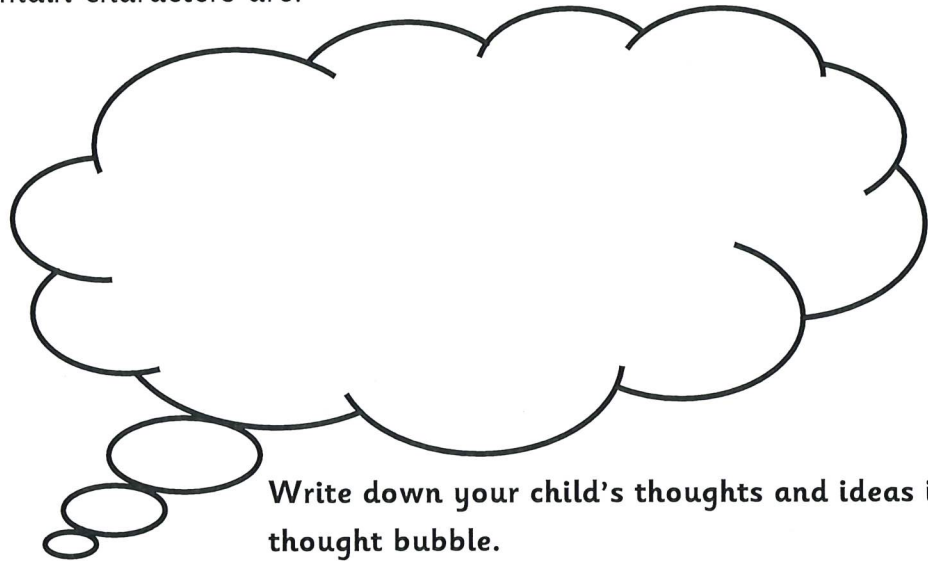
I can trace and write the letter e



I can talk about the title of the book and the blurb on



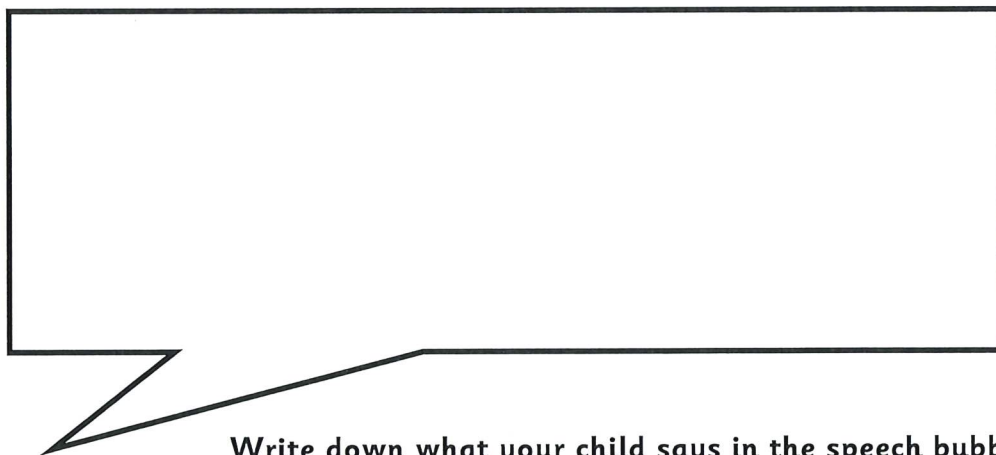
Task 1: I wonder what will pop, pop, pop. I wonder who the main characters are.



Write down your child's thoughts and ideas in the thought bubble.

Task 2: Do you know why popcorn is called 'popcorn'? (It is popped corn. Corn is put in a pan and heated. When it gets hot it goes 'pop' and expands).

Task 3: What do you think is going to happen in this story? Why do you think there is popcorn all over the floor?



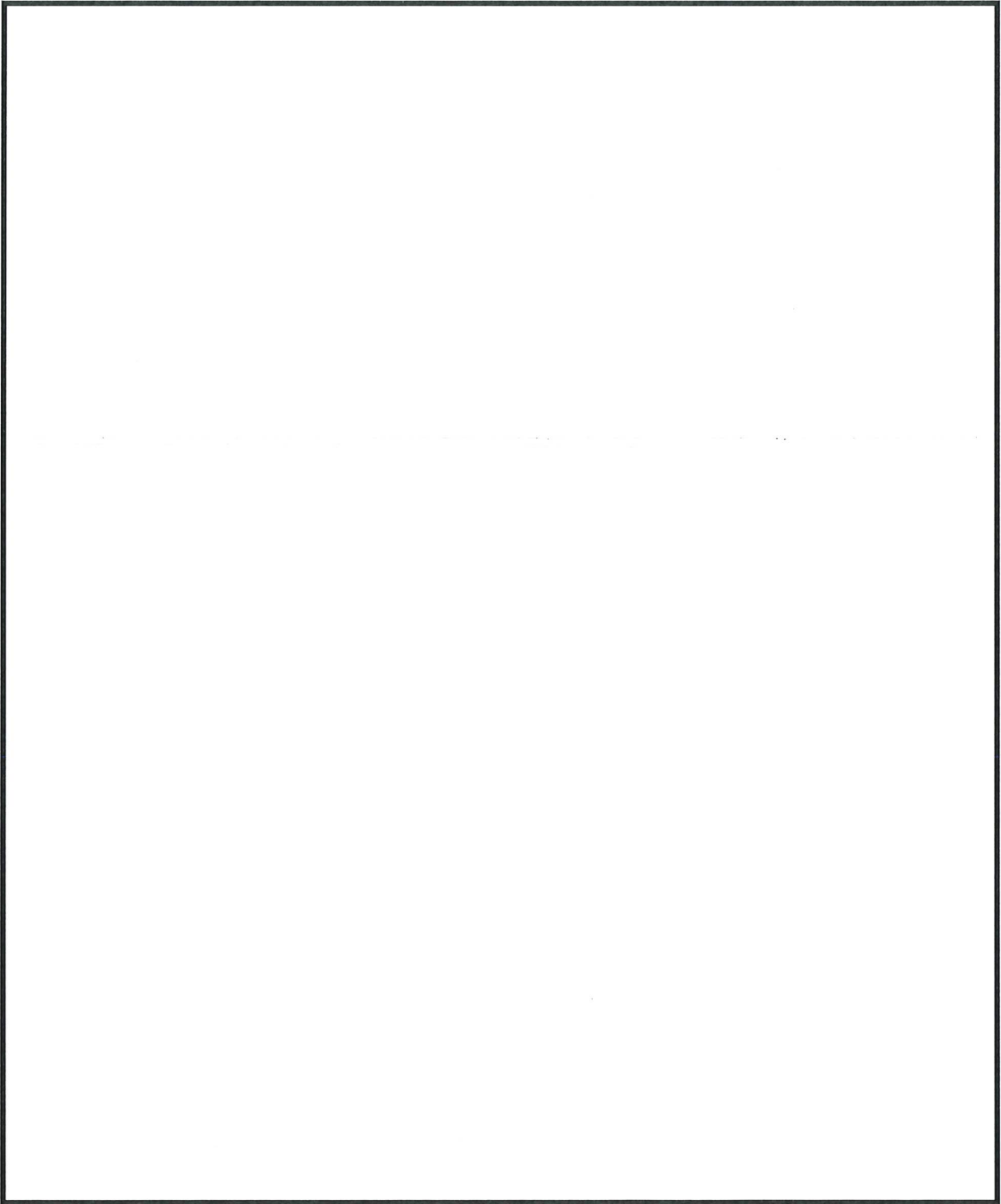
Write down what your child says in the speech bubble.

Now read the book. Enjoy looking at the pictures and talking about them.

English Week 4 Day 1

I can talk about stories I have read

Task: Can you think of another story which has bears as the main characters? What is it called? Can you draw a front cover for the story? Include all the characters and where the story takes place.



by _____

Maths Week 4 Day 1

I can recognise and order numbers

Task 1: Cut up the number cards and ask an adult to hide them. Now go and find them. Can you place them in order to make a number line.

If you are unsure use the number line below to help you, keep playing until you can do it without help.



Count along the number line to find the number you need.

0

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

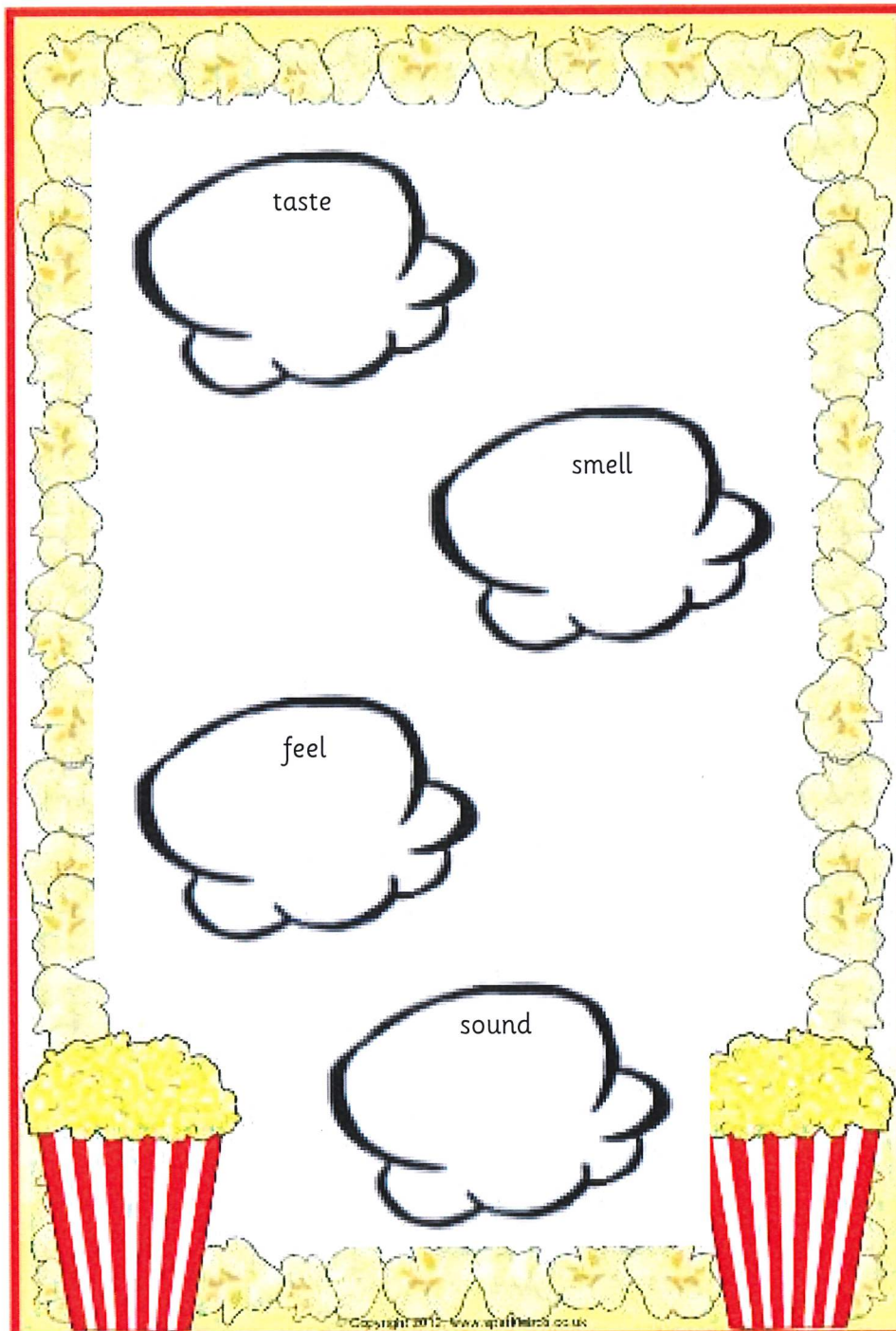
29

30

31

I can use my senses to describe popcorn

Task: Use the recipe to make your own popcorn. What does the popcorn taste, smell, feel and sound like? Write it in the popcorn pieces below.



I can use my senses to describe popcorn

Task: Use the recipe below and some corn kernels to make your own popcorn.

Ingredients

2 tbsp vegetable oil
100g popcorn kernels
50g salted butter, cubed

METHOD

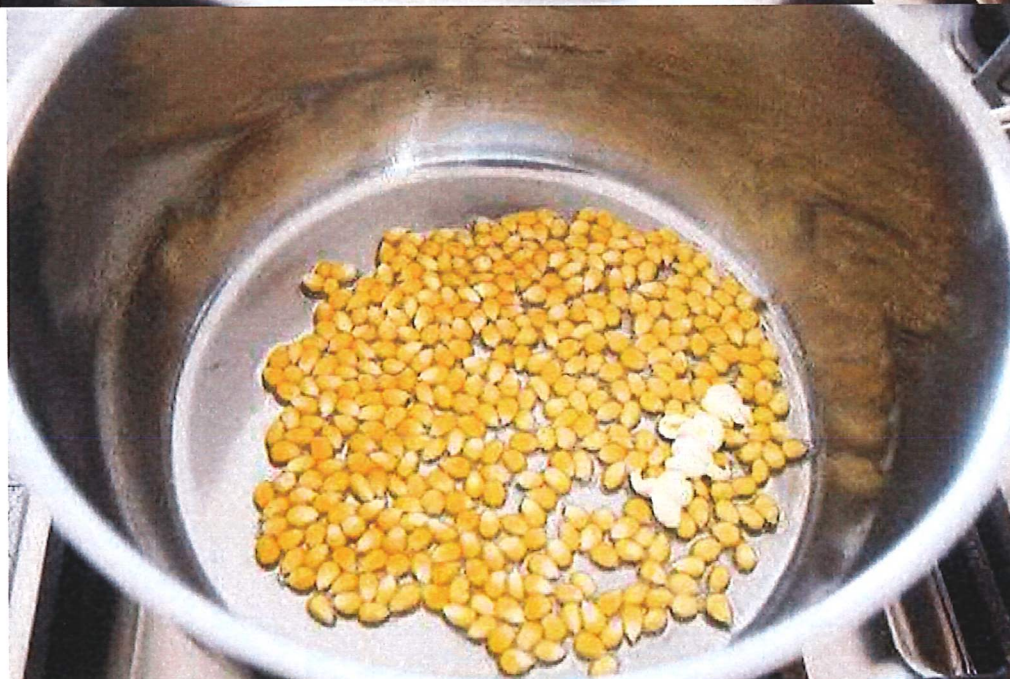
1 Heat the oil: Heat the oil in a 3-quart thick-bottomed saucepan on medium high heat.

2 Put 3 or 4 popcorn kernels into the oil. Wait for the popcorn kernels to pop.



3 When the kernels pop, add the rest of the popcorn kernels in an even layer.





4 Cover the pot, remove from heat and count 30 seconds. (Count out loud! It's fun!)

5 Return the pan to the heat. The popcorn should begin popping soon, and all at once. Once the popping starts gently shake the pan by moving it back and forth over the burner.

***Tip:** As the popcorn pops, try to keep the lid slightly ajar to let the steam from the popcorn release (the popcorn will be drier and crisper).*

6 Once the popping slows to several seconds between pops, remove the pan from the heat, remove the lid, and dump the popcorn immediately into a wide bowl.



With this technique, nearly all of the kernels pop, and nothing burns.

7 Melt butter in the empty hot pan: If you are adding butter, you can easily melt it by placing the butter in the now empty, but hot pan.



***Tip:** if you let the butter get just a little bit brown, it will add an even more intense, buttery flavour to the butter and to your popcorn.*

Just drizzle the melted butter over the popcorn and toss to distribute.

8 Sprinkle the popcorn with salt/sugar to taste.



Day 2

Phonics - u

Reading- Pop Pop Pop!

English

Maths

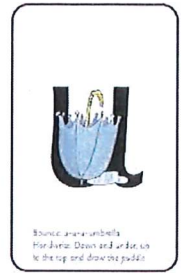
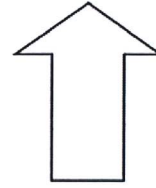
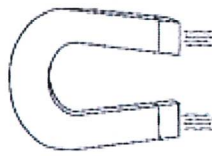
Expressive Arts and Design (EAD)

Physical Challenge - Speed Bounce - How many times can you bounce over a pillow or a safe object in 60 seconds? Both feet must land over the pillow for the jump to count.

Week 4 Lesson 2

I can hear initial sounds.

Put a ring around the things that begin with u



Can you draw something that begins with u? Can you label it?

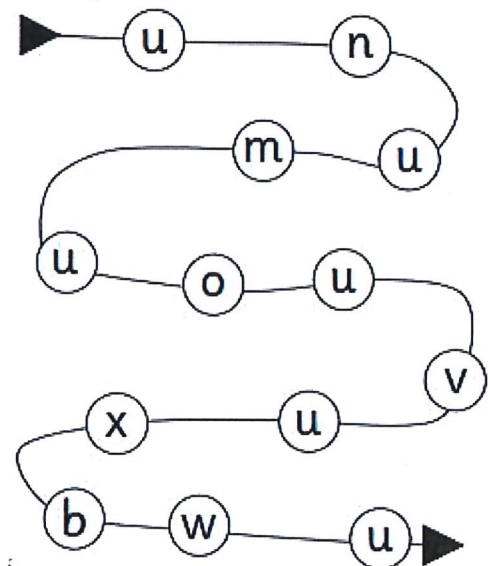
I can recognise the letter u and say its sound

Put a ring around the letter u. How many can you find?

n u y
u j y
g h u
r u u
u z v

Shout out **u!**

Slowly trace your hand along the line. When you reach a u sound, shout it out!

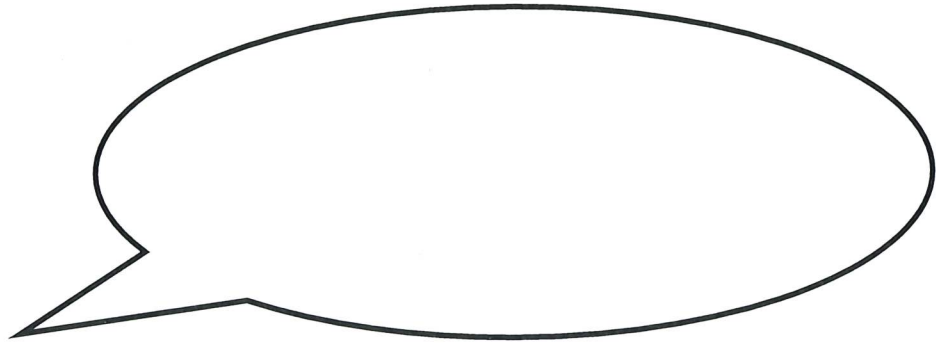
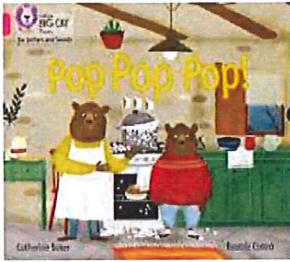


I can trace and write the letter u



I can read simple words

Task 1: Write down what your child can remember about the story. Who is in the story? What goes pop?



Your child is starting to learn that letters represent sounds that can be blended together to make words. there are a few simple words in this story and your child should be able to read them by saying the letter sounds then blending them together, e.g. p-o-p becomes pop.

Task 2: Use the letters at the bottom of the page to copy on paper, cut and build the words that are in the story.

If you say the sounds first g-e-t ask your child to select the letter to match, can they blend the letters to make a word? What word can they hear?

Now swap over, can your child say the sounds for you, select the letters then blend the sounds to read the word together.

g

e

t

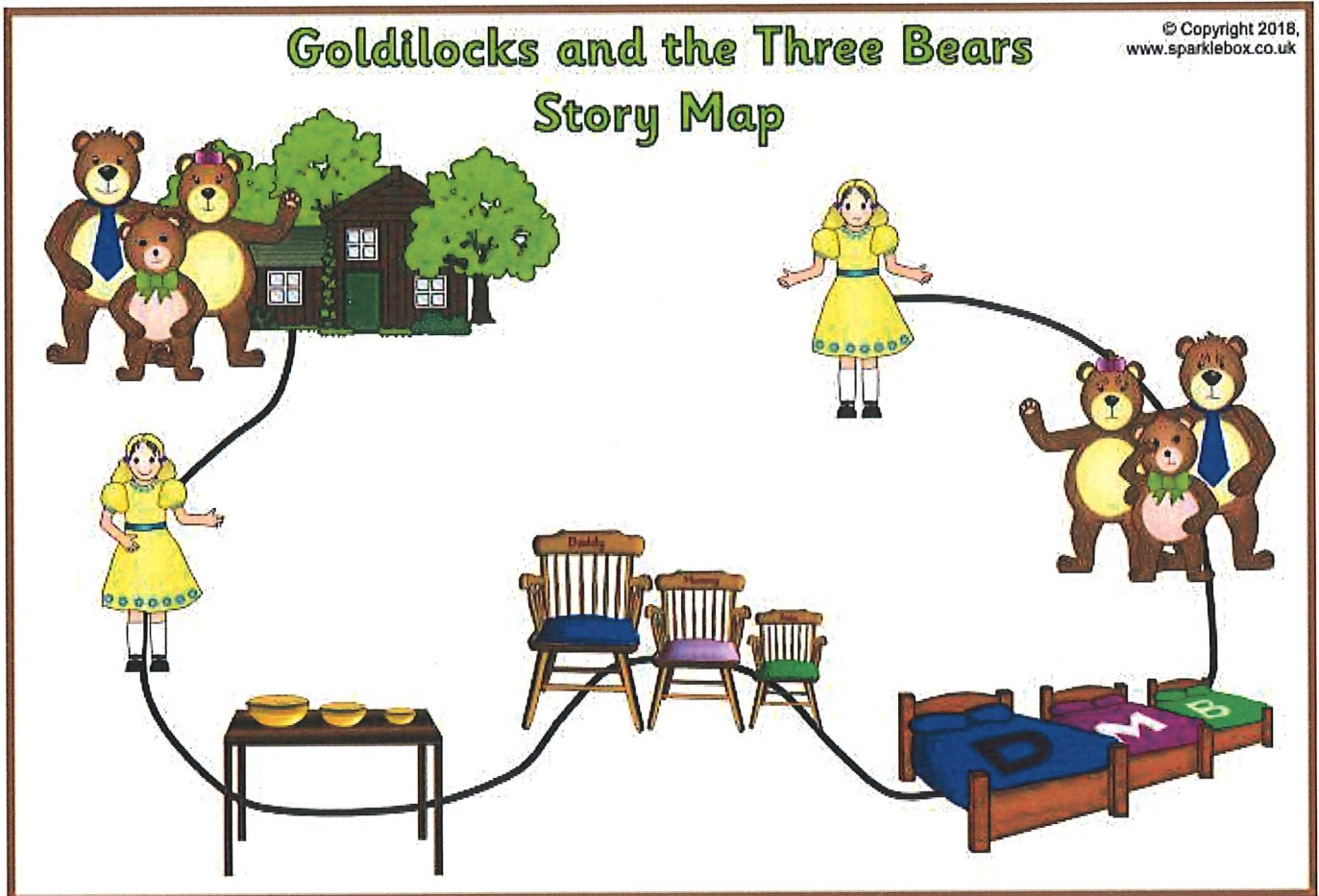
p

o

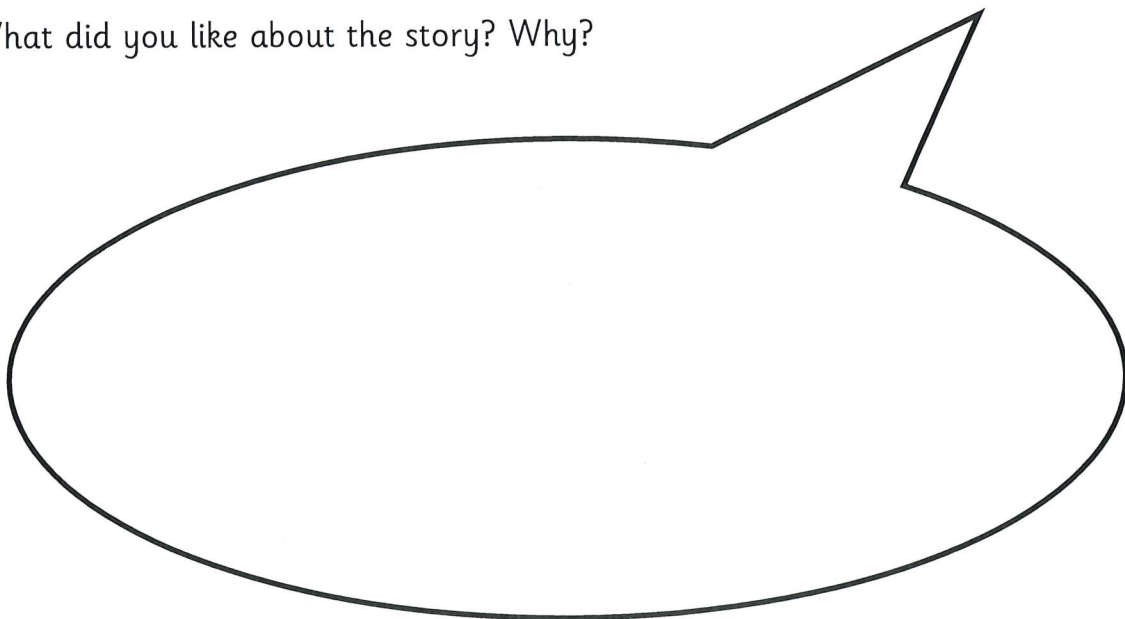
t

I can retell a familiar story

Task: Use the story map below to retell the story of Goldilocks and the Three Bears.



What did you like about the story? Why?



I can recognise and order numerals

Task 1: Use the cards on the next page to play snap. Shout out each number when you turn the cards over.

Task 2: Can you match the cars to correct numbered space?

Number Car Park

What numbers are on the cars? Can you park the cars in the matching numbered spaces in the car park?

1 2 3 4 5

6 7 8 9 10

1 2 3 4 5

6 7 8 9 10

0

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

0

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31

EAD Week 4 Day 2

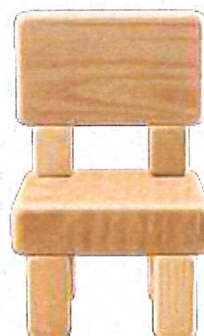
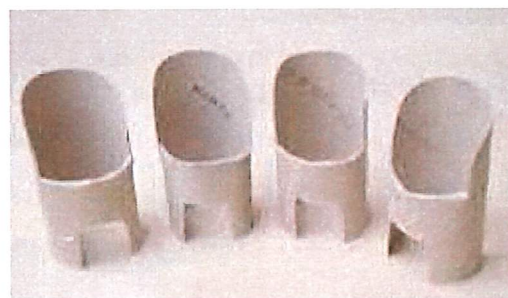
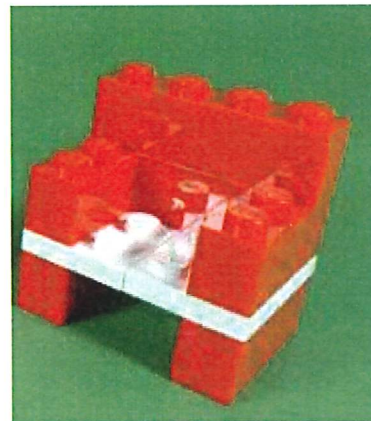
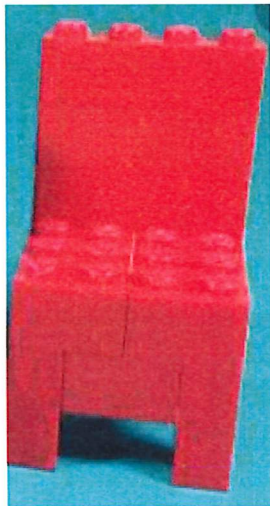
I can build a model

Task: Using your imagination and your toys at home can you build a new chair for baby bear?

Ask an adult if you can take a picture of it and send it to cedar@hollyhill.bham.sch.uk or willow@hollyhill.bham.sch.uk.

Talk about the construction pieces you are using and how you are joining pieces together.

Some ideas...



Day 3

PE

Stamina – Can you run on the spot for 1 minute without stopping?

Speed – Can you run on the spot as slow as you can for the count to 5, then run as fast as you can for the count to 5?

Core Stability & Strength – Can you hold a press-up position for 10 seconds

Flexibility – Can you touch your toes whilst sitting down with straight legs? Can you touch your toes whilst standing up?

Phonics-r

Reading- Pop Pop Pop!

English

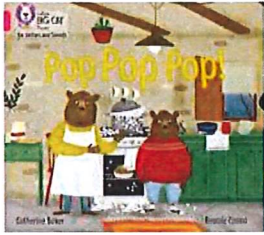
Maths

RE

Physical Challenge – Popping Popcorn

Can you move like the popcorn in the pan for 30 seconds?

I can read tricky words



Task 1:

Can you find the words tricky words **go**, **to**, **the** and **no** in the story?

How many times do they appear?

go

to

the

no

*Remember tricky words cannot be sounded out, you have to just know them.

Task 2: Share the story again encourage your child to sound out words and blend them together and read the tricky words by sight. Check your child's understanding by asking questions about the text. Record their answers below.

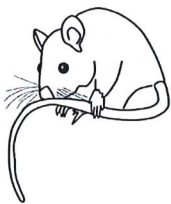
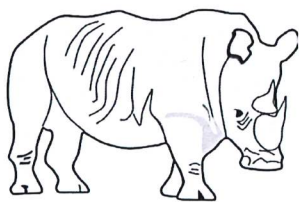
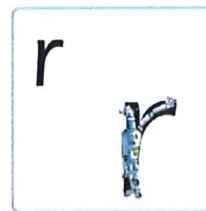
Why did Ted ask mum to get a tin?

How do you think ted felt when the popcorn started popping?

How do you think he felt when it reached his tum?

I can hear initial sounds.

Put a ring around the things that begin with r



Can you draw something that begins with r? Can you label it?

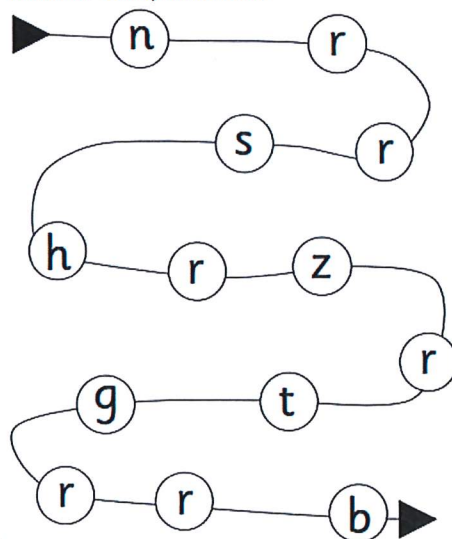
I can recognise the letter r and say its sound

Put a ring around the letter r. How many can you find?

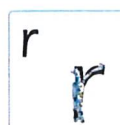
n r e
m f r
r t y
h r z
r p

Shout out **r**!

Slowly trace your hand along the line. When you reach an r sound, shout it out!



I can trace and write the letter r

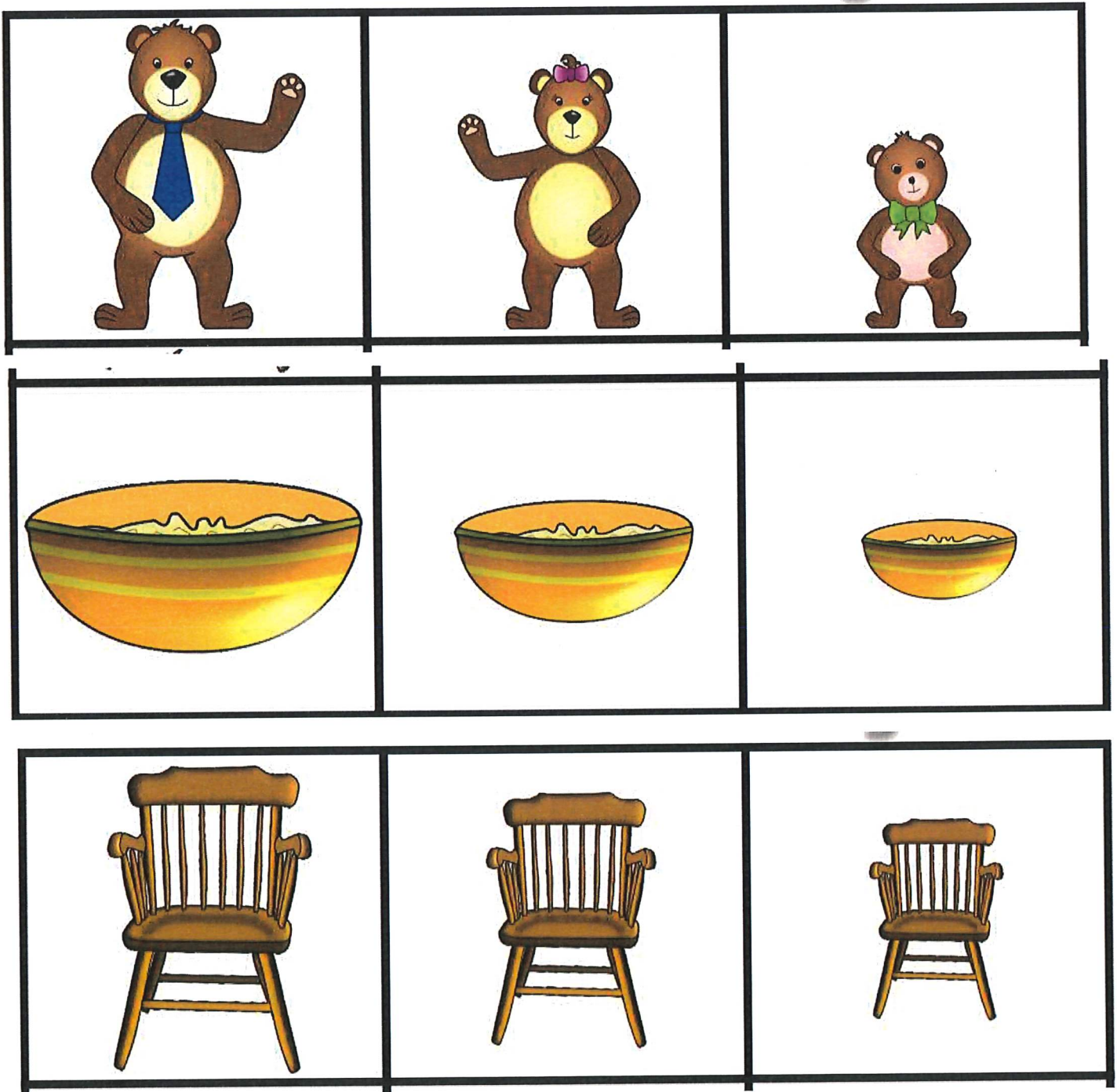


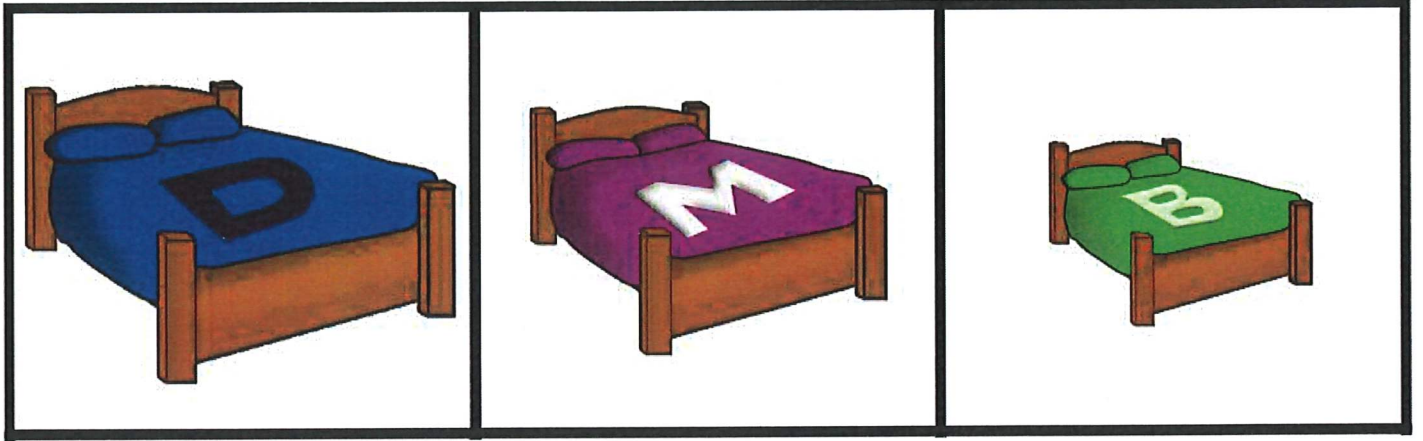
English Week 4 Day 3

I can act out a story in my play

Task: Using your teddies, dolls, toys or the pictures provided, act out the story of Goldilocks and the Three Bears. Can you use different voices for the characters? A loud, deep voice for Daddy Bear and a quiet, squeaky voice for Baby Bear.

Ask an adult to take a picture or video you doing it and send it to our class email.





Maths Week 4 Day 3

I can recognise, trace and represent numbers.

Task 1: Ask a grown up to hide the large numbers for you to find.

When you have found them see how many you recognise.

Then follow the numbers with your fingers and trace them with a pencil.

Can you decorate the numbers to make them stand out and draw the correct amount of spots or stars to represent each number.?

Task 2: Trace the numbers below and then write them in order on the line underneath.

I can write my numbers...

1 2 3 4 5 6 7 8 9

1 2 3 4 5 6 7 8 9

Challenge:

Writing Numbers



Carefully trace over the numbers. Start at the big dot.

1 1 1 1 1 1 1 1 1 1 1 1 1

2 2 2 2 2 2 2 2 2 2 2 2 2

3 3 3 3 3 3 3 3 3 3 3 3 3

4 4 4 4 4 4 4 4 4 4 4 4 4

5 5 5 5 5 5 5 5 5 5 5 5 5

6 6 6 6 6 6 6 6 6 6 6 6 6

7 7 7 7 7 7 7 7 7 7 7 7 7

8 8 8 8 8 8 8 8 8 8 8 8 8

9 9 9 9 9 9 9 9 9 9 9 9 9

Challenge:

Writing Numbers

Carefully trace over the numbers. Start at the big dot.



10 10 10 10 10 10 10 10

11 11 11 11 11 11 11 11

12 12 12 12 12 12 12 12

13 13 13 13 13 13 13 13

14 14 14 14 14 14 14 14

15 15 15 15 15 15 15 15

16 16 16 16 16 16 16 16

17 17 17 17 17 17 17 17

18 18 18 18 18 18 18 18

19 19 19 19 19 19 19 19

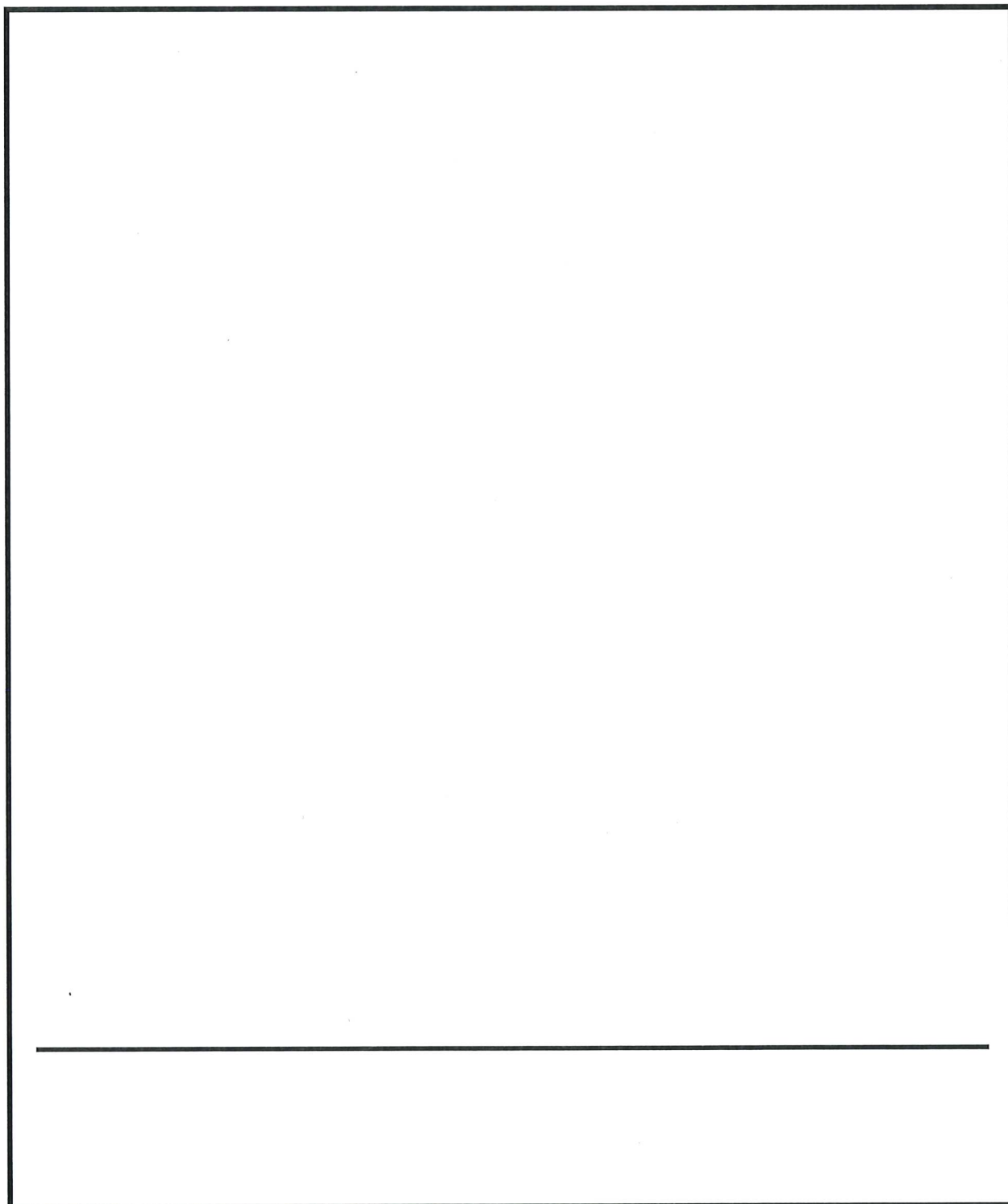
20 20 20 20 20 20 20 20

RE Week 4 Day 3

I know that my school is a Church school

Task: Draw a picture of our school. How do other people know that it is a church school? What is on our roof? What bird is on our sign? Can you draw them?

Write the name of our school underneath. You could find your jumper or book bag to help you.



Day 4

Phonics - h

Reading- Pop Pop Pop!

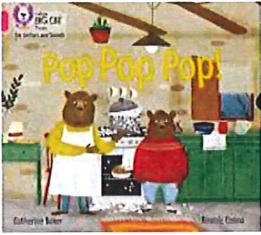
English

Maths

Understanding the World (UW)

Physical Challenge — Soft Toy Throw - How many times can you throw a soft toy into a basket in 60 seconds? Stand 3 large steps away from the basket. You need to collect the soft toy and return to the throwing line once thrown. ***If you do not have a soft toy, why not use a pair of socks and a washing basket instead!***

I can read simple words and say what I think will happen next



Task 1:

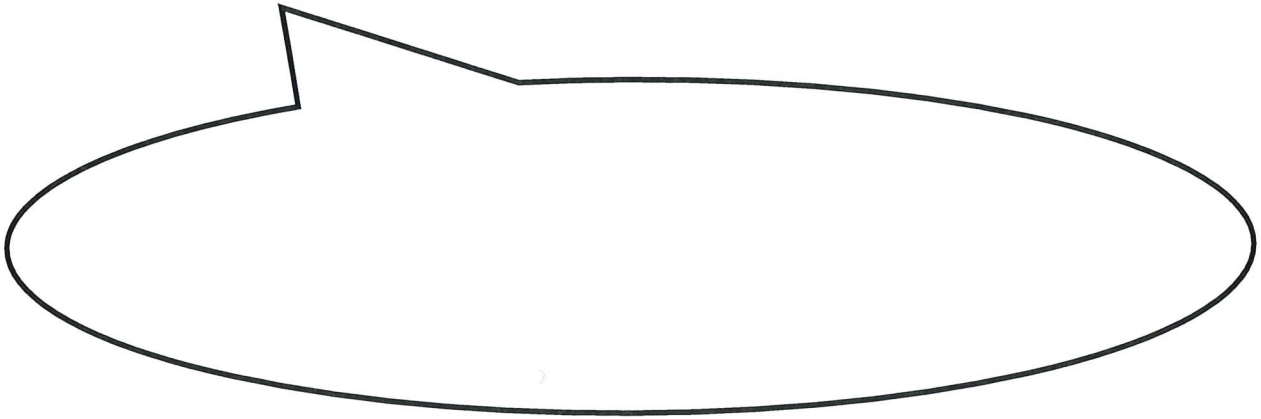
Can you find the words pop and mum in the story?

How many times do they appear?

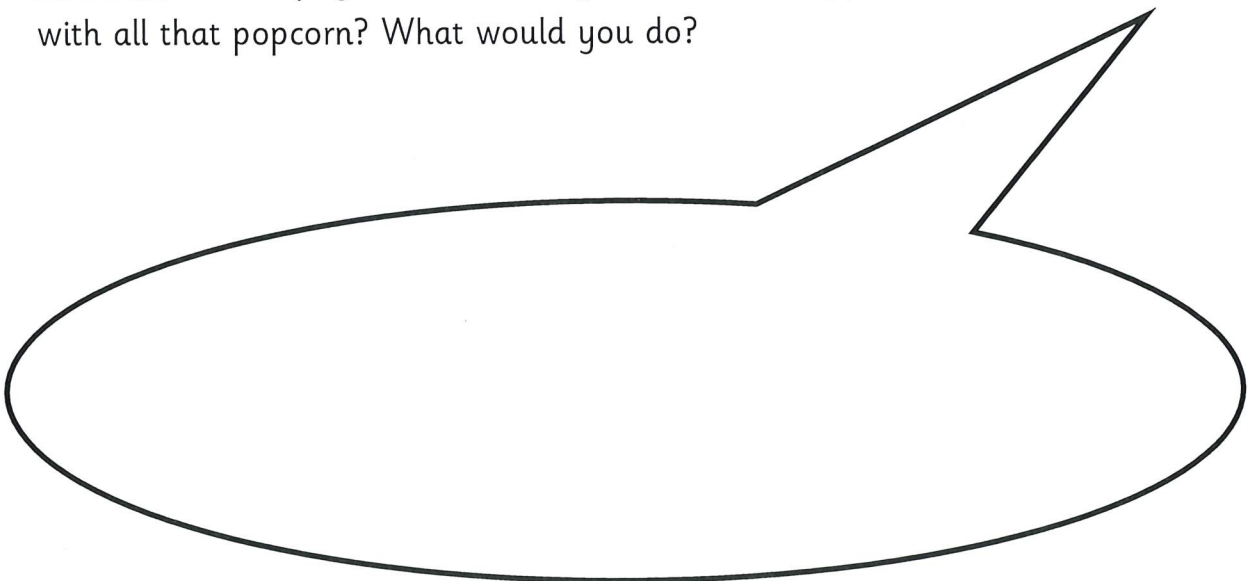
pop

mum

Task 2: Look at the pots on each page, what is happening to the popcorn? Compare the quantity of popcorn in the pictures as the story goes on. Encourage your child to use words and phrases such as 'less than' and 'more than'.



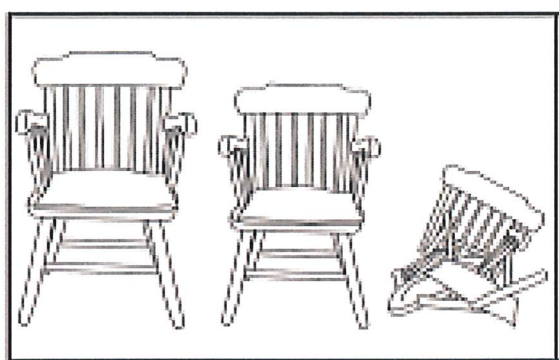
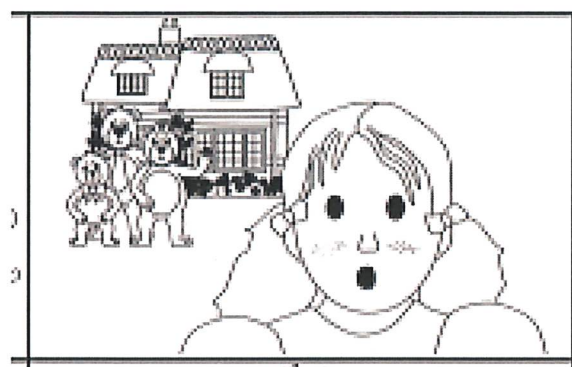
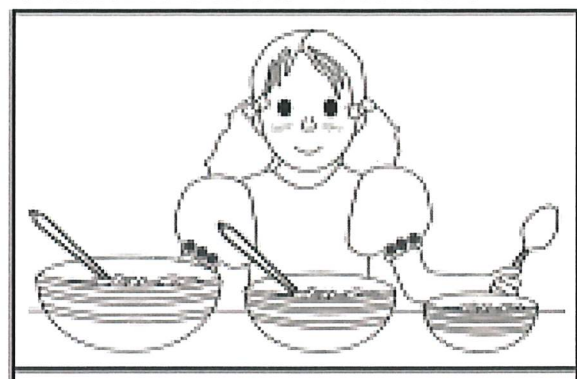
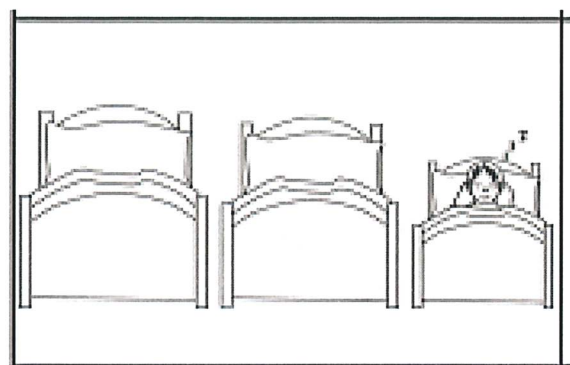
Task 3: Look at page 13, what do you think will happen next? What should Ted do with all that popcorn? What would you do?



English Week 4 Day 4

I can sequence events

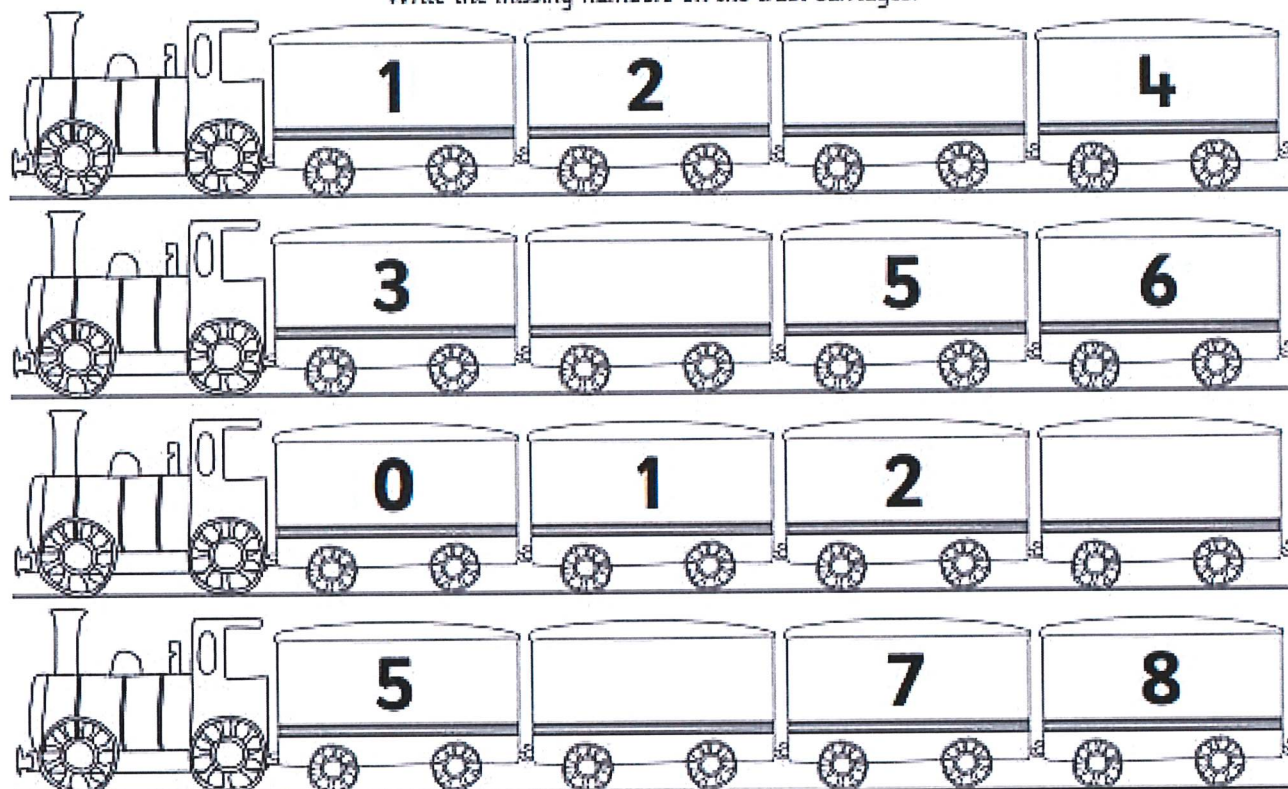
Task: What did Goldilocks do first? Can you sequence the pictures from the story by putting them in order? Use the words first, next, then, finally to sequence the events.



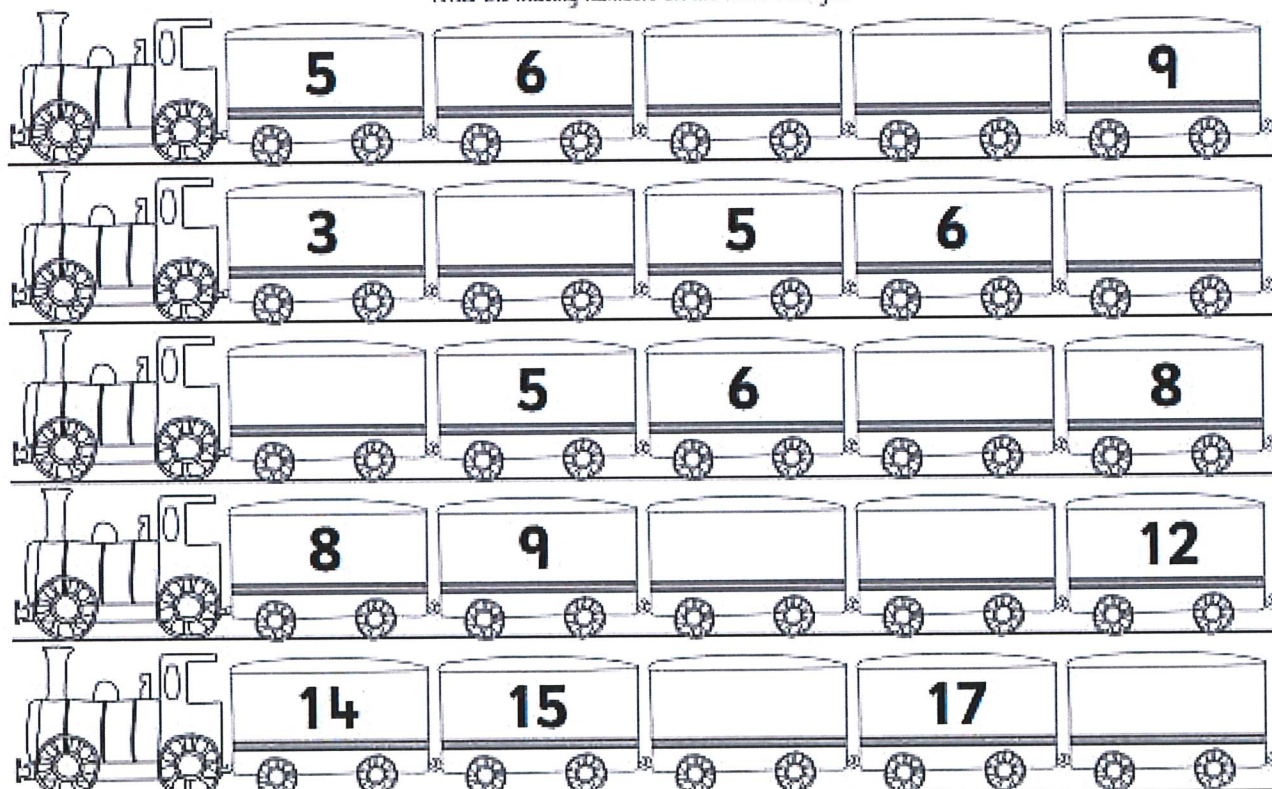
I can recognise and write numbers.

Task: Look at the numbers on the train, some numbers are missing, count along to find out which ones are missing and then write them in the empty carriages.

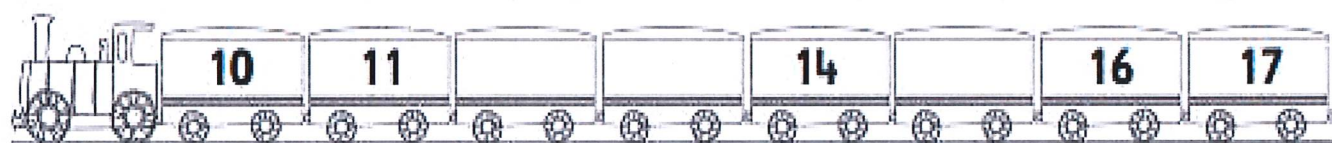
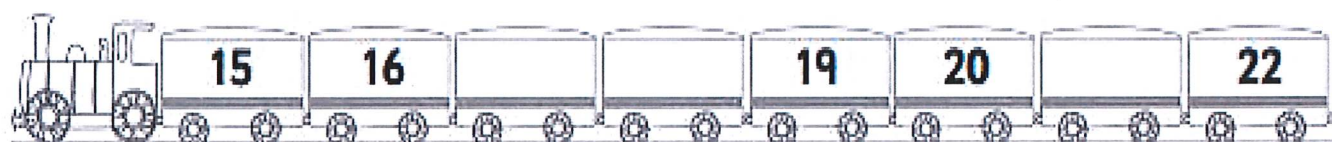
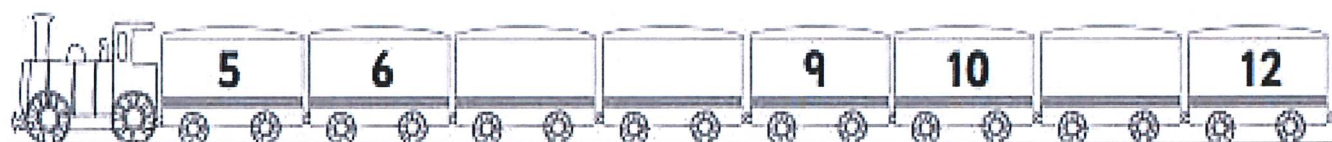
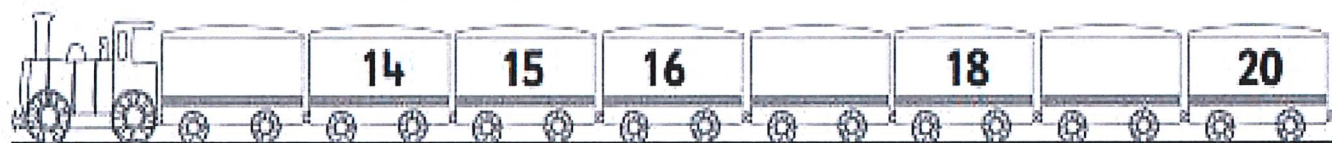
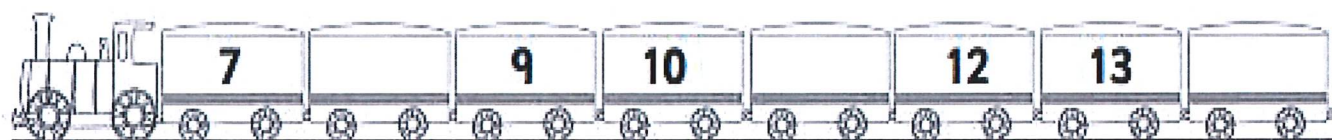
Write the missing numbers on the train carriages.



Write the missing numbers on the train carriages.



Challenge:

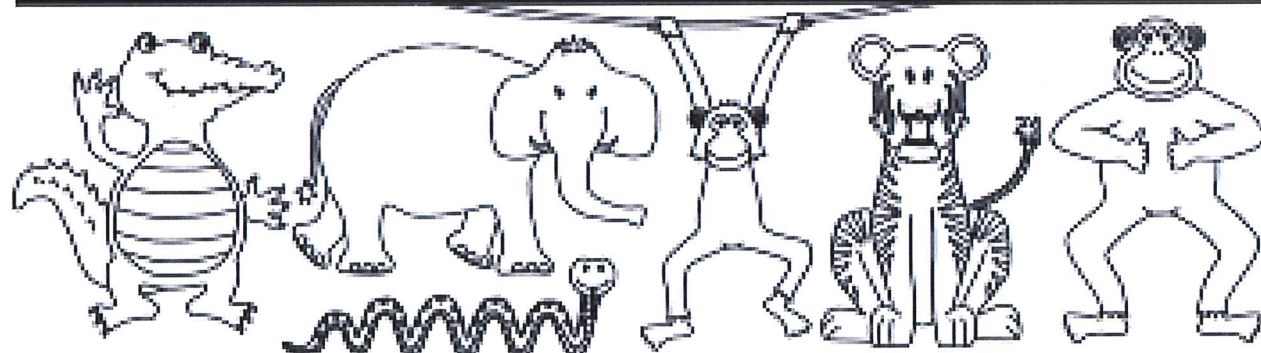


0 to 20 Number Line

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Challenge:

1		3	4		6		8	9	10
11	12		14	15	16	17		19	
	22	23		25		27	28		30
31		33	34		36		38	39	
41	42		44	45		47		49	
	52	53		55	56	57		59	60
61				65	66		68	69	70
	72	73	74		76	77		79	
81	82		84	85		87	88	89	90
	92	93		95	96	97			100



I can use scientific words to name and describe objects

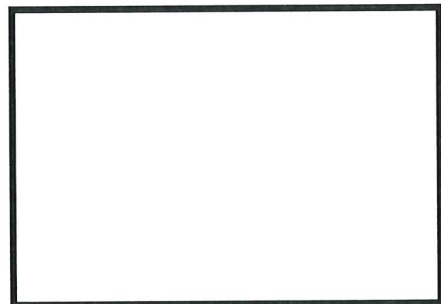
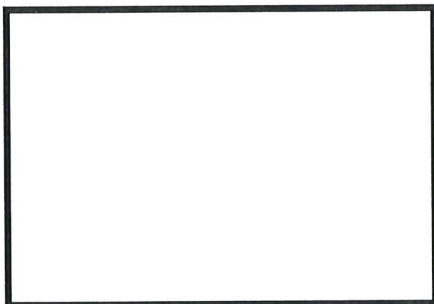
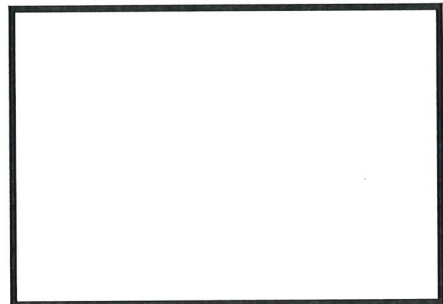
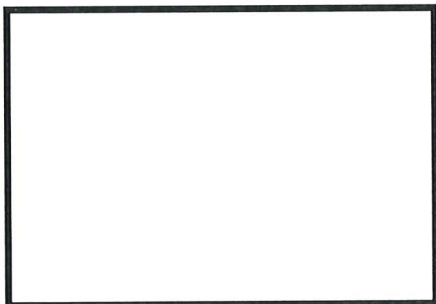
Task: Look for objects around your home, that are made from wood and glass.
Can you draw the things you find? Ask an adult to write down what they are.

Scavenger Hunt

Wood



glass



Can you find any other materials around your home?

What material are your chairs made from?

Day 5

Phonics – b

Reading- Pop Pop Pop!

English

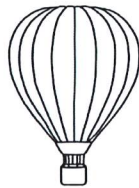
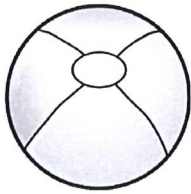
Maths

PSHE

Physical Challenge – Can you move like the three bears?

Large steps like Daddy Bear, Medium sized steps for Mummy Bear, Little Tiny steps for Baby Bear. ***Can you make big and little movements?*** Eating porridge, Laying/rolling in beds, climbing stairs, walking through the forest.

Put a ring around the things that begin with b



Bounce b-b-b-b-b
Handmade. Open the faces to the
hand, round the box

Can you draw something that begins with b? Can you label it?

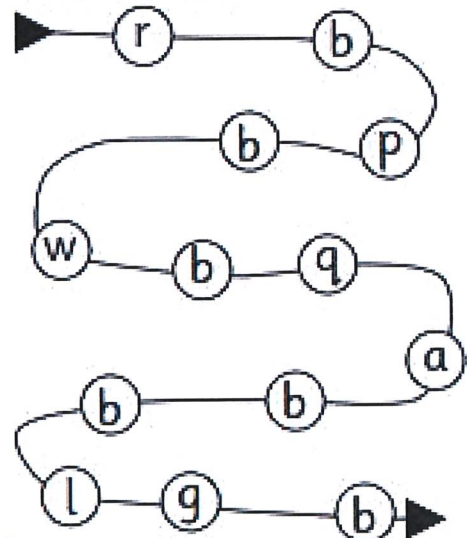
I can recognise the letter b and say its sound

Put a ring around the letter b How many can you find?

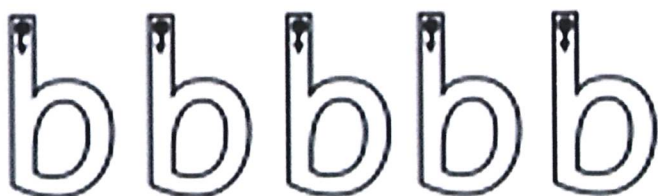
b t b g
n o e
b z b b
a b s u

Shout out **b**!

Slowly trace your hand along the line. When you reach a b sound, shout it out!

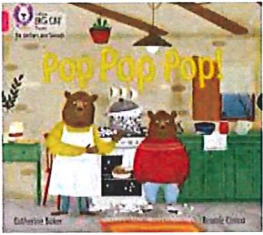


I can trace and write the letter b



Bounce b-b-b-b-b
Handmade. Open the faces to the
hand, round the box

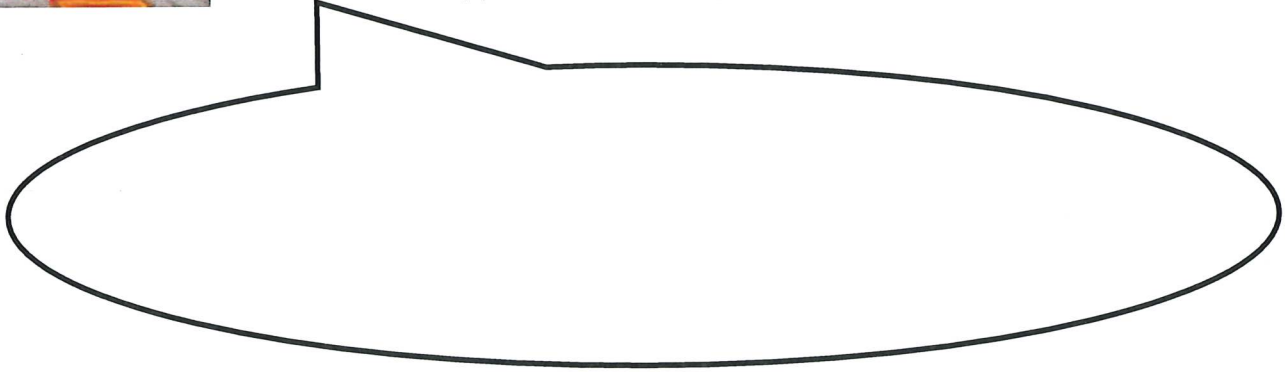
I can retell the story



Task 1:

Look back through the story, can you retell the story in your own words.

What happened in the beginning? What happened next?



Task 2: Can you answer the following questions about the book?

Who is Ted?

What does Ted tip into the pot?

Where does the popcorn pop to?

What does Ted do with the popcorn?

Record what your child says here.

Task 3: Encourage your child to read the story again.

This will build their reading confidence and fluency.

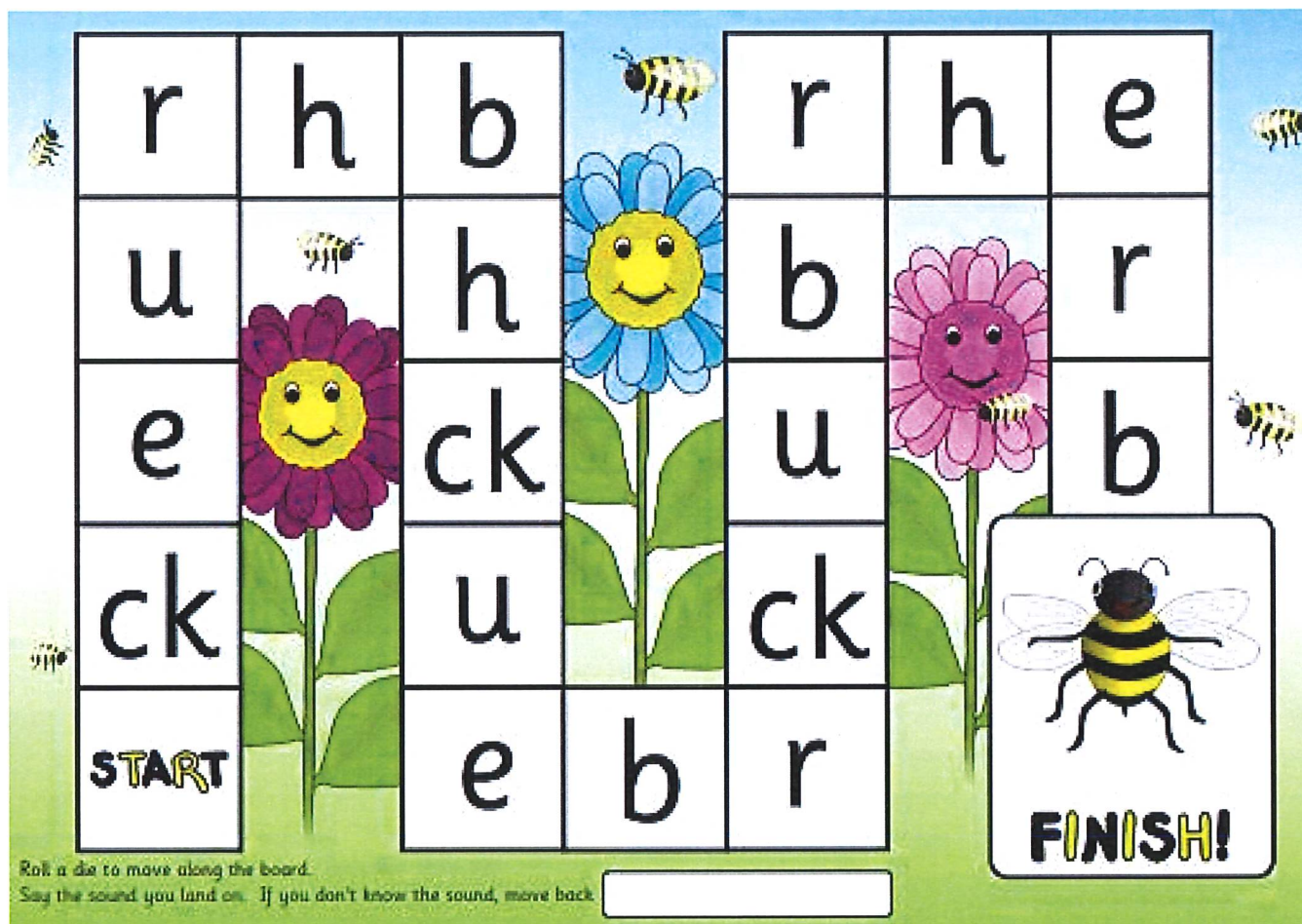
Play 'I-Spy sounds' on pages 14-15. Which words can you find in the picture that have the 'e' and 'u' sounds in them?

I can say the sounds for ck eurhb

Time for a game!

For this game you will need a dice and counters. Take it in turns to roll the die and move along the board. Can you say the sound for the letter you land on? If you don't know a letter then move back one square. The first person to finish is the winner.

Challenge: Can you think of a word that begins with the sound you land on?



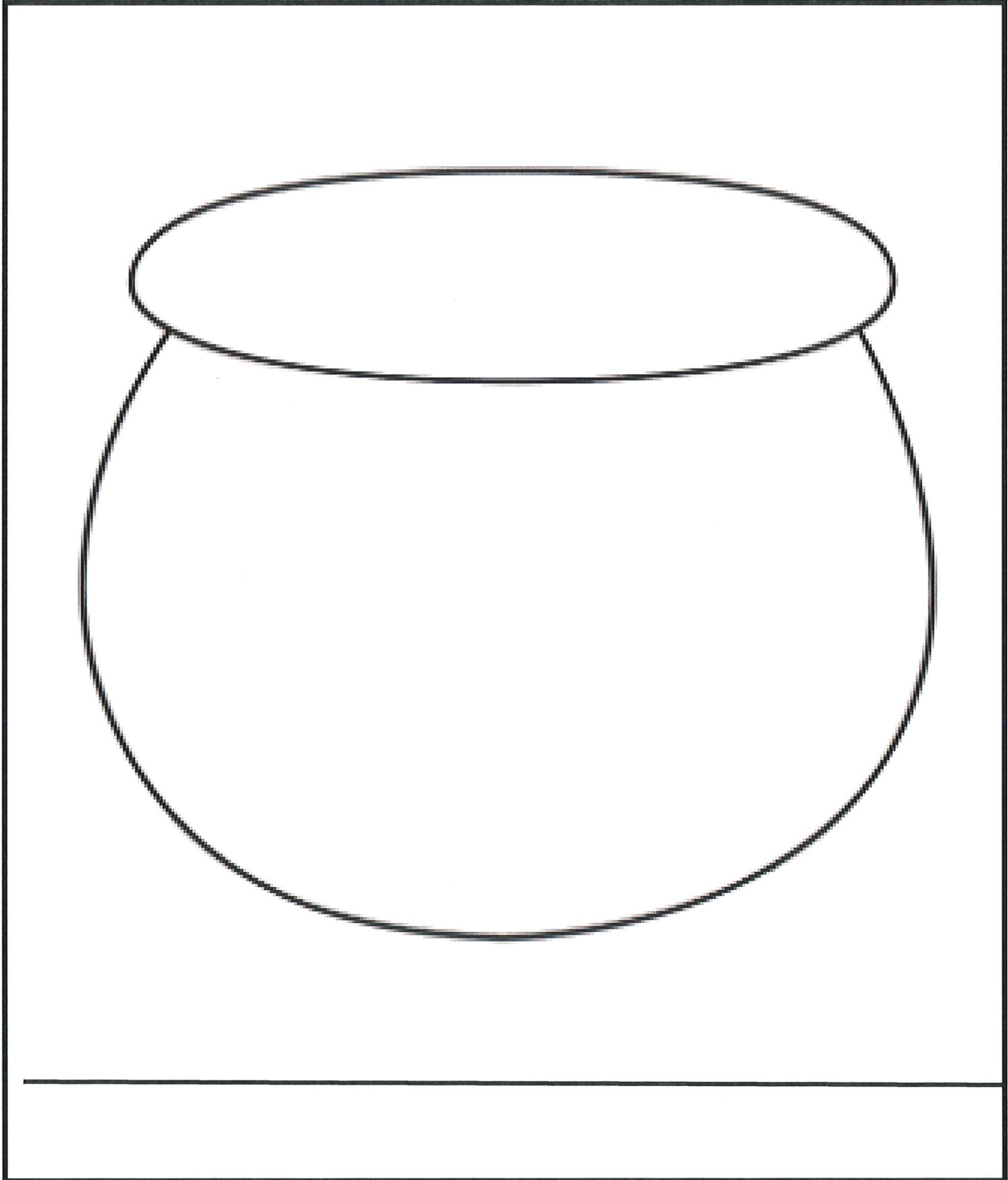
Can you write the letters you landed on?

Did you see any words as you moved around the board? What did you see?

English Week 5 Day 5

I can share my ideas, draw them and write a label

Task: If you had a magic pot what would you like it to make you. Draw it in the pot below and label it. What would you say to the pot to make it cook and to make it stop.



by _____

Maths Week 4 Day 5

I can compare 2 or 3 heights

Task 1: Compare yourself with other members of your family. Who is the tallest? Who is the shortest? Is there anyone that comes in between? Stand in height order from shortest to tallest, then tallest to shortest. Can you draw a picture below to represent your family, in height order?

Task 2: Look at the bears on the next page. Can you put them in order of size. I wonder which bear is the tallest and which bear is the shortest.

tallest		shortest



I can talk about my family and the things I like to do



Boris says, "Families are important to help us feel safe and loved."

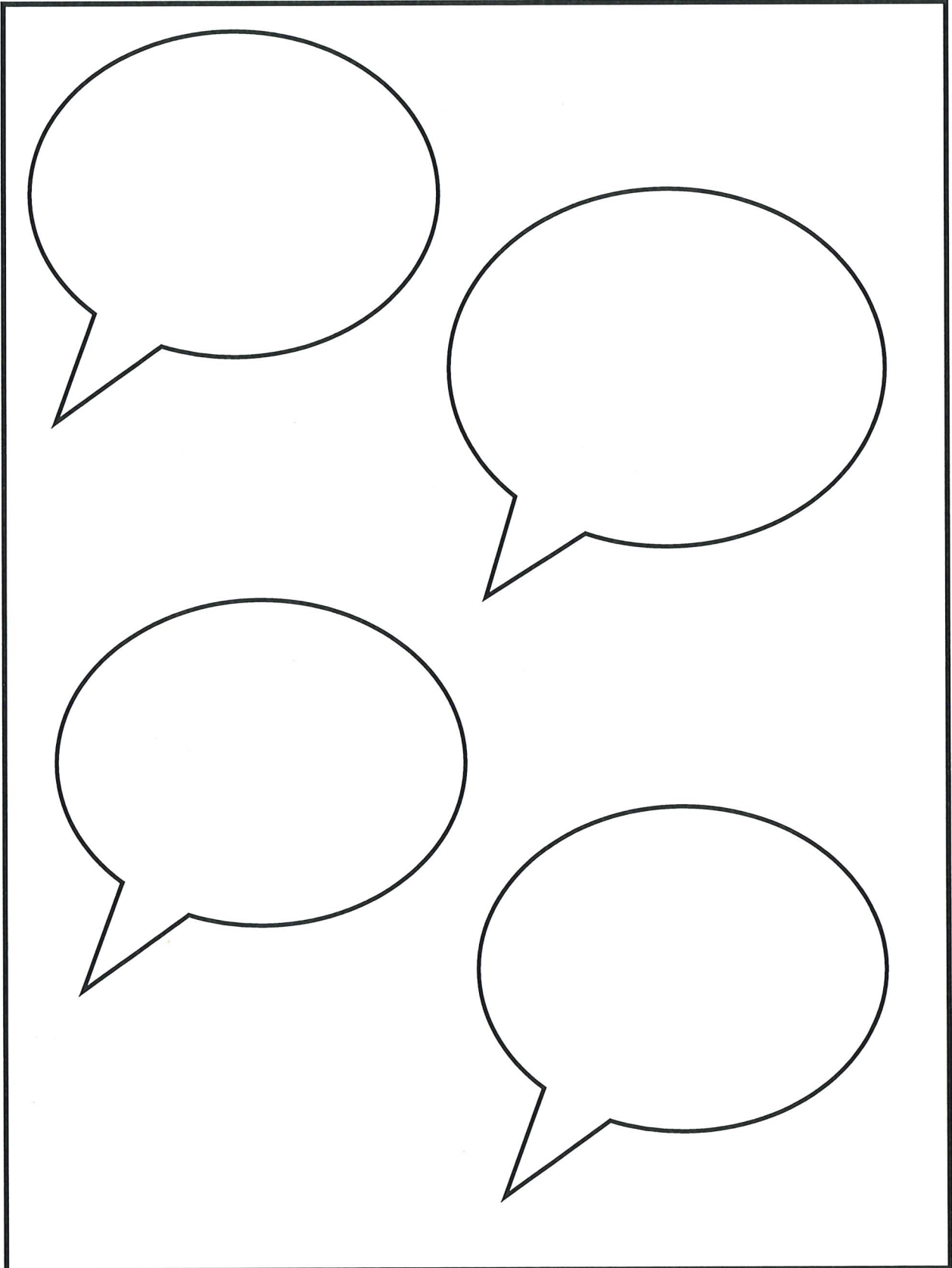
Task: Make a list of all the things you would like to do as soon as this is all over. It be a trip to the park, a visit to your grandparents or cousins, a picnic with your friends. You could draw the things you would like to do below or put them on pieces of paper and fill a hopes for the future jar.



Our value this week is Forgiveness

I can think of times when I might need to say sorry and times when I might need to ask for forgiveness

Task: Can you answer the big questions, When should I say sorry? When should I ask for forgiveness? Should I forgive others? What would Jesus do?

A large rectangular box containing four empty speech bubbles. The bubbles are arranged in a 2x2 grid, with two in the top half and two in the bottom half. Each bubble is an oval shape with a small tail pointing towards the bottom-left corner, intended for students to write their responses to the task questions.

Our value this week is Forgiveness

I can make a sorry card/letter

Task: Did Goldilocks do the right thing in the story? How could she put it right? What could she say or do to help the three bears feel better? Make a picture/card or write a letter to say sorry and cheer them up.

The Brick House
Little Hamlet,
The Village.

The Three Bears,
Thatched Cottage,
The Woods.

Dear Three Bears,

I am very sorry

Love from,
Goldilocks.



Dear Three Bears,

Handwriting practice lines consisting of multiple rows of dashed lines for tracing and solid lines for independent writing.

With love from,

Goldilocks



