

Day 1

We are going on a bear Hunt

Phonics – Voice Sounds

Reading – Read the we are going on a Bear
Hunt

English

Maths

WellComm activity

Creative activity

I can use voice sounds

Task: Read the activities and with your child complete the tasks set—can you complete them all?

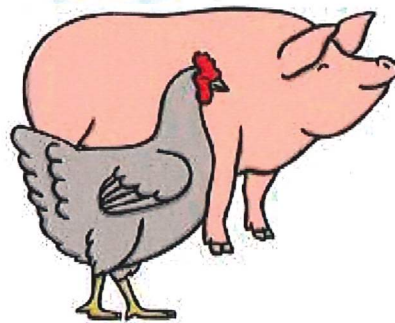
Voice Sounds Home Learning Challenge

Use
your voice to create
some sound effects. Can
you make a sound like a
ticking clock or a doorbell?
Listen to sounds you hear
around your home – can you
make a sound just like
them?

Teach a grown-up
the song Old MacDonald
had a Farm. What animals
will be in your song? What
noises do the animals
make?



Play
an animal themed
guessing game. Make some
sound effects for different
animal noises and encourage
someone to guess what animal
sound you were making. You could
'meow' like a cat, 'woof' like a
dog or 'hissss' like a snake.
What other animal sounds
can you make?



Try
making some
different voice sounds to
show different feelings and
emotions e.g. 'oh!' when
surprised, 'mmm' when
eating something yummy
and 'sshh' when trying to
be quiet!



Old MacDonald

Old MacDonald had a farm, EE-I-EE-I-O,
And on that farm he had a cat, EE-I-EE-I-O,
With a "meow, meow" here and a "meow,
meow" there,
Here a "meow", there a "meow", everywhere
a "meow, meow".

Old MacDonald had a farm, EE-I-EE-I-O,
And on that farm he had a chicken,
EE-I-EE-I-O,
With a "cluck, cluck" here and a "cluck,
cluck" there,
Here a "cluck", there a "cluck", everywhere a
"cluck, cluck".

Old MacDonald had a farm, EE-I-EE-I-O,
And on that farm he had a cow, EE-I-EE-I-O,
With a "moo, moo" here and a "moo, moo"
there,
Here a "moo", there a "moo", everywhere a
"moo, moo".

Old MacDonald had a farm, EE-I-EE-I-O,
And on that farm he had a dog, EE-I-EE-I-O,
With a "woof, woof" here and a "woof,
woof" there,
Here a "woof", there a "woof", everywhere
a "woof, woof".

Old MacDonald had a farm, EE-I-EE-I-O,
And on that farm he had a donkey,
EE-I-EE-I-O,
With a "hee-haw" here and a "hee-haw"
there,
Here a "hee-haw", there a "hee-haw",
everywhere a "hee-haw".

Old MacDonald had a farm, EE-I-EE-I-O,
And on that farm he had a duck,
EE-I-EE-I-O,
With a "quack, quack" here and a "quack,
quack" there,
Here a "quack", there a "quack", everywhere
a "quack, quack".

Old MacDonald had a farm, EE-I-EE-I-O,
And on that farm he had a goat, EE-I-EE-I-O,
With a "maa, maa" here and a "maa, maa"
there,
Here a "maa", there a "maa", everywhere a
"maa, maa".

Old MacDonald had a farm, EE-I-EE-I-O,
And on that farm he had a goose,
EE-I-EE-I-O,
With a "honk, honk" here and a "honk,
honk" there,
Here a "honk", there a "honk", everywhere a
"honk, honk".

Old MacDonald had a farm, EE-I-EE-I-O,
And on that farm he had a horse,
EE-I-EE-I-O,
With a "neigh, neigh" here and a "neigh,
neigh" there,
Here a "neigh", there a "neigh", everywhere
a "neigh, neigh".

Old MacDonald had a farm, EE-I-EE-I-O,
And on that farm he had a mouse,
EE-I-EE-I-O,
With a "squeak, squeak" here and a
"squeak, squeak" there,
Here a "squeak", there a "squeak",
everywhere a "squeak, squeak".
Old MacDonald had a farm, EE-I-EE-I-O,
And on that farm he had a pig, EE-I-EE-I-O,
With a "oink, oink" here and a "oink, oink"
there,
Here a "oink", there a "oink", everywhere a
"oink, oink".

Old MacDonald had a farm, EE-I-EE-I-O,
And on that farm he had a sheep,
EE-I-EE-I-O,
With a "baa, baa" here and a "baa, baa"
there,
Here a "baa", there a "baa", everywhere a
"baa, baa".

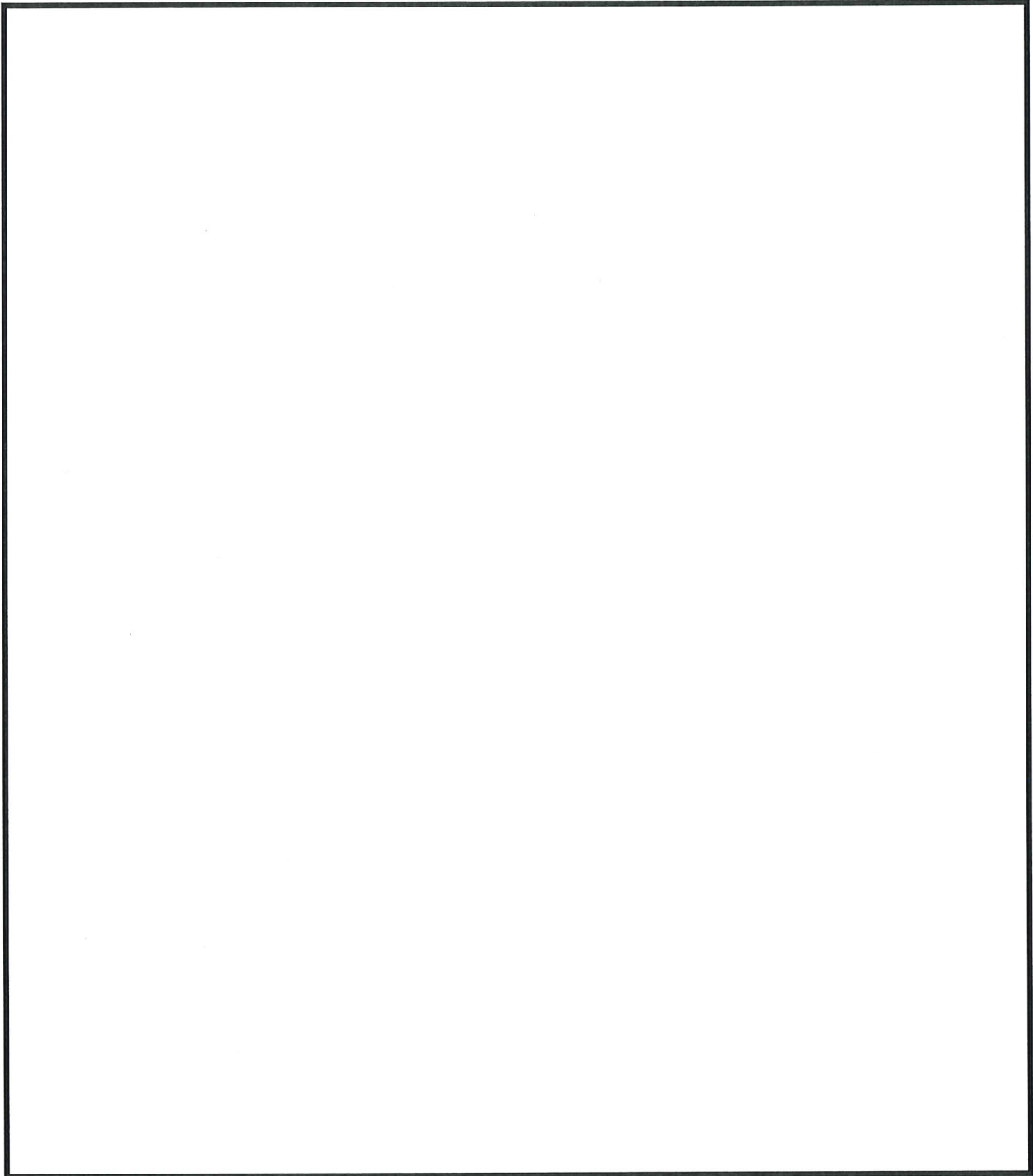
Old MacDonald had a farm, EE-I-EE-I-O.



English Week 3 Day 1

I can listen and talk about a story

Task: Read the We are Going on Bear hunt Story and talk about what has happened. Draw or paint a picture of the bear



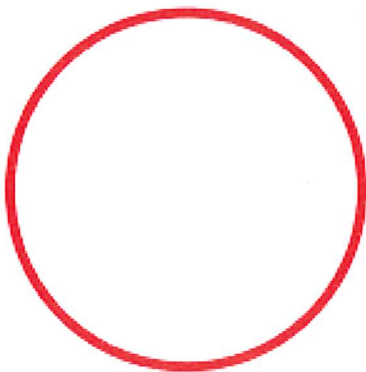
by _____

I can name 2d shapes

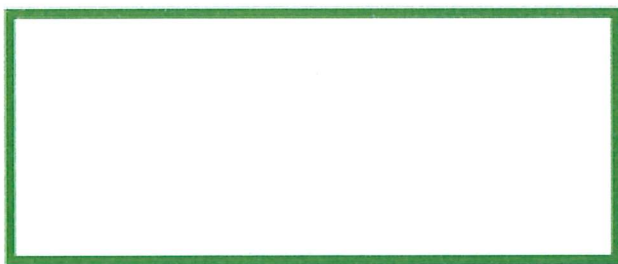
Task: Using the shapes below go through the names of the shapes with your child. Once complete use the sheet below to match the shape to its word with a line.



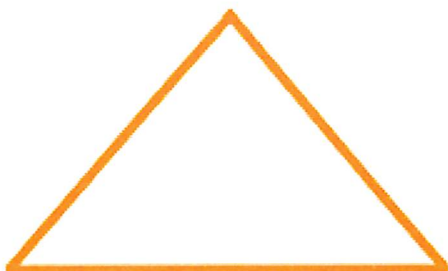
Rectangle



Triangle



Square










Circle

Maths Week 3 Day 1

Challenge

I can find and name 2d shapes.

Task: Now go on a 'Shape Hunt' just like the bear and look around your house for these shapes. Which one did you find first?

Shape	Tally
	
	
	
	
	
	
	

Challenge: Can you count how many shapes you found altogether in your house?

Section 5.2

Learning to remember and then say the names of two things



Why is this important?

Verbal understanding can be likened to a 'list' of things that need to be remembered in order to carry out a task. For example, in the two-word level instruction 'Give Sam a cup', the child has to remember 'Sam' and 'cup'. If children can't do this, it may be that their auditory memory is not yet sufficiently developed. Auditory memory can be improved with practice.

What to do

- Gather together a selection of pictures of everyday things. These could be cards or cut out from magazines.
- Place a few cards (e.g. six) face-down on the table.
- Choose two cards but don't show them to the child.
- Look at your cards and say what they are (e.g. 'I've got a dog and a table').
- Ask 'Can you remember what cards I've got?'
- If the child is right, show your cards and reinforce: 'Well done! A dog and a table!'
- If the child finds it difficult or remembers just one item, repeat what cards you have, emphasising the key words (e.g. 'I've got *dog* and *table*').

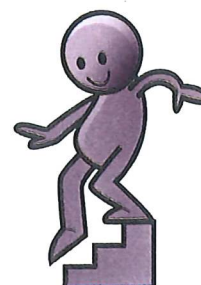


Step up

- Work towards remembering three cards.
- Choose different vocabulary (e.g. action words, not just the names of things).

Step down

- Start with only one card.
- Use gestures/signs for the key word/s.
- Prompt the child by saying the first sound or by giving a clue (e.g. 'It begins with 'd'', 'It's an animal; it says 'woof'').
- Allow the child to see the card first. This involves visual memory too and thus makes the task easier.
- Choose items that are within the same semantic category (e.g. animals, transport) not mixed vocabulary items.



I can make a pair of binoculars

Task: Using the instructions below make some binoculars to help you on your very own Bear Hunt! What will you see?

If you need help watch this video— <https://www.youtube.com/watch?v=iM-oM8fPduo>

Craft Binoculars

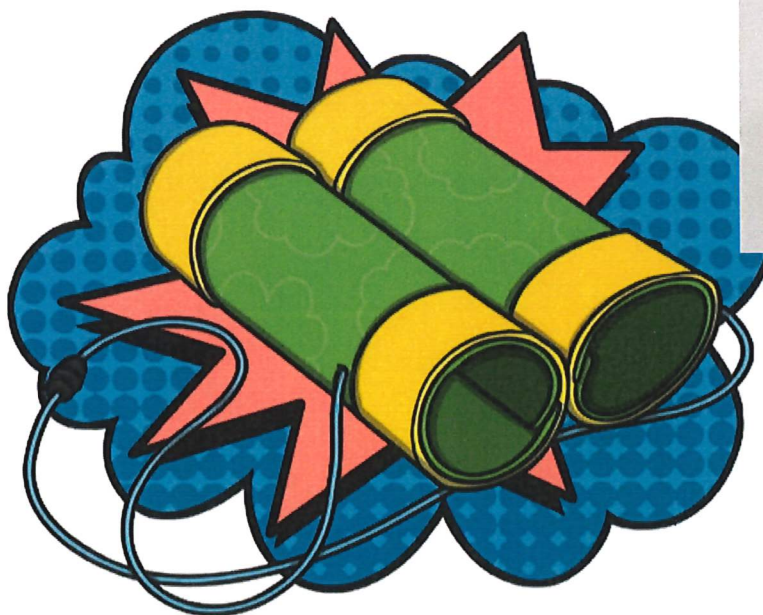
This craft activity is a great way to enhance and support a unit on senses. It is a fun way for children to explore the sense of sight whilst practicing creativity and fine motor skills.

You Will Need:

- Cardboard tubes
- Coloured cellophane
- String
- Materials to decorate
- Stapler

Method:

1. Give children two cardboard tubes to decorate.
2. Once decorated, attach coloured cellophane to one end of each tube.
3. Staple the tubes together.
4. Attach string to complete.



Day 2

Phonics – Voice Sounds

Reading – We are Going on a Bear Hunt

English

Maths

WellComm activity

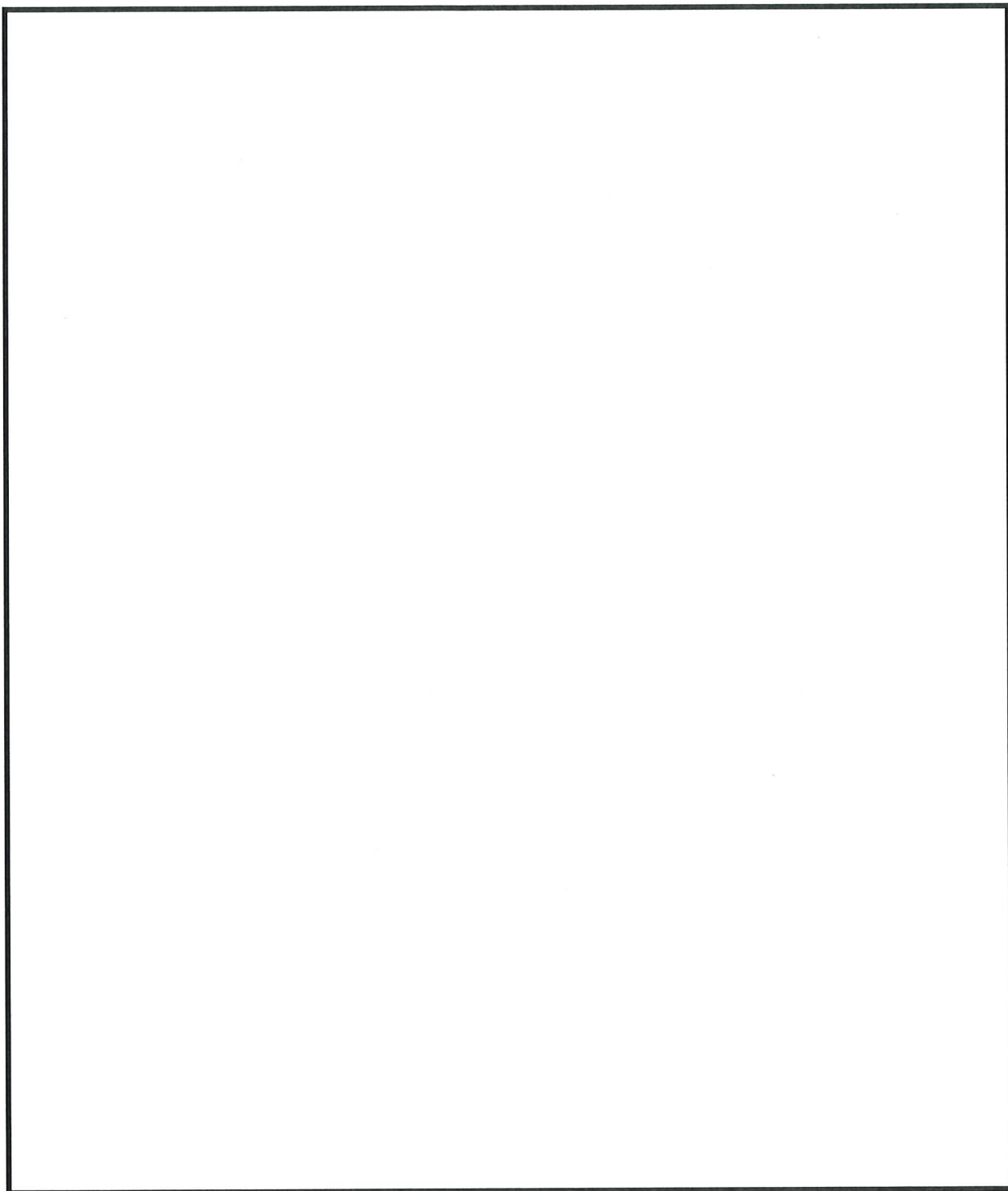
Creative Activity

English Week 3 Day 2

I can order pictures of a story

Task: Cut out the pictures of the story parts and put them in order. What is your favourite part? Why?

(Pictures on separate sheet)



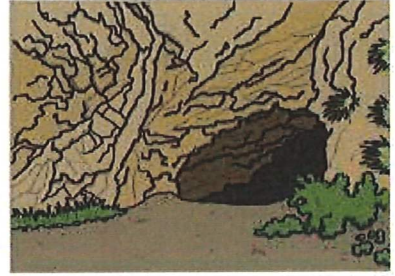
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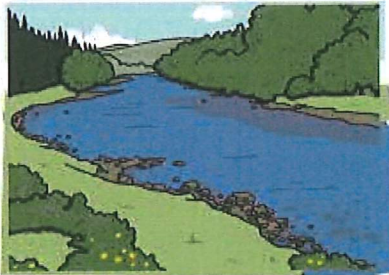
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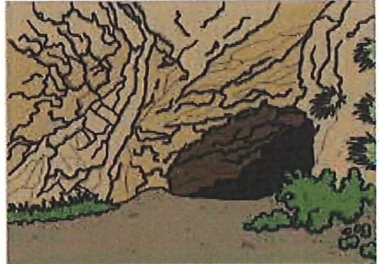
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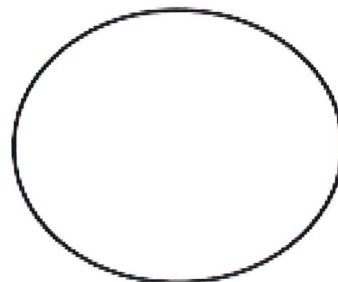
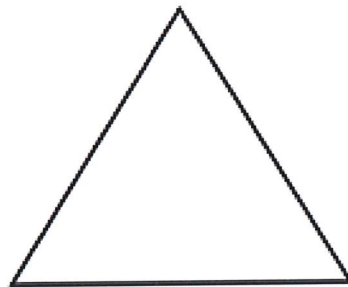
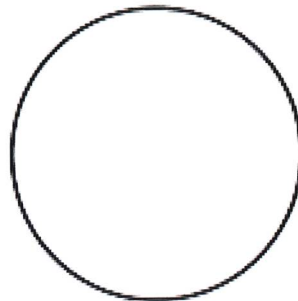
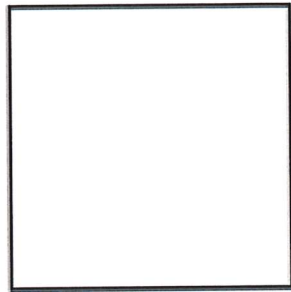
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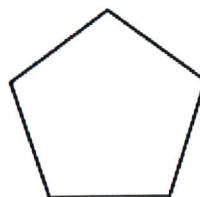
Shapes Hunt

Colour the shapes as you find them.



Which shape did you find most of?

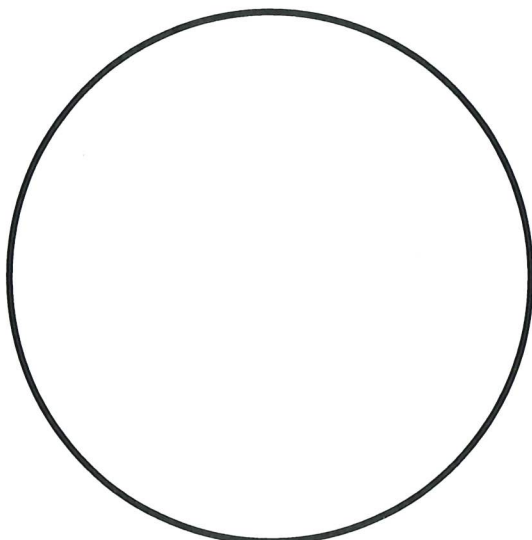
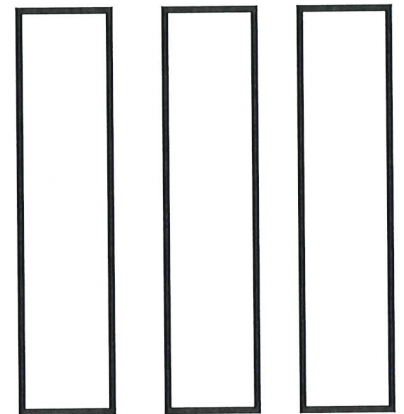
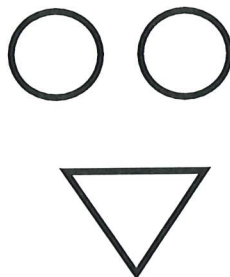
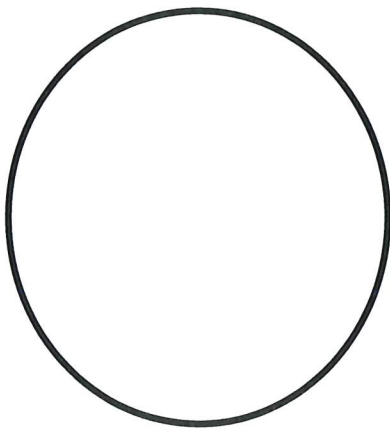
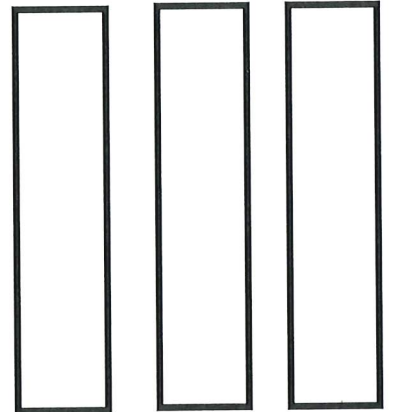
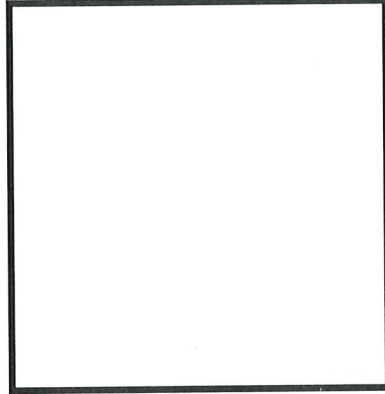
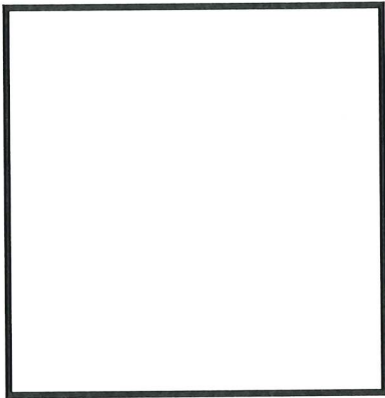
Challenge: Can you name and find these shapes?



Maths Week 3 Day 2

I can make a shape picture

Task: Using the shapes provided make a Bear shape picture. Can you name the shapes that you have used? Extra Challenge: Can you cut out the shapes and colour them in?



Maths Week 3 Day 2

I can make a shape picture

Task: Using the shapes provided make a Bear shape picture. Can you name the shapes that you have used? Make sure they have ears, eyes, arms, legs and a mouth Extra Challenge can you cut out the shapes?

Section 5.3

Learning to play with a friend



Why is this important?

Social play is an important part of children learning to become sociable and develop friendships (i.e. realising that they are not alone in their environment – there are other people with feelings, needs and wants too!). Children increase in communicative confidence as new skills are practised by watching and playing with others in a relatively safe/familiar environment. Social play is key to social and emotional development.

What to do

- Engage two children in identical play at a table or on the floor. Activities could be drawing, sticking, puzzles.
- Build a tower where both children have some bricks and take turns to put one on the tower. Start by guiding the activity and slowly move away to enable the children to continue.
- Equipment that requires two children (e.g. see-saws/double swings) are useful, as are toys that require 'help' (e.g. pushing each other in a car).
- Play hide-and-seek or ball games.

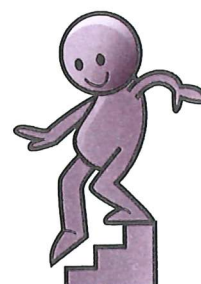


Step up

- Suggest an activity to the children and have less involvement yourself.
- Keep watching from a distance.
- Offer a choice of shared activities so that the children can become more self-directed.

Step down

- Adult participation helps so that if problems occur they can be quickly rectified. They can also help to keep the action going.
- Use fewer bricks in the tower so that the activity doesn't become too long.
- Use vocabulary that the children can follow to guide them (e.g. 'George's turn', 'Sharna's turn').
- Refer to the other child by saying 'Look what Zain's doing, he's drawing a picture'.



River



Forest



Day 3

Speaking and Listening

Reading – We are Going on a Bear Hunt

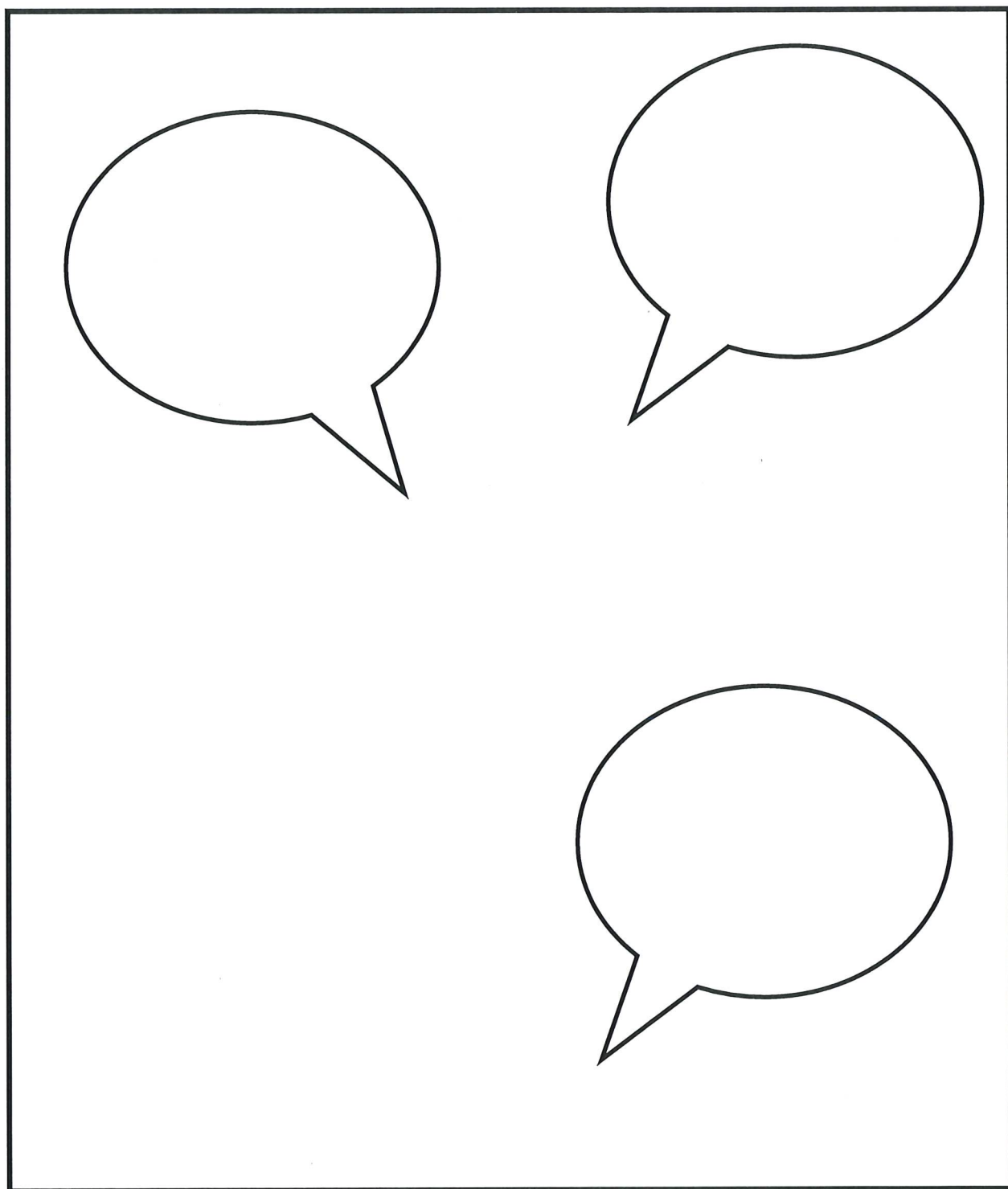
RE

WellComm activity

Speaking and Listening -Week 3 Day 3

I can play a memory game

Task: Watch the video from Tiny Happy People and have a chat with your child about their play—then take a picture or write down some of the things that you talked about. <https://www.bbc.co.uk/tiny-happy-people/memory-game-tips/zhjht39>

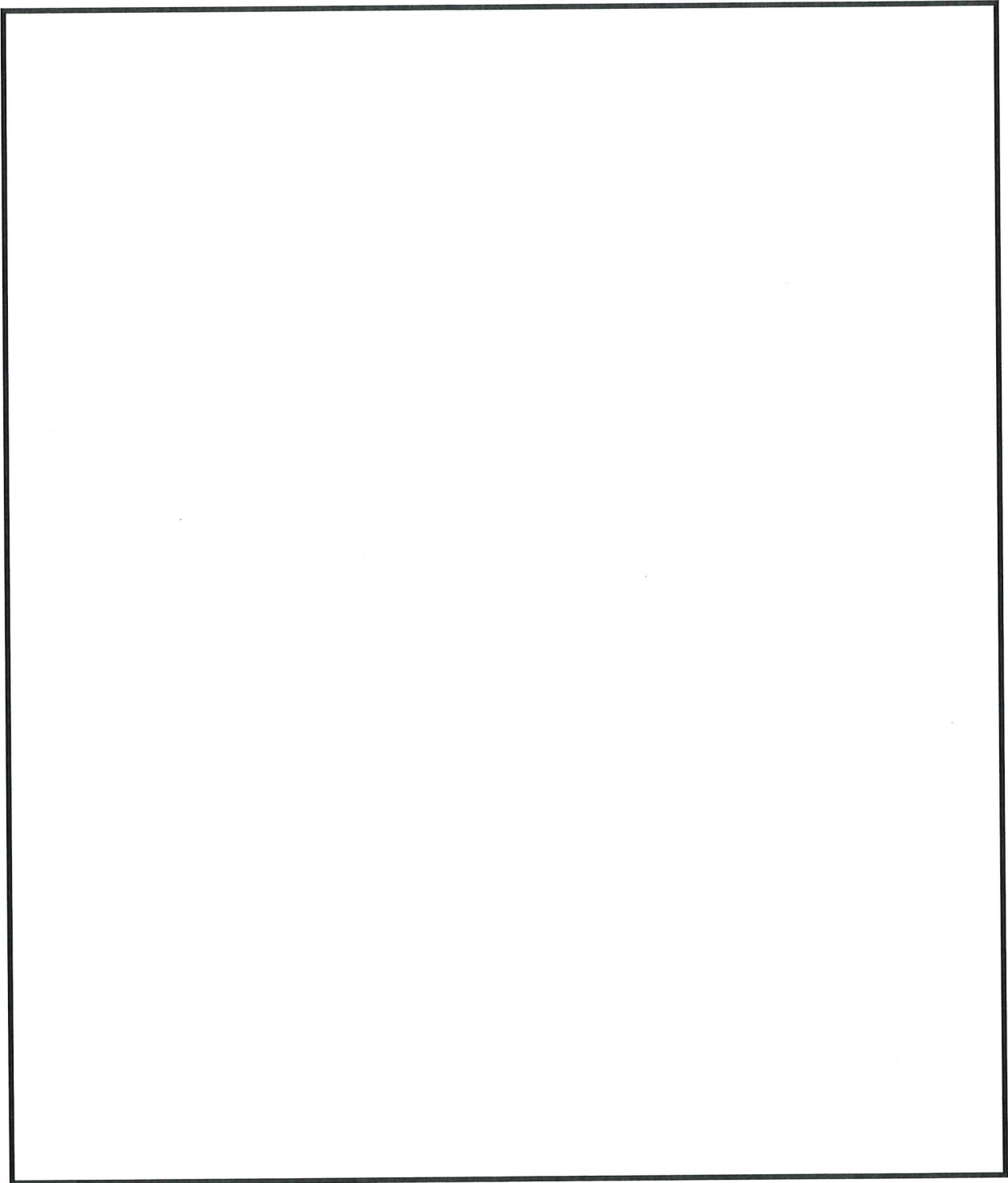


by _____

RE Week 3 Day 3

I can make a Birthday card

Task: We all have birthdays, talk about what does the word Birth-day mean?
Ask the children to make a Birthday card for the Bear as tomorrow is his Birth-day. You may want to have a little party?!



by _____

Section 5.4

Learning the names of colours



Why is this important?

Colour names are adjectives often used to describe things. Children need to understand that colours are not inextricably linked to objects (e.g. trousers are not always blue). When children are able to match and sort objects according to colour, then they are ready to learn the colour names.

What to do

- Gather together some bricks or Lego blocks of four different colours (red, yellow, green and blue are ideal).
- Put out the bricks – one of each colour.
- Explain that you are going to build a tower together.
- Ask the child for a brick by colour:
 - ★ 'Find the *red* brick.'
 - ★ 'Put the *blue* brick on.' etc.
- Always make sure there's a choice of four colours and ask for the bricks in a random order.

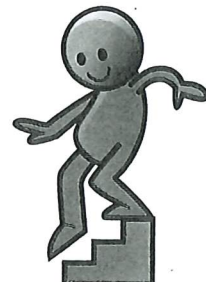


Step up

- Add harder colours (e.g. pink, orange, purple) or talk about different shades of colours (e.g. light vs. dark green).
- Swap over so the child has to tell *you* which colour to put on the tower.
- Name and sort at the same time – here the child decides on his/her own categories and sorts the items.

Step down

- Reduce the number of colours you introduce.
- Select colours that have the greatest level of contrast (e.g. black and orange).
- Use signs for the colours to help understanding.
- Ask for just the colour 'red' or 'find me red'.



- Reduce the number of colours to two: perhaps choose yellow as a two-syllable word (so it sounds very different) and one other.
- Check that the child can match colours together (i.e. sort the bricks into their colours).
- Use prompts to guide the child's hand to the right brick.
- Look at the colour you want as you ask for it.
- Point to it as you ask.
- If the child can't manage two colours, teach one at a time. Focus exclusively on red for example, and point out all items that are 'red' (e.g. build a tower with just 'red' bricks, colour with 'red' crayons, point out 'red' cars/clothes, cut out and stick onto paper 'red' things from magazines and catalogues). When the child is ready, introduce another colour (e.g. yellow) and teach this in the same way before putting the two together.



Day 1

We are going on a bear Hunt

Phonics - Rhythm and Rhyme

Reading – Read the we are going on a Bear
Hunt

English

Maths

WellComm activity

Creative activity

I can use rhythm and Rhyme

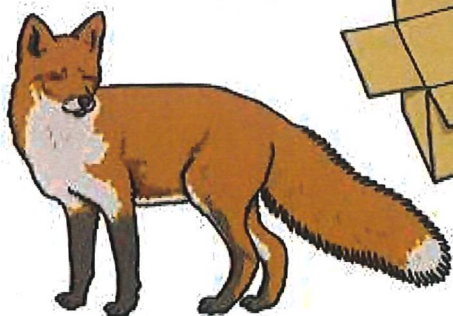
Task: Read the activities and with your child complete the tasks set—can you complete them all? The resources are on the next page

Rhythm and Rhyme Home Learning Challenge

Can you teach someone at home one of the rhymes we have been singing? See if you can remember all the words!

Listen carefully to this list of words – can you find the one that doesn't rhyme with the others? Remember to listen carefully to the sound at the end of the word:
Tree, bee, pin, three.

Play a matching game with the cards provided. Can you match two picture cards together that rhyme – for example 'fox' and 'box'.



What rhymes or poems do you say at home? Find a copy of your favourite rhyme or poem to share with the rest of the group.

Rhyming Words

Draw a line to join the rhyming words together. You could also cut out the pictures, turn them face down and play a game to find rhyming pairs.



car



cat



frog



mouse



fox



house



box



bat



star



dog

I can make a story map

Task: Reread the We are Going on a Bear Hunt Story

Using the pictures/or draw make a story map and use it to retell the story

Bear Hunt Story Map

1

2

3

4

5

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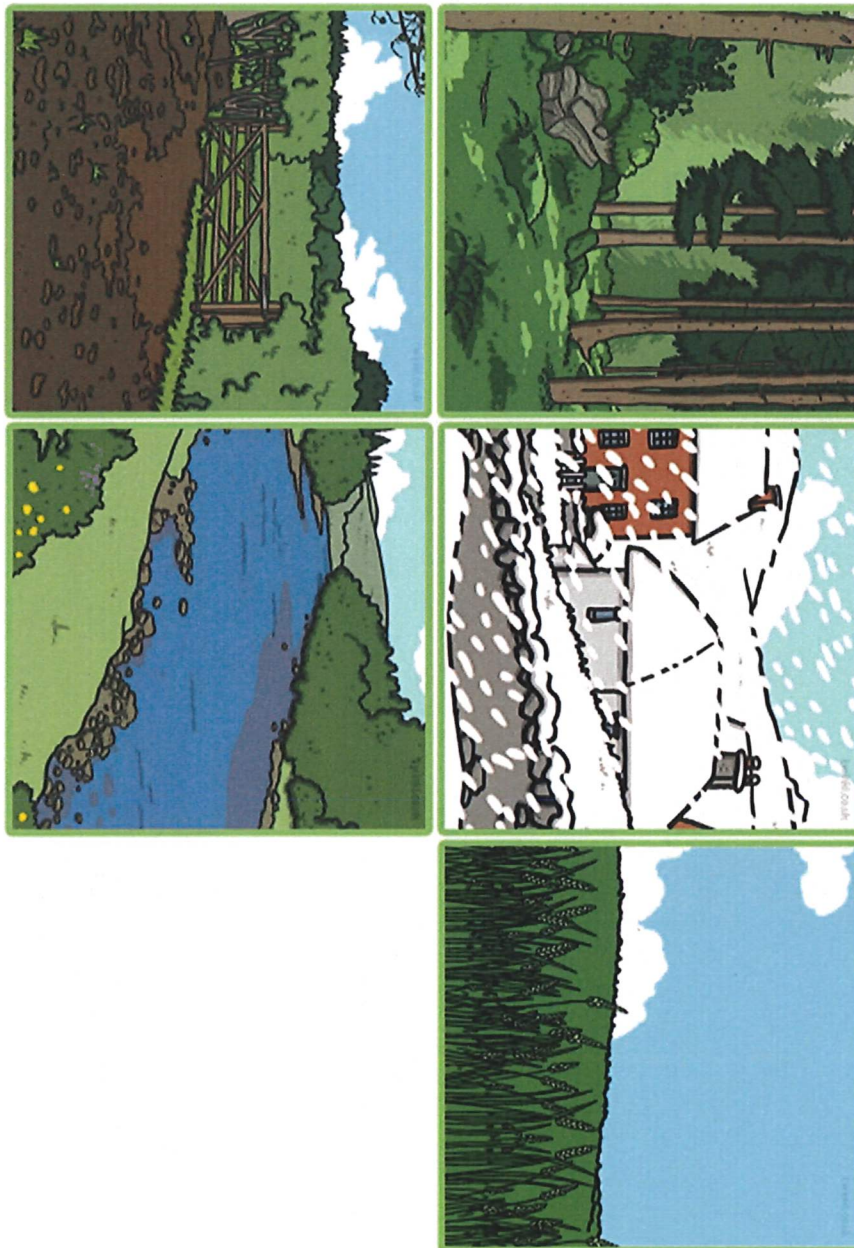
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English Week 4 Day 1

I can make a story map

Task: Reread the We are Going on a Bear Hunt Story

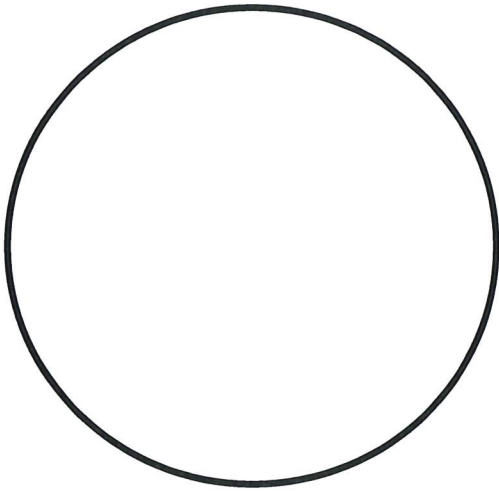
Using the pictures/or draw make a story map and use it to retell the story



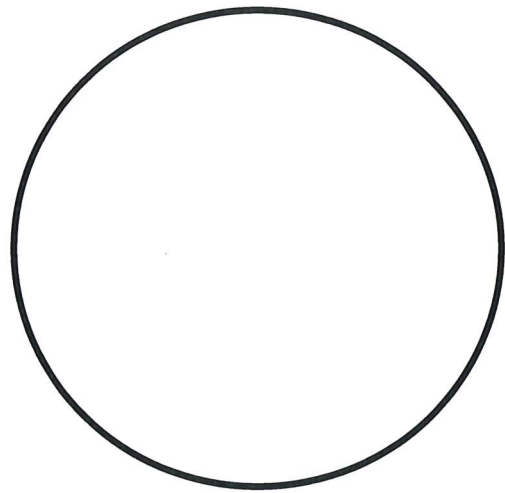
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I can represent numbers 0 to 5 with fingers, pictures or marks

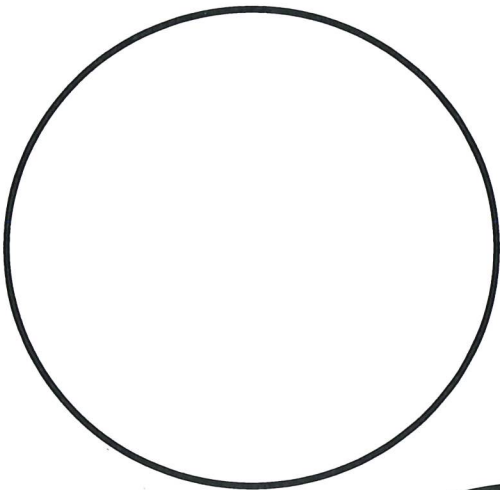
Task: Draw shapes or make marks in the circles to match the number shown underneath the circle



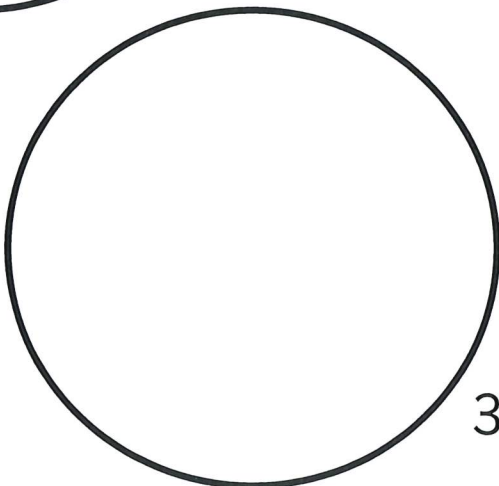
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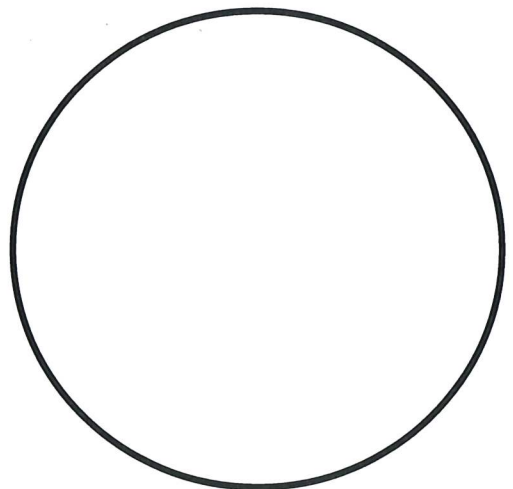
2



4



3

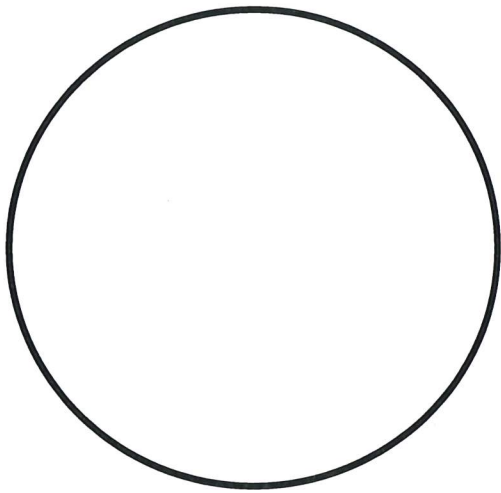


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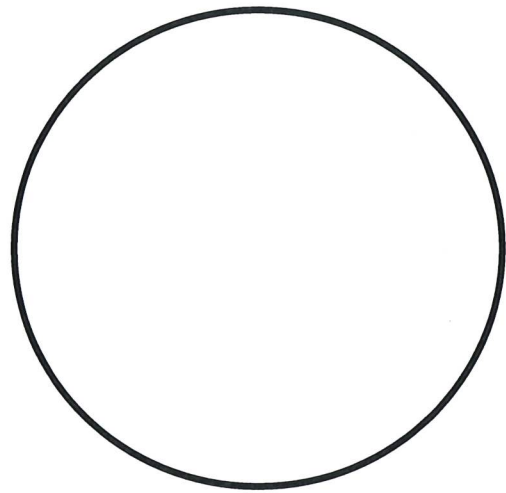
Challenge

I can represent numbers 5 to 10 with fingers, pictures or marks

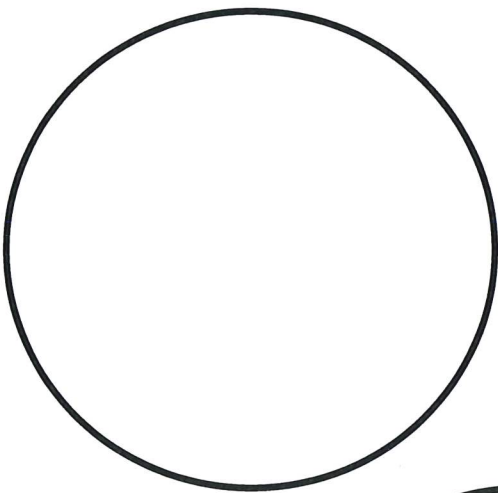
Task: Draw shapes or make marks in the circles to match the number shown underneath the circle



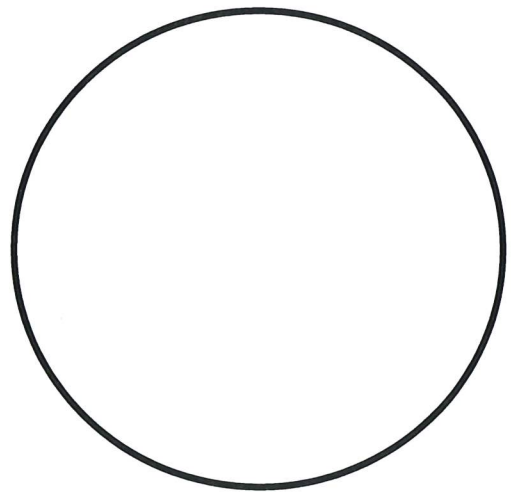
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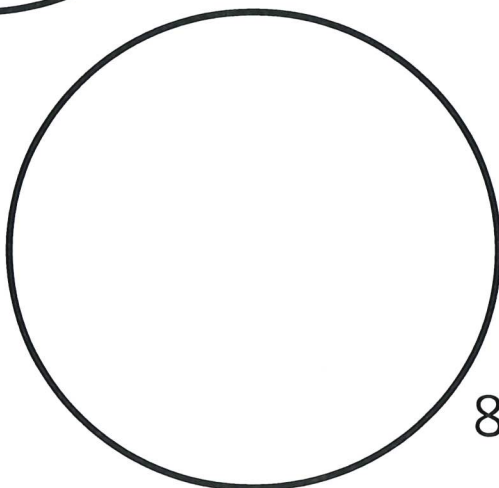
6



7



9



8

Learning the meaning of 'where'

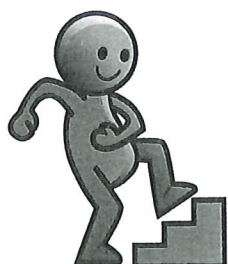


Why is this important?

Wh- questions are an integral part of everyday conversations and routines (e.g. 'Where's your coat?'). Children need to be able to follow these instructions to be able to respond appropriately to questions and to move from a concrete to a more abstract level.

What to do

- Gather together some toys or objects and place them around the room.
- Encourage the child to find one item at a time by asking: 'Where's the ...?'
- If the child can manage this, move on to the next item.
- If the child responds incorrectly (e.g. by naming the item retrieved rather than where it is), repeat the question and give the answer, e.g.
 - ★ Adult: 'Where's the ball?'
 - ★ Child: 'Ball.'
 - ★ Adult: 'Where's the ball? On the table.'
- You could also try repeating the question and then start to model a response for the child to complete, e.g.
 - ★ Adult: 'Where's the ball? The ball's on the ...?'



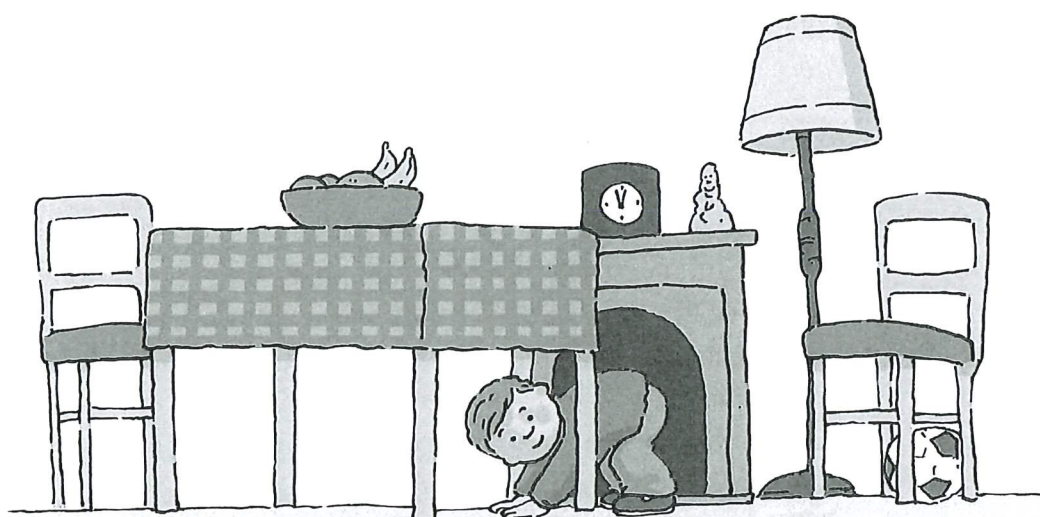
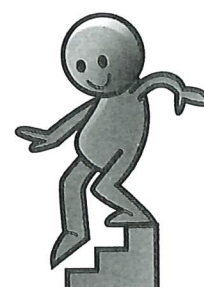
Step up

- Don't use any additional prompts (e.g. signs and symbols).
- Hide items and encourage the child to find them by responding to 'Where's ...?'
- Ask where things are kept which are not in the room (e.g. 'Where's your toothbrush?', 'Where are the pegs?').
- Tell a story about a character or characters visiting different places (e.g. a girl going to the shops to buy some items). At the end of the story ask 'where' questions (e.g. 'Where did the girl buy her trousers?', 'Where did the girl buy her shoes?', 'Where did the girl have lunch?').
- Use curriculum topics to focus on asking 'where' questions, e.g.
 - ★ Rooms in a house – 'Where do you go to sleep?'

- Use school topics to focus on asking 'where' questions, e.g.
 - ★ Vehicles – 'Where do you drive a car (land vs. sea vs. air)?'
 - ★ Food – 'Where do apples grow?'
 - ★ Clothes – 'Where do we put our gloves?'
- Make a cardboard template of a person and some cardboard clothes to stick to the template. For each of the clothes presented, ask where the item should go (e.g. 'Where do we wear socks?'). Help the child 'dress' the person. You could also play a dress-up game.

Step down

- Use a gesture or sign for 'where' when saying the target word.
- Introduce a picture/symbol as well as the gesture/sign. Point to the symbol as you ask the question – or even a written word.
- Model the correct response and ask the child to repeat.
- If the child points to 'where' the object was hidden, accept this and model the words yourself.



I can make a bear faced biscuit

Task: Using a plain or chocolate round biscuit make a bears face like the picture below: You will need 1 biscuit, 1 Large chocolate button (in half for the ears) 7 or 8 smarties (for the nose and mouth) 2 small marshmallows for the eyes and some icing sugar to stick them down. Can you take a picture and stick it to this page?

Your biscuit might look like this!



by _____

Day 2

Phonics – Rhythm and Rhyme

Reading – We are Going on a Bear Hunt

English

Maths

WellComm activity

Creative Activity

English Week 4 Day 2

I can act out a story

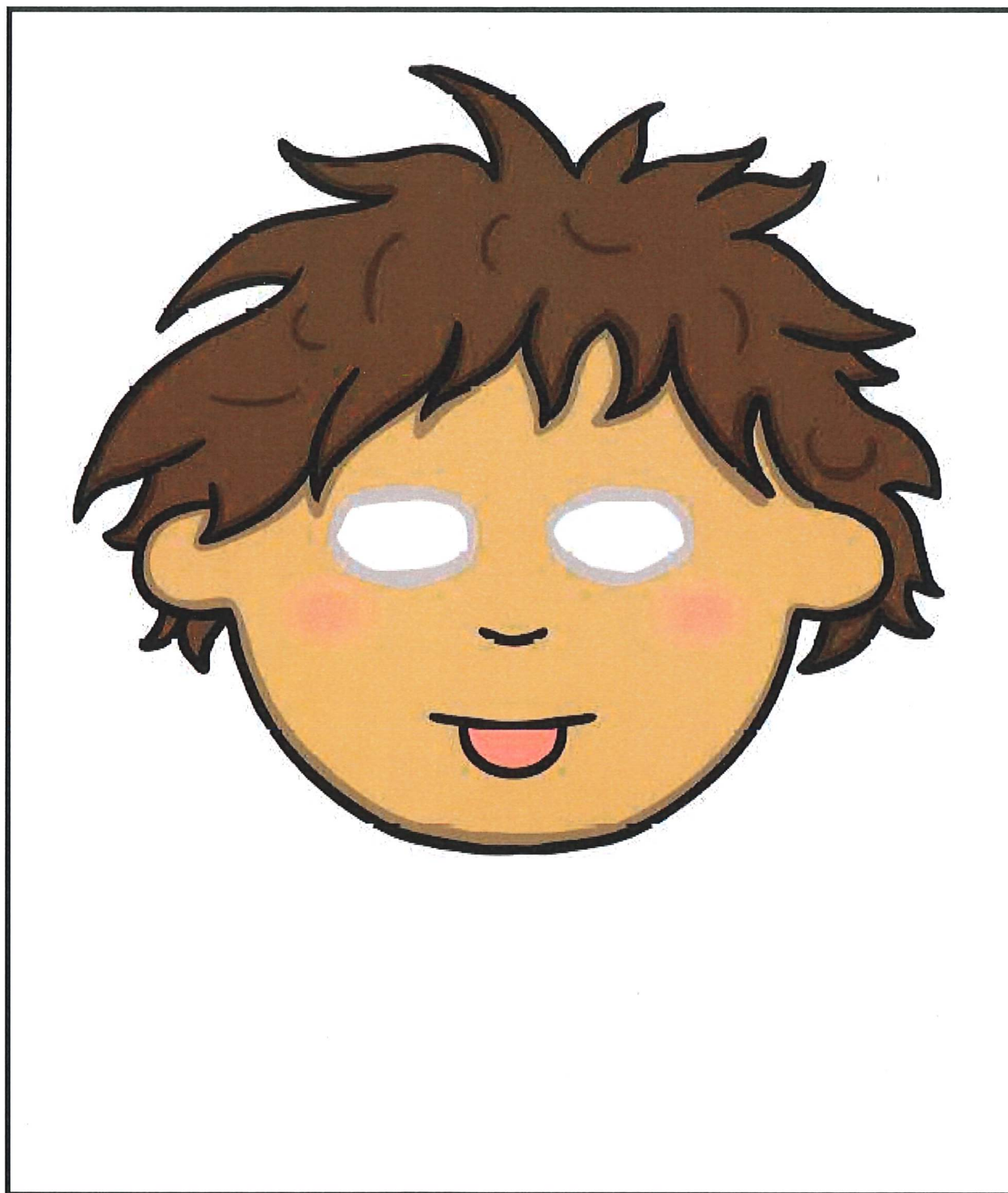
Task: Using the masks, cut it out to act out a story



by _____

I can act out a story

Task: Using the masks, cut it out to act out a story



by _____

Maths Week 4 Day 2

I can represent numbers 0 to 5 with fingers, pictures or marks

Task: Look at the numbers—can you show how many fingers for each of them? Take a picture of your child's hand and stick it next to the number or draw a hand with the correct number of fingers. Use marks if you would prefer.

2

4

5

1

0

3

Maths Week 4 Day 2

I can represent numbers 0 to 10 with fingers, pictures or marks

Task: Look at the numbers—can you show how many fingers for each of them? Take a picture of your child's hand and stick it next to the number or draw a hand with the correct number of fingers. Use marks if you would prefer.

7

9

6

8

10

9

Section 5.6

To encourage the use of three-word sentences



Why is this important?

As language develops, children need to be able to use more words to make longer sentences, using an increasingly varied vocabulary. This helps them combine vocabulary and grammar to express a wide range of meanings.

What to do

- Choose from one of the following:
 - ★ Teddy/doll or child's favourite toy and everyday objects (e.g. brush, cup, flannel).
 - ★ A book with lots of pictures of everyday scenes (e.g. children at the park, stories about going to the doctor/hairdressers).
 - ★ Pretend food and objects for a tea party.
- Start by describing what the child is doing (e.g. 'brushing doll's hair').
- Encourage the child to use three-word phrases by asking 'What are you doing?'
- If the child responds with a two-word phrase, 'add' another word to the sentence, e.g.
 - ★ Child is washing teddy's feet with a flannel.
 - ★ Adult: 'What are you doing?'
 - ★ Child: 'Wash feet.'
 - ★ Adult: 'Well done' and then adds '(You're) washing *teddy's* feet. Shall we wash something else?'
- If the child doesn't respond, offer a choice, e.g.
 - ★ Child and adult are looking at a book showing children playing in the park.
 - ★ Adult points at child on swing and says 'Look at that; what's she doing?'
 - ★ Child looks but doesn't say anything.
 - ★ Adult: 'Is the girl jumping on the bed or playing on the swing?'
 - ★ Child: 'Playing swing.'
 - ★ Adult praises 'Good' and repeats or adds a word 'Girl playing swing'.
- Everyday routines often provide the best opportunities for learning.

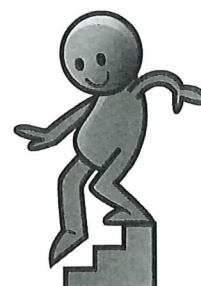


Step up

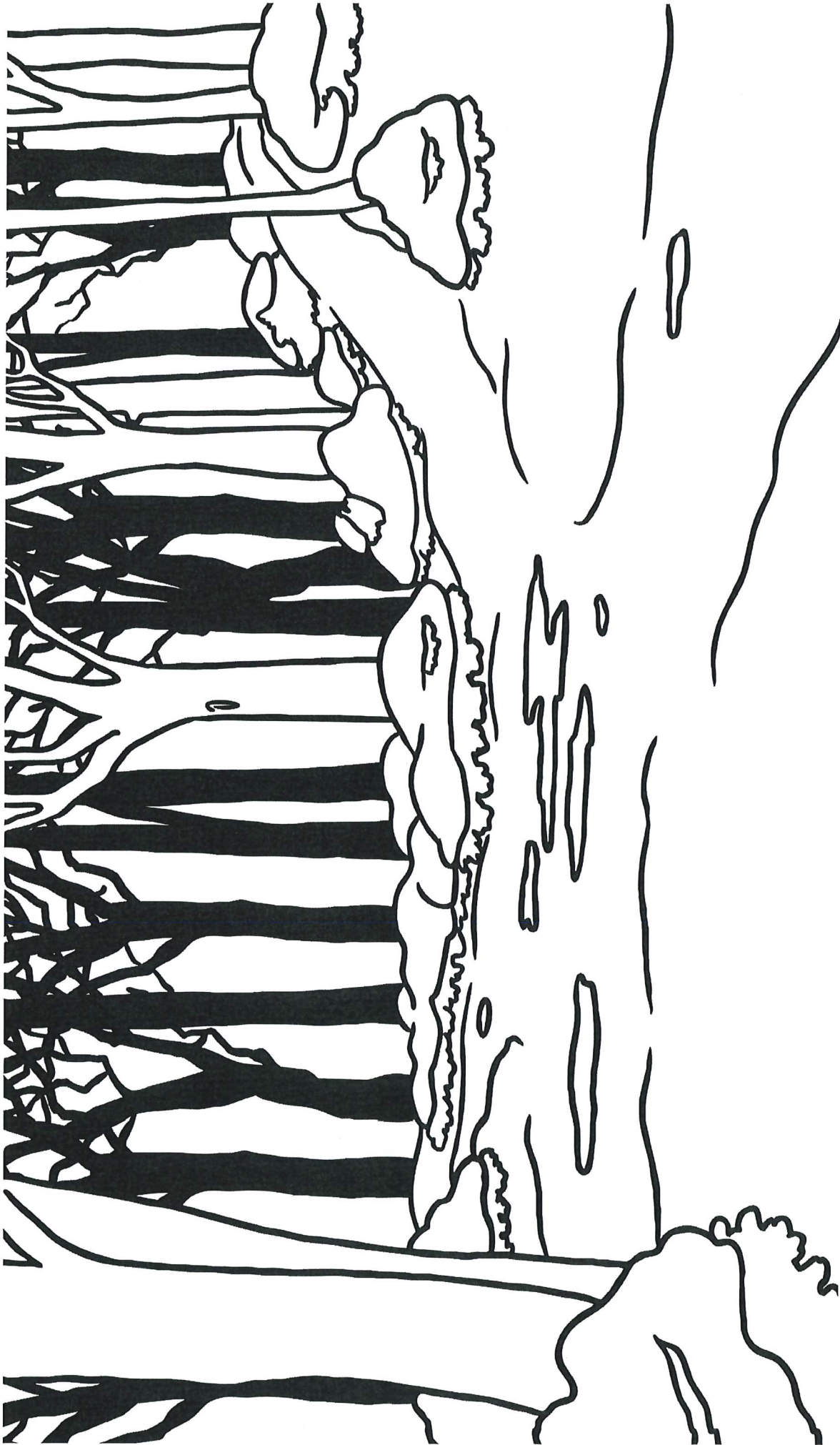
- Make it a game to take it in turns to point to characters in a book and say/describe/talk about what they are doing, e.g.
 - ★ Looking at a picture of a funfair.
 - ★ Adult: 'Look, a boy riding the horse; what can you see?'
 - ★ Child: 'Boy riding horse.'
 - ★ Adult praises and continues activity.
- Continue this game during everyday routines but also when out and about too, or engaged in less familiar activities (e.g. what are people doing at the dentist, in the café, on a building site).

Step down

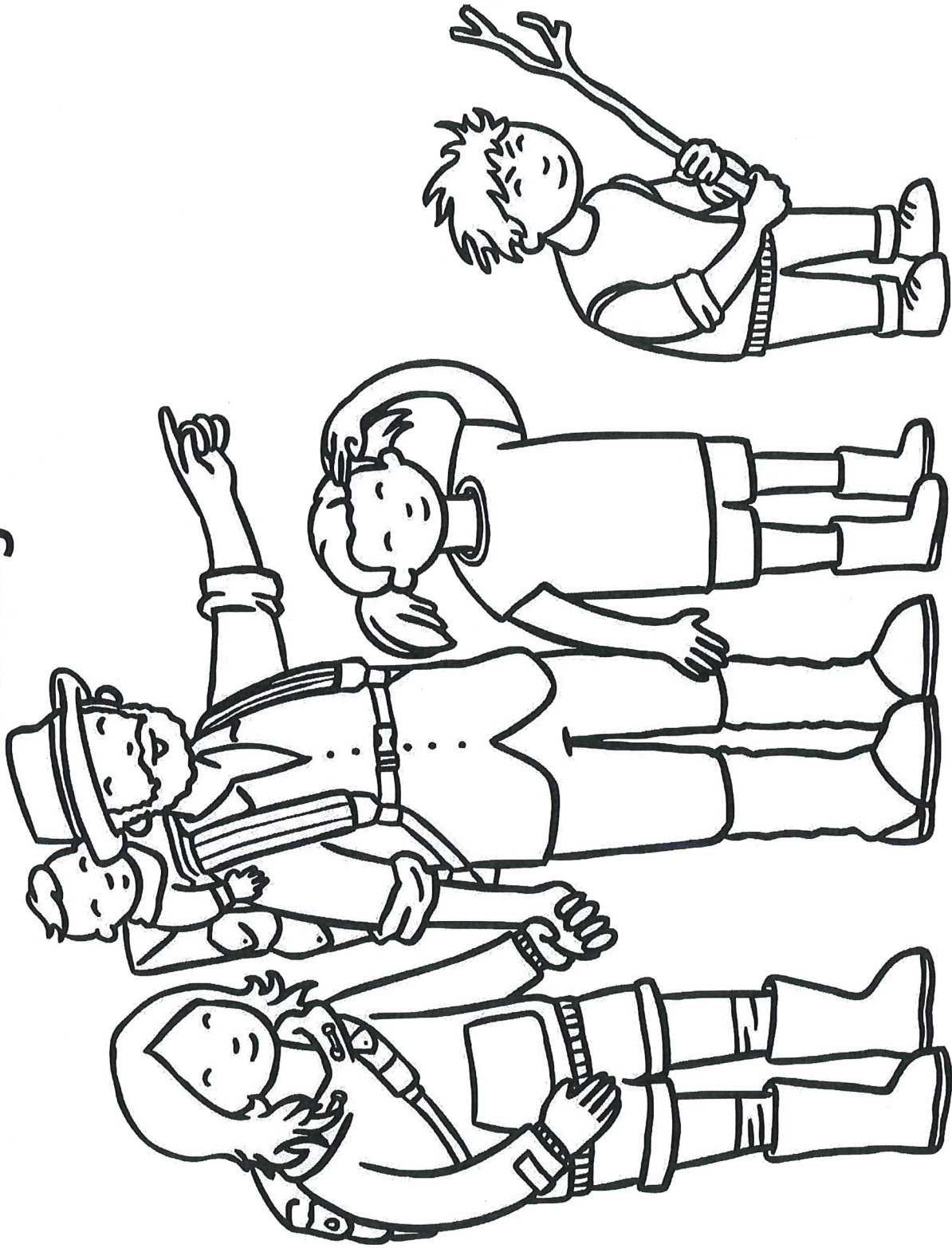
- Use signs/gestures to support understanding.
- Reduce the pressure by describing what is happening rather than asking a question.
- Sometimes just watch the child playing, commenting and providing vocabulary for new words (e.g. the child points at a picture of a penguin in a book and the adult says 'penguin').
- Use everyday routines to encourage language (e.g. 'Mummy's washing Jake's face; what shall we wash next?').



Snowstorm



Family



Day 3

Speaking and Listening

Reading – We are Going on a Bear Hunt

RE

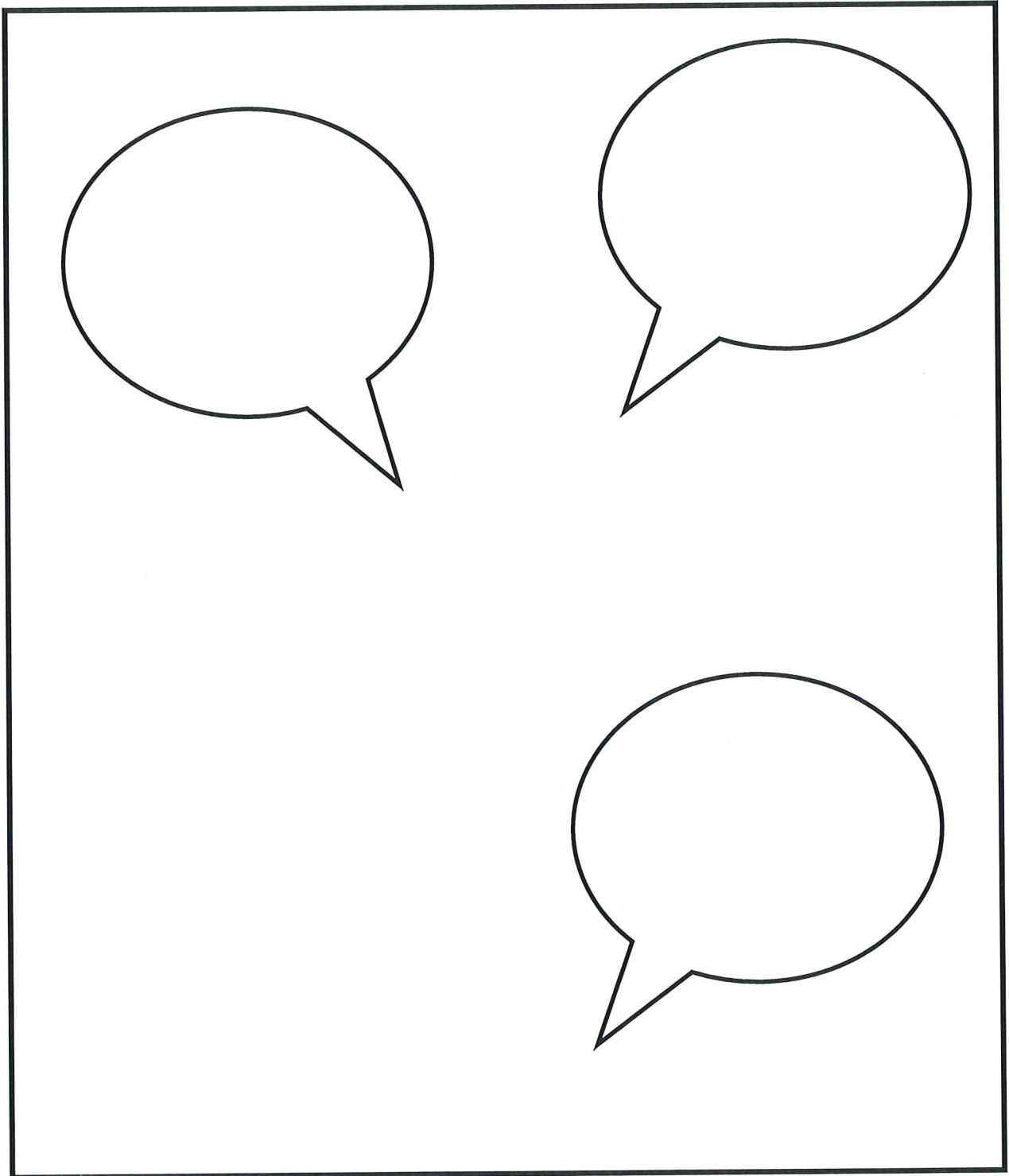
WellComm activity

Speaking and Listening -Week⁴ Day 3

I can talk with my family

Task: Watch the video from Tiny Happy People and have a chat with your child about —then take a picture or write down some of the things that you talked about.

<https://www.bbc.co.uk/tiny-happy-people/take-time-to-chat/zhynscw>



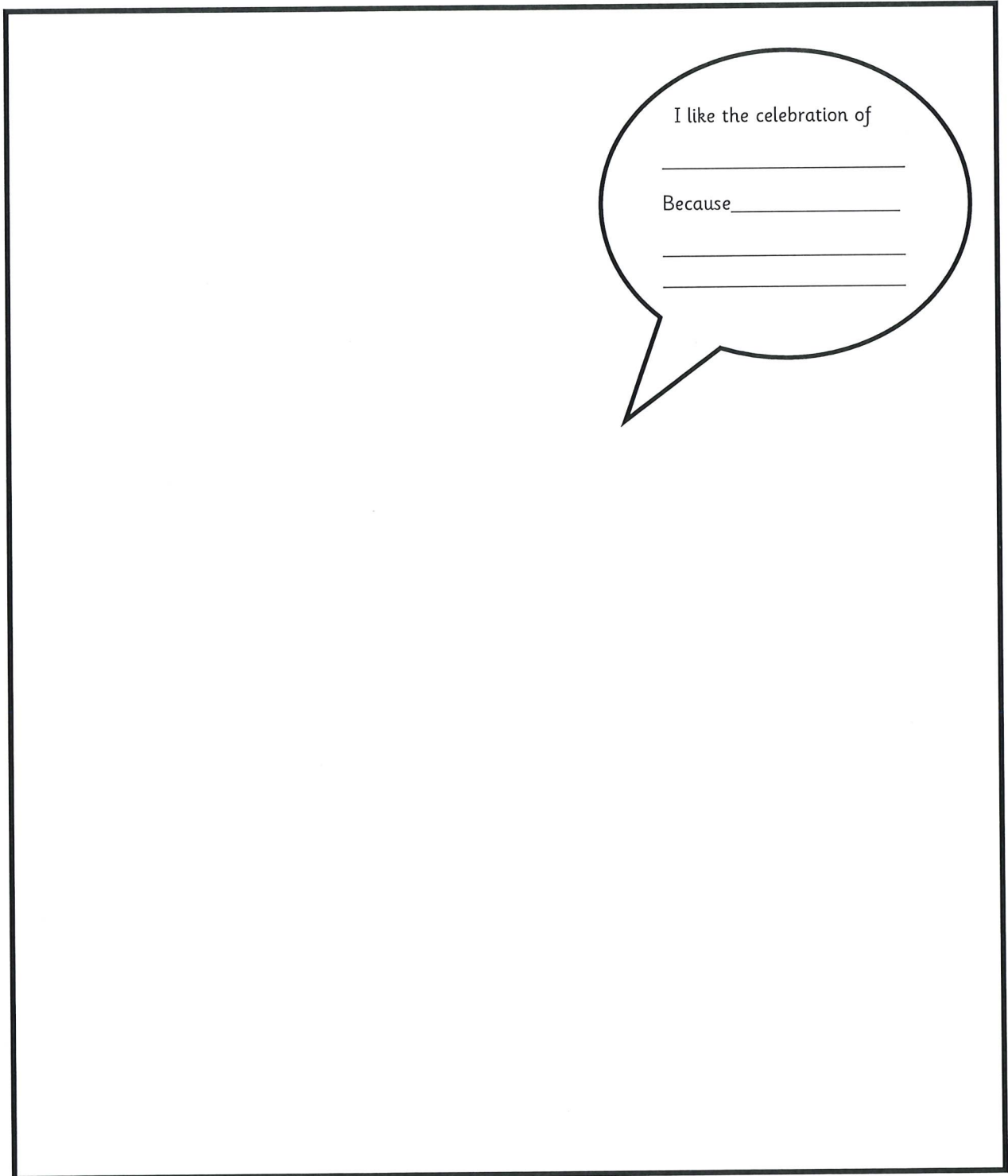
by _____

RE Week 4 Day 3

I can talk about celebrations

Task: Talk with your child about celebrations. Do they know anything about Christmas, Birthdays, Advent, Easter, Eid, Ramadan, Diwali or Chinese New Year?

Draw a picture of your favourite celebration and write why you like it.



I like the celebration of _____

Because _____

by _____

Section 5.7

Using 'under' in a simple game



Why is this important?

Prepositions are words that describe the position of an object (e.g. 'in', 'on', 'under', 'behind'). 'Under' falls within the first group that children learn.

What to do

- Gather together some toys and place them 'under' things around the room.
- As the child finds something, he/she must say where it was, using the preposition (e.g. 'under' cup; 'under' bed).
- If the child uses the wrong preposition or doesn't respond, offer a choice (e.g. 'Is the car *in* the box or *under* the box?').
- When everything has been found, play the game again, this time with the *child* hiding the toys under things and telling *you* where to find them.
- 'Under' is easiest for some children because it has two syllables which you can emphasise as you speak – 'un-der'.

Step up



- Encourage two-word phrases (e.g. 'under cup').
- When the child is using 'under' consistently, reintroduce 'in' and 'on' and work towards identifying the difference between all three prepositions.
- Share books, encouraging the child to say what/where objects/people are (e.g. ducks 'under' tree; lady 'under' umbrella).

Step down

- Use signs/gestures for 'under'.
- Hide all the objects 'on' things to begin with. Then move onto 'in' when the child is using 'on' consistently.
- Give the child a choice of where the object is hidden (e.g. 'Is it *on* table or *under* table?').
- Reduce the pressure by taking turns to say where things are hidden.

