

Day 1

Phonics - z

Reading- Not a Pot

English

Maths

Understanding the World (UW)

Physical Challenge — Jumping Jacks - How many Jumping Jacks (Star jumps) can you do in 60 seconds (1 Minute)? Record how many you do and repeat before lunch and before bed. *Which time of the day did you jump the most?*

Before Breakfast:

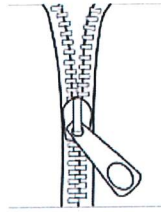
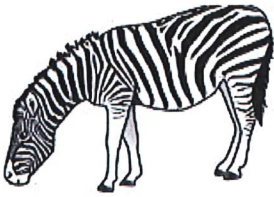
Before lunch:

Before Bed:

Week 7 Lesson 1

I can hear, say and write the sound z.

Put a ring around the things that begin with z



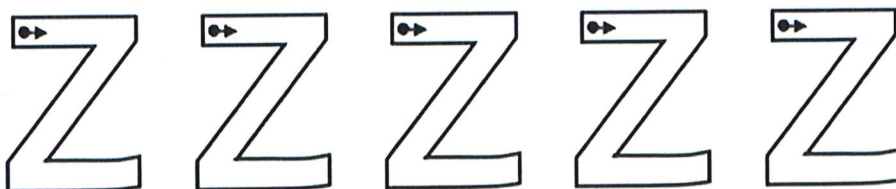
Can you draw something that begins with z? Can you write a label?

I can recognise the letter z and say its sound

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

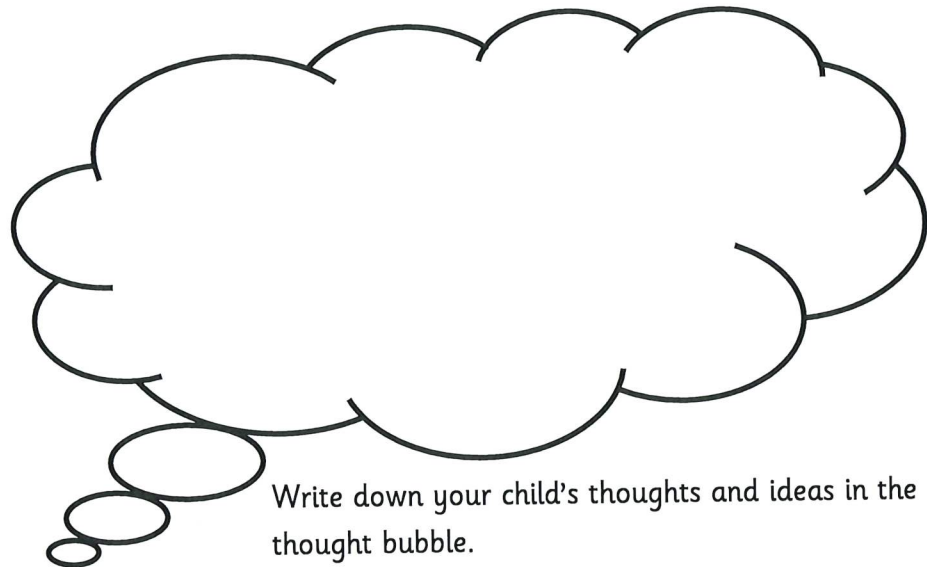
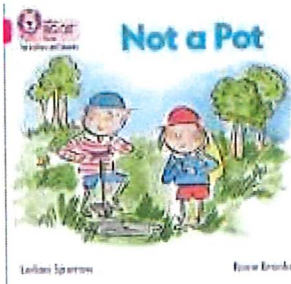
z s w
z k z
n p z
f u
z x c z

I can trace and write the letter z



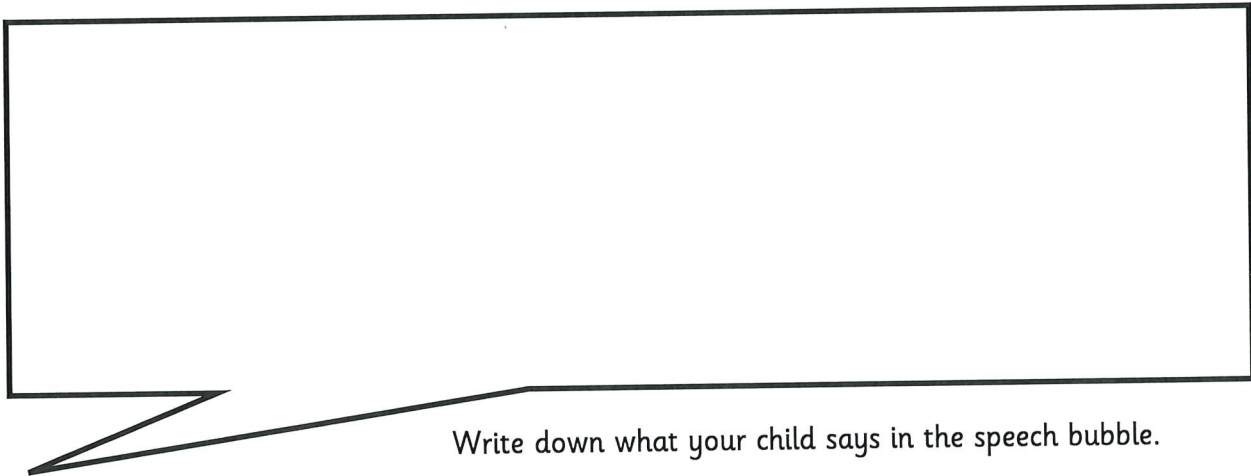
I can talk about the front cover and make a prediction

Task 1: I wonder what the children are doing.



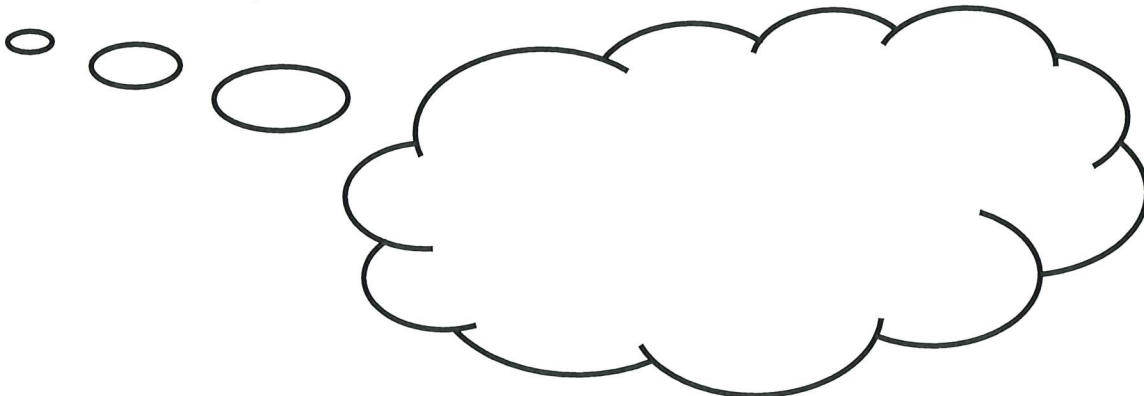
Write down your child's thoughts and ideas in the thought bubble.

Task 2: Have you ever been on a treasure hunt? What did you find? How did you feel?



Write down what your child says in the speech bubble.

Task 3: What do you think is going to happen in the story?

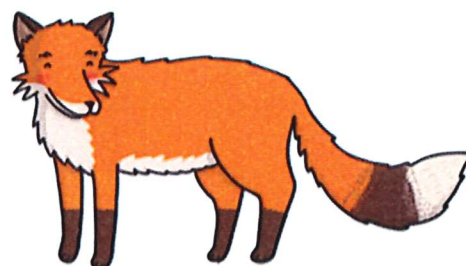
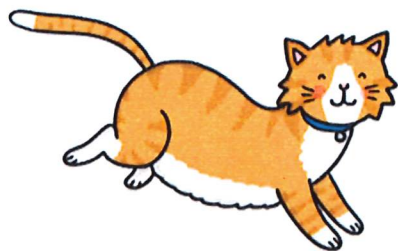
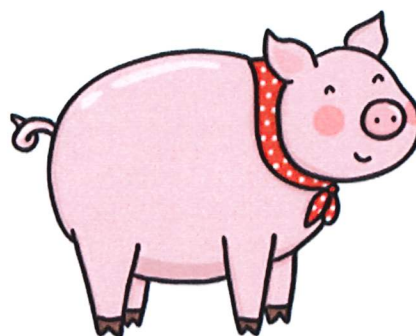


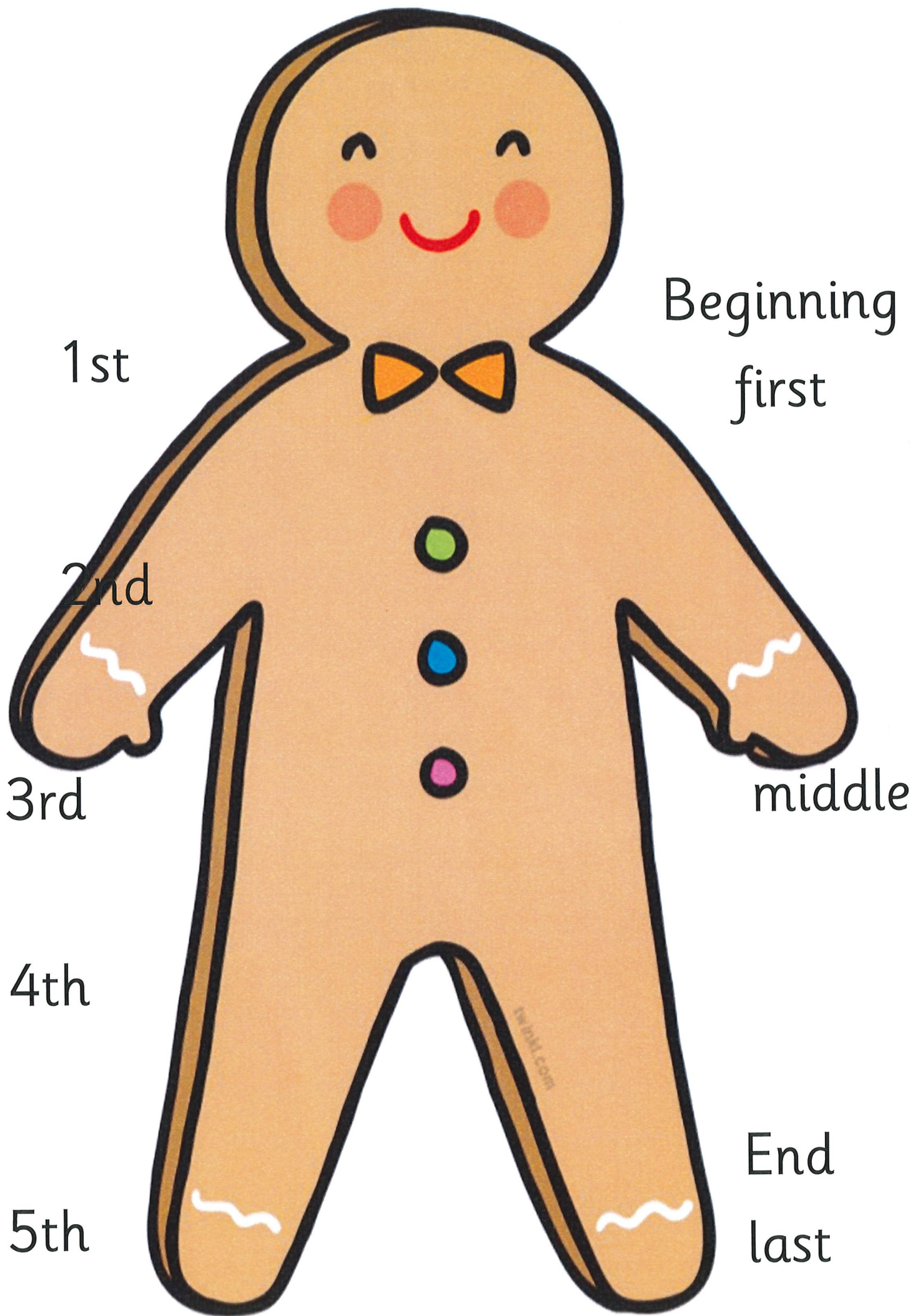
Now read the book. Enjoy looking at the pictures and talking about them.

I can recall key characters from a story in order.

Task read the story of The Gingerbread man with your child then when finished ask them what happened at the beginning. Who is the main character of the story? Who did we meet first? Can they recall some of the characters we met through the story? Who was the last character we met? When doing this activity try to do this without looking through the story, the key characters are the old man and woman, the gingerbread man and the fox. They do not need to name every character for this activity.

Using the character pictures below cut them out and stick them to the gingerbread man in order using the language 1st, beginning, 2nd, middle, last.





Maths Week 7 Day 1

I can combine two groups to find the whole number.

Task 1: Look at the Gingerbread man below, how many red buttons does he have? How many green buttons? How many altogether?



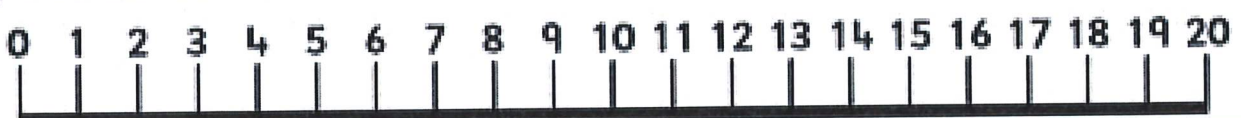
and



is



My 0 to 20 number line




I can make predictions.

Task why doesn't the gingerbread man want to get wet? what will happen to the gingerbread man in water? These are our questions and you will need to do an experiment to find the answers. For this experiment you will need a bowl that is larger than the cookie; water, a timer or clock, pencil, gingerbread cookie and a recording sheet. You are going to put the cookie in the water to record what happens and see if your predictions were right.


What you need




bowl




pencil



Gingerbread man



water



timers

Time	Record observations and prediction
10 minutes	
15 minutes	
20 minutes	
1 hour	
2 hours	
3 hours	

Record sheet

Method

You will first need to get together the items for the experiment, I am sending two cookies in case one accidentally gets eaten before the experiment starts! Talk about what you are using and how the clock measures time and the sheet is for recording any changes over that time. First record your child's predictions, what do they think is going to happen to the cookie? Then ask your child to pour the water in the bowl and place the cookie carefully on the water. Count to 10 or use the timer, record what has happened after that time, is it floating? At 30 seconds has anything changed. During the timed experiment please don't touch the gingerbread man as you will be doing this at the end. For each time section ask your child what they can see is happening, if it is floating why do think that is happening? At the end of the 5 min experiment touch the biscuit to see how it feels and if there are any other changes to its shape. What happens to the cookie when you touch it?

Have fun with this experiment if you want to you could try changing the liquid, would you get the same results with milk or squash?

Use this sheet for recording your child's thoughts and ideas about what will happen and what is happening. They could count to 10 and 30 for the seconds boxes. Ask you child what they think will happen, then as experiment is going make observations at each time lapse. Has it changed colour, shape? Is it floating or sinking?

Encourage your child to make predictions and question why they think this. This will help your child to be able to reason their thinking

Time	Recorded observations and prediction.
My prediction	
10 seconds	
30 seconds	
1 minutes	
2 minutes	
5 minutes	
After the timed experiment	

If you would like to bake your own gingerbread men here is a simple recipe for you try. Alternatively you might like to make a simple ginger cake in a mug, a great way to make one helping and your child can put all the ingredients in the mug easily. Both recipes are included.

INGREDIENTS

- 350 g plain flour
- 1 tsp bicarbonate of soda
- 2 tsp ground ginger
- 100 g butter
- 175 g light muscovado sugar
- 4 tbsp golden syrup
- 1 large egg

For the decoration

- 1/2 cup icing sugar
- smarties, jelly tots etc



INSTRUCTIONS

1. Pre-heat the oven to 190C / 170C fan.
2. Line 3 baking sheets with greaseproof paper.
3. Measure the flour, and add it to a large mixing bowl.
4. Weigh the butter then chop it up into a few pieces before adding it to the flour. Using your fingertips, rub in the butter until the mixture resembles fine breadcrumbs.
5. Measure the sugar then stir it into the flour mixture with the bicarbonate of soda and ginger. Add the golden syrup.
6. Crack the egg into a separate bowl then add it to the flour.
7. Mix everything together until you have a smooth dough.
8. The recipe makes quite a lot so, if you need to, divide the dough in half then roll out one half on to a lightly floured work surface until its about 5mm thick.
9. Cut out your ginger bread men using a cutter or use any other shapes you have to hand. Place them on your baking tray.
10. Gather up any scraps and roll out again. Repeat with the remaining dough.
11. Bake in the oven for 10-12 minutes until they become a slightly darker shade. If your shapes are smaller, check them after 7-8 minutes. Cool slightly then lift on to a wire rack to cool.
12. You can enjoy the ginger bread biscuits as they are or add some icing decorations.

Gingerbread Jar Cake Recipe

- 4 Tablespoons flour
- 1/4 teaspoon baking powder
- 1 Tablespoon brown sugar
- 3 Tablespoons milk
- 1/2 Tablespoon oil
- 1/4 teaspoon ginger
- 1/4 teaspoon cinnamon
- 1/2 Tablespoon molasses
- Pinch of salt



1. Stir dry ingredients together thoroughly. Add wet ingredients.
2. Microwave on high 45 seconds to 1 minute 30 seconds, until cooked all the way through.
3. Allow to cool before eating.

Day 2

Phonics - zz

Reading- Not a Pot

English

Maths

Expressive Arts and Design (EAD)

Physical Challenge — Writing Wizard - How many times can you write your name in one minute (60 seconds)? Remember to hold your pen/pencil correctly.

Creative Challenge: Create your name out of anything you desire from around the house. You could make it out of socks (clean ones!) toys, wooden blocks, Lego, cardboard tubes, text from newspapers or magazines... Take a photograph and send it your class email.

Week 7 Lesson 2

I can hear final and medial sounds.

Put a ring around the things that have the zz sound in



buzzard



Can you draw something that has the zz sound in it? Can you label it?

I can recognise the sound zz and say its sound

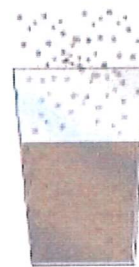
Put a ring around the sound zz. How many can you find?



buzz

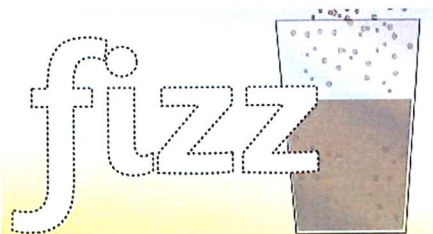


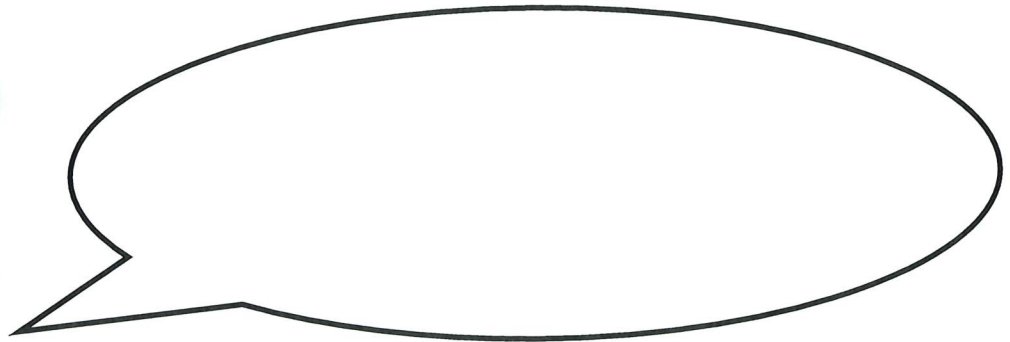
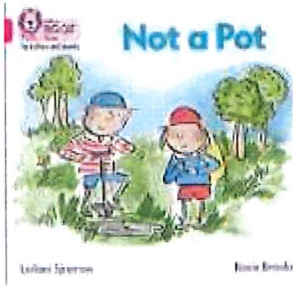
puzzle



fizz

I can trace the words with the zz sound





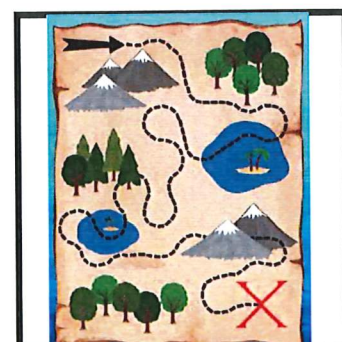
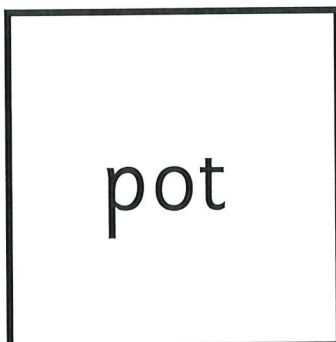
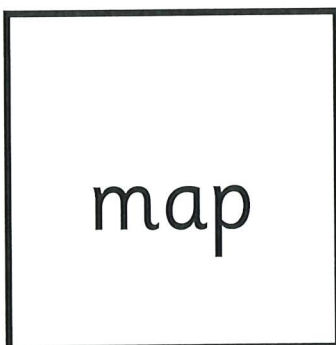
Task 2: Read the words below, then look for them in the book.

map dig pack kit can pot

Can you read these words by sight?

a is the

Task 3: Read the words below and match them to the correct picture.



I can write simple words.

Task cut out the gingerbread men with pictures on them and place them around the house. Then ask your child to find the pictures and write the word to match the picture on each gingerbread man. Help them to sound out the word and write each sound using the phonic chart.















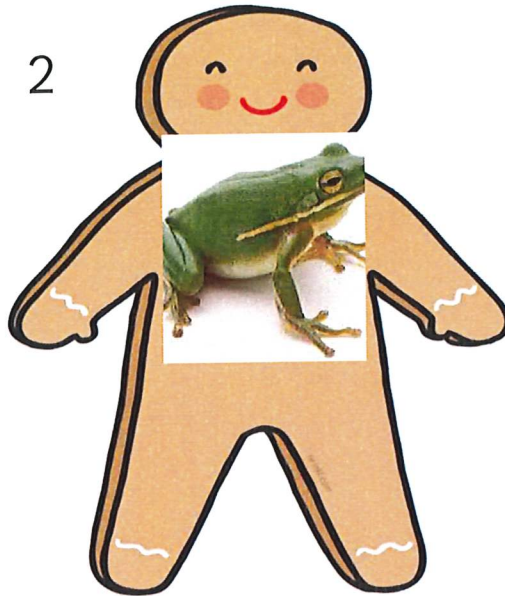




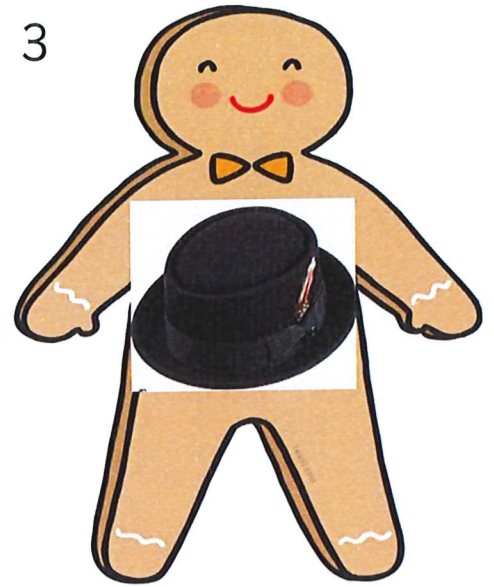
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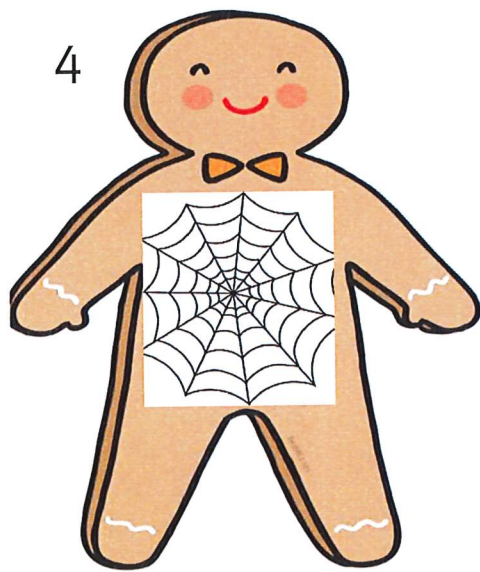
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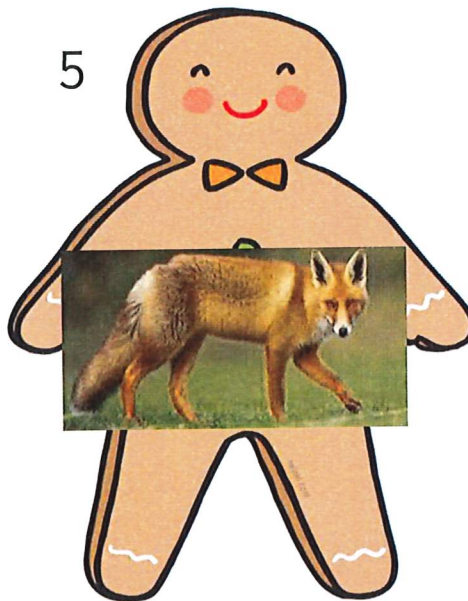
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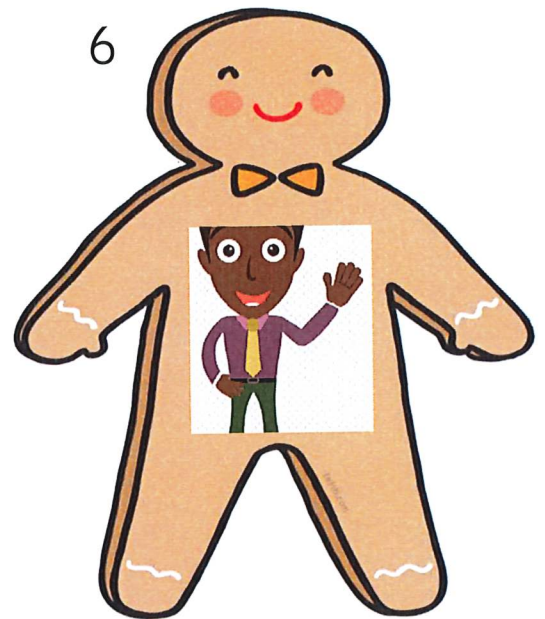
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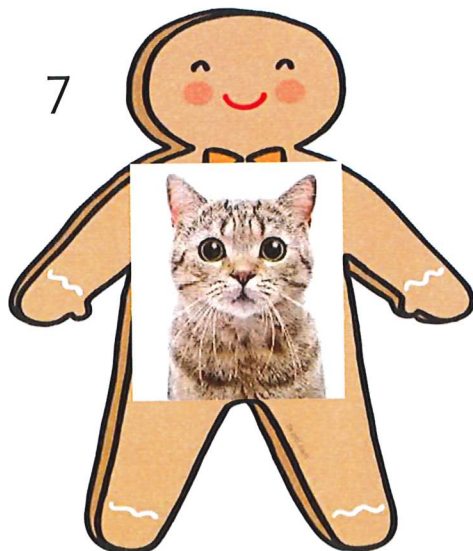
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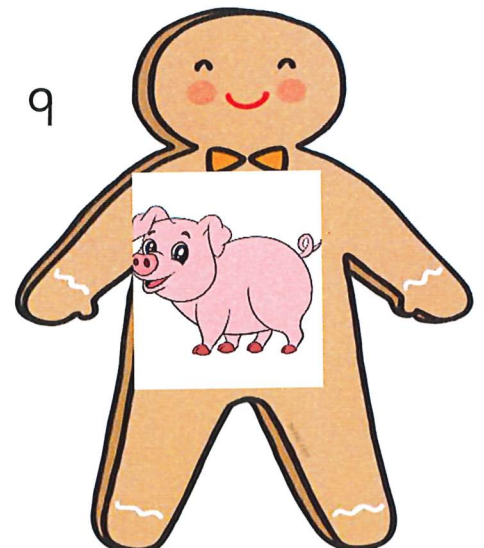
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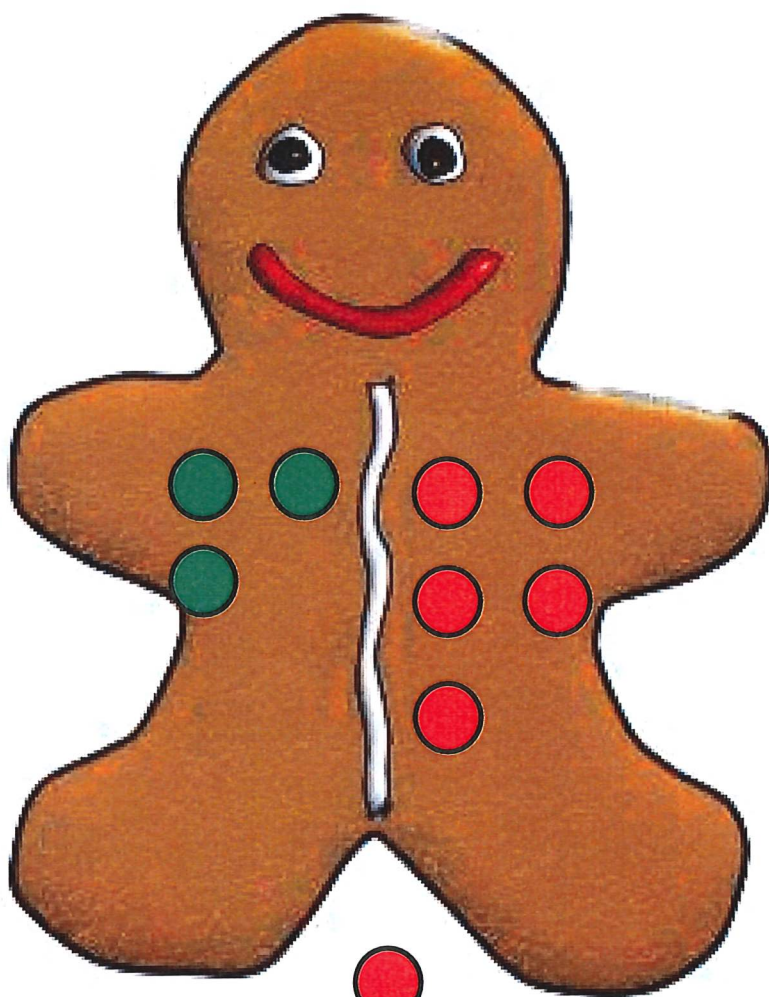
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Maths Week 7 Day 2

I can combine two groups to find the whole number.

Task 1: Look at the Gingerbread man below, how many green buttons does he have? How many red buttons? How many altogether?



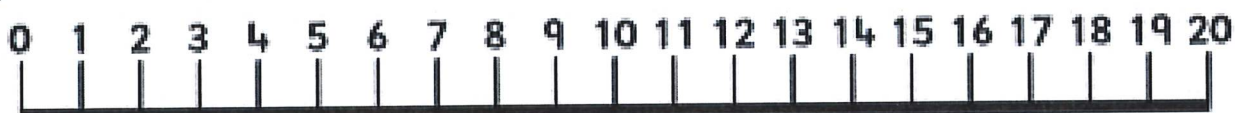
+



=



My 0 to 20 number line



Week 7 day 2

I can design a house.

Task imagine if the Gingerbread man had escaped and not been eaten, where do you think he would live? Can you design a nice house for him to live in using the materials provided? You can either draw your house on the paper and decorate or you might choose to find an empty box to decorate. If you do make a model please take a picture and send it to our class email for us to see.

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-qu

Reading- Not a Pot

English

Maths

RE

Physical Challenge – Soft Toy Catch

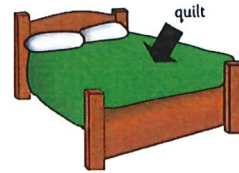
How many times can you catch a soft toy in your hands in 60 seconds (1minute)? *If you do not have a soft toy, why not use a pair of socks or a ball.*

Week 7 Lesson 3

I can hear, say and write the phoneme qu

The phoneme is the letter sound.

Put a ring around the things that begin with qu



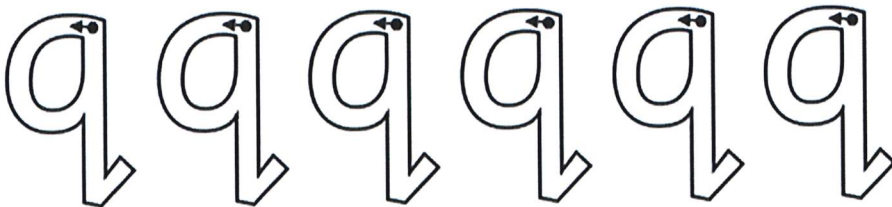
Can you draw something that begins with qu? Can you label it?

I can recognise the phoneme qu and say its sound

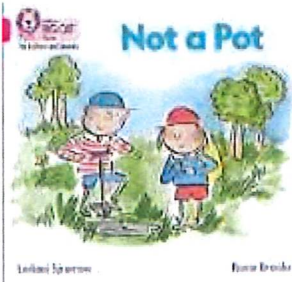
Put a ring around the phoneme qu. How many can you find?

qu r qu p
qu g a
b h qu qu
qu v t y

I can trace and write the letter q



I can recognise words with capital letters and answer questions.



Task 1:

Can you find the words Nick and Kim in the story?

How many times do they appear?

Nick

Kim

*These words begin with a capital letter because they are names.

Can you find any other words that begin with n and k?

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.

What did Kim dig up?

How do you think Kim felt when she dug up a pot?

What did Nick dig up?

How do you think Nick felt when he dug up treasure?

I can write the missing words to a repeated phrase.

Task the gingerbread man always says the same thing to each one who tries to catch him. Can you write the missing words to the phrase? (I have given you a clue if you need it and one of them is a tricky word.



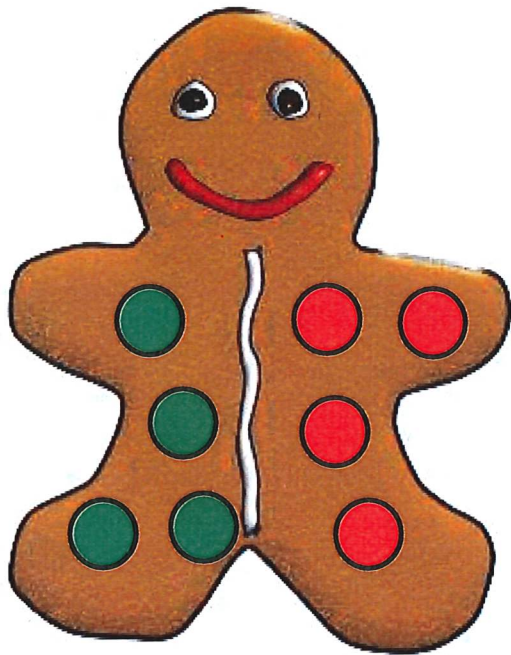
Run, _____ as
_____ as you
_____, you
can't catch me, I'm
_____ Gingerbread
_____.

fast
can
the
run
man

Maths Week 7 Day 3

I can combine two groups to find the whole number.

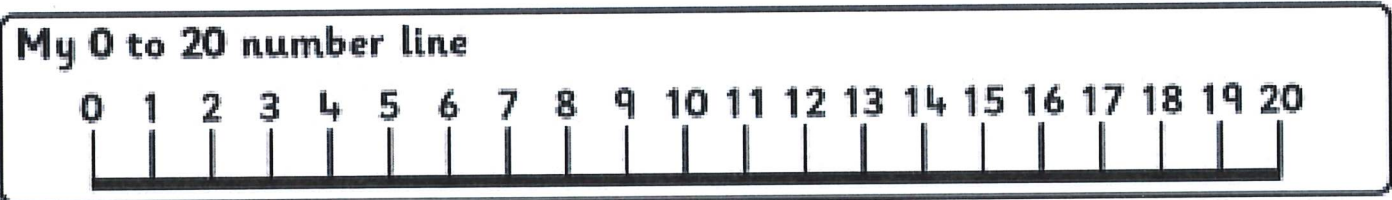
Task 1: Look at the Gingerbread man below, how many green buttons does he have? How many red buttons? How many altogether?



$$\begin{array}{c} \bullet \\ \square \end{array} + \begin{array}{c} \bullet \\ \square \end{array} = \begin{array}{c} \bullet \bullet \\ \square \end{array}$$

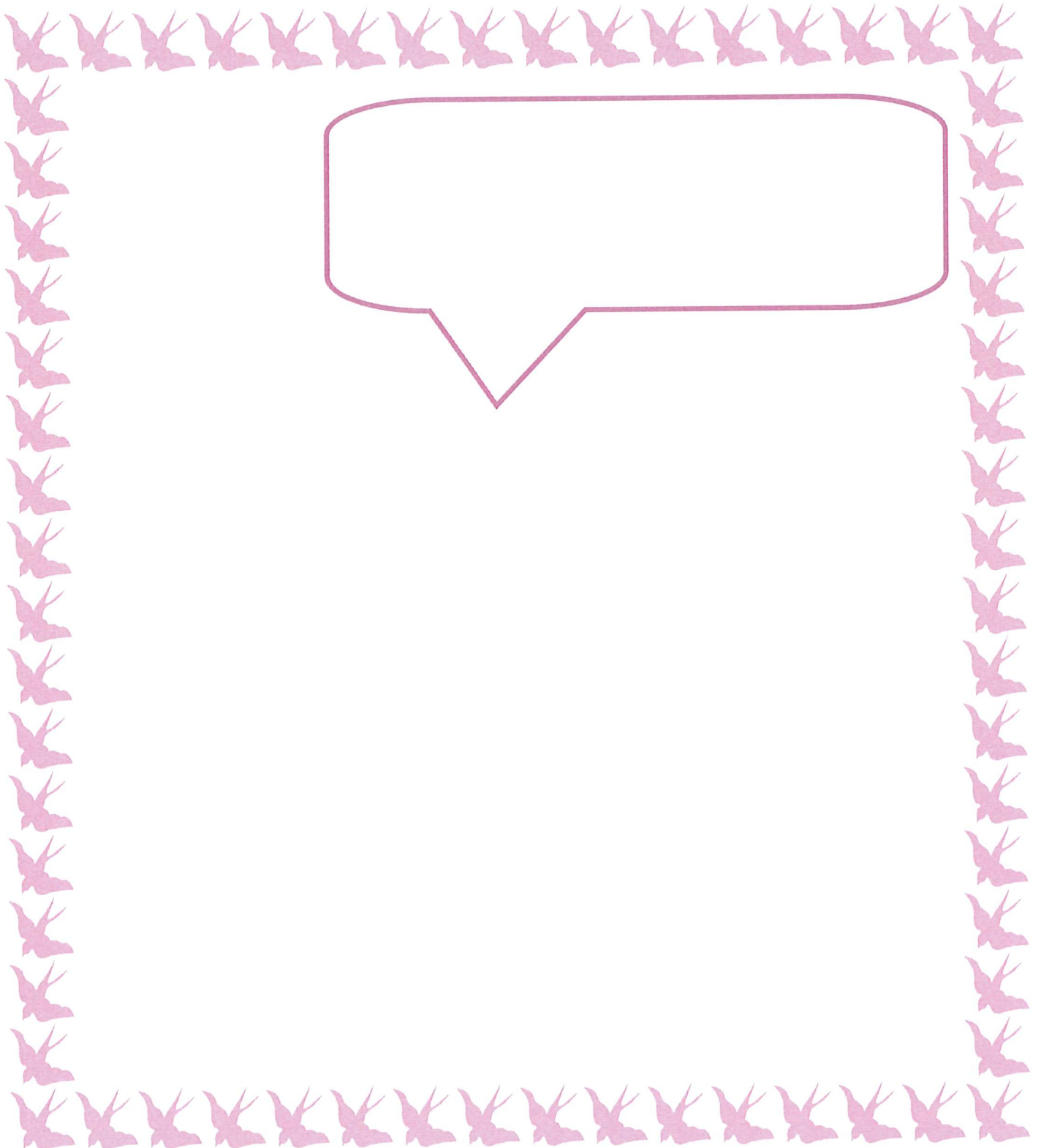


$$\begin{array}{c} \bullet \\ \square \end{array} + \begin{array}{c} \bullet \\ \square \end{array} = \begin{array}{c} \bullet \bullet \\ \square \end{array}$$



I can talk about how God can help us make good choices.

Task read the story God's Friend, it is all about Abraham and his wife and how by being a friend to God and trusting him they found all they wanted. God can help us if we listen to him and we do that through our values. Talk together about how you can help each other, what things can you do to help your family at the moment. Maybe you can tidy up and put away your own things so that mommy or daddy have one less job to do. Think about how you can show friendship and draw a picture of what you could do to help. Can you write about the picture and your discussion with your child



God's Friend

Abraham was rich. He had lots of servants to do his work for him. He had lots of camels and sheep. And he lived with his wife in a very nice place called Haran.

One day, God spoke to Abraham.

'I want you to leave Haran,' he said. 'Because I have a better place for you to live.'

Now Abraham might have said something like, 'Where?' or 'How far?' or 'Thank you very much, but I'm quite happy here.' But he didn't. In fact, he said nothing at all. He just gathered up his wife and his servants and his camels and his sheep, and went where God led him.

Why? Because Abraham trusted God. It was as simple as that. Canaan was the name of the place where God led Abraham. And a very nice place it was. 'A land flowing with milk and honey' is what some people called it. Which means that there were many cows and goats and bees there, and plenty of flowers and grass for the animals to eat. It was altogether a pretty place. And Abraham liked it very much.

The only problem was that Abraham had no children. And besides that, both he and his wife, Sarah, were very old. Grandpa- and Grandma-old, and maybe even older than that.

But Abraham trusted God. So one night God said to him, 'Abraham, look up. Do you see the stars? One day you will have so many children and grandchildren and great-grandchildren that counting the stars will be an easy job compared with counting them.'

'Now Abraham, look down. Do you see the ground? One day, there will be



more members of your family than there are bits of earth on that ground.' What did Abraham do? He chuckled, that's what. He giggled, he chortled, he laughed! 'Me and my wife have children?' he cackled. 'We're much too old for that!'

But God wasn't joking. 'You will, indeed, have a son,' he said. 'And through your family, I will do something wonderful for the world!'

So Abraham trusted God, and it wasn't long before God sent three messengers to visit him. Abraham was very kind to them. He washed their feet, which was the polite thing to do in those days. Then he served them fresh baked bread and a creamy beef stew. It was delicious! And as the visitors were patting their tummies and wiping their mouths, they said, 'We will be back next year and when we return, Sarah will give birth to a son!'

Someone giggled. Someone chortled. Someone laughed. But it wasn't Abraham this time. It was Sarah, who had been listening in the tent nearby!

And, the next year, when God's promise came true and the baby was born, there was laughter again. So much laughter, in fact, that 'Laughter' is what they decided to call their son. For that is what the name 'Isaac' means.



Day 4

Phonics - ch

Reading- Not a Pot

English

Maths

Understanding the World (UW)

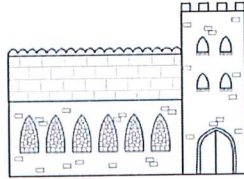
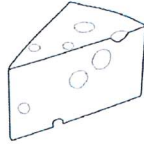
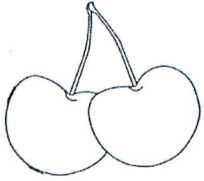
Physical Challenge — Obstacle Course — with the help of your adult set up a safe obstacle course in the garden or in the living room. Time how long it takes you to complete the course. Ask each member of your family to join in. record who was the fastest.

Week 7 Lesson 4

I know that a digraph is two letters that makes one sound

I can hear, say and write the digraph ch

Put a ring around the things that have the ch sound in.



Can you draw something that has the ch sound in? Can you label it?

I can recognise the ch sound and say its sound

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

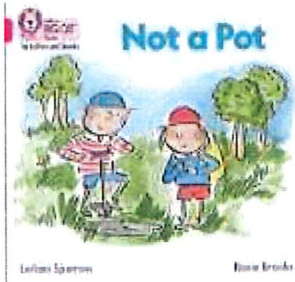
ch ck ch
er ear ch
ch c ch h
sh th a ch

I can trace the words that have the ch sound in



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

Task 1:



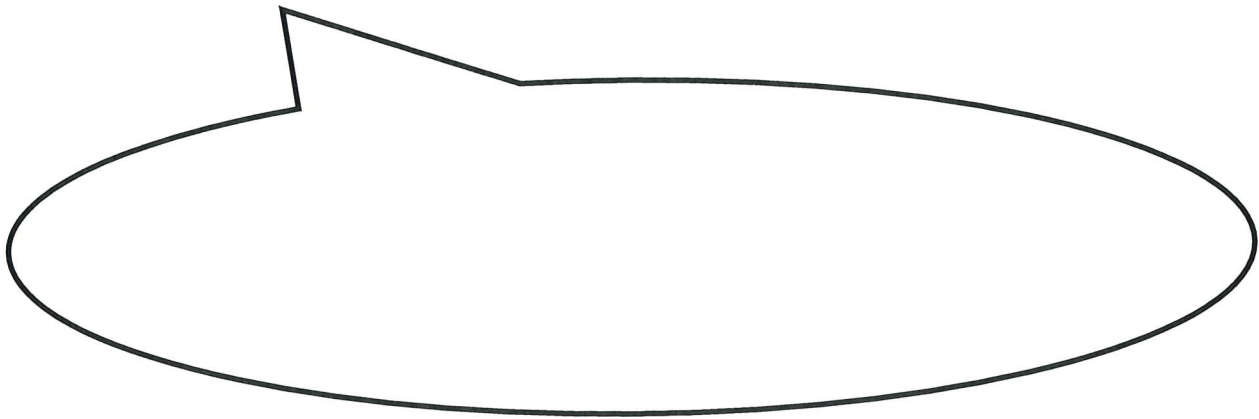
Can you find the words pot and dig in the story?

How many times do they appear?

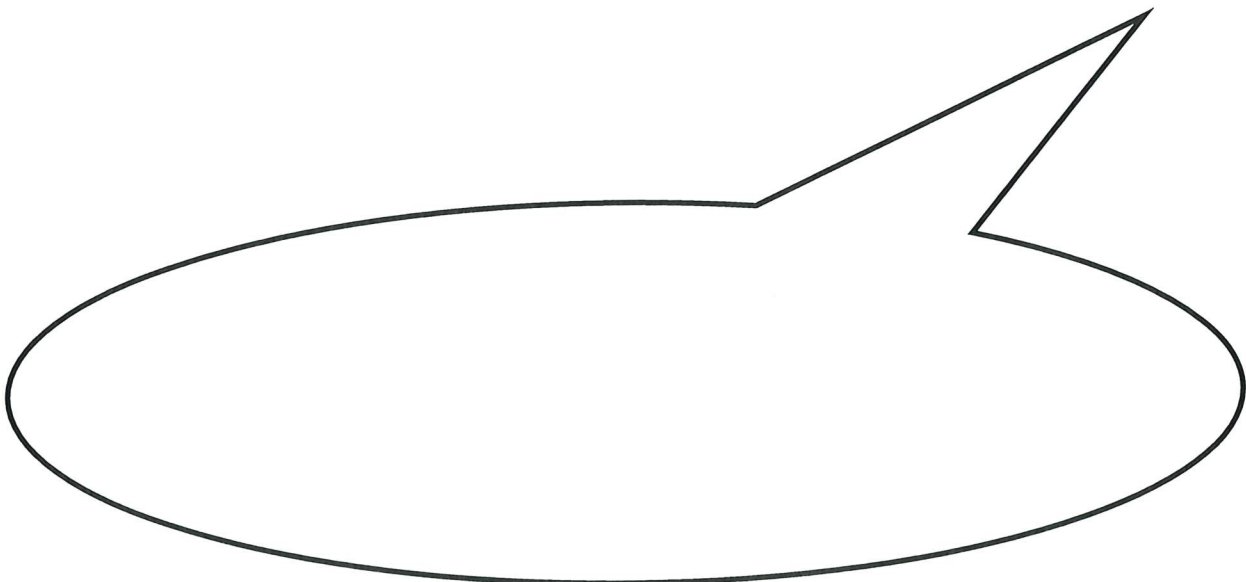
pot

dig

Task 2: Look at page 12. What has Nick found? I wonder what he will do next?



Task 3: What would you do if you found some treasure?

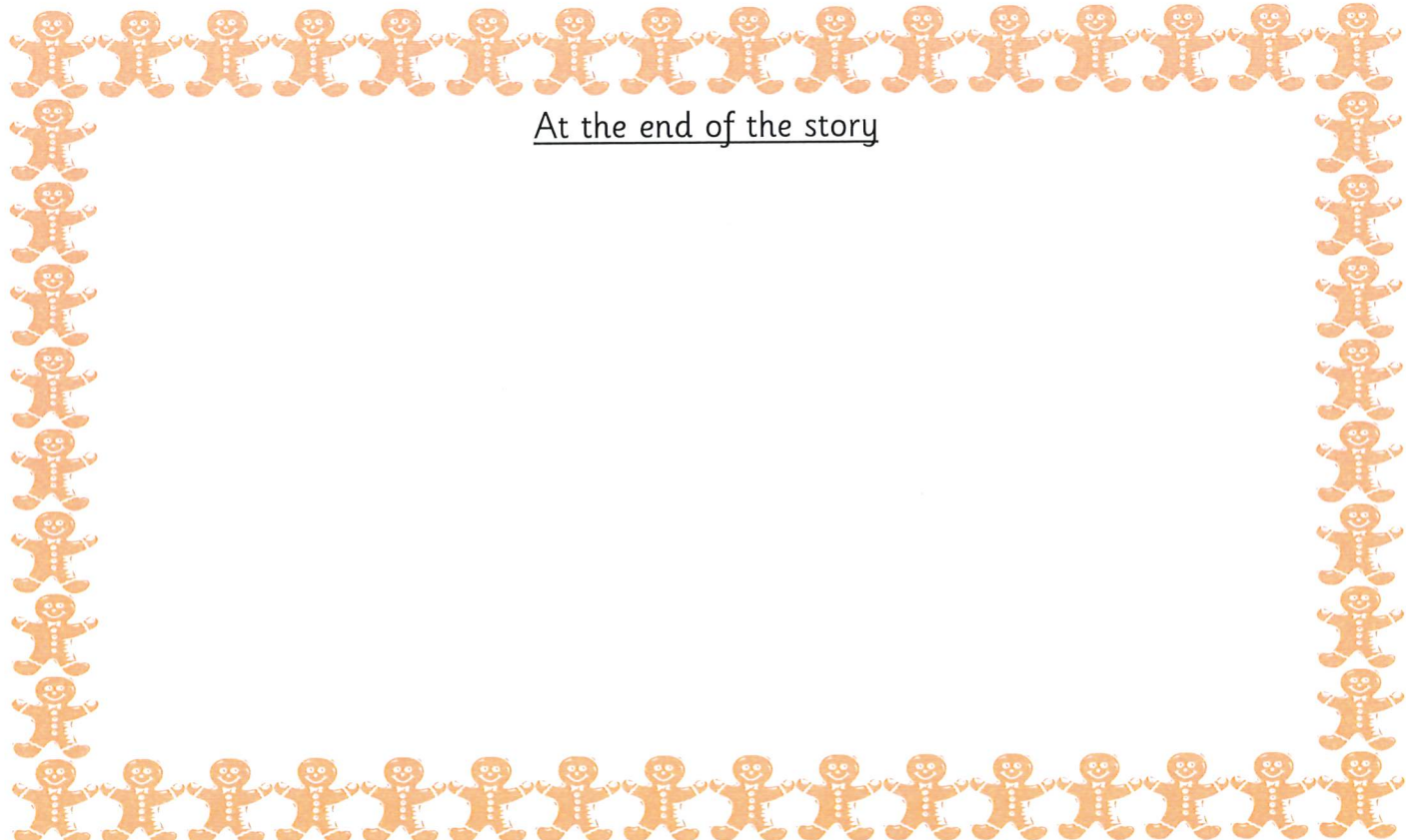


I can talk about the beginning and end of the story.

Task lets think about the story of the Gingerbread man, can you draw a picture of what happened at the beginning of the story and what happened at the end. If you can also write some labels for your picture that would be great.



At the beginning of the story

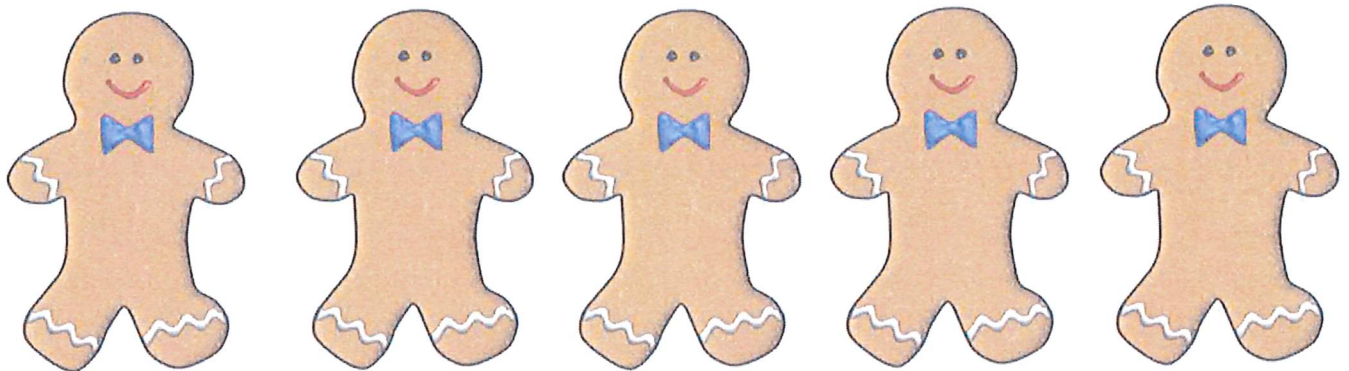


At the end of the story

Maths Week 7 Day 4

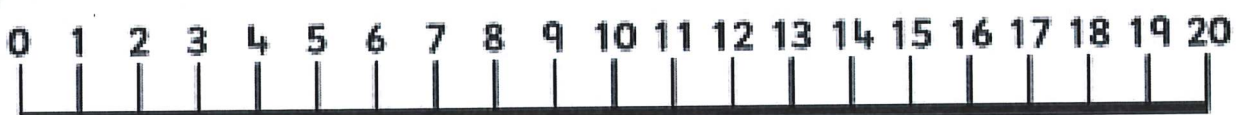
I can combine two groups to find the whole number.

Task 1: Look at the Gingerbread people how many have blue bows, how many have red bows? How many gingerbread altogether?



$$\begin{array}{c} \text{[Blue Bow Icon]} \\ \square \end{array} + \begin{array}{c} \text{[Red Bow Icon]} \\ \square \end{array} = \begin{array}{c} \text{[Blue Bow Icon] [Red Bow Icon]} \\ \square \end{array}$$

My 0 to 20 number line



I can use my sense of touch to describe different things

Task today you need to go hunting for different objects around your house and or from outside. We use our hands mostly to investigate how something feels this is called our sense of touch and today you are going to use your sense of touch to describe the objects you have found and sort them into two groups, hard and soft. Can you draw and label the objects that you find in the correct box and if you have any other words to describe how the object feels you can write that in the box also.

Hard

Soft

Day 5

Phonics – sh

Reading- Not a Pot

English

Maths

PSHE

Physical Challenge –

Run on the spot for 1 minute (60 seconds)

Jump on the spot for 1 minute (60 seconds)

Crouch down and **stretch** up, repeat for 1 minute (60 seconds)

Sit down and **stand** up, repeat for 1 minute (60 seconds)

Run on the spot for 1 minute (60 seconds)

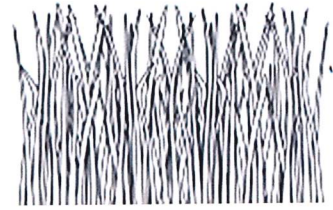
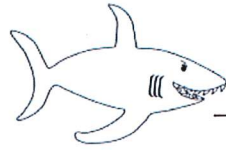
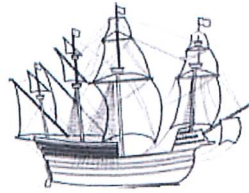
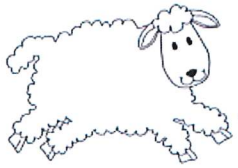
Lie on your back and breath in through your nose and out through your mouth for Run on the spot for 1 minute (60 seconds)

Week 7 Lesson 5

I know that a diagraph is two letters that makes one sound

I can hear, say and write the diagraph sh

Put a ring around the things that have sh in it



Can you draw something that has the sh sound in? Can you label it?

I can recognise the sh sound and say its sound

Put a ring around the sound sh How many can you find?

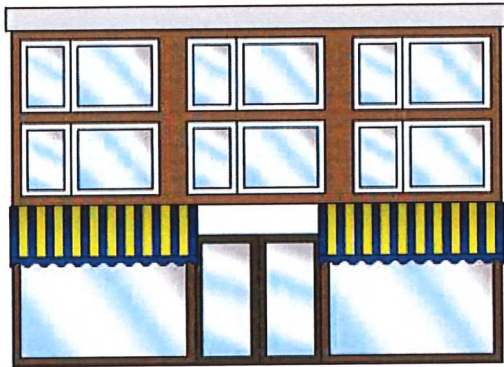
th s g sh
f sh th
sh sh h sh
ck sh n oo

I can trace the words with the sh sound in

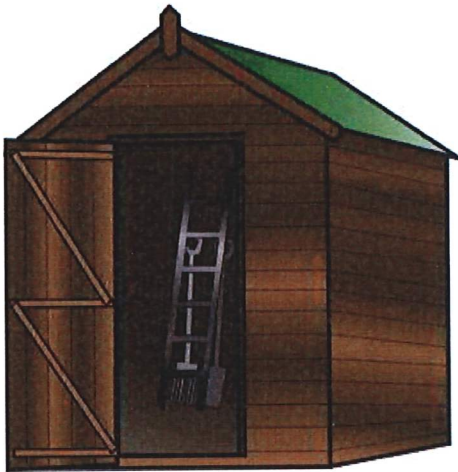


I can match the word to the picture

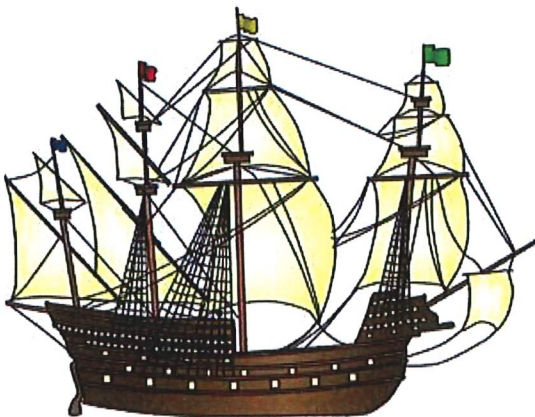
Draw a line from the picture to the matching word.



ship



shop



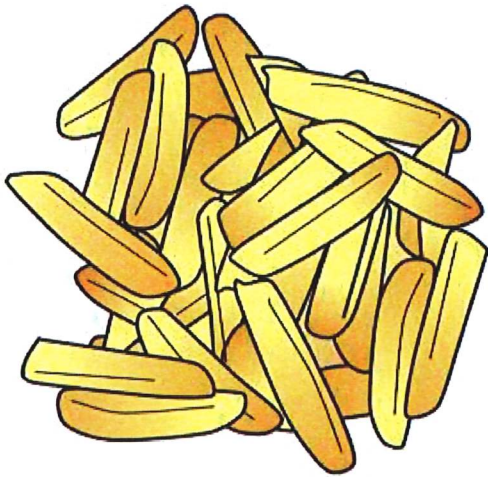
shed

I can match the word to the picture

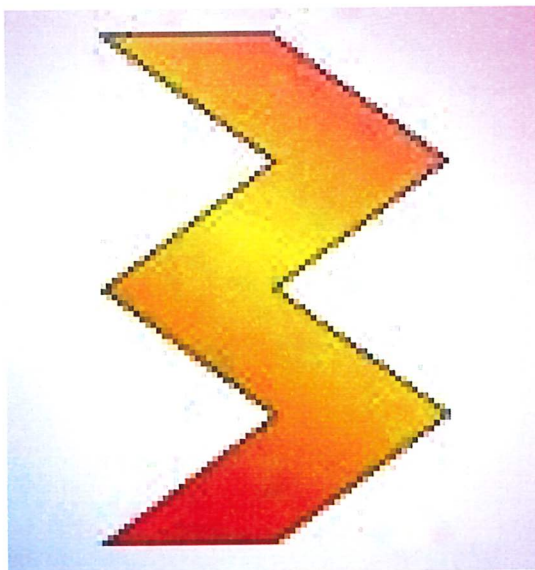
Draw a line from the picture to the matching word.



zigzag

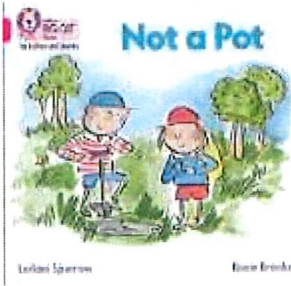


zip



chips

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 colour is Nick's cap?

What colour is Kim's bag?

How many golden coins does Nick find?

Who is wearing red shorts?

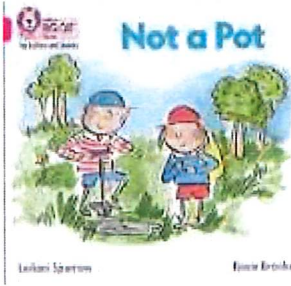
Record what your child says here.

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 'c', 'k' and 'ck' sounds in them?

I can know that verbs are doing words.



Task 4:

Explain to your child that a verb is a doing word. It describes an action.

After you have read the book again ask your child to act out the following 'doing words' (verbs).

Packs

Ticks

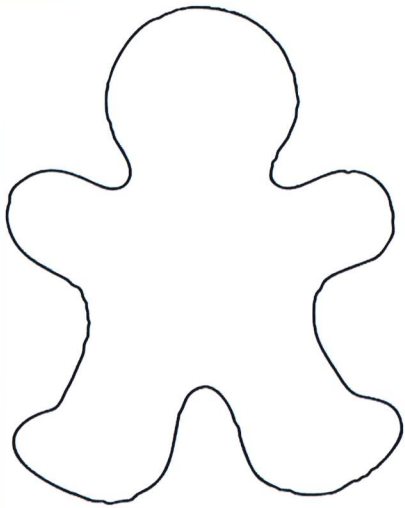
Digs

Sits

Sips

I can create my own story

Task today it is your turn to be a story teller. I would like you to decorate and name your own gingerbread character. Next decide who or what is going to chase them. Finally can you think of an ending for your story, will your character be eaten or will something else happen. Draw pictures in each of the boxes.



What is your characters name?

Who or what did you run from?

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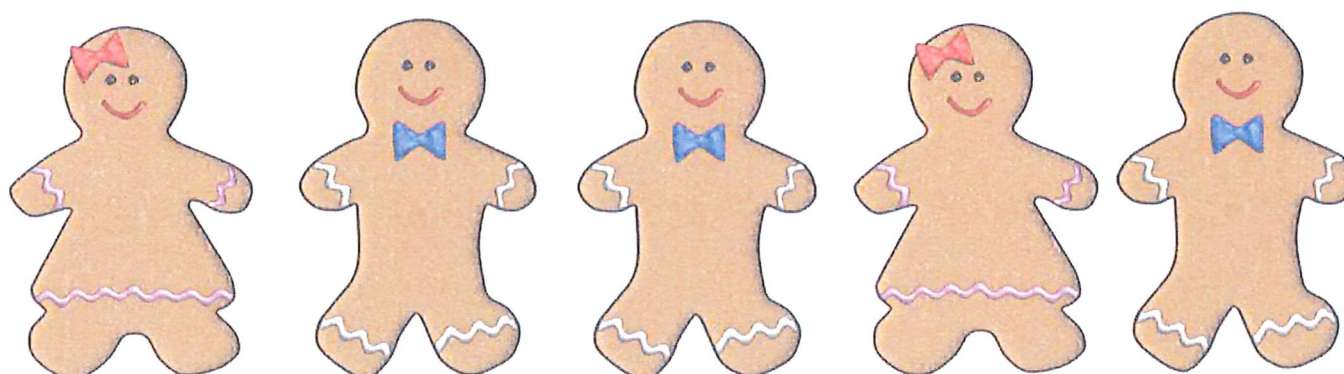
What happened at the end?





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Maths Week 7 Day 5

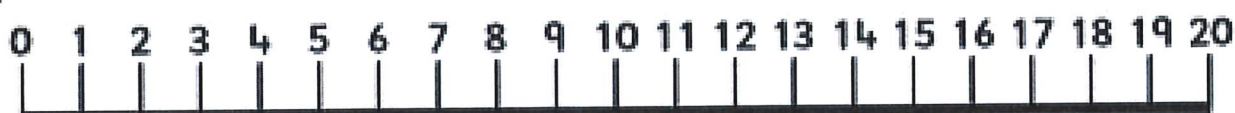
I can combine two groups to find the whole number.

Task 1: Look at the Gingerbread people how many have blue bows, how many have red bows? How many gingerbread altogether?



				 
	+		=	

My 0 to 20 number line



I can talk about who I love and what we like to do.



Boris says, "it's fun to do things with the people we love"

Task using some of your toy figures or teddies choose one and pretend they are someone special, either a family member or friend. Then say who the toy is pretending to be and what you like doing with them. For example I have a toy doll and I am pretending it is my big sister and I love going for walks around the Garden Centre with her looking at the pretty flowers and talking about which ones I would like to have in my garden. You could take it in turns with your family to do this and then you can draw a picture of you and your special person.

Day 1

Phonics -Review and words

Reading- Cat, Kid and Duck

English

Maths

Understanding the World (UW)

Physical Challenge — Jumping Jacks - How many Jumping Jacks (Star jumps) can you do in 60 seconds (1 Minute)? Record how many you do and repeat before lunch and before bed. ***Which time of the day did you jump the most?***

Before Breakfast:

Before lunch:

Before Bed:

I can link sounds to letters.

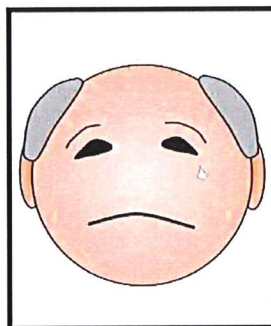


Point to the letters above and say their sounds.

I can read simple words and match them to the correct picture

pat a dog

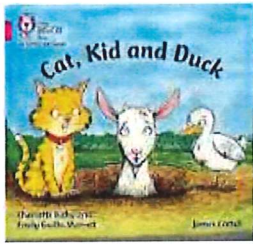
a sad man



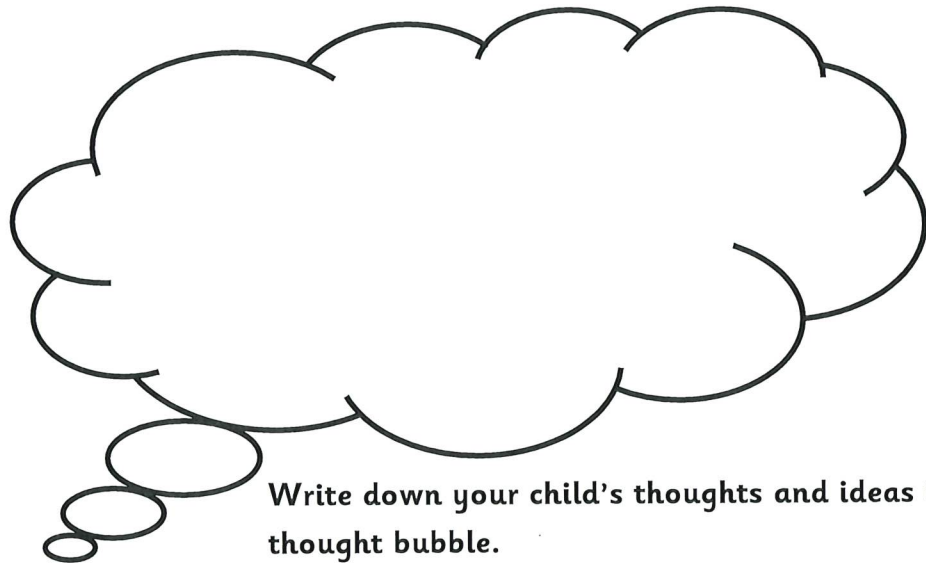
I can write the word or simple sentence to match the picture



I can talk about the front cover and make a prediction

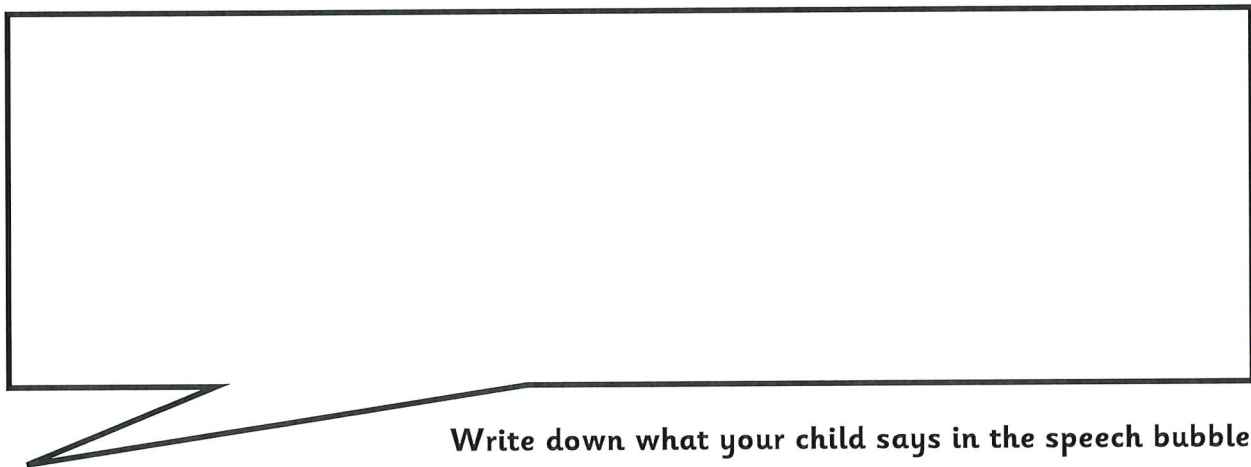


Task 1: What animals can you see on the front cover? I wonder which animal is the cheekiest.



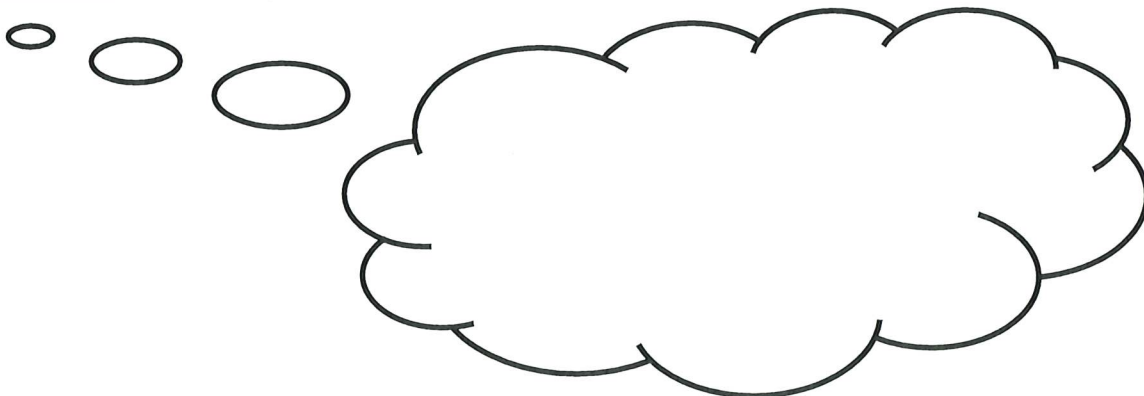
Write down your child's thoughts and ideas in the thought bubble.

Task 2: What do you like to do with your friends?



Write down what your child says in the speech bubble.

Task 3: What do you think the story could be about?



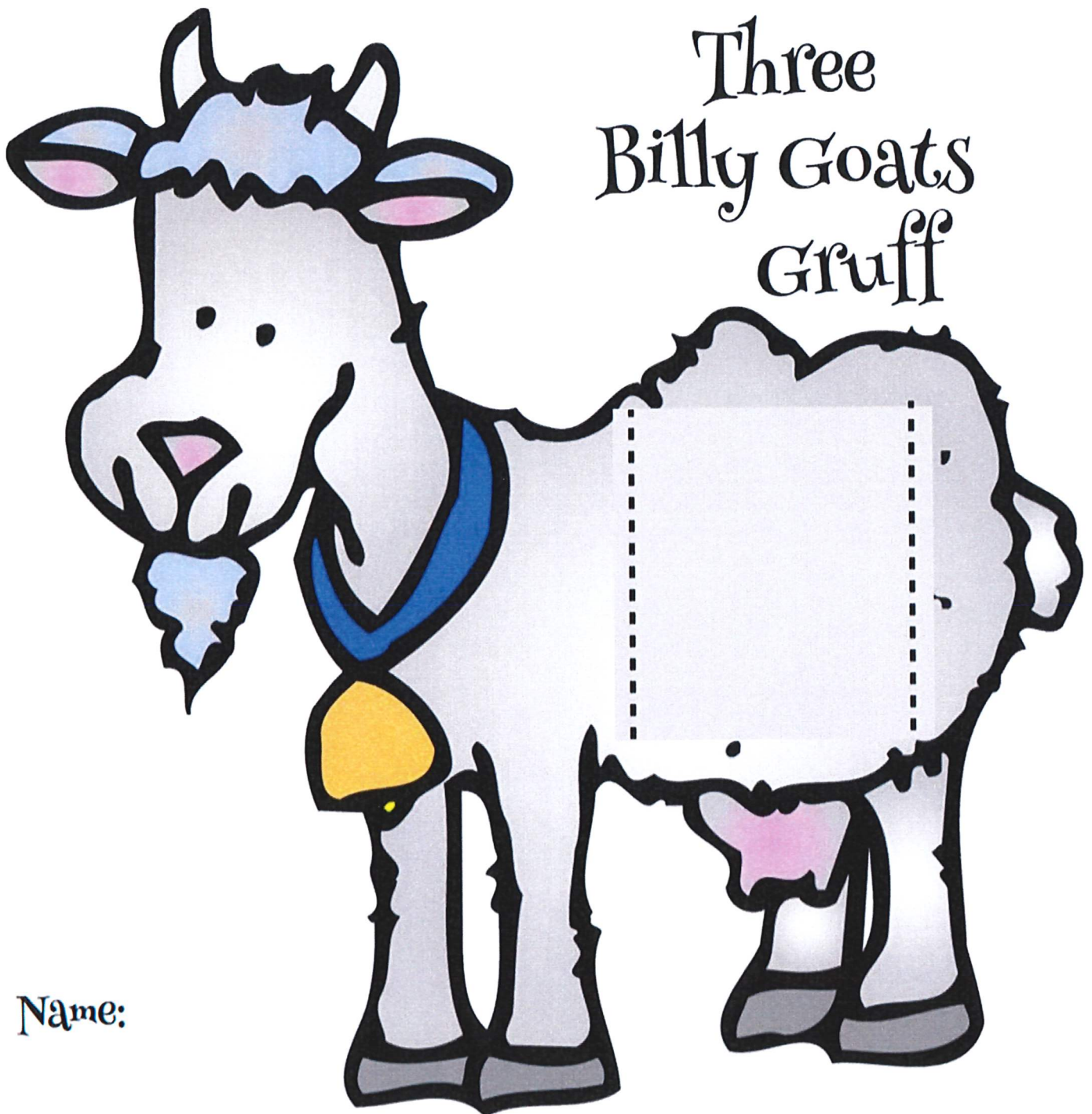
Now read the book. Enjoy looking at the pictures and talking about them.

Week 8 day 1

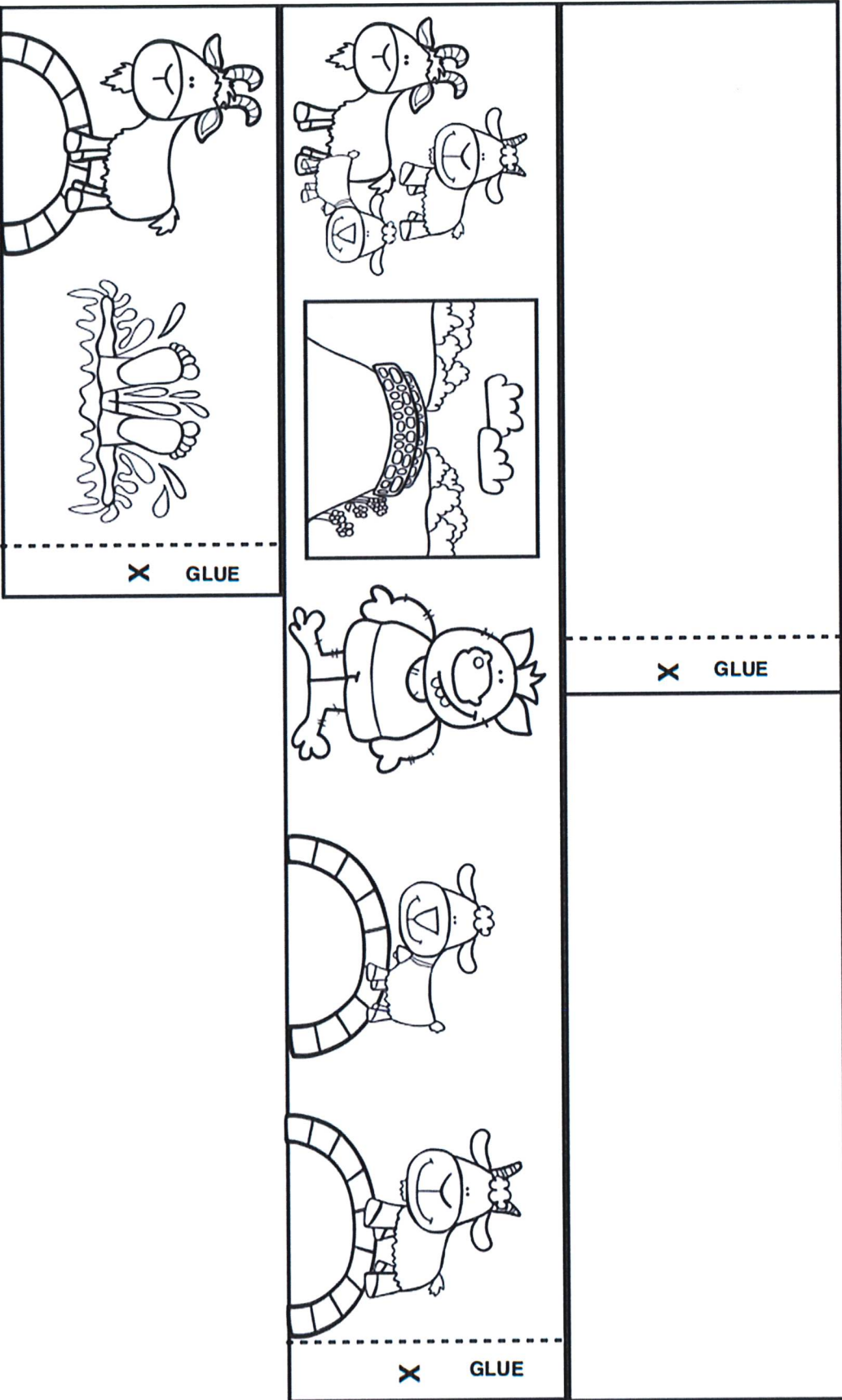
I can retell a story.

Task read the story of the Billy Goats Gruff and then colour in the story slider to make your own story prompt. Follow the simple instructions to cut out the slider after your child has coloured in the pictures.

Three Billy Goats Gruff



Name:

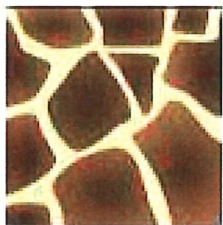
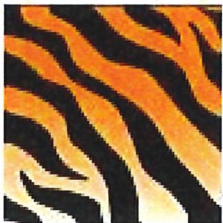


Cut and glue your "slider" strips together. The top one gets cut in half and this "pull tab" gets glued to each end.
Color the pictures. Rub glue on the X tabs then connect the strips.

Maths Week 8 Day 1

I can recognise and describe simple repeating patterns

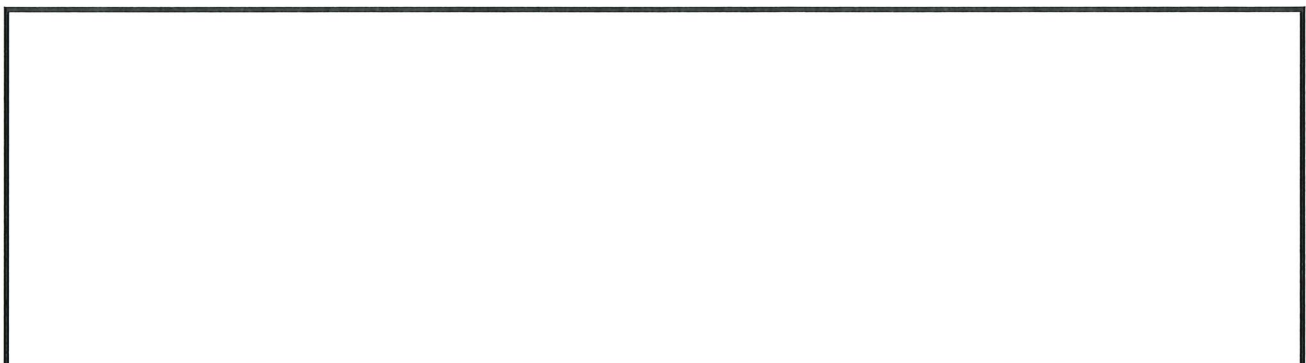
Task 1: There are patterns all around us. Take a look at the patterns below, can you guess which animal they belong to?



What colours are repeating in these patterns?

Can you think of any other animals that have repeating patterns?

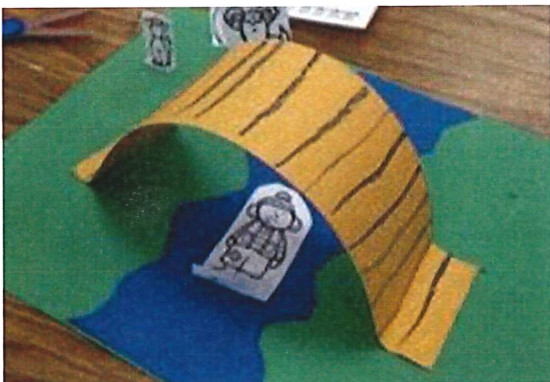
Draw one in the box below.



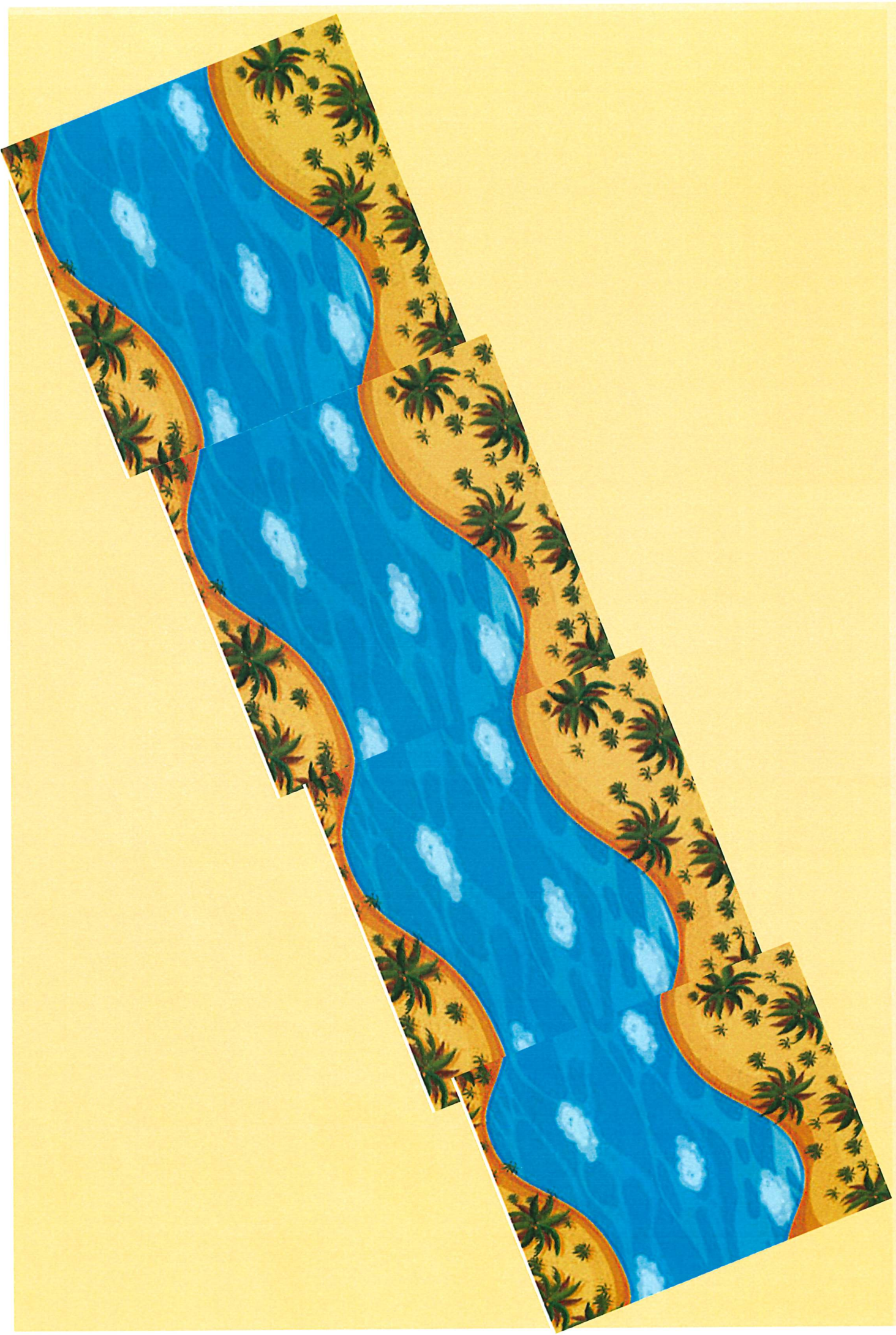
Week 8 day

I can build a self supporting structure.

Task can you build a bridge for one of your small toys to get across a river. There are some craft sticks and paper in your pack and I want you to have a go at building a bridge that one of your small toys could stand on. You can also use any things you might have at home. The challenge is to make a bridge that a small toy can stand on without you holding it. Please take photo's and send them to your class email we would love to see what you have made.



Here are some examples do you think they would all hold a small toy. When you have made a small bridge maybe you could find things around the house or garden to make a bridge you could stand on, good luck have fun.



Day 2

Phonics - Review and words

Reading- Cat, Kid and Duck

English

Maths

Expressive Arts and Design (EAD)

Physical Challenge — **Writing Wizard** - How many times can you write your name in one minute (60 seconds)? Remember to hold your pen/pencil correctly.

Creative Challenge: Create your name out of anything you desire from around the house. You could make it out of socks (clean ones!) toys, wooden blocks, Lego, cardboard tubes, text from newspapers or magazines... Take a photograph and send it your class email.

I can link sounds to letters.

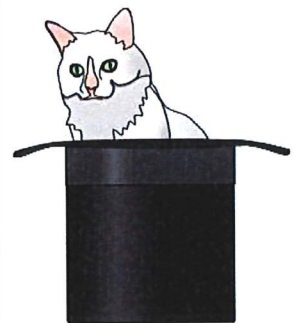
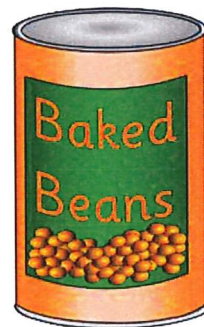


Point to the letters above and say their sounds.

I can read simple words and match them to the correct picture

a cat in a hat

a tin can



I can write the word or simple sentence to match the picture

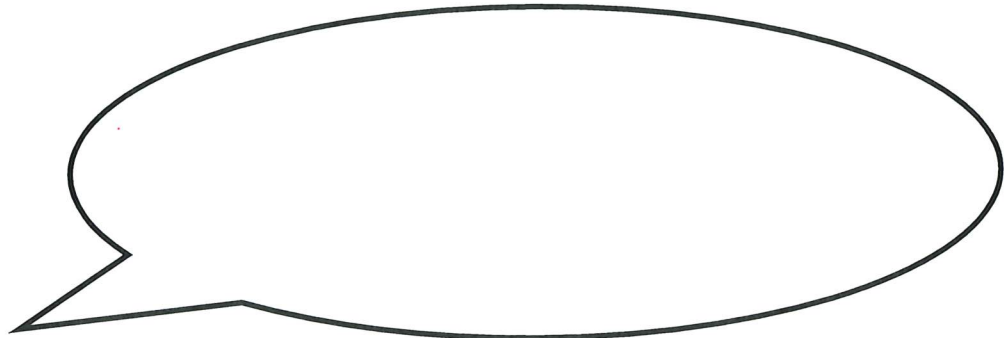
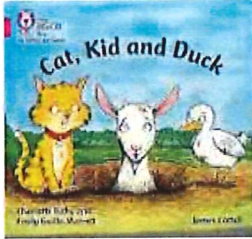


Reading Week 8 Day 2

Task 1: What do these words mean?

I can read simple words

Pit muck pecks kicks kid pops



A **kid** is a baby goat.

In this book, **pops** means jumps.

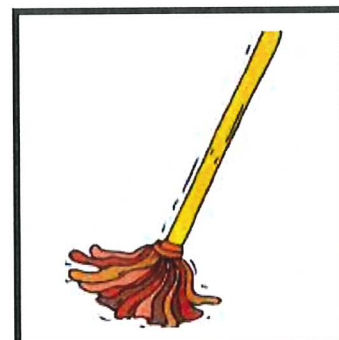
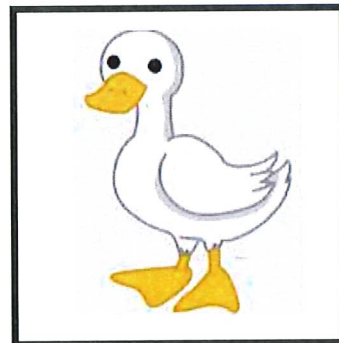
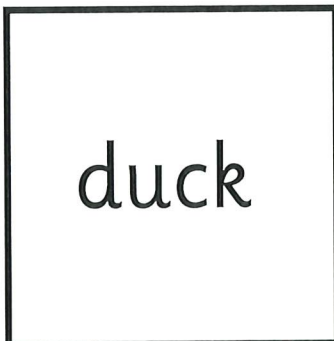
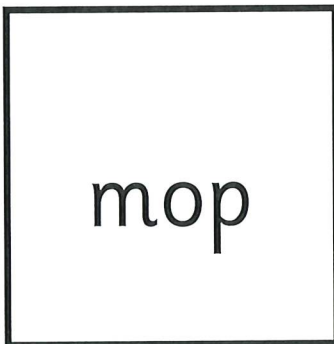
Task 2: Read the words below, then look for them in the book.

cat digs mud kicks mop gets on

Can you read these words by sight?

a to the no go and

Task 3: Read the words below and match them to the correct picture.



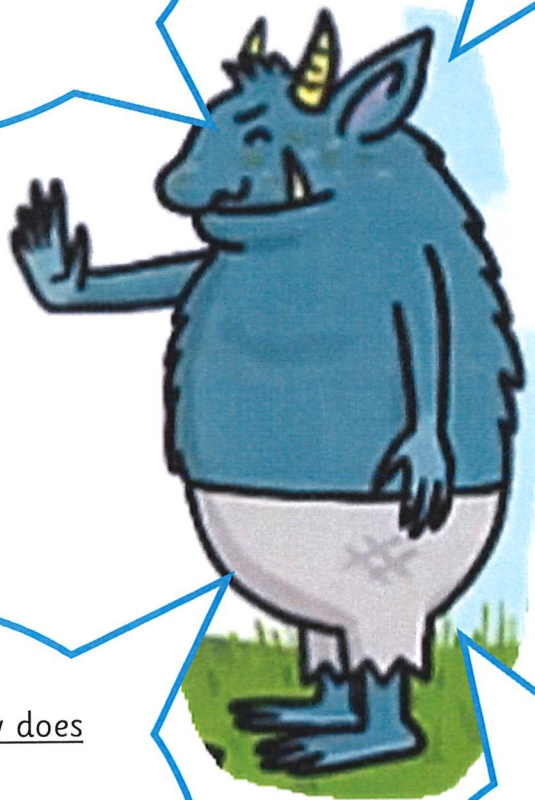
Week 8 day 2

I can use different words to describe a character

Task I want you to think about that mean horrible troll and together think of as many different words to describe him or is it a her.

What does it look like?

What does it smell like?



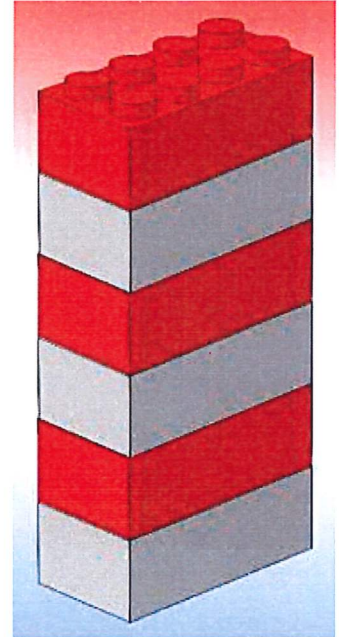
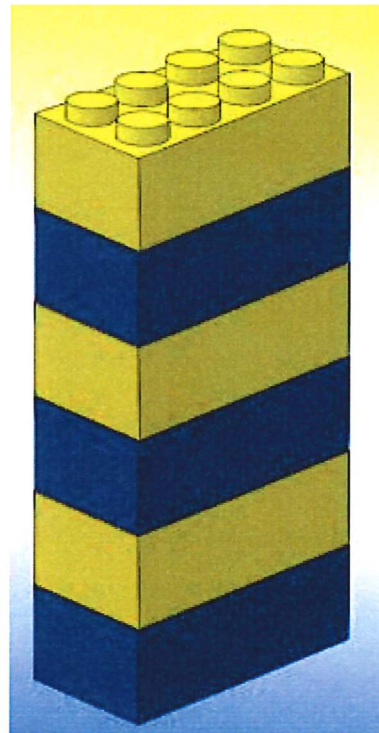
What is it like? How does the troll behave?

What does it sound like?

Maths Week 8 Day 2

I can recognise and describe simple repeating patterns

Task 1: We can make our own repeating patterns with our toys. Take a look at the patterns below, how are they repeating patterns? What is being repeated in the pattern?



Task 2: Using coloured blocks, Lego or Duplo can you make you own repeating pattern. Choose two colours to begin with and then have a go at using three. Draw a picture of what it looks like below.

I can represent a character from a story

Task I want you to have some fun creating your own troll mask, you can make it as ugly and gruesome as you like. Use the craft materials in the pack and anything else you may have at home it is your creation, have fun and please send us a picture.

Here are some examples of ones others have made, you might want to make a girl troll mask.



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- Review and words

Reading- Cat, Kid and Duck

English

Maths

RE

Physical Challenge – Soft Toy Catch

How many times can you catch a soft toy in your hands in 60 seconds (1minute)? ***If you do not have a soft toy, why not use a pair of socks or a ball.***

I can link sounds to letters.



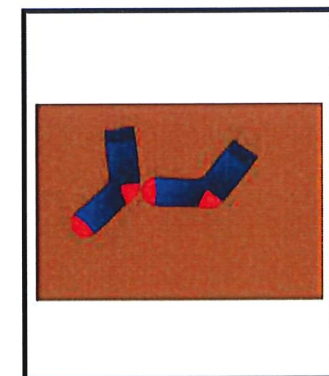
Point to the letters above and say their sounds.

I can read simple words and match them to the correct picture

socks on a mat



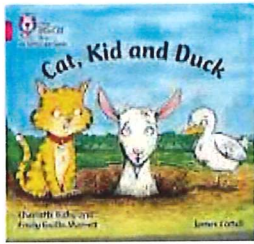
a red rug



I can write the word or simple sentence to match the picture



I can read tricky words and answer questions.



Task 1:

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

How many times do they appear?

go

the

to

no

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.

Who dug the pit?

What did duck do to the man?

Why do you think cat kicked the can?

What do you think cat is thinking at the end of the story?

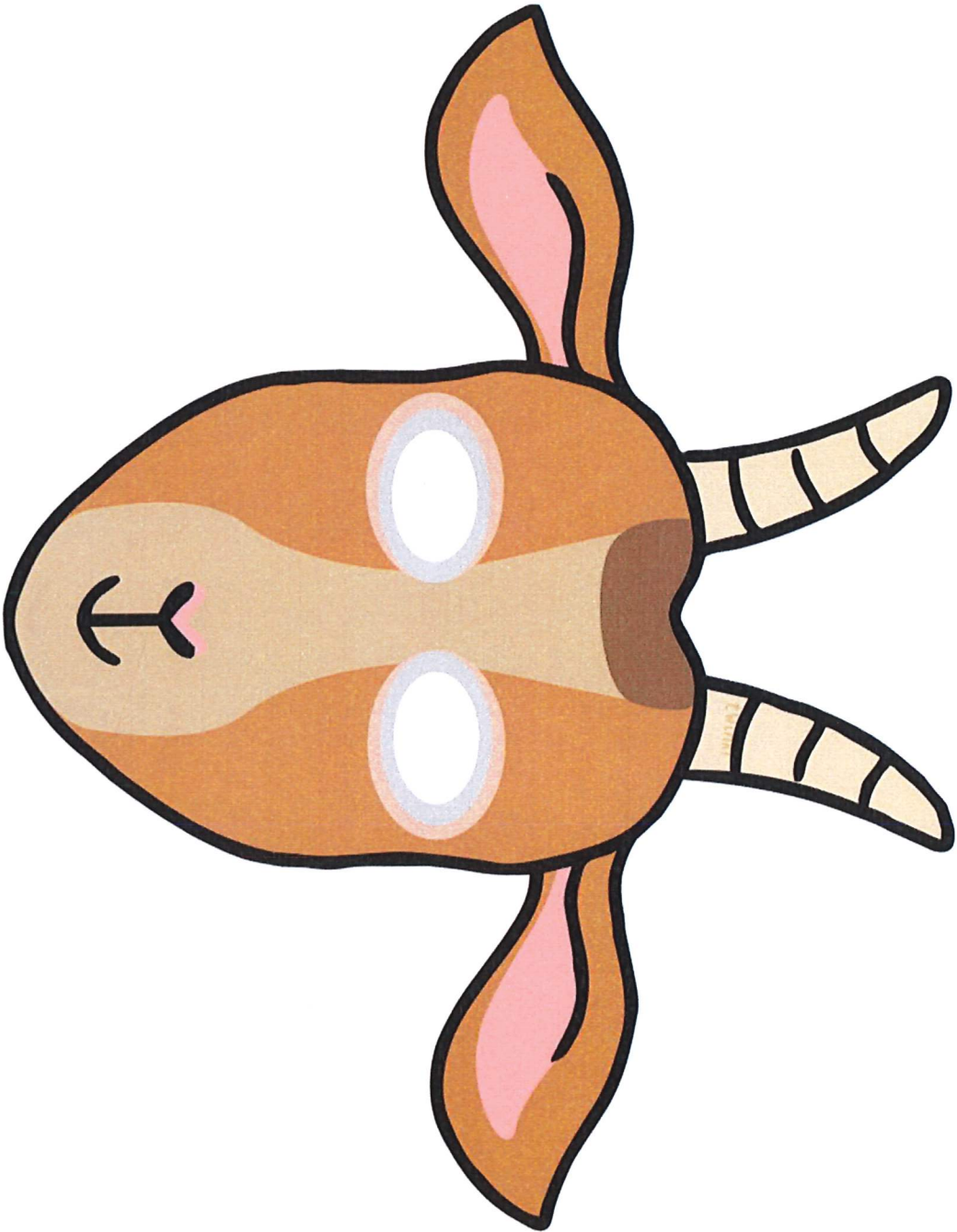
Who do you think it would be most fun to play with: Kid, Cat or Duck? Why?

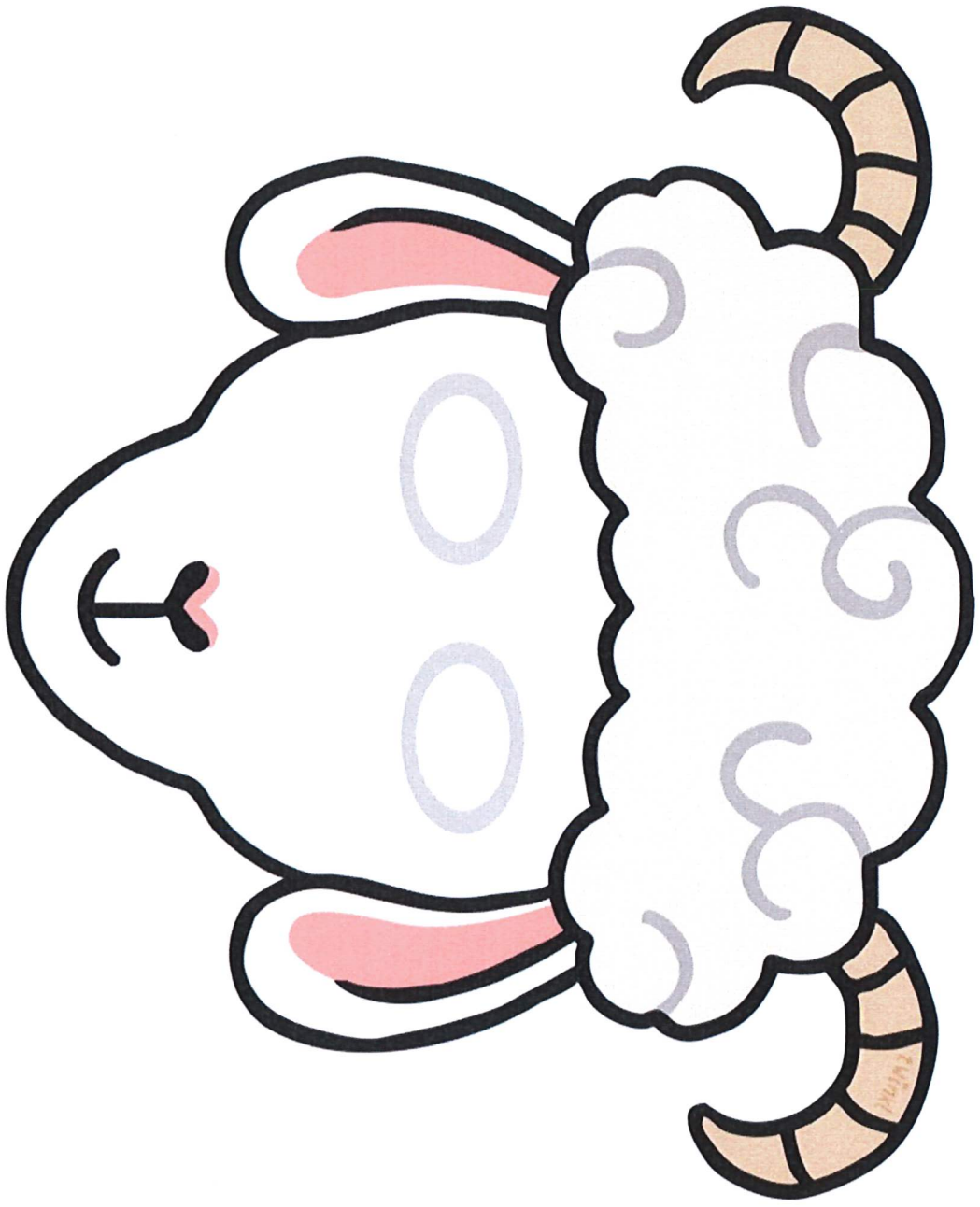
Week 8 day 3

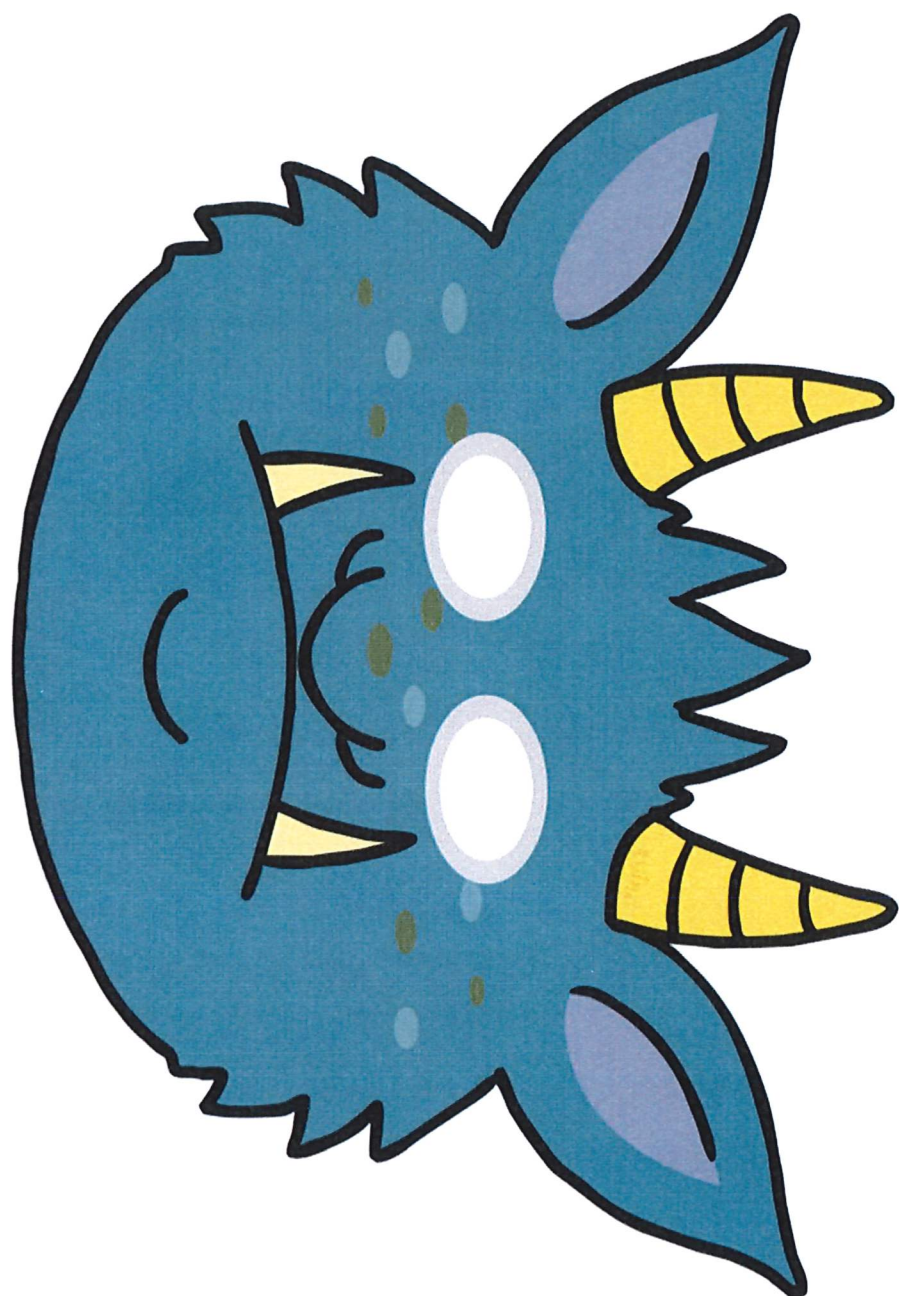
I can act out a story

Task cut out the character masks from the story and use them to retell the story, can you use a scary voice for the troll. Maybe you could find a blue towel or blanket to be the river and use some cushions to be the bridge. Have fun with the masks.





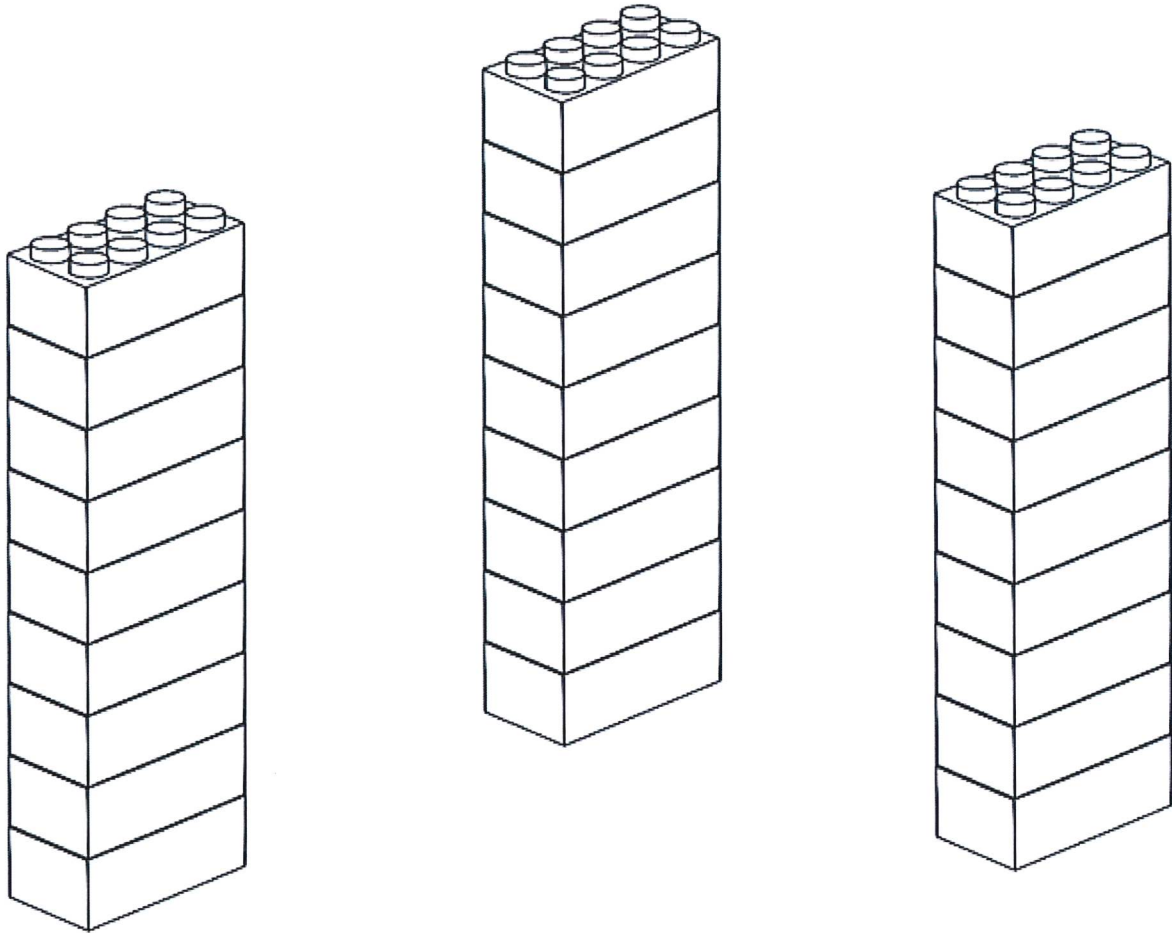




Maths Week 8 Day 3

I can create and describe simple repeating patterns

Task 1: Can you create your own repeating pattern using colours? Use two colours first then see if you can use three.

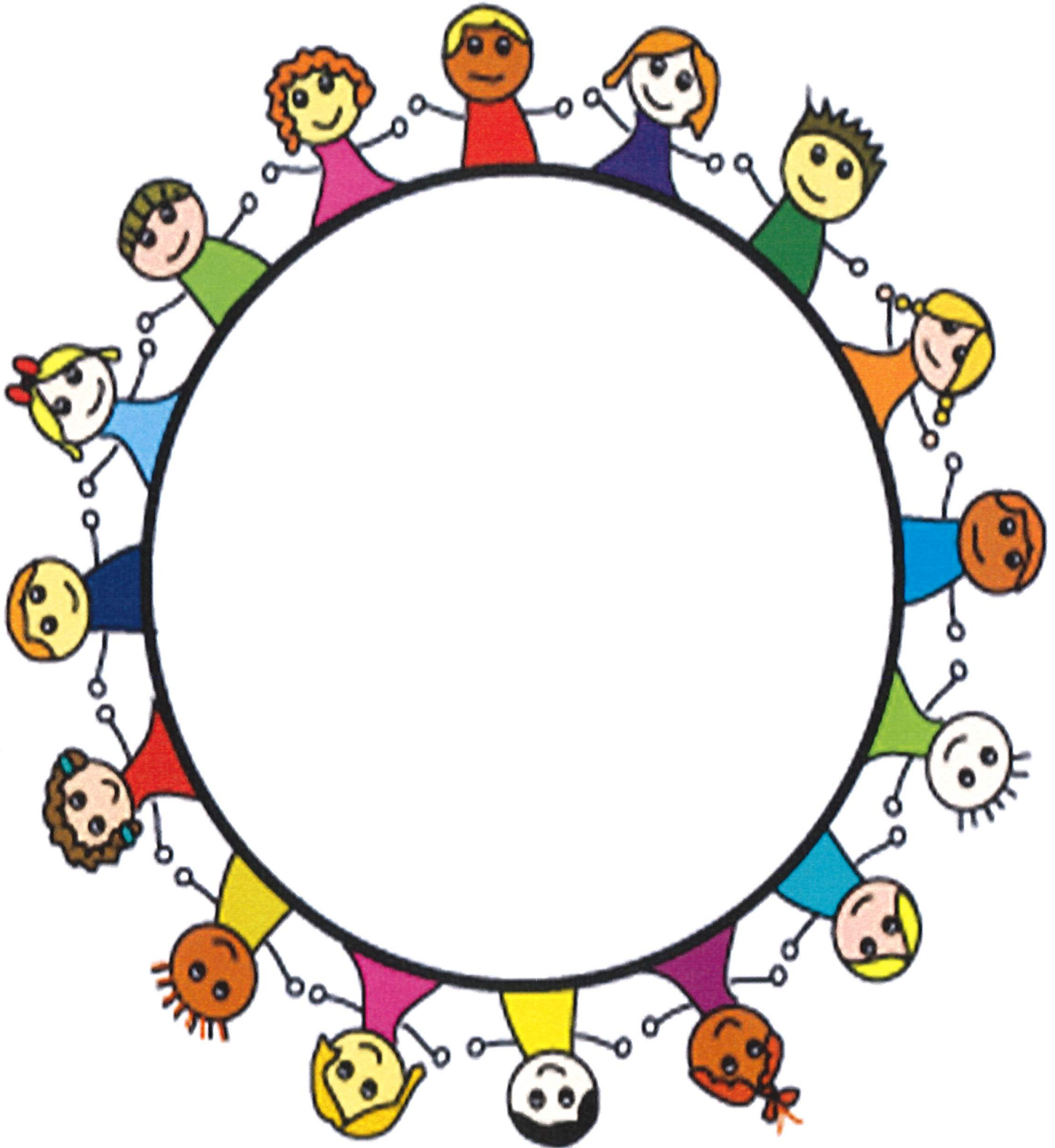


Task 2: Describe your pattern to an adult. What colours have you used? What colour did you use first? What colour will be next? How do you know?

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How can I be a friend ?

Task things are very different for us all at the moment and being apart from our friends can be hard, I want you to read the story “ While we can't Hug”. Talk about what it means to be a friend, how do you do that in school and at home. Now I want you to think about your friends you are missing and maybe you could draw them a picture and write a message to them



Day 4

Phonics - Review and words

Reading- Cat, Kid and Duck

English

Maths

Understanding the World (UW)

Physical Challenge — **Obstacle Course** — with the help of your adult set up a safe obstacle course in the garden or in the living room. Time how long it takes you to complete the course. Ask each member of your family to join in. record who was the fastest.

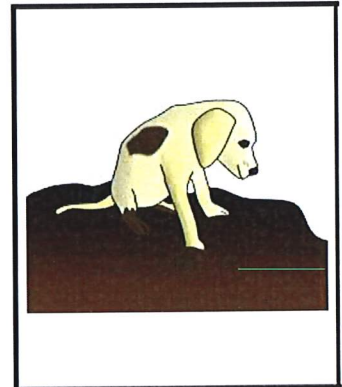
I can link sounds to letters.



Point to the letters above and say their sounds.

I can read simple words and match them to the correct picture

a pup in the mud



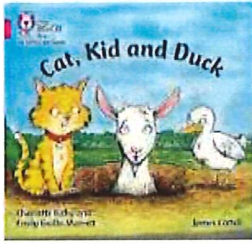
run to the den



I can write the word or simple sentence to match the picture



I can recognise words that rhyme and continue a rhyming string



Task 1: Can you find the words **mop** and **pop** in the story?

Say the words **mop, pop**, Repeat: **mop, pop**

Mop and pop rhyme, can you think of another word that rhymes with mop and pop?

mop

pop

Task 2: Can you find the words **can** and **man** in the story?

Say the words **can, man**,

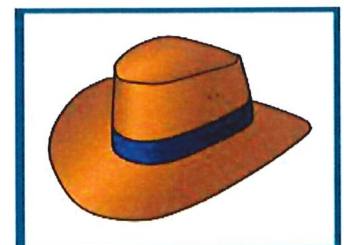
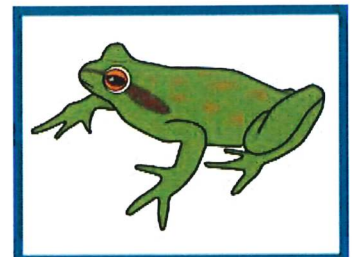
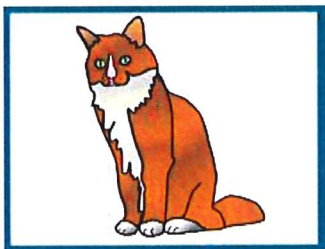
Repeat: **can, man**

Can and man rhyme, can you think of another word that rhymes with can and man?

can





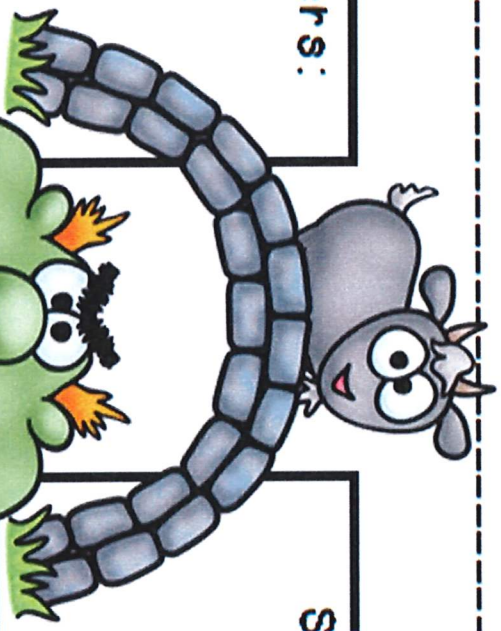

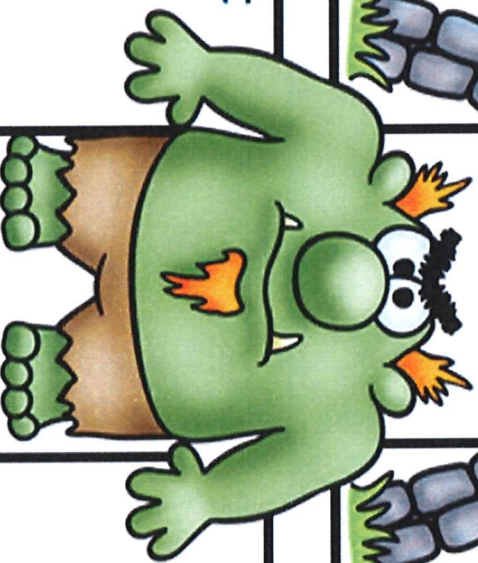

man

Task 3: Look at the pictures below, which ones are rhyming pairs? Draw a line to match them.

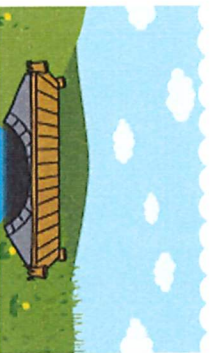


I can talk about the different parts of a story.

Task using the story and word mat to help you can you write the information for each box. Help and encourage your child to write the words they are able to or write their responses in the boxes

			
Name: _____		_____	
			
Characters:		Setting:	
Problem:		Solution:	

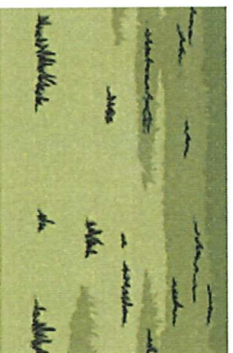
The Three Billy Goats Gruff



valley



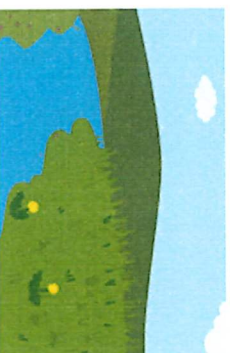
small



grass



goats



river



medium



bridge



big



hooves



troll

Maths Week 8 Day 4

I can continue and describe simple repeating patterns

Task 1: It's not just colours that can repeat in a pattern. Shapes can repeat too. Look at the patterns below. What shapes are repeating? Can you continue the patterns. What shapes will come next?







Task 2: Can you make your own shape pattern below? Describe it to an adult.

I can use my sense of smell.

Task one of our sense is the sense of smell we use our nose for this. Our noses are very good at identifying smells in particular with nice smells and horrible smells. I want you to go around your house sniffing out different smells identify them and decide is it a smell I like or one I don't like, record your findings in the table by drawing pictures and have a go at labeling your picture.



Smells I like.



Smells I don't like.

Day 5

Phonics – Review and words

Reading- Cat, Kid and Duck

English

Maths

PSHE

Physical Challenge –

Run on the spot for 1 minute (60 seconds)

Jump on the spot for 1 minute (60 seconds)

Crouch down and **stretch** up, repeat for 1 minute (60 seconds)

Sit down and **stand** up, repeat for 1 minute (60 seconds)

Run on the spot for 1 minute (60 seconds)

Lie on your back and breath in through your nose and out through your mouth for Run on the spot for 1 minute (60 seconds)

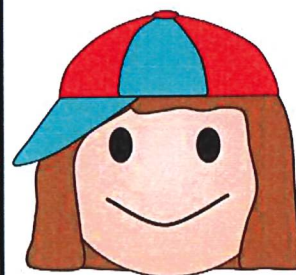
I can link sounds to letters.



Point to the letters above and say their sounds.

I can read simple words and match them to the correct picture

go to the
log hut



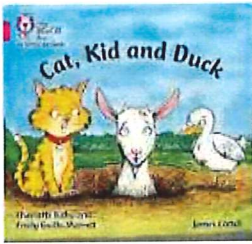
a kid in a cap



I can write the word or simple sentence to match the picture



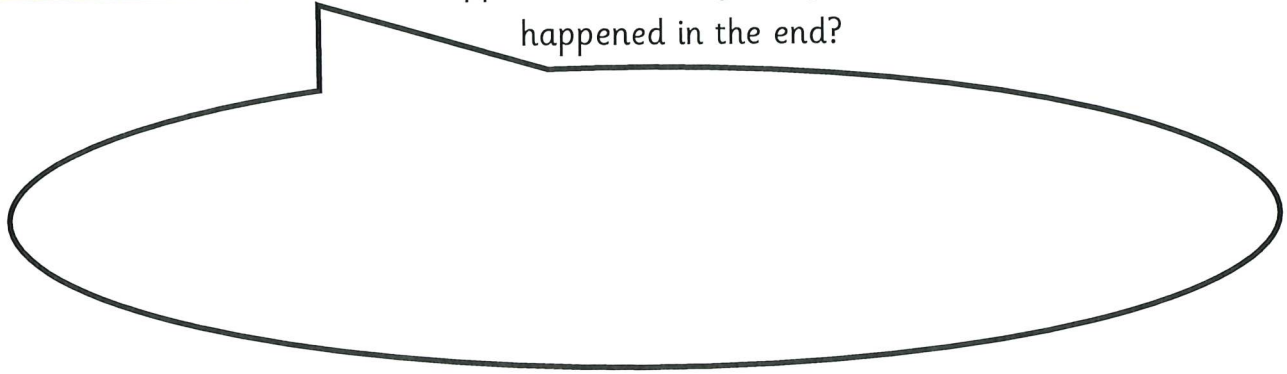
I can retell the story



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: Remind your child that a **verb** is a doing word. It describes an action.

After you have read the book again ask your child to act out the following 'doing words' (verbs).

Digs

Sits

Kicks

Pecks

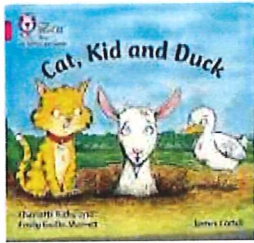
Pops

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 'c' and 'k' sounds in them?

I can know that verbs are doing words. I can describe an action



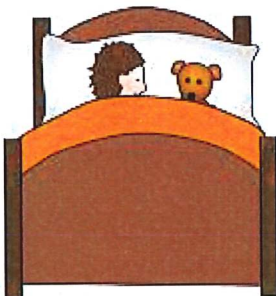
Task 4:

Look at the pictures below. .

What are the children doing in each picture? Ask your child to identify the action.









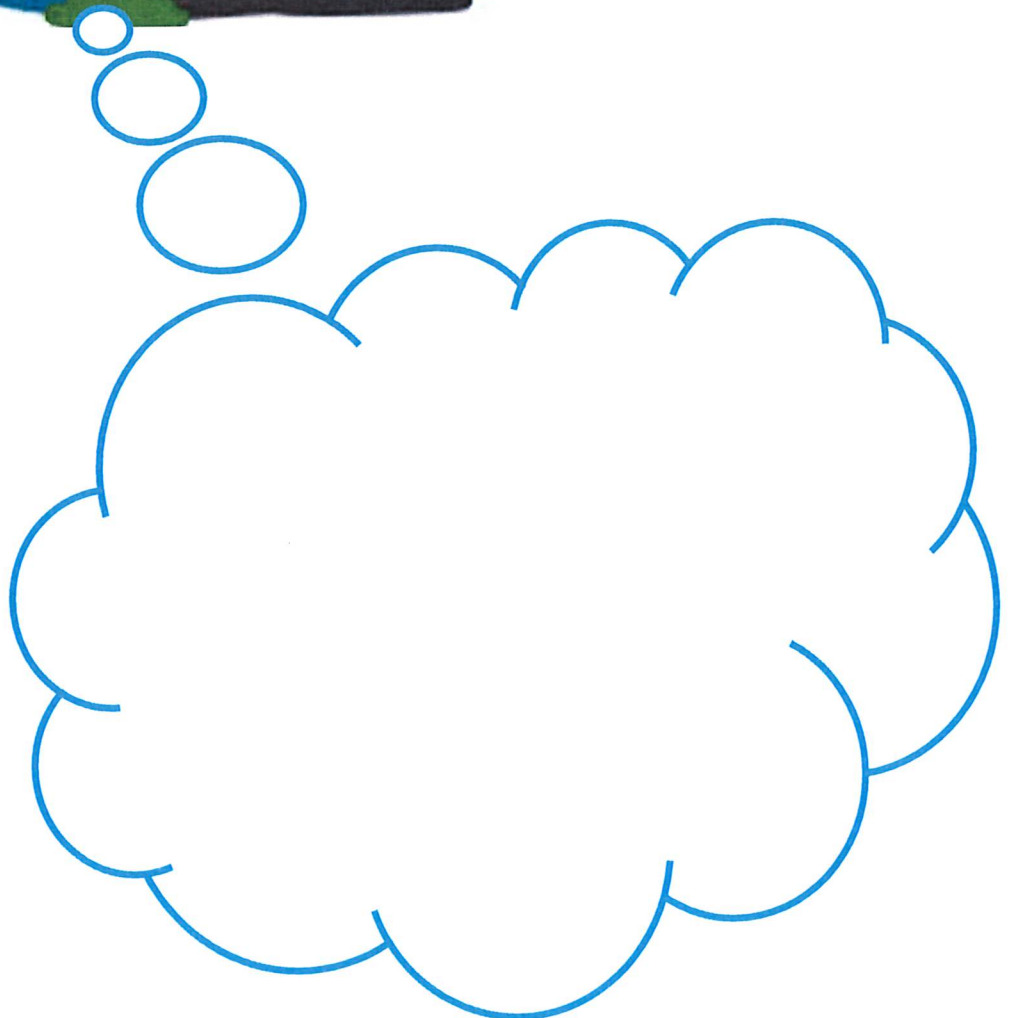




Week 8 day 5

I can find different ways of doing things.

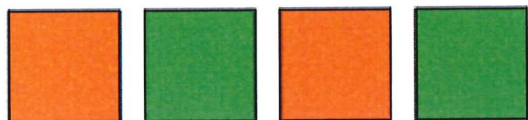
Task the goats had to use the bridge to get to the grassy field. I want you to think of other ways they could get across the river, use your imagination, maybe they used a hot air balloon to fly over the river. Write your child's ideas in the speech bubble.

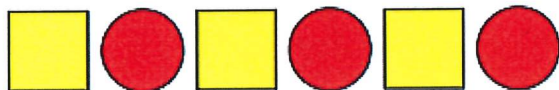


Maths Week 8 Day 5

I can continue, create and describe simple repeating patterns

Task 1: Can you continue the patterns below?



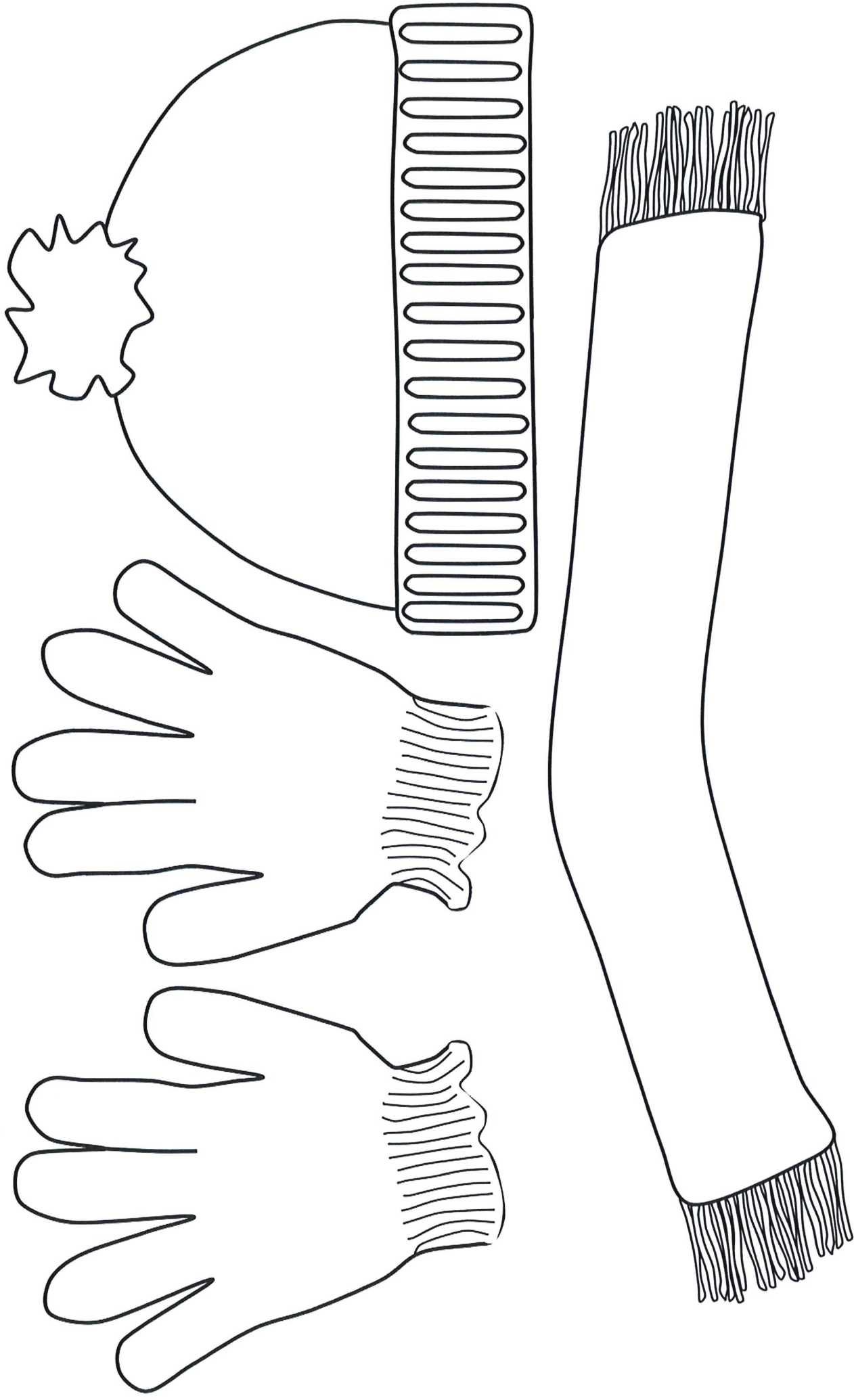






Task 2: Can you make your own shape and colour pattern below? Describe it to an adult.

Design some winter clothes with matching patterns



I can talk about how families are different.

Task we are learning that all families are important and special and that they can look very different. I want you to draw a family picture in each of the boxes, it can be either for the parent and grandparent box. Then talk about how each of them may be different compare who lives in the family, any pets, what do you do together as a family, record some of the answers in the speech bubble.



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

My family

mommy's/daddy's family

Nanny's/grandad's family