

Bowes Primary School



Home Learning Pack

Dear Parents

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

Year group: Reception	
Curriculum area	Tasks
Phonics	<p>*Each session will be split into 3 sections to be completed – keep it short and snappy, approx 15-20 minutes. These sessions will be revisiting sounds/words that have been taught in class*</p> <p>Session 1 ‘Revisit’ – All sounds taught so far – flashcards (Page 9-14) ‘Practise’ – Have 1.1 and 1.2 green cards face down. Children turn over a card and sound out to read the word to the adult. Repeat with other cards. (Page 5) ‘Apply’ – Play ‘Tell a T Rex’ ICT games https://www.ictgames.com/mobilePage/tellATRex/index.html</p> <p>Session 2 ‘Revisit’ – All sounds taught so far – flashcards (Page 9-14) ‘Practise’ – Have 1.3 and 1.4 green cards face down. Children turn over a card and sound out to read the word to the adult. Repeat with other cards. (Page 6). ‘Apply’ – Adult to dictate a sentence and children to write: A pig in the bin. (emphasise capital letters, full stops and finger spaces).</p> <p>Session 3 ‘Revisit’ – All sounds taught so far – flashcards (Page 9-14). Focus on letter formation. Children to practise forming Set 1 sounds, e.g. “Here we go, around the apple, down the leaf.” ‘Practise’ – Have 1.5 green cards face down. Children turn over a card and sound out to read the word to the adult. Repeat with other cards. (Page 7). ‘Apply’ – Adult to dictate a sentence and children to write. The man sat on a van. (emphasise capital letters, full stops and finger spaces).</p> <p>Session 4 ‘Revisit’ – Revisit reading common/ RED words – is, it, in at, and, I, no, go, to, the, my, me, we, be, he, she, was, you, her, they, all, are, said, one, do, so, have, like (Page 8). ‘Practise’ – RED word reading. Have a grid on a large piece of paper with tricky words written on. Adult to say a RED word and child to find the correct word and cross it off. ‘Apply’ – Children to practise spelling RED words– he, we, be, me, she, was, my. Can they put one or two of these words into a sentence? E.g. He was in the shed. (emphasise capital letters, full stops and finger spaces).</p> <p>*If you would like to make the ‘practise’ section of each session more interactive please see the attached resource named <i>reading games</i> (page 15), which details a selection of word games that you can create with your child.*</p>
English & Maths	<p>Focus book: Jack and the beanstalk (online book links/ video clips) https://www.youtube.com/watch?v=pf9cVnfyhjM (Debbie and Friends) https://learnenglishkids.britishcouncil.org/short-stories/jack-and-the-beanstalk Short story print out. (Page 16)</p> <p>ACTIVITY IDEAS:</p> <ul style="list-style-type: none"> • Draw and label a beanstalk (can be 2D or 3D) Include soil, roots, stem, leaves, flowers). Children label the plant using their sound mat. (Page 17) • Make a stick puppet for a character in the story and write what they might be saying in a speech bubble • Draw/paint a giant on paper. Write a simple sentence underneath your giant. E.g. My giant is called _____ and he likes to _____. 

	<p>‘Where’s the monkey?’ song https://www.youtube.com/watch?v=idJYhjGyWTU&list=PLisGMvEDQqYvdNtbcofKhzRk5FWAAtJUu&index=12</p> <p>Adult to show positional language cards (Page 32-37) and recap what each means. Give children instructions “put your hands on your head”, “put one leg in front of the other”, “put your hands in between your feet”, “go and sit behind the couch”, “get under the blanket”, “sit on top of the bed” etc</p> <p>ACTIVITY IDEAS</p> <ul style="list-style-type: none"> Place positional language cards face down or in a bag. Children to turn over a card/ pull one out of the bag and follow instruction on the card to place the teddy/ ball (or any other object) correctly around the house Children to give instructions to place objects around the house for someone else to follow. Children to check if the object has been placed correctly. <hr/> <p>Choose 5 teddies/ dinosaurs/ animals etc and place them in a line. Show position cards 1st-5th (Page 30-31). Discuss each position in turn and place the correct card next to each of them. Repeat activity, this time from 1st to 10th.</p> <p>*discuss date with children daily and write date for children to see – i.e. Monday 20th April*</p> <p>ACTIVITY IDEAS</p> <ul style="list-style-type: none"> Spring colouring ordinal numbers worksheet (Page 38) Calendar ordinal numbers worksheet (Page 28) Dinosaur ordinal numbers cut and stick (Page 29) Ordinal numbers race with cars– children to race their cars to the finish line and discuss/ match the ordinal numbers to the correct car using the correct mathematical language. <hr/> <p>3D shapes  recap names of 3D shapes (sphere, cylinder, cube, cuboid, cone, pyramid) https://www.youtube.com/watch?v=guNdJ5MtX1A https://www.youtube.com/watch?v=ROBPZNDjUCI</p> <p>ACTIVITY IDEAS</p> <ul style="list-style-type: none"> Find 3D shapes around the house and match to the correct label (Page 18) Use 3D shapes to build a model – label shapes you have used 3D shape sorting cut and stick (Page 19-27)
<p>Topic based project based on research</p>	<ul style="list-style-type: none"> Introduce the word ‘growing’ – Discuss what might grow with your child. Write a list and draw pictures of things that grow. Can you write a sentence about what you already know?  <ul style="list-style-type: none"> Make a collage of a beanstalk



- Talk about BeBowe for this half term – ‘Respect’ – what does this mean? (Page 39-43)
- Fill tray/bowl with beans/seeds/peas/lentils and ask children to separate them into containers using tweezers.



- Make flowers (daffodils, bluebells, sunflowers etc.) – use various materials like straws, egg boxes.



- Learn sunflower song: (sung to the tune “I’m a little Teapot”)
 I'm a little sunflower
 Strong & tall
 See my petals, See my stalk.
 When I feel the sunshine I will grow,
 Taller & taller and taller I go.

Brain wave!

- Write and post a letter to grandparents or a friend to make them smile!



- Upload some of your lovely home learning to look@me to make your teachers smile!

Phonics

1.1

at	mat	sat
mad	dad	sad

1.2

gap	pan	top
got	dog	pin
tip	pig	dig
sit	it	in
on	and	an

1.3

up	cup	mud
kit	bed	get
met	bin	bad
cat	can	cot

1.4

hen	hit	had
fan	fat	log
shop	fun	lip
fish	ship	let

jet	wet	vet
yes	wish	web
yet	jam	yap
jog	win	yum
rat	red	run

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

m



Stretch: mmmmmountain
Handwrite: Maisie, mountain, mountain

a



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

s



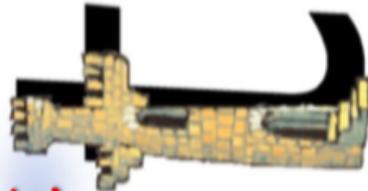
Stretch: ssssssnake
Handwrite: Slither down the snake

d



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

t



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

i



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

n



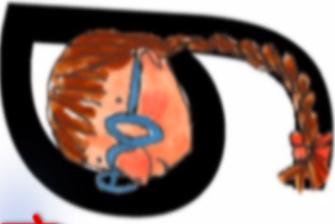
Stretch: nnnnnnet
Handwrite: Down Nobby, over his net

p



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

g



Bounce: g-g-g-girl
Handwrite: Round her face, down her hair and give her a curl

o



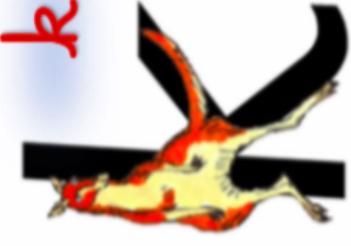
Bounce: o-o-o-orange
Handwrite: All around the orange

c



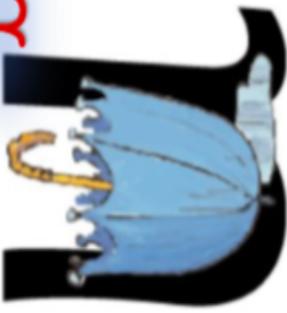
Bounce: c-c-c-caterpillar
Handwrite: Curl around the caterpillar

k



Bounce: k-k-k-kangaroo
Handwrite: Down the kangaroo's body, tail and leg

u



Bounce: u-u-u-umbrella
Handwrite: Down and under, up to the top and draw the puddle

b



Bounce: b-b-b-boot
Handwrite: Down the laces to the heel, round the toe

f



Stretch: ffff flower
Handwrite: Down the stem, and draw the leaves

e



Bounce: e-e-e-egg
Handwrite: Lift off the top and scoop out the egg

l



Stretch: llllll
Handwrite: Down the long leg

h



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

sh



Stretch: shhhh says the horse to the hissing snake

r



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

j



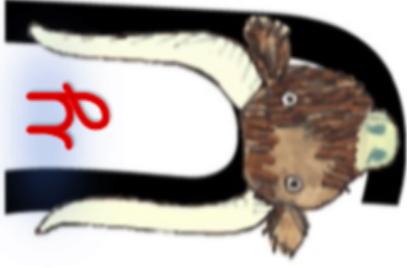
Bounce: j j j j a c k - n - a - b o x
Handwrite: Down his body curl and dot

w



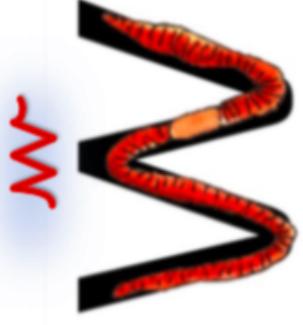
Stretch: vvvvvulture
Handwrite: Down a wing, up a wing

R



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

w



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

th



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

z



Stretch: zzzzz
 Handwrite: Zig-zag-zig

ch



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

qu



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

x



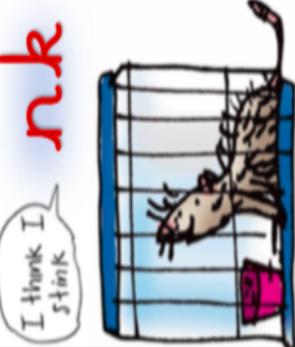
Bounce: x-x-x-exercise
 Handwrite: Down the arm and leg and repeat the other side

ng



thug on a string
 1. thug, pug, strug, wing, sig, sag, pong, song, bag

nk



I think I stink
 1. think, stink, wink, sink, blink, link, pick, plink, thank, snak

may I play?

ay

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

what can you see?

ee

2. see, three, been, green, seen, keep, need, step, feet

fly high

igh

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

ow

blow the snow

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

poor at the zoo

oo

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

look at a book

oo

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

start the car

ar

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

shut the door

or

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

oy

toy for a boy
2. toy, boy, enjoy

ou

shout it out
2. out, shout, loud, mouth, round, found

ir

whirl and twirl
2. girl, bird, third, whirl, twirl, dirt

air

that's not fair
2. fair, stair, hair, air, lair, chair

Reading games to create at home with your child!



Splat the green/red word.



Hide something under a cup and ask your

child to guess what sound it is underneath.

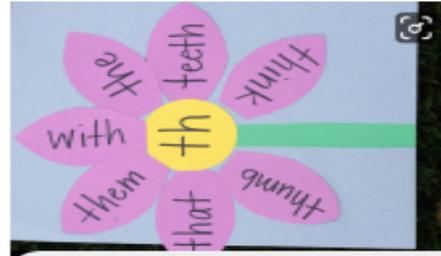


Play we're going on

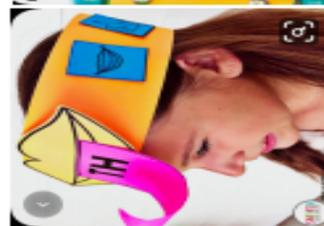
a word hunt. Write green

or red words on post-it notes

and hide around the house.



Make a sound flower.



Make a sound crown!



Make some music to

sound out a word.



Jump to sound out a word!

Play hopscotch, sound

out the green word you

land on.



Jump to sound out a word!

Play hopscotch, sound

out the green word you

land on.





Jack and the beanstalk

Short story

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

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



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

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

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

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

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

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

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

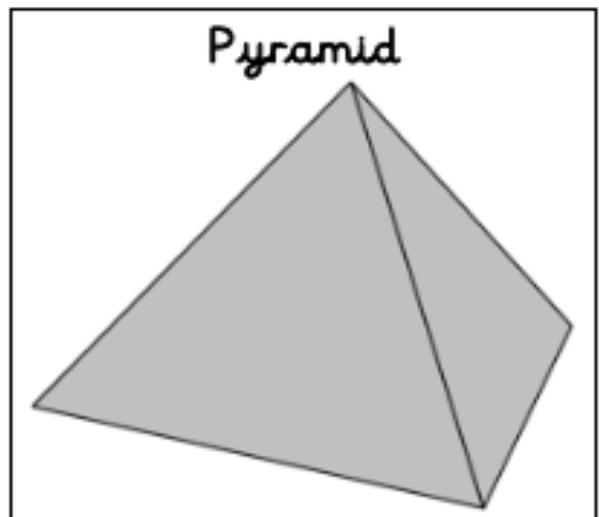
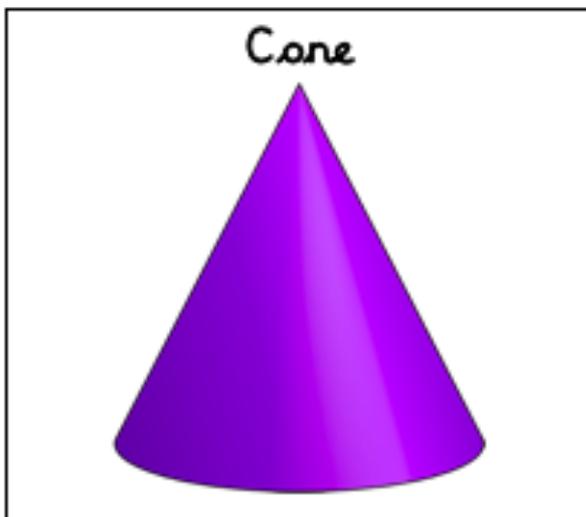
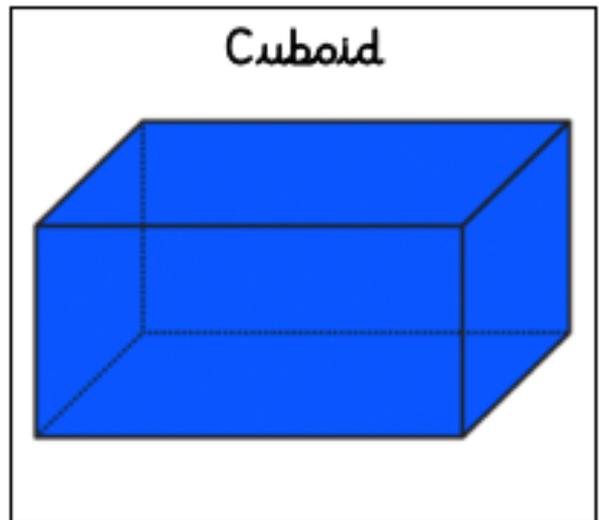
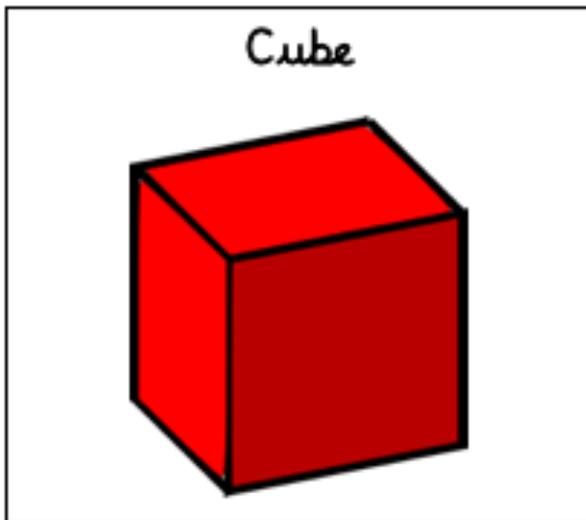
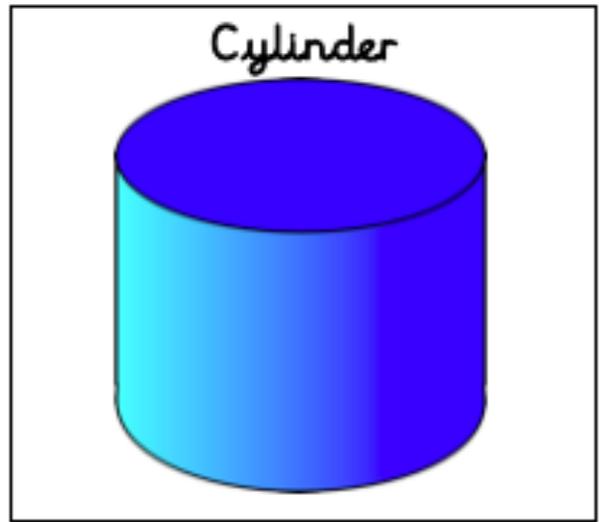
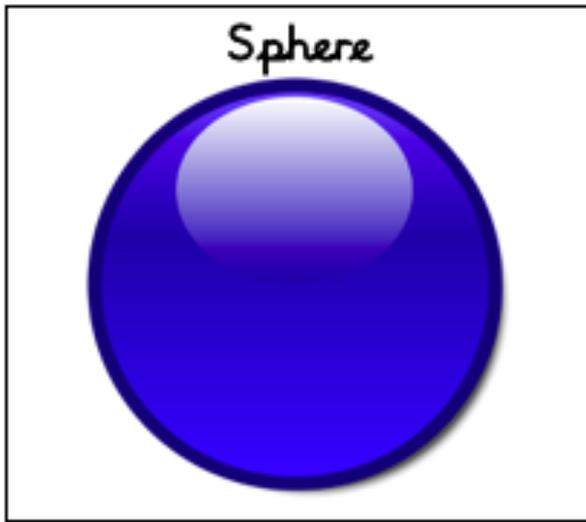
The giant woke up and shouted, 'Fee, fi, fo, fum!' Jack ran and started climbing down the beanstalk. The giant came down after him.

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

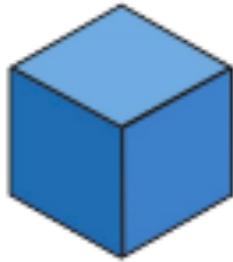
With the golden eggs and the magic harp, Jack and his mother lived happily ever after.

j	i	nk	or	
i	s	ng	ar	
h	r	sh	oo	
g	q	th	oo	
f	p	z	ow	
e	o	u	igh	
d	n	x	ee	ro
c	m	w	ro	no
b	l	v	ch	tr
a	k	u	ub	tr

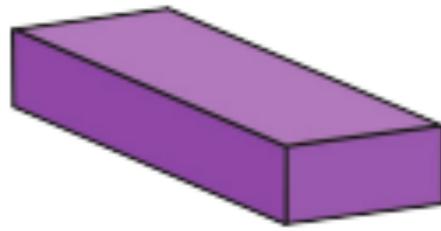
3D shapes



Cube



Cuboid



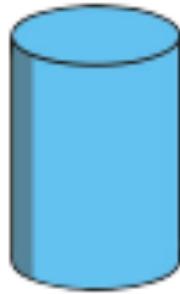
Square-Based Pyramid



Sphere

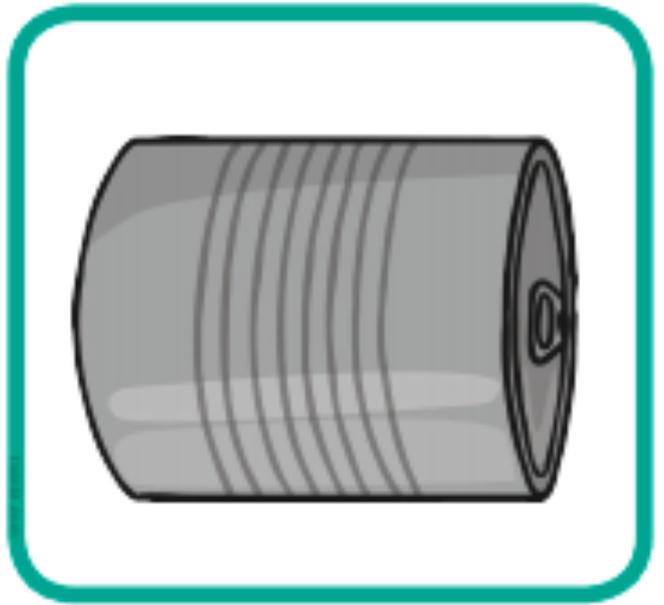


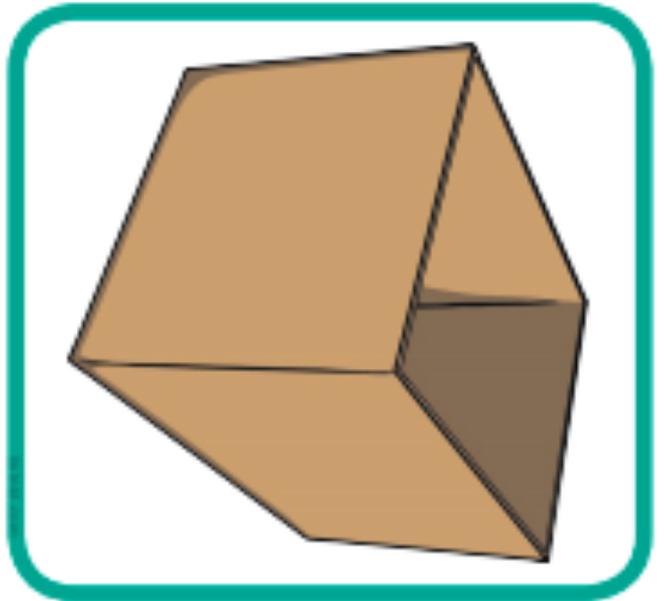
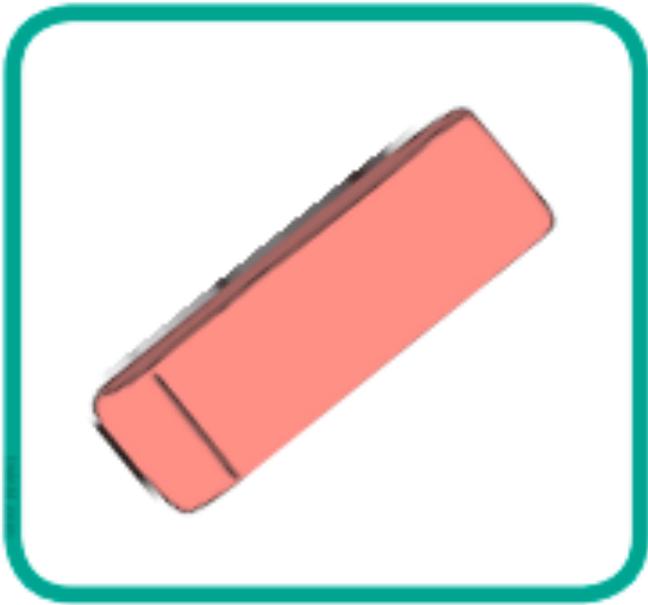
Cylinder

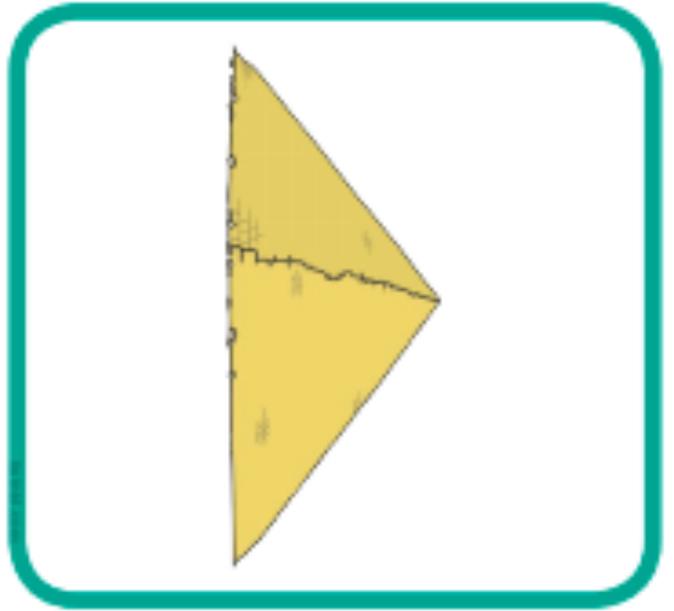
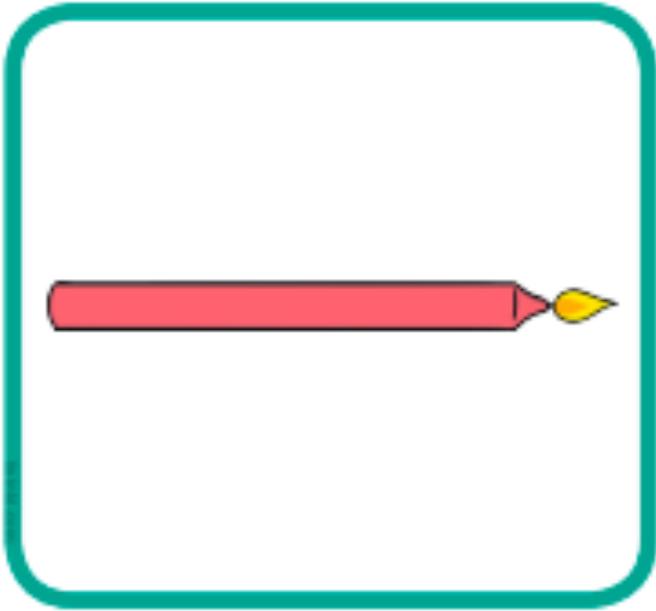
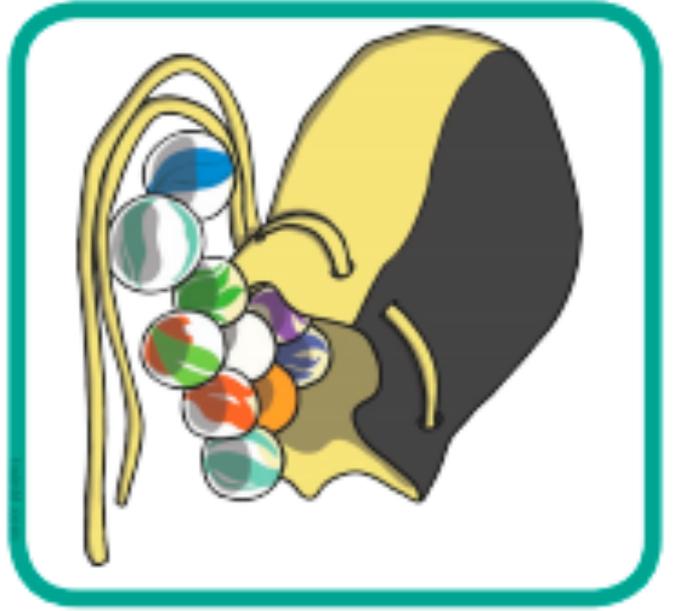
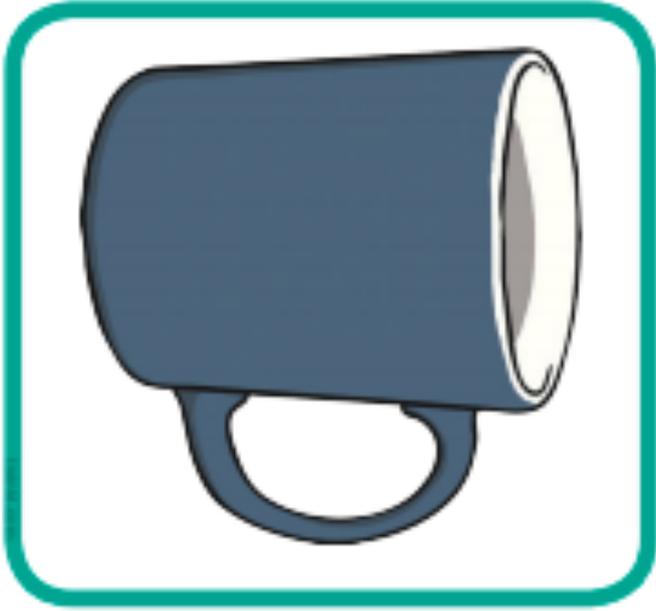


Cone





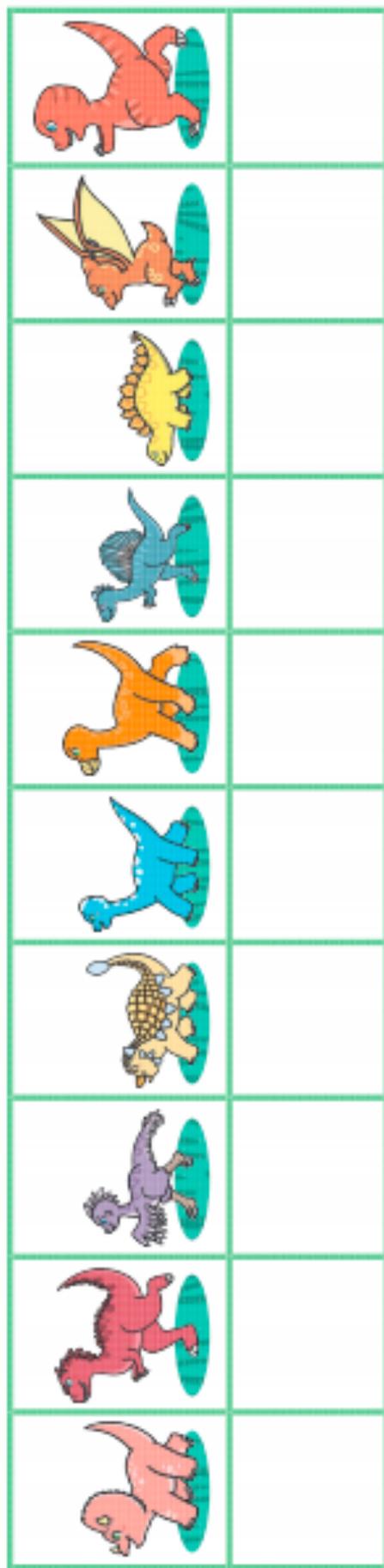




Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	1st	2nd		4th	5th	6th
7th		9th		11th		13th
14th	15th			18th	19th	20th
21st						27th
	3rd	8th	10th	12th	16th	
28th	17th	22nd	24th	26th	30th	

Dinosaur Ordinal Numbers

Can you cut out and stick the ordinal numbers in the boxes below to show the order of the dinosaurs?



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5th

8th

1st

4th

7th

6th

2nd

10th

3rd

9th

1st

2nd

3rd

4th

5th

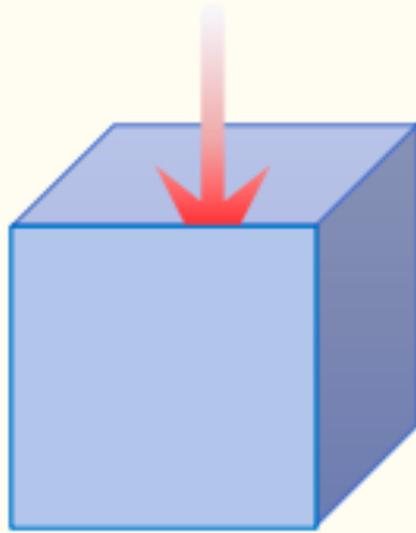
6th

9th

8th

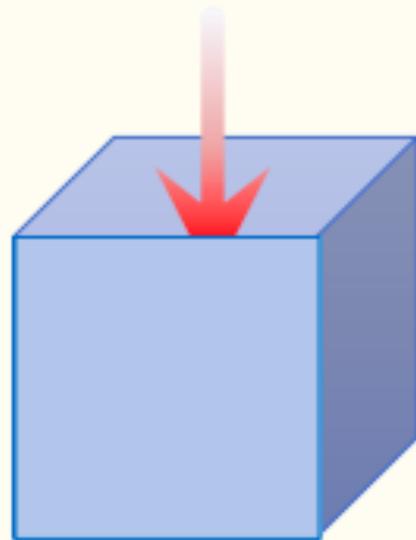
7th

10th



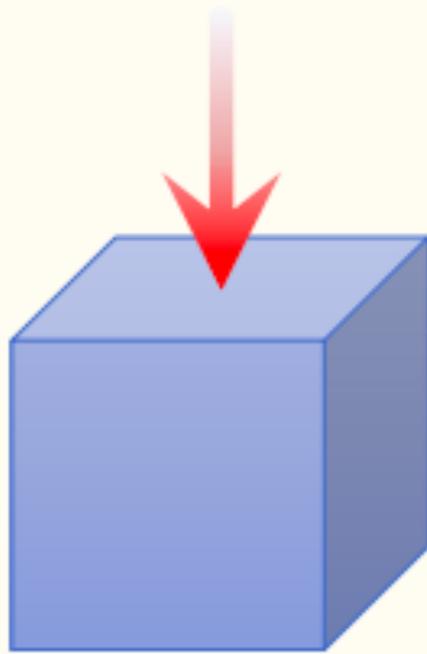
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Inside



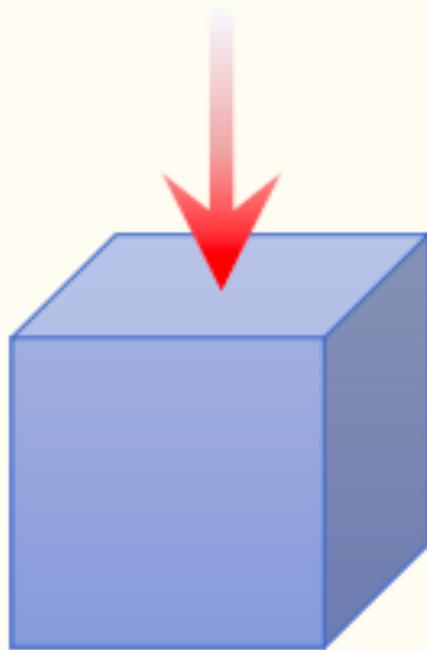
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In



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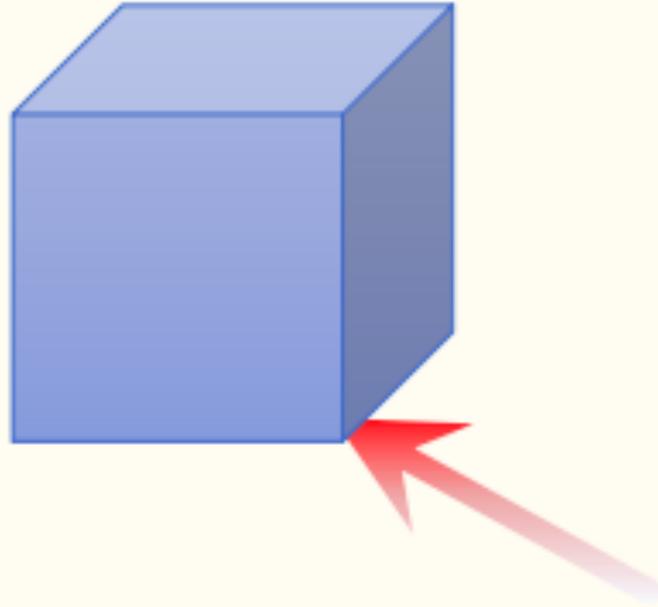
On top of...



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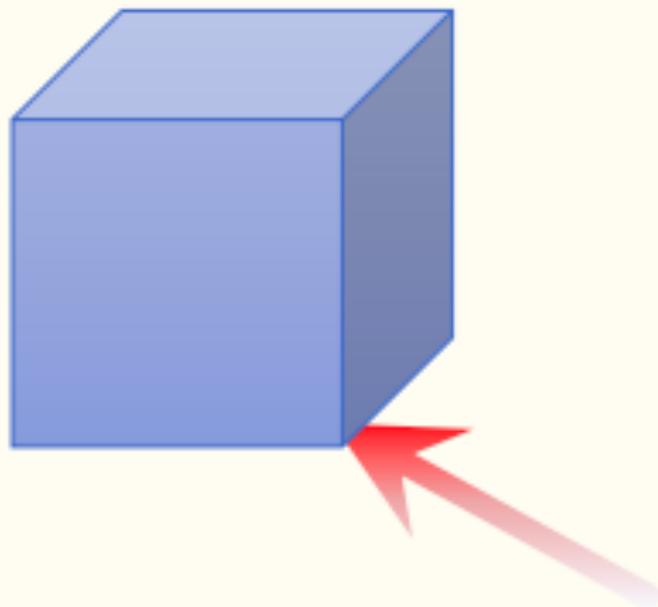
On

Under



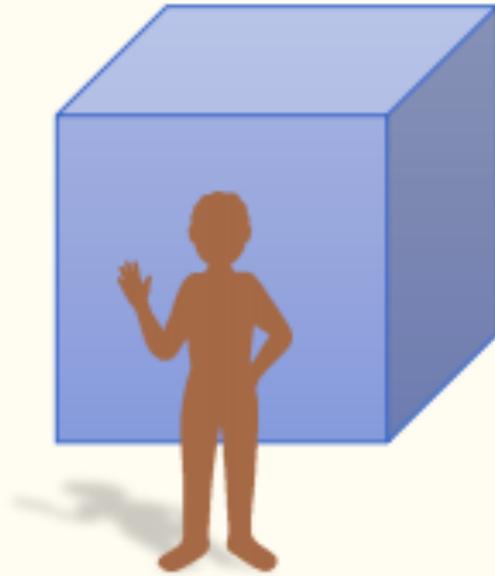
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Underneath

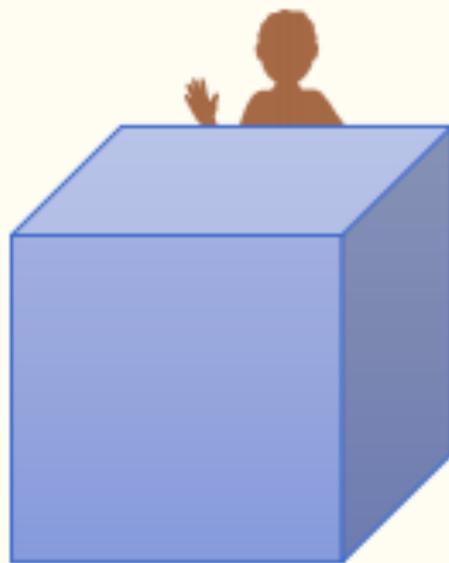


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In front

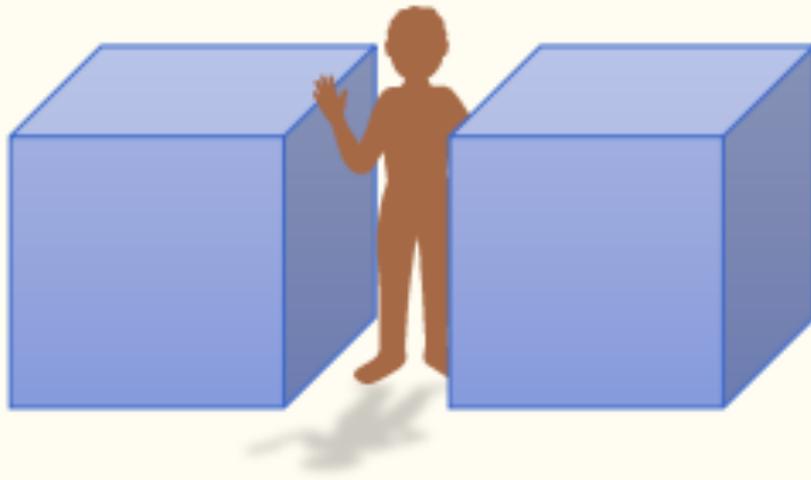


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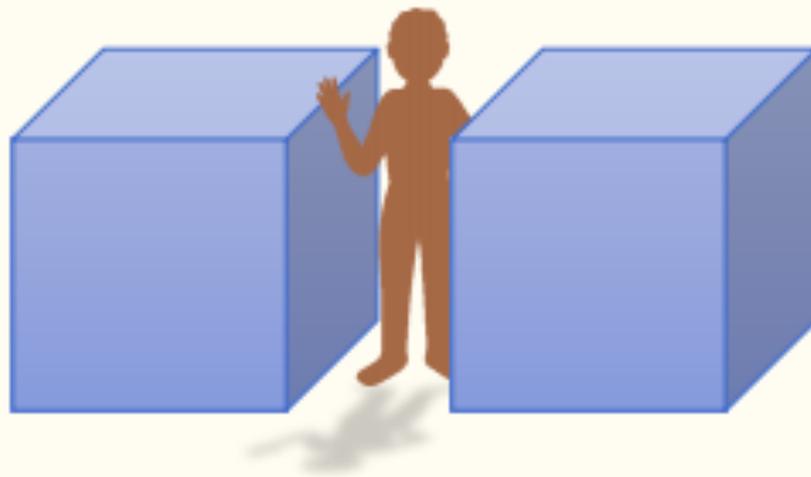
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Behind



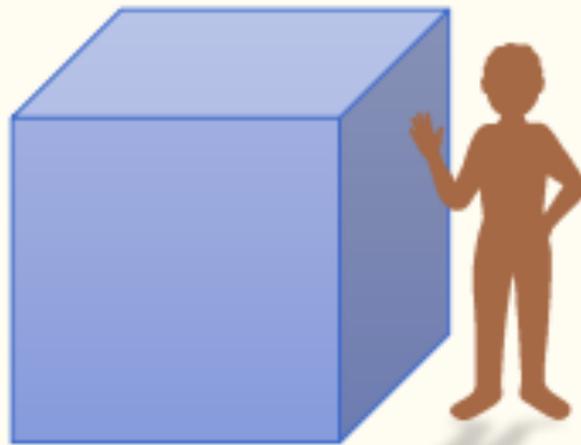
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In between



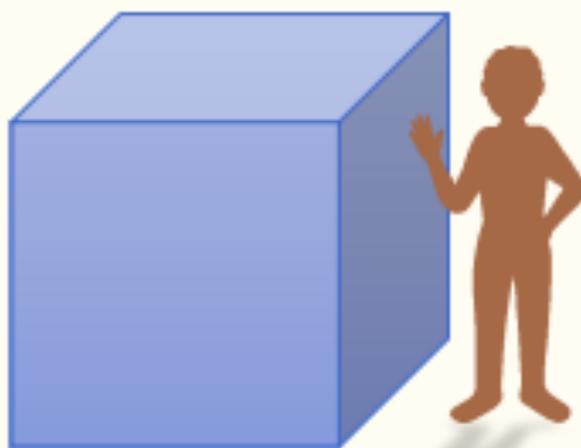
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Between



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Beside

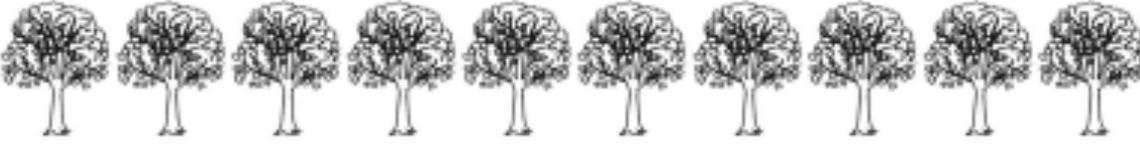
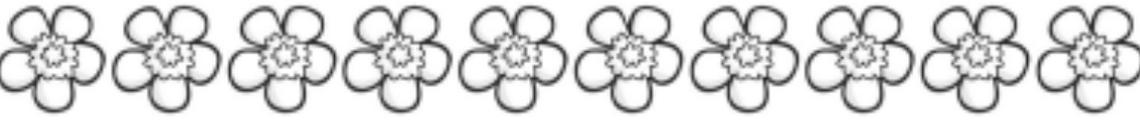


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Next to

Spring Ordinal Numbers

Colour and circle the correct spring picture to show the ordinal number!

3rd	
9th	
1st	
4th	
2nd	
6th	

What Is Respect?

Respect means thinking about other people and their feelings.



We can show respect in many ways, through how we act and in what we say.

How Can We Show Respect in School?

We can show respect by:

- listening to others;
- following school rules;
- saying kind things to others;
- waiting our turn;
- including others in our activities;
- use good manners.



How Do We Respect Ourselves?

Not only is it important to respect others, it is just as important to respect ourselves.



We should look after our bodies.



We should follow our dreams.

We should love ourselves and realise all of our good points.



RESPECT

What Does Respect Mean?



treating others how you
would like to be treated

thinking about the
feelings of others

listening to the thoughts and
feelings of others

celebrating similarities
between people

celebrating differences
between people

being aware of the talents and
qualities other people possess

being proud of the
achievements of others



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Ways to show 'Respect'

Think of all the ways 'Respect' can be seen, felt and heard in different places and with different people. You can draw and label pictures or write a sentence.

In the classroom:

At home:

To my friends:

To adults:

To myself: