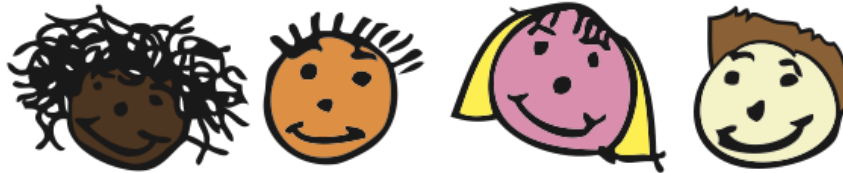


# Bowes Primary School



## 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><b>*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.*</b></p> <p><b>*Take this at your own pace but please do revisit the sounds daily to ensure your child recognises these sounds which will support their reading and writing*</b></p> <p><b>Session 1</b></p> <p>‘Revisit’ – All sounds taught so far – flashcards (Page 9-14)</p> <p>‘Practise’ – Introduce ar. Discuss the picture. Our rhyme is: start the car. (Page 13) Read ar words to your child (Page 15). Your child can practise writing these words in any medium e.g. chalk, felt, pens, paint.</p> <p>‘Apply’ – Think of a sentence containing ar words. Write it down and cut up each word. Can your child put each word in the correct order to make your sentence? E.g ‘I can start the car.’ Or ‘My car is red and smart.’</p> <table><tr><td>start</td><td>I</td><td>the</td><td>car.</td><td>can</td></tr><tr><td>I</td><td>can</td><td>start</td><td>the</td><td>car.</td></tr></table> <p><b>Session 2</b></p> <p>‘Revisit’ – All sounds taught so far – flashcards (page 9-14)</p> <p>‘Practise’ – Introduce or. Discuss the picture. Our rhyme is: shut the door. (page 13) Go on a word hunt around the house to find and read or words (page 15)</p> <p>‘Apply’ – Think of a sentence containing an or word, dictate this sentence to your child, children to practise writing out the sentence. E.g. ‘I eat with a fork.’ Or ‘I am short.’</p> <p><b>Session 3</b></p> <p>‘Revisit’ – All sounds taught so far – flashcards (page 9-14)</p> <p>‘Practise’ – Introduce air. Discuss the picture. Our rhyme is: that’s not fair (page 14) Visit <a href="#">Dinosaur Eggs</a> and choose the air sound.</p> <p>‘Apply’ – Think of a sentence containing an air word, dictate this sentence to your child, children to practise writing out the sentence. E.g. ‘I sit on a chair.’ Or ‘I have hair.’ (page 16)</p> <p><b>Session 4</b></p> <p>‘Revisit’ – All sounds taught so far – flashcards (page 9-14)</p> <p>‘Practise’ – Introduce ir. Discuss the picture. Our rhyme is: whirl and twirl (page 14). Send your child on an ‘ir’ hunt around the house. Can they label what they find with a post-it note e.g. shirt, skirt, girl, circle etc</p> <p>‘Apply’ – Think of a sentence containing an ir word, dictate this sentence to your child, children to practise writing out the sentence. E.g. ‘I can see a bird.’ Or ‘I play in the dirt.’ (page 16)</p> <p><b>Session 5</b></p> <p>‘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 17)</p> <p>‘Practise’ – Introduce new red words some, come (page 16)</p> <p>‘Apply’ – Play look, say, cover, write, check with your child. Show your child the word. Say the word out loud. Cover the word so they can no longer see it. Get your child to practise writing it. Is it correct?</p> <p><b>*As a school we follow Read, write, inc phonics. They have set up a Youtube channel <a href="#">here</a> to help children learning to read at home during school closure. They are streaming phonics, reading and spelling lessons every weekday. Each lesson is ten to fifteen minutes long and available for 24 hours. <a href="#">Click here for their weekly timetable.</a>*</b></p>	start	I	the	car.	can	I	can	start	the	car.
start	I	the	car.	can							
I	can	start	the	car.							



<p><b>English</b></p>	<p><b>Focus book: The Very Hungry Caterpillar</b></p> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> <li>• What happens at the beginning, middle, end of the story?</li> <li>• Can you name an item of food the caterpillar ate in the story?</li> <li>• What did you like about this story? What was your favourite part of the story?</li> </ul> <p>(online book links/ video clips)</p> <p><a href="#">The Very Hungry Caterpillar</a></p> <p>Story print out <b>(page 18-19)</b></p> <p>ACTIVITY IDEAS:</p> <ul style="list-style-type: none"> <li>• Make a mini book of the story. Draw and rewrite the story in your own words (extended writing piece). This can be done over a few days and does not have to be done all in one day. Use the picture prompts to help recall the story <b>(page 20)</b>, or listen to your retelling from last week! Use our word mat to help with spellings. <b>(page 22)</b></li> </ul> <div data-bbox="333 743 1062 1120"> </div> <div data-bbox="1141 743 1412 1120"> </div> <ul style="list-style-type: none"> <li>• Have a go at changing the ending of the story. For example, 'He nibbled a hole in the cocoon, pushed his way out and.... he was a colourful chameleon'. Draw a picture of your new ending.</li> <li>• Write a shopping list for the hungry caterpillar. Think of the fruits and foods he ate in the story, how many of each item does he need to buy? You could add your favourite food to the list too!</li> </ul> <div data-bbox="1066 1301 1468 1500"> </div> <p><b>Don't forget to use your sound mat to help you form your letters correctly! <b>(page 21)</b></b></p> <p><b>** This story links with days of the week. Support your child to help write the date every day. Click <a href="#">here</a> to learn an additional days of the week song.**</b></p> <div data-bbox="1230 1529 1453 1749"> </div>
<p><b>Maths</b></p>	<p>Show the children a watch or clock face in your home. Talk about the numbers they can see and discuss the long and short hand of the clock. Ask the children to look closely at the direction the clock hands move in (clockwise). Talk to the children about AM and PM times and some of the activities you may do in the morning, afternoon and evening.</p> <p>ACTIVITY IDEAS</p> <ul style="list-style-type: none"> <li>• Make a timetable of your day and draw this in the correct order. (wake up, have breakfast, learning time, lunch, playtime, dinner time, story, bath, bed)</li> </ul>

# Sequence My Day



- Play 'What's the time Mr wolf' game
- Make a hula hoop clock



Listen to this [What's the time](#) song.



## ACTIVITY IDEAS

- Adult to draw a clock face. Children to roll hands of a clock using playdough (or string/ spaghetti etc). Adult to say an 'o' clock time and children to use resources available to make that time (recap minute hand stays on the 12 and the hour hand changes to show the 'o' clock time).



- Make a watch/ clock face and draw the time of your choice.



- Challenge activities – how many star jumps can you do in a minute? How many times can you write your name in a minute? How many hops can you do in a minute? Etc.

Counting in 2's - make a number line to show counting in 2's (to 20 or beyond) and practise counting along together – use a number line/100 square ([page 23](#)) to look at the pattern when counting in 2's and discuss this with your child (say a number, miss a number)

Listen to 'count by 2's' song:

[Count in 2's to 20](#)

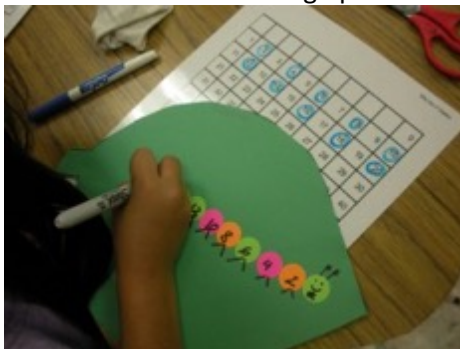


[Count in 2's to 100](#)



#### ACTIVITY IDEAS

- Draw a caterpillar made from circles to start with. Draw two feet on each circle and write the numbers counting up in 2's on the caterpillar.



- Splat 100 square [here](#)  
Choose a colour and splat the numbers as you count along in 2's.
- Get some socks from your sock drawer. Place them in sets of 2's.  
Count along and write the numbers on post it notes/ paper underneath.



#### Topic based project

- Sorting healthy/ non-healthy foods - Talk about foods that are healthy and foods that are not so healthy for you. Choose some of the food items in your cupboard and sort them into healthy and non-healthy groups. Fold a piece of paper in half and draw and label some healthy foods on one side of the paper and non-healthy foods on the other.

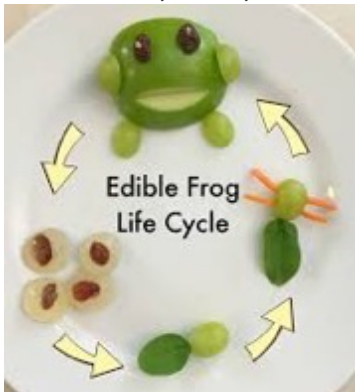
based on  
research



- Go on a Minibeast hunt outside – Write a list of the insects you find on your hunt. You can even try a game of 'I spy' or close your eyes and listen to and draw what you can hear.



- Lifecycle of a frog (page 24) - Discuss what happens at each stage of the lifecycle. Can you draw/ make/ write about this lifecycle?



- Make a fruit smoothie or a fruit salad – You can choose some of the fruits from the story to include in your smoothie or fruit salad.



- Make a butterfly collage using tissue paper, natural resources, button or any other resource that you can find.



- [Click here](#) for 'The finger family' song (Page 25)  
Can you make fingers puppets of your family and sing the song?
- Set up an obstacle course (indoors or outside) – Let your imagination run wild and you set up your obstacle course. You can crawl under tables, climb over chairs, jump over ropes, crawl through a cardboard box, throw stuffed animals into the laundry basket etc. Be creative and have fun!





**Brain  
wave!**

- Have a go at making your own paint!

Never buy paint for kids!! Paint- 1 cup salt, 1 cup flour, 1 cup water, food coloring. Share with your friends so they can make it too! :)



Phonics

**d**



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

**p**



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

**s**



Stretch: ssssnake  
Handwrite: Slither down the snake

**n**




Stretch: nnnnet  
Handwrite: Down Nobby, over his net

**a**



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

**i**



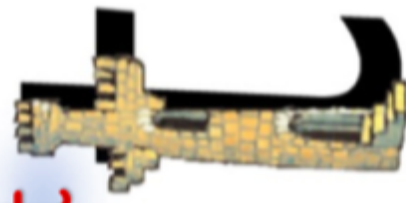
Bounce: i-i-i-insect  
Handwrite: Down the body, dot for the head

**m**

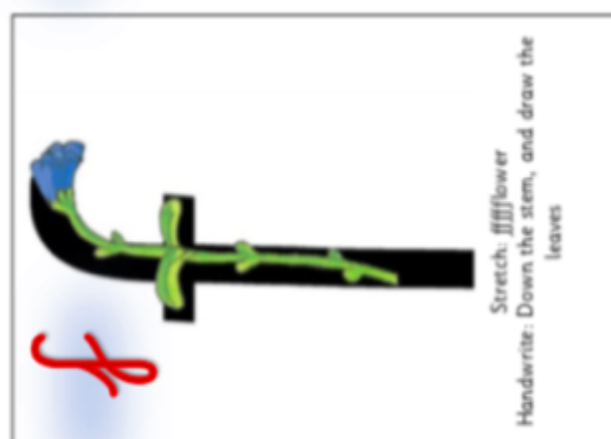
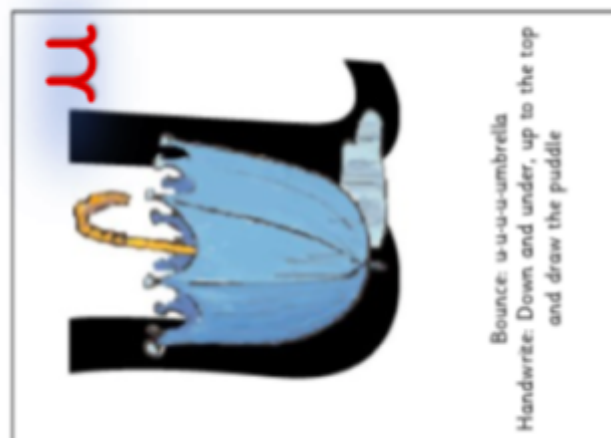


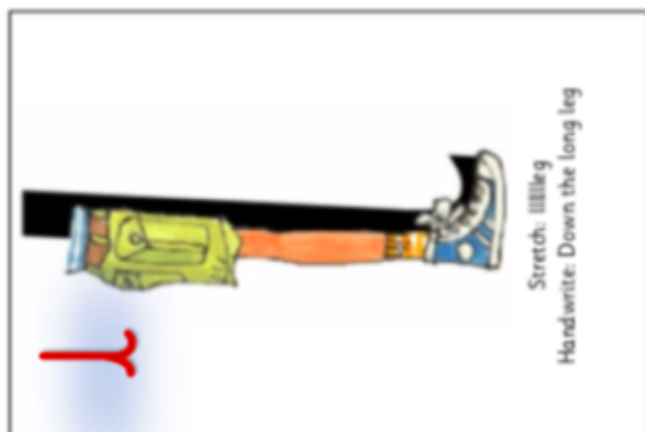
Stretch: mmmmountain  
Handwrite: Maise, mountain, mountain

**t**



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





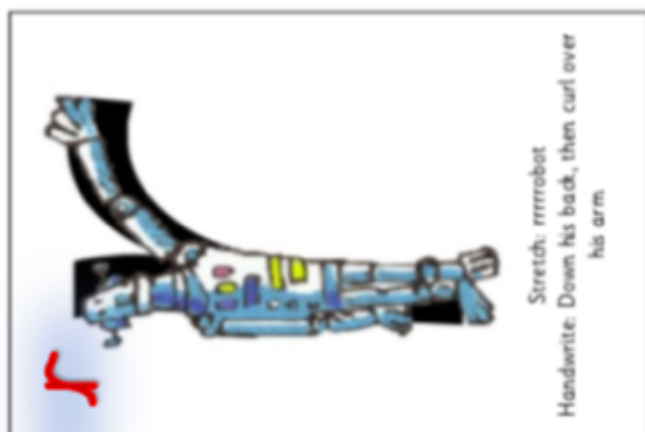
**Stretch:** lunge



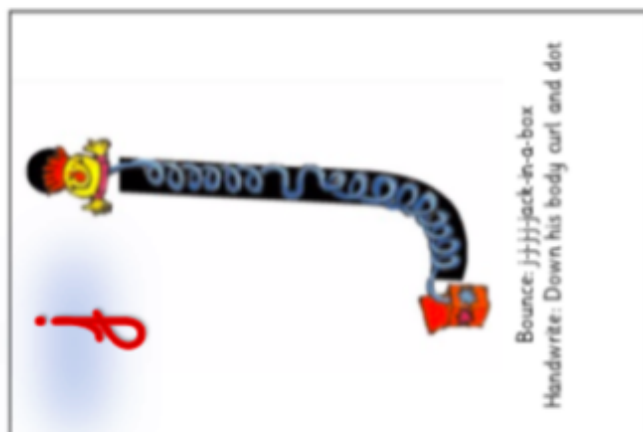
Bounce: h-h-h-h-horse



Stretch: shhhh says the horse to the hiasing



Stretch: rrrrobot



Bounce: j-j-j-jack-in-a-box

Stretch: [www.vulture.com](http://www.vulture.com)

Bounce: y-y-y-yak



Bounce: w-w-w-worm

**th**



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

**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**



thing on a string  
1. thing, ping, string, wing, sing, song, pong, song, bang

**nk**



1. think, stink, wink, sink, blink, link, pink, plank, thank, snk



ay

may I play?


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



ee

what can you see?

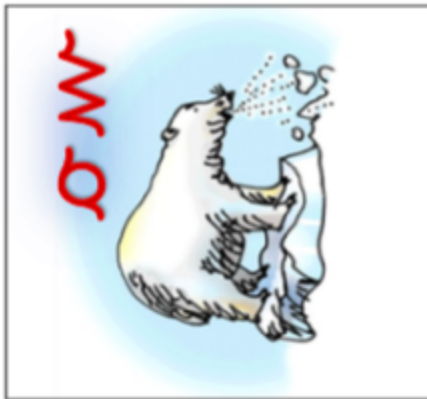
2. see, three, been, green, seen, keep, need, sleep, feel



igh

fly high

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



ow

blow the snow

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



oo

poor at the zoo

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



oo

look at a book

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



ar

start the car

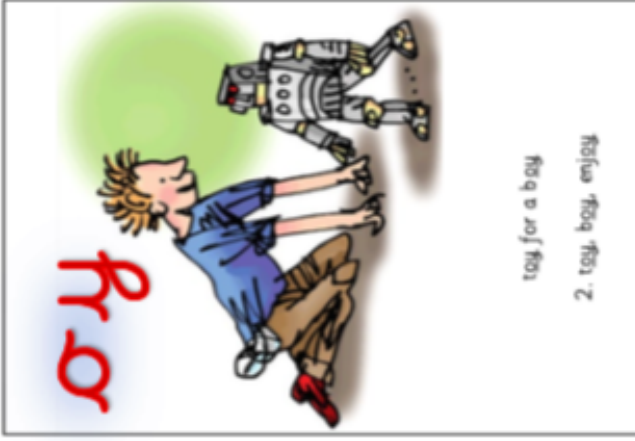
2. car, bar, star, park, smart, start, sharp, spark



or

shut the door

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



<u>ar</u>	car	far
part	start	sharp
farm	hard	

<u>or</u>	door	for
short	horse	floor
fork	sport	

<u>air</u>	air	fair
chair	stair	hair

<u>ir</u>	girl	whirl
twirl	stir	bird
third	first	dirt

some	come	
------	------	--

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

## The Very Hungry Caterpillar

In the light of the moon a little egg lay on a leaf.



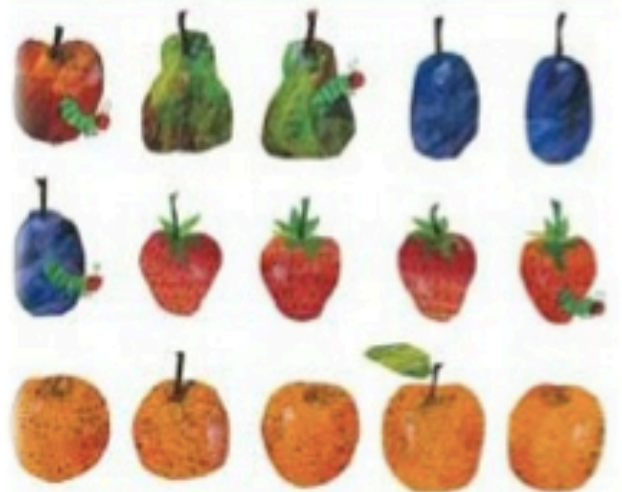
One Sunday morning the warm sun came up and - pop! - out of the egg came a tiny and very hungry caterpillar.

He started to look for some food.

On Monday he ate through one apple, but he was still hungry.

On Tuesday he ate through two pears, but he was still hungry.

On Wednesday he ate through three plums, but he was still hungry.



On Thursday he ate through four strawberries, but he was still hungry.

On Friday he ate through five oranges, but he was still hungry.



On Saturday he ate through one piece of chocolate cake, one ice-cream cone, one pickle, one slice of swiss cheese, once slice of salami, one lollipop, one piece of cherry pie, one sausage, one cupcake and one slice of watermelon. That night he had a stomach ache!

The next day was Sunday again. The caterpillar ate through one nice green leaf and after that he felt much better.

Now he wasn't hungry anymore and he wasn't a little caterpillar anymore. He was a big, fat caterpillar.



He built a small house called a cocoon around himself. He stayed inside for more than two weeks.





Then, he nibbled a hole in the cocoon, pushed his way out and...



he was a **beautiful butterfly!**



488 × 488

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

# THE VERY HUNGRY CATERPILLAR WORDMAT



caterpillar



cocoon



butterfly



moon



plum



strawberry



apple



leaf



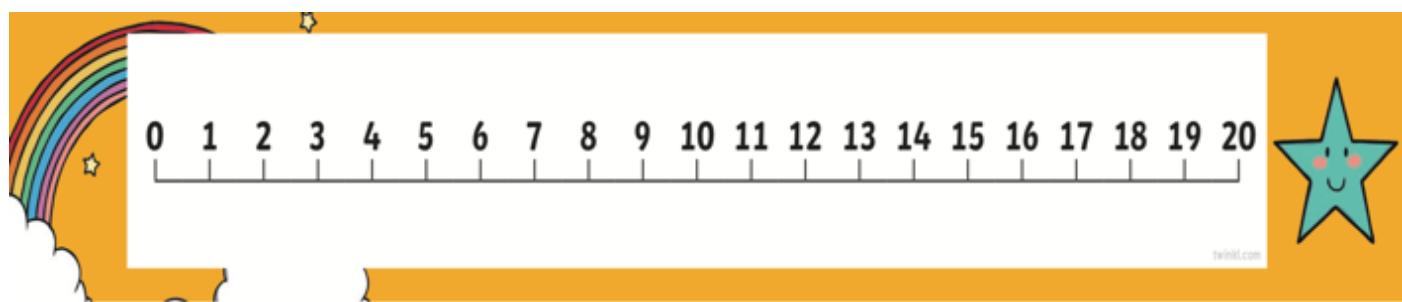
egg



lollipop



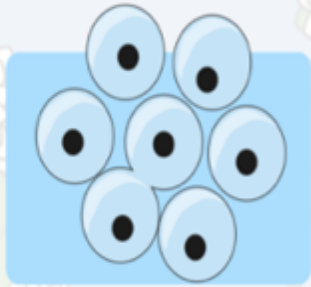
sunshine



# 100 Square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Frog eggs are laid in a group in the water by a frog. After about 6-21 days, these eggs hatch into tadpoles.



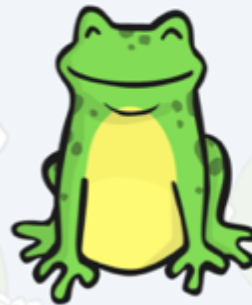
The tadpole spends its time swimming in the water, eating and growing. Tadpoles have a tail for swimming with. It usually takes them 6-9 weeks to fully develop as a tadpole, however some types of frogs may take much longer.



Around week 12, the tadpole sprouts legs (and then arms), has a longer body, and has a bigger head. It breathes under the water and still has a tail.



The adult frog breathes air and has no tail. This growth cycle, from egg to frog takes between 12 to 16 weeks.



Here is the frog life cycle



## **The Finger Family Song**

Daddy finger, daddy finger, where are you?  
Here I am, here I am  
How do you do?

Mummy finger, mummy finger, where are you?  
Here I am, here I am  
How do you do?

Brother finger, brother finger, where are you?  
Here I am, here I am  
How do you do?

Sister finger, sister finger, where are you?  
Here I am, here I am  
How do you do?

Baby finger, baby finger, where are you?  
Here I am, here I am  
How do you do?