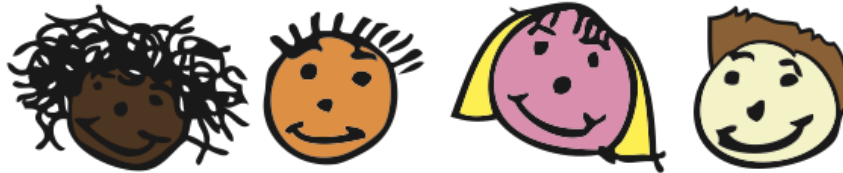


Bowes Primary School



Home Learning Pack

Dear Parents

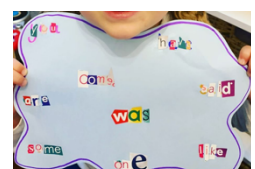
- We have provided several tasks that will support your child's learning during the current school closure.
- Many of the tasks are based on what the children would have been studying in class.
- Work can be recorded in your child's Home Learning book where appropriate.
- As teachers will not be able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







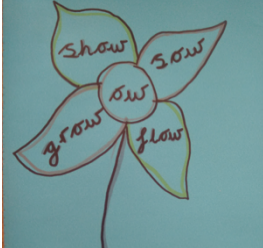
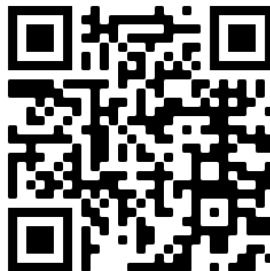
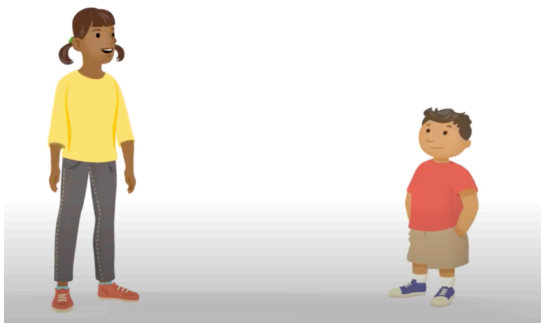
Year group: Reception	
Curriculum area	Tasks
Phonics	<p>*Each session will be split into 3 sections to be completed – keep it short and snappy, approx 15-20 minutes. These sessions will be revisiting sounds/words that have been taught in class*</p> <p>*Take this at your own pace but please do revisit the sounds daily to ensure your child recognises them. This will support their reading and writing*</p> <p>Session 1</p> <p>‘Revisit’ – All sounds taught so far – flashcards (page 8-14)</p> <p>‘Practise’ – Introduce ou. (page 13) Discuss the picture. Our rhyme is: shout it out. Show ou green words (Page 15) and use Fred fingers to sound them out. E.g. the word proud would be four fingers. Or play Buried Treasure phase 5.</p> <p>‘Apply’ – Think of a sentence containing an ou word. Dictate this sentence to your child, children to practise writing out the sentence. E.g. I can shout out loud.</p> <p>Session 2</p> <p>‘Revisit’ – All sounds taught so far – flashcards (page 8-14)</p> <p>‘Practise’ – Introduce oy (page 13) and oi (page 14). Discuss the pictures on each card. Our rhyme is: toy for a boy and spoil the boy. Match oi and oy green words (page 15) to the correct sound card.</p> <p>‘Apply’ – Think of a sentence containing an oy and oi word. Dictate this sentence to your child, children to practise writing out the sentence. E.g. I like my toy car. Can you see a coin?</p> <p>Session 3</p> <p>‘Revisit’ – All sounds taught so far – flashcards (Page 8-14)</p> <p>‘Practise’ – Introduce ure (page 14). Discuss the picture. Our rhyme is: sure its pure. Watch this ure sound clip and sound out ure green words (page 16).</p> <p>‘Apply’ – Think of a sentence containing a ure word. Dictate this sentence to your child, children to practise writing out the sentence. E.g. I am sure I can run.</p> <p>Session 4</p> <p>‘Revisit’ – All sounds taught so far – flashcards (Page 8-14)</p> <p>‘Practise’ – Introduce ear (page 14). Discuss the picture. Our rhyme is: hear with your ear. Watch a short ‘ear’ video clip and sound out ear green words (page 16).</p> <p>‘Apply’ – Think of a sentence containing an ear word. Dictate this sentence to your child, children to practise writing out the sentence. E.g. I can hear my mum at the door.</p> <p>Session 5</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, some, come (page 17).</p> <p>‘Practise’ – Introduce new red words have and like (page 16).</p> <p>‘Apply’ – Write out the Red words your child needs to focus on reading and spelling. Get a magazine or newspaper, find and cut out the correct letters to spell out the Red words chosen.</p> <p>*As a school we follow Read, write, inc phonics. They have set up a Youtube channel here 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. Click here for their weekly timetable.*</p>



boy
toy

coin
spoil



<p>English</p>	<p>Poem - A Little Seed OR A Little Seed print out (page 18).</p> <p><u>Learning focus:</u> Rhyming words</p> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> • What does the word rhyme mean? • Can you think of any rhyming words? • What do you notice about the spelling of these words? <p>ACTIVITY IDEAS:</p> <ul style="list-style-type: none"> • Read 'A Little Seed' to your child. Discuss the poem, what is it about? Have you planted a seed? What did you do to make sure it grew? Tell your child that they are going to learn and perform this poem. Read it again in a dull voice, was that a good performance? How could you make it better? You could add some actions and use a loud, clear voice. Record your performance, send it to a friend or watch it back yourself! Click here to get some ideas for your actions! • Read the poem, can you find and highlight all the rhyming words? Choose some words in the poem and write a list of rhyming words. • Have a look at the pictures below. Can you write down a list of rhyming words for each picture? Present this in any way you like! <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 2px solid #00FF00; padding: 10px; text-align: center;"> <p>cat</p>  </div> <div style="border: 2px solid #0000FF; padding: 10px; text-align: center;"> <p>pig</p>  </div> <div style="border: 2px solid #FF0000; padding: 10px; text-align: center;"> <p>sun</p>  </div> <div style="border: 2px solid #008000; padding: 10px; text-align: center;"> <p>moon</p>  </div> </div> <p>*Go to page 20 for a list of children's books that rhyme! Can you spot the rhyming words as you listen? Scan a QR code to watch some of them read aloud. *</p> <div style="display: flex; justify-content: space-between;">    </div>
<p>Maths</p>	<p>Height – Ask your child to explain what the word 'height' means? What words do you use when you are talking about height? (tall, short, taller, shorter, tallest, shortest)</p> <p>Watch explanation of 'Taller' and 'shorter'</p> <div style="display: flex; align-items: center;">   </div> <p>ACTIVITY IDEAS</p> <ul style="list-style-type: none"> • Go on a hunt around your house. Can you find three things that are shorter than you and three things that are taller than you? Record your findings (draw pictures, take photographs, write a sentence etc) • Collect your animals/ stuffed toys – Can you put them in order from shortest to tallest. Challenge – measure the height of your animals/ stuffed toys using a ruler and record on post it notes how many cms tall they are?



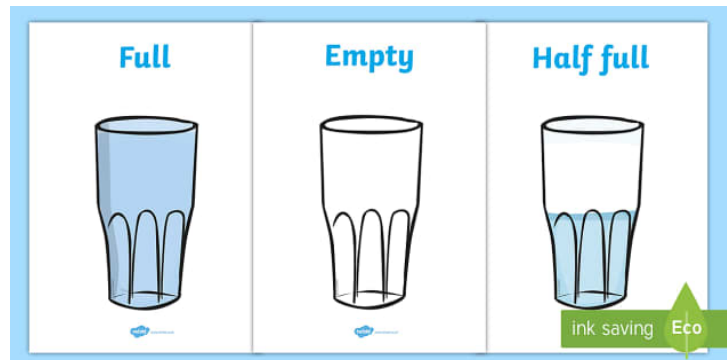
- If you venture out on your daily walk, collect some sticks and put them in height order OR use Duplo/ Lego to build some towers and put them in height order – take photographs and label your findings.



Capacity – Ask your child to explain what the word ‘capacity’ means? (how much something holds). What words do you use when you are talking about capacity? (full, half full, empty. Extension of language to include almost full/ almost empty)

Watch [‘Capacity’ video clip](#).

and have a go at filling a bottle. Adult to give instructions and support your child to fill their bottle correctly.



ACTIVITY IDEAS

- Fill up empty recycling bottles to show ‘full, half full, empty’ (you could add some food colouring or sparkles to make it more exciting!)



- Provide opportunities to explore capacity using different materials such as water, pasta, rice, cereal etc. Use different sized containers and explore filling these with your chosen materials. Talk about whether your container is full/ half full/ empty (extension of language – almost full/ almost empty)



- Capacity sheet – Can you colour, paint or collage the bottles on the sheet to show 'full, half full and empty'. Can you have a go at labelling each bottle [\(page 21\)](#).

Counting in 5s

Watch 'Counting by 5s' [songs](#).



ACTIVITY IDEAS

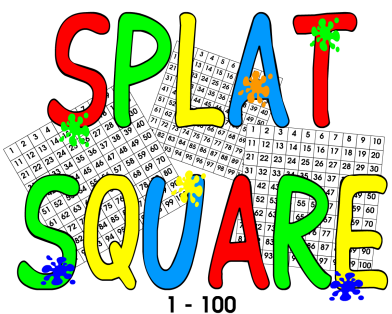
- Make a counting in 5s number line. Draw around your hands and cut them out. Can you write the numbers in the middle of the hands in order.



- Using 5p coins make a number line and practise counting along – what number can you count up to?



- Splat 100 square – count along and splat every 5th number – can you see a pattern? One you have done this practise counting in 5s! (page 22)



Topic based project based on research

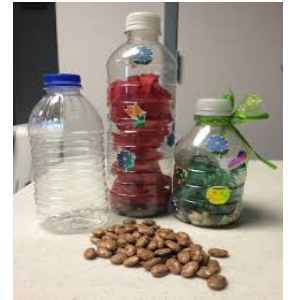
- Put on your favourite song or some music and DANCE, DANCE, DANCE!!!!
- Play 'Boccia' (page 23).
- Make a nature picture/ nature face – Collect some natural resources on your daily walk or from your garden. Arrange them on paper, the floor or any other space you have available and let your imagination take over! What can you create using the resources you have? Take photographs of your creations.



- Let's investigate! – Can you find out about things that grow underground and things that grow over ground? Write a list or draw some pictures to show your findings.



- Make your own musical instrument – Using some recycled materials and other objects you have at home, experiment with making a musical instrument...
Or you can use an empty bottle and some rice/ pasta/ beans. Place some objects into the bottle and experiment with what sound it makes? If you add more/ less does it change the sound? (You can also link this to our work in Maths on ‘capacity’ and recap using language full/ half full/ empty.



Brain wave!

- Drawing shadows



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



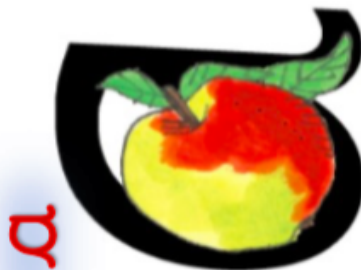
Stretch: ssssnake
Handwrite: Slither down the snake

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

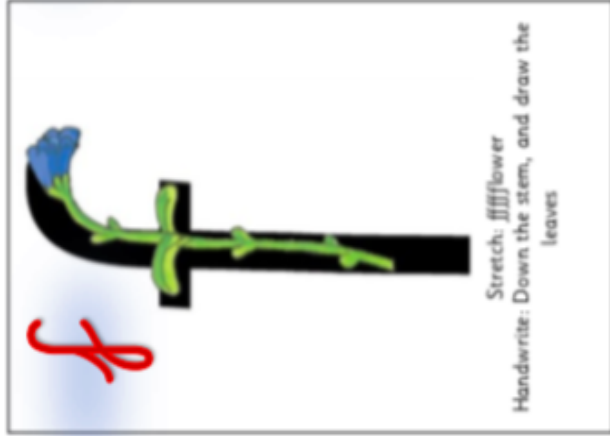
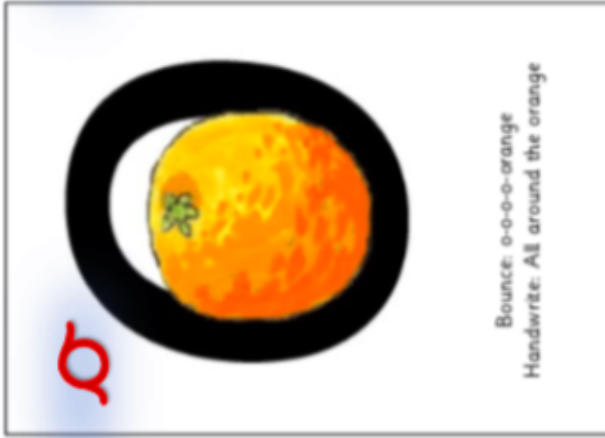


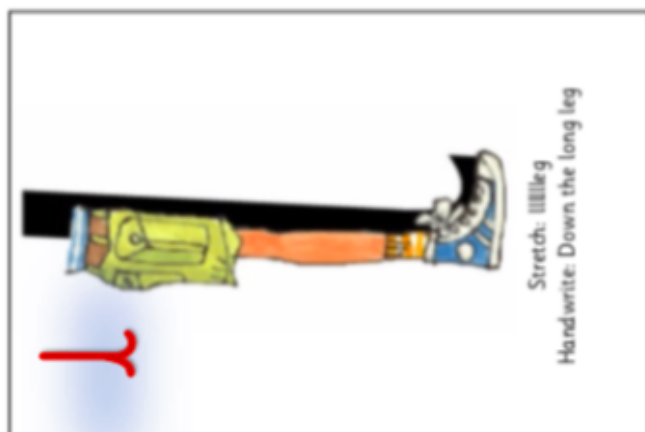
Stretch: mmmmountain
Handwrite: Maisie, mountain, mountain

t



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





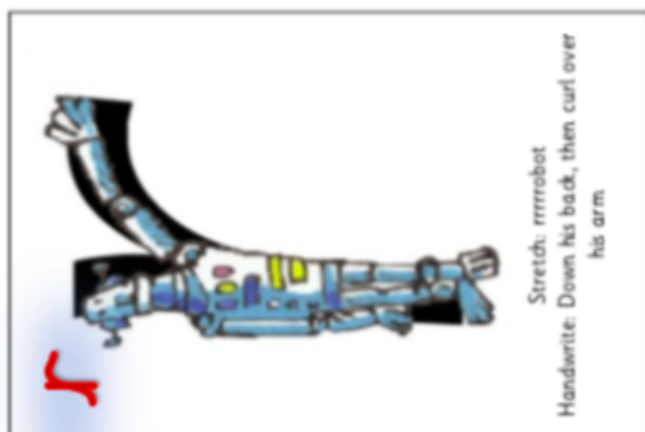
Stretch: 100%



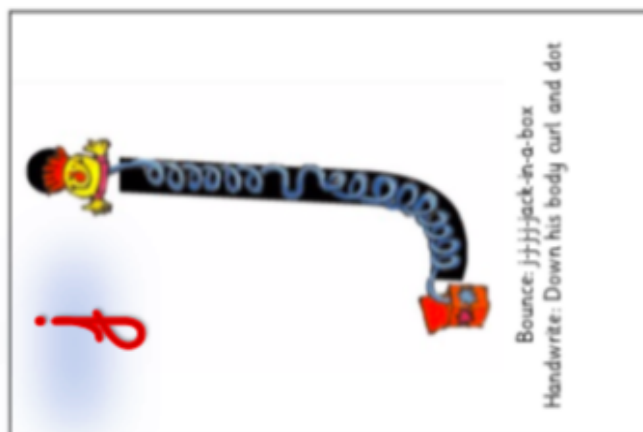
Bounce: h-h-h-h-horse



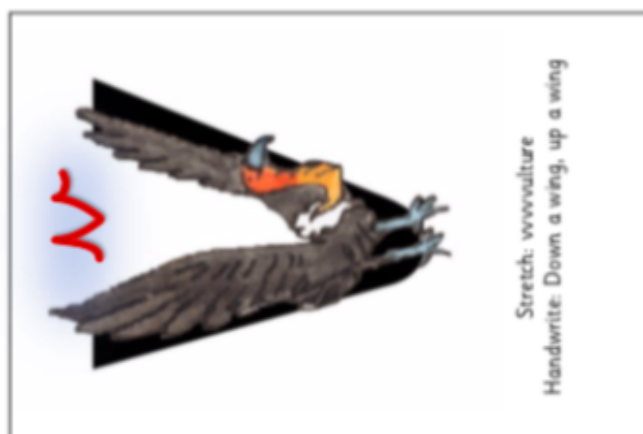
Stretch: shhhh says the horse to the hissing



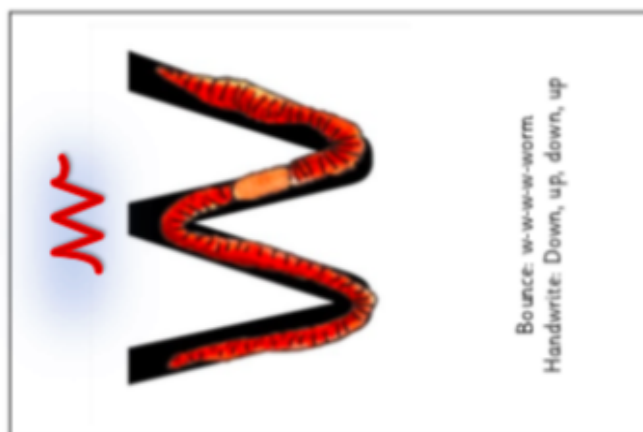
Stretch: rrrrrobot



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

Stretch: www.vulture.com

Source: 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: zzzzzp
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



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



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, shock, 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





fire! fire!
conspire

3. fire, hire, wize, spire, bonfire, inspire,
conspire



hear with your ear

3. ear, hear, dear, fear, gear, near, rear,
tear, year, spear



sure it's pure

3. sure, pure, picture, mixture, creature,
future, adventure, temperature



yawn at dawn

3. saw, raw, law, straw, dawn, paw, crawl,
jaw, claw, yawn



care and share

3. care, share, dare, bare, spare, scare, flare,
square, Clare, software



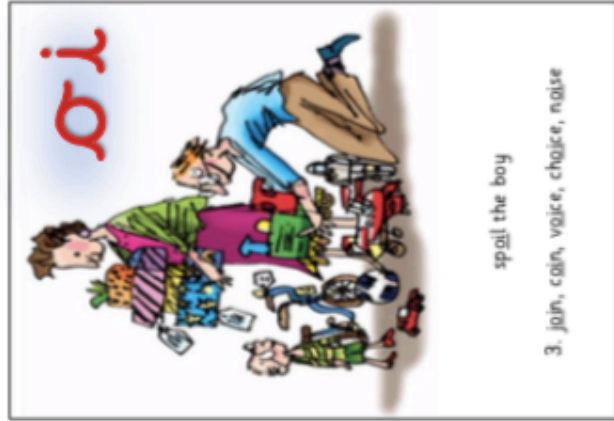
nurse with a purse

3. burn, turn, lurk, hurt, bum, burp, slurp,
nurse, purse, hurt



brown cow

3. howl, how, down, brown, cow, town,
crowd, drawn, now, gowen



spoil the boy

3. join, coin, voice, choice, noise

<u>ou</u>	out	shout
about	loud	round
mouth	pound	south

<u>oy</u>	toy	boy
enjoy	employ	joy

<u>oi</u>	join	coin
voice	choice	noise
spoil		

<u>ure</u>	future	pure
picture	mixture	sure
adventure		

<u>ear</u>	hear	dear
fear	gear	near
tear	year	spear

have	like
------	------

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

A Little Seed



A little seed,
For me to sow.

A little earth,
To help it grow.

A little sun,
A little shower,
A little while,

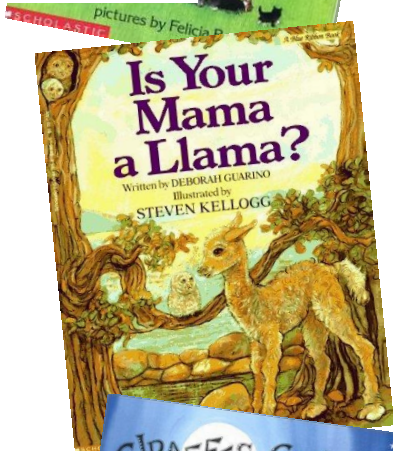
And then – A FLOWER !



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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			

RHYMING BOOKS



There's a Wocket in My Pocket

Sheep in a Jeep

Moose on the Loose

Chicka Chicka Boom Boom

Jamberry

Mouse Mess

The Hungry Thing

Each Peach Pear Plum

Is Your Mama a Llama?

The Big Red Barn

Green Eggs & Ham

Giraffes Can't Dance

Trashy Town

The Gruffalo

Brown Bear, Brown Bear

Hush Little Alien

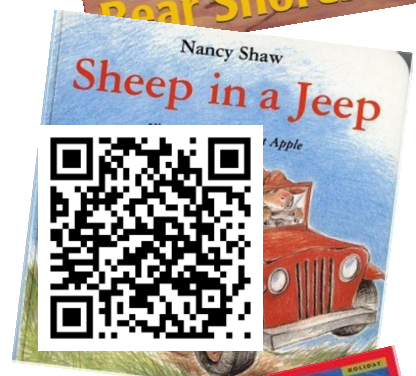
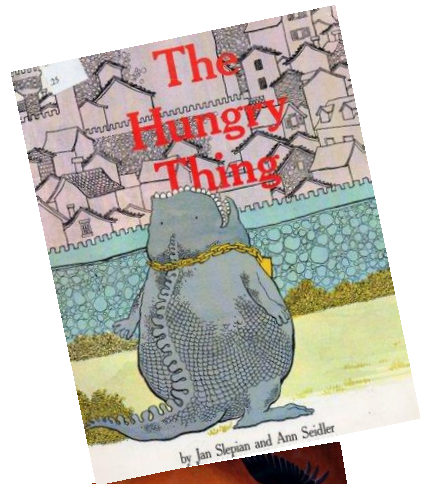
Bear Shores On!

Horton Hears a Who

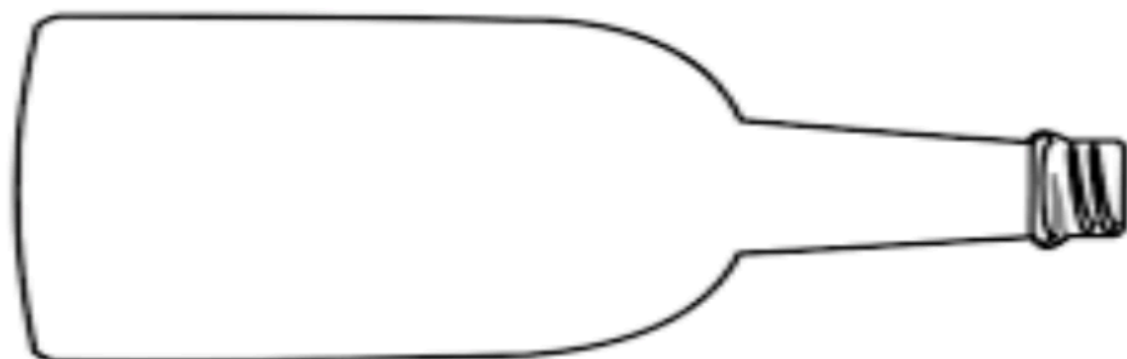
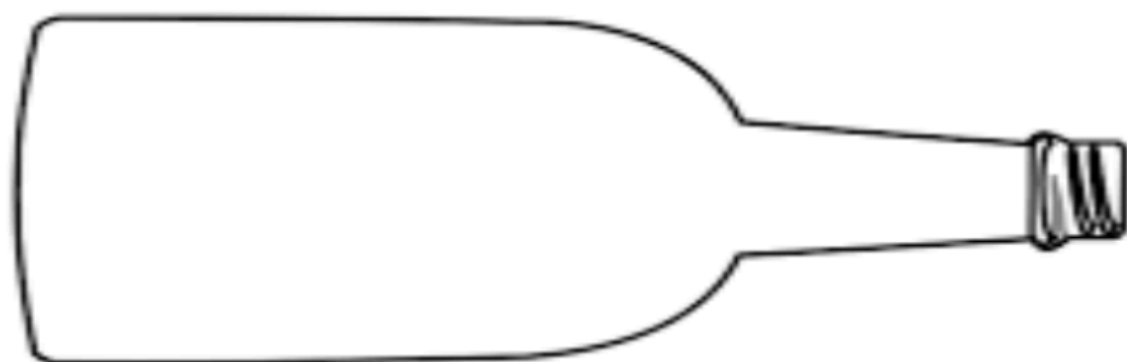
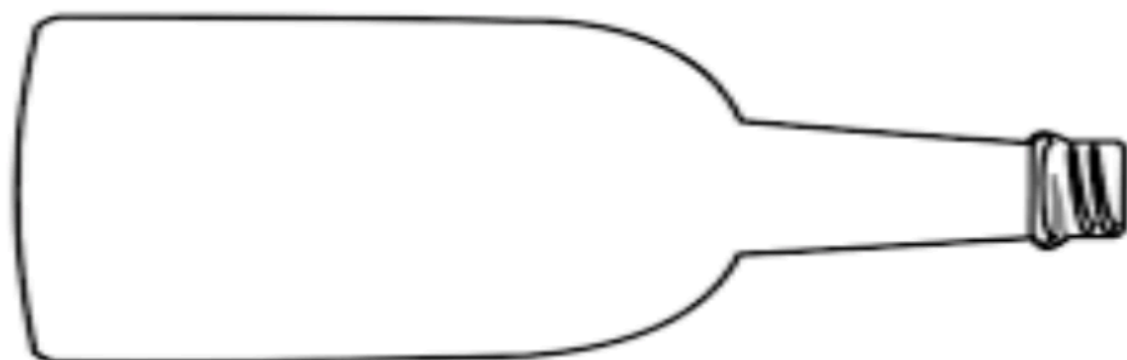
The Seven Silly Eaters

"I Can't!" Said the Ant

'Twas the Night Before Thanksgiving



hello
literacy



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

Boccia

Home Physical Education

Can you play fairly and keep the score?

How to play:

- This game can be played standing up or sitting down.
- Choose a place to throw from and place a marker 5 steps away.
- Each player needs 3 balls or pairs of socks.
- Players take turns to throw or roll their ball towards the marker.
- Once all players have thrown or rolled their ball, the ball that is closest to the marker is the winner.



Can you keep trying even if your ball is the furthest away from the marker?

Top Tips

Roll or Throw Underarm

Step forwards with one foot, bending the knee, release the ball along the ground using your opposite hand.

Let's Reflect

What did you learn after each throw or roll to adapt for the next?

How did you keep focused?