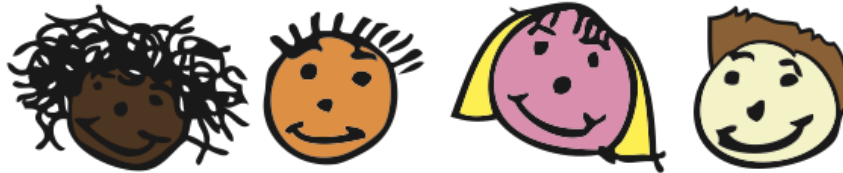


# Bowes Primary School



## 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>*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*</b></p> <p><b>Session 1</b>            'Revisit' – All sounds taught so far – flashcards (page 8-14).            'Practise' – Focus on double letter sounds including ck, ll, zz, ss, ff. Play <a href="https://www.phonicsbloom.com/uk/game/fishy-phonics?phase=2">https://www.phonicsbloom.com/uk/game/fishy-phonics?phase=2</a>, phase 5.            'Apply' – Write out some sentences for your child to practise reading. A bee will buzz. The dog bed is a mess. A duck quacks. A cat can sniff. Can they spot and underline the double letter sounds to read each sentence correctly?</p> <p><b>Session 2</b>            'Revisit' – All sounds taught so far – flashcards (page 8-14).            'Practise' – Play <a href="https://new.phonicsplay.co.uk/resources/phase/2/pick-a-picture">https://new.phonicsplay.co.uk/resources/phase/2/pick-a-picture</a>, choose phase 3 or 4 depending on your child's confidence level.            'Apply' – Show your child the farmyard scene (page 15). Can they use their sounds to write labels for the scene?</p> <p><b>Session 3</b>            'Revisit' – All sounds taught so far – flashcards (page 8-14).            'Practise' – Play <a href="https://www.phonicsbloom.com/uk/game/yes-no-yeti?phase=3">https://www.phonicsbloom.com/uk/game/yes-no-yeti?phase=3</a>, phase three, set 1-7. Or write out the questions below and get your child to read and answer them. Can a fish quack? Is a shell a pet? Can a hen shop? Can a chip be as big as a fish?            'Apply' – Pick an animal from the farmyard scene from session one. Can your child write a question to go with that animal? E.g. Can a cow moo? Can a dog bark?</p> <p><b>Session 4</b>            'Revisit' – All sounds taught so far – flashcards (page 8-14).            'Practise' – Play <a href="https://new.phonicsplay.co.uk/resources/phase/3/dragons-den">https://new.phonicsplay.co.uk/resources/phase/3/dragons-den</a>, revise all phase 3.            'Apply' – Show your child the picture of a town (page 15). Can they use their sounds to write sentences for the scene? E.g. I can run to the park. I wait for a big red bus. Cars park all along the street. At night the lights turn on. The fish and chip shop is on the corner.</p> <p><b>Session 5</b>            '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.            'Practise' – Introduce new red words <b>were</b> and <b>there</b>. Use the Red word flashcards (page 16). How many red words can you read in 30 seconds? Can you repeat this and improve your time?            'Apply' – Think and write one or two sentences using the words there and were. E.g. There were three frogs on my doorstep!</p> <p><b>*As a school we follow Read, write, inc phonics. They have set up a Youtube channel <a href="https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ">https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ</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.</b>  <a href="https://www.ruthmiskin.com/media/filer_public/1b/7d/1b7df13e-4381-4bb5-866b-ac0549394947/ss_after_easter1.pdf">https://www.ruthmiskin.com/media/filer_public/1b/7d/1b7df13e-4381-4bb5-866b-ac0549394947/ss_after_easter1.pdf</a>*</p>



**Focus book: Goldilocks and the Three Bears**

Watch Debbie and friends Goldilocks and the Three Bears,  
<https://www.youtube.com/watch?v=UaulRHrJGeU> or read the short story  
 print out (page 17).

**ACTIVITY IDEAS:**

- **Discuss** the story with your child. What happens at the beginning of the story? Where do the three bears go? Who enters their house? What does she do? What happens next? What happens at the end of the story? Answer some of the questions yourself, to model and encourage your child to speak in full sentences when responding.
- Can you write about your favourite scene from the story? Can you extend your sentence by using the word 'because' to explain **why** it is your favourite scene?



- Recap story and characters. Show images of characters and speech bubbles (page 18-21). Point to the speech bubble, what is this? When might we see this? What is this used for? Choose a character. What might this character be saying? Can your child write a speech bubble for each of the characters? If you don't have a printer your child can draw your own characters and speech bubbles!



**\*\*For more fairy tale fun, the Guardian has partnered with the Unicorn theatre to present a free digital theatre series inspired by its acclaimed 2019 production Anansi the Spider. Three tales about the mischievous folkloric webspinner, designed for audiences aged three to eight, will be streamed on Saturday mornings on the Guardian website and the Unicorn's Youtube channel in May and June. The first episode will be available from the 30<sup>th</sup> May.**

[https://www.youtube.com/user/UnicornTheatre?utm\\_source=Anansi\\_Guardian&utm\\_medium=Web site&utm\\_campaign=Anansi\\_Guardian\\_Website](https://www.youtube.com/user/UnicornTheatre?utm_source=Anansi_Guardian&utm_medium=Web site&utm_campaign=Anansi_Guardian_Website)\*\*

## Maths

### Number formation to 20 and beyond

It is really important we support our children to form their numbers correctly. Watch these videos below to support number formation to 20.

<https://www.youtube.com/watch?v=qfcbWmASibk>

<https://www.youtube.com/watch?v=aDPPHVG6TAE>

#### Number formation 0-9



#### Number formation 11-20



#### ACTIVITY IDEAS

- Writing numbers in order to 20 and beyond using paper, pencil/ pens.
- Painting numbers to 20 and beyond using a paintbrush or cotton buds.
- Writing numbers to 20 and beyond in cornflour/ flour/ rice/ sand etc (adult to support children with correct number formation)



### Ordering numbers from smallest to biggest

Provide children with 3 random numbers from 0-10 (3, 7, 9) Ask children to place them in order from smallest to biggest. Provide a number line to support children if needed (Page 23). Repeat activity with new numbers. Extend this as appropriate to 20/50/100.

#### ACTIVITY IDEAS

- Lollipop sticks. Children to choose 3 sticks and place numbers in order from smallest to biggest.





- Numbers on post it notes to 20 – children to choose 3 (or more) and place in order from smallest to biggest.
- Provide children with playing cards (2-10). Shuffle and place the cards face down. Ask children to choose 3 cards and place them in order from smallest to biggest.



### Ordering numbers from smallest to biggest

Work with your child to complete the Caterpillar ordering game to 10 and beyond (choose the number suitable for your child's confidence level)

<https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering>



### ACTIVITY IDEAS

- Create a washing line using some string/ wool. Have number cards (to 10/20) and children to choose 3 cards or more and peg in order from smallest to biggest



- Play this game – counting caterpillar (to 20 and beyond)  
<https://www.ictgames.com/mobilePage/countingCaterpillar/>



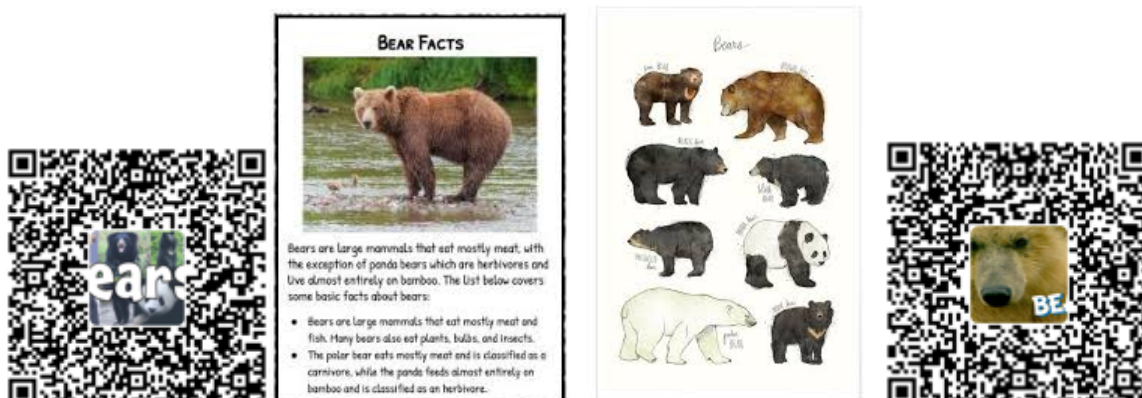
- Ordering numbers sheet (page 23-25)

**\*Your child doesn't need to do every page of these sheets, please choose the sheet to match their confidence level. \***

**Topic based project based on research**

Time to investigate! There are many types of bears. Can you find out about the different types and where they live? Go to <https://www.youtube.com/watch?v=cuxCpOX3gv8> to watch a video about the different types of bears. Or you may want to watch <https://www.youtube.com/watch?v=K-3snCVlrJ8> to find out about bears in more detail.

- Make a poster/ fact card about your favourite bear and draw a picture to match.



- Let's get creative! Draw and paint a bear, make 3D bear or make a bear mask.



- Make playdough with porridge oats. Use the playdough to create a model of a bear or set up and have a bear tea party!



**Recipe for porridge playdough:**

- \* 2 cups plain flour
- \* 1 cup salt
- \* 2 tablespoons oil
- \* 2 tablespoons cream of tartar
- \* 2 cups of \*boiling\* water
- \* 1-2 cups of porridge oats (oatmeal)

### Method:

- \* Mix in the dry ingredients
  - \* Add the oil and stir through
  - \* Add the cups of boiling water, one at a time, stirring vigorously between each cup
  - \* When cool enough, tip it onto a surface and knead it until it stops being sticky
  - \* Add the porridge oats, as many as are required to make the desired consistency
  - \* Give your child an extra tub of oats to add during play
- Make your own porridge and try adding different toppings – which one was your favourite? Have a discussion with your child about why breakfast is important. Go to, <https://www.bbcgoodfood.com/recipes/perfect-porridge> for a simple porridge recipe.

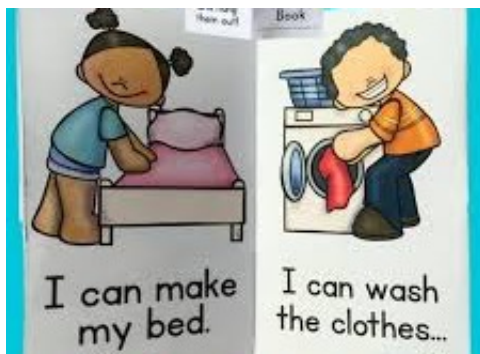


- Design and make a new chair for baby bear. Use objects and materials in your home to think of a way to make a new chair for baby bear.



### Brain wave!

- Make an 'I can...' book together with your child. Write the title 'I can...' on the front. Discuss with your child things that they can do (brush their teeth, ride a bike, read a book etc). Then on each page write something your child is able to do. You can scribe your child's words, saying each letter/word as you write, or they could write independently if they are able to. Ask them to draw a picture on each page of the things they can do or take photographs and stick in the book.



\*\* this would be a lovely memory book for your child to look back at in years to come\*\*




## Resources

### Phonics



**d**

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



**p**

Bounce: p-p-p-irate  
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: mmmountain  
Handwrite: Massie, mountain, mountain



**t**

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

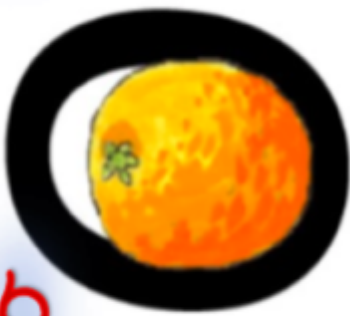


**g**



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: f-f-f-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: lllllg  
Handwrite: Down the long leg

**h**




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

**sh**




Stretch: shhhhh says the horse to the hissing snake  
Handwrite: shhhhh

**r**




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

**j**



Bounce: jjjjack-in-a-box  
Handwrite: Down his body curl and dot

**w**



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

**y**



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

**w**



Bounce: 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: thhhankyou

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

**ng**



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

**nk**



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



ay

may I play?

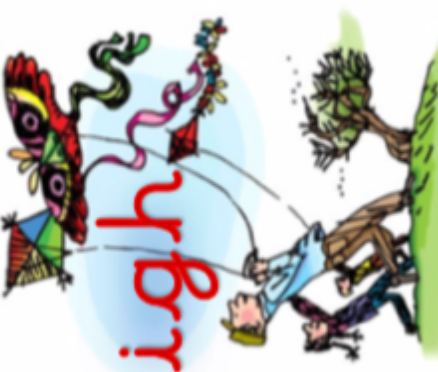
2. day, play, may, way, lay, say, tray, spray



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

po.o 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

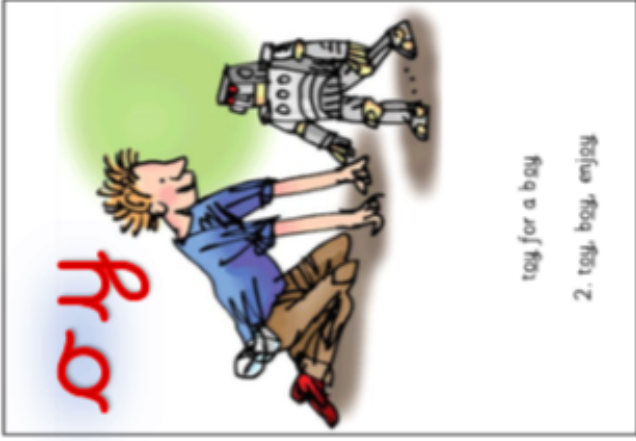


or

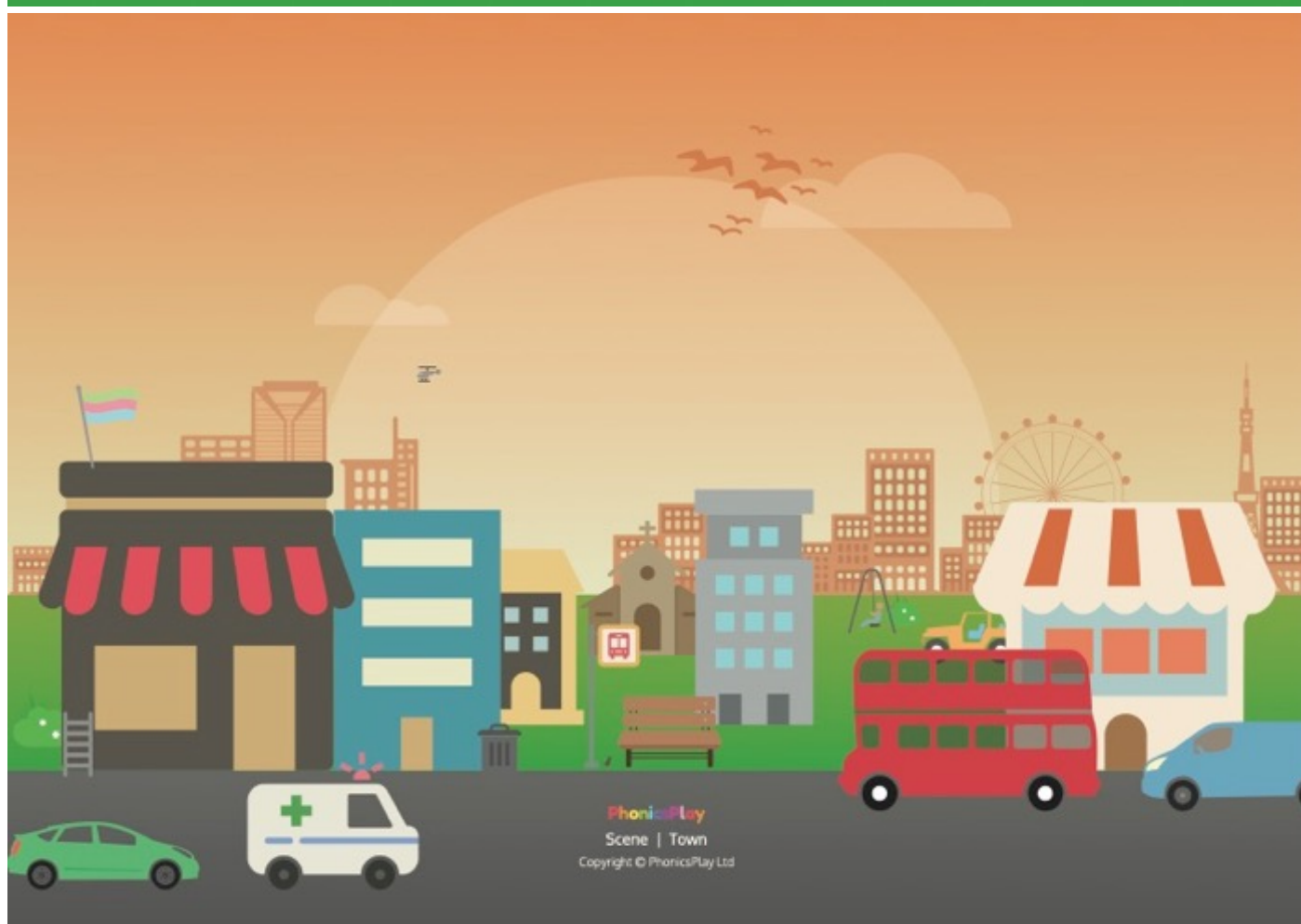
shut the door

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









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





## Goldilocks and the three bears

### Short story

Once upon a time there was a little girl. Her name was Goldilocks. She had golden hair.

One day Goldilocks was walking in the forest. She saw a house and knocked on the door. She went inside. Nobody was there.

Goldilocks saw three bowls on the table. She was hungry.

'This porridge is too hot! This porridge is too cold! This porridge is just right!' Goldilocks ate all the porridge.

Goldilocks was tired now. 'This chair is too big! This chair is too big, too! This chair is just right!' But the chair broke!

Goldilocks was very tired. She went upstairs. 'This bed is too hard! This bed is too soft! This bed is just right!'

Soon, the bears came home.

'Someone's been eating my porridge!' said Daddy Bear.

'Someone's been eating my porridge!' said Mummy Bear.

'Someone's been eating my porridge – and it's all gone!' said Baby Bear.

'Someone's been sitting on my chair!' said Daddy Bear.

'Someone's been sitting on my chair!' said Mummy Bear.

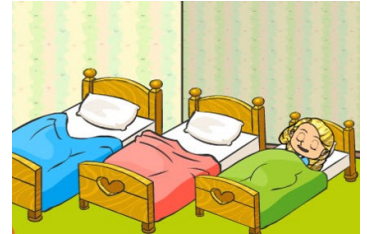
'Someone's been sitting on my chair – and it's broken!' said Baby Bear.

'Someone's been sleeping in my bed!' said Daddy Bear.

'Someone's been sleeping in my bed!' said Mummy Bear.

'Someone's been sleeping in my bed – and she's still there!' said Baby Bear.

Goldilocks woke up and saw the three bears. 'Help!' She ran downstairs and into the forest. She never came back again.



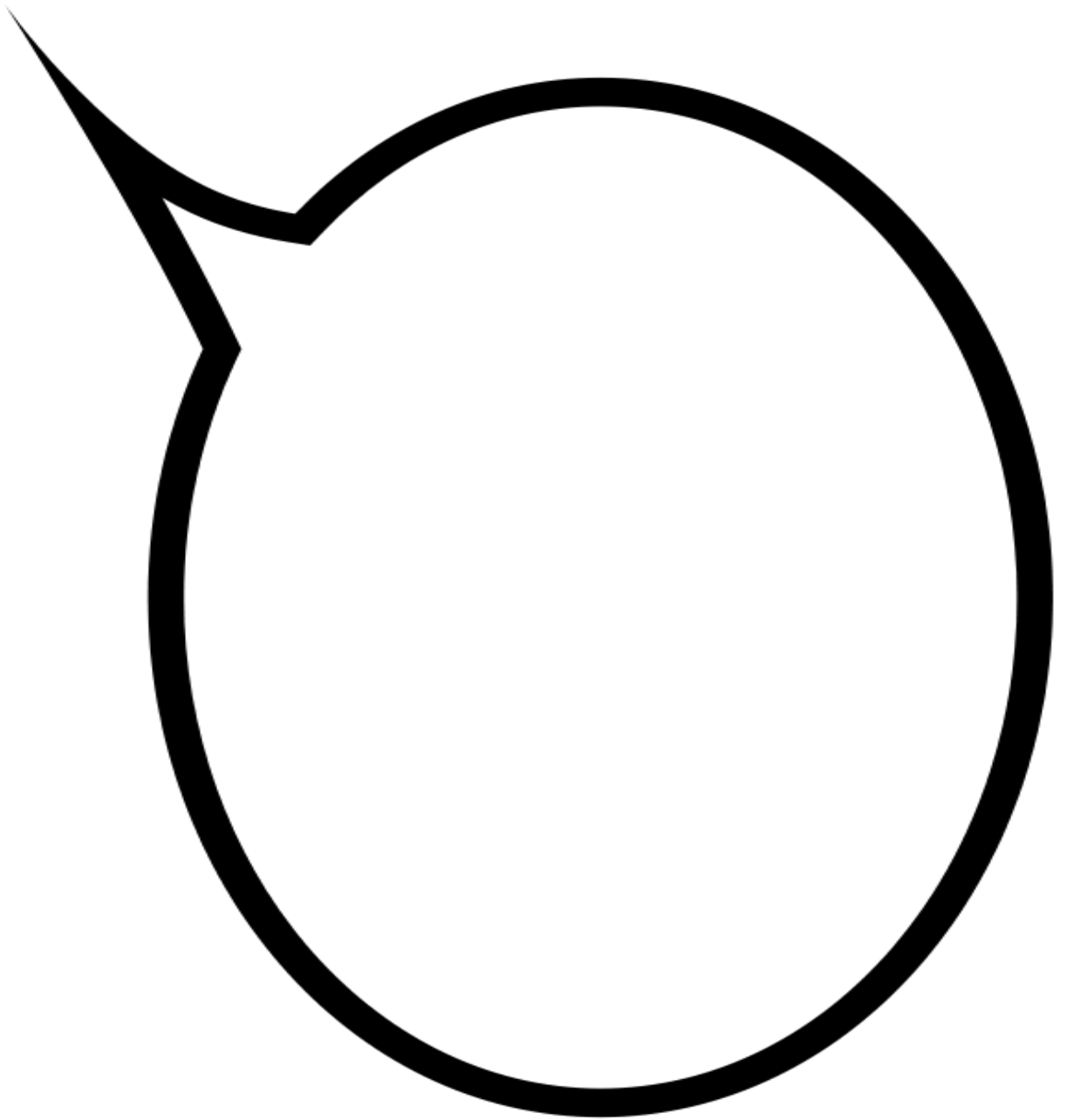
Listen to this story

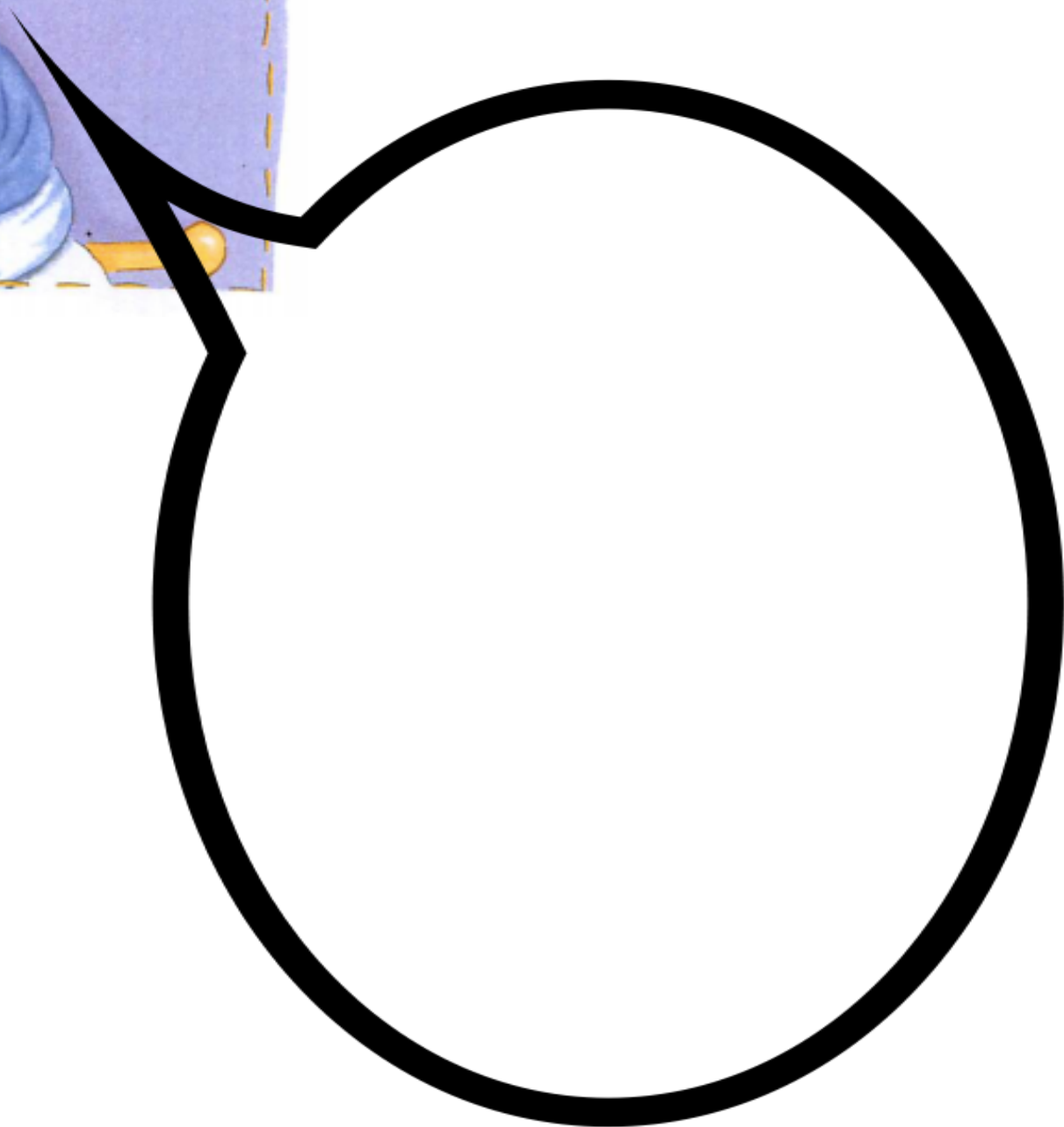
<https://learnenglishkids.britishcouncil.org/en/short-stories/goldilocks-and-the-three-bears>

[www.britishcouncil.org/learnenglishkids](http://www.britishcouncil.org/learnenglishkids)

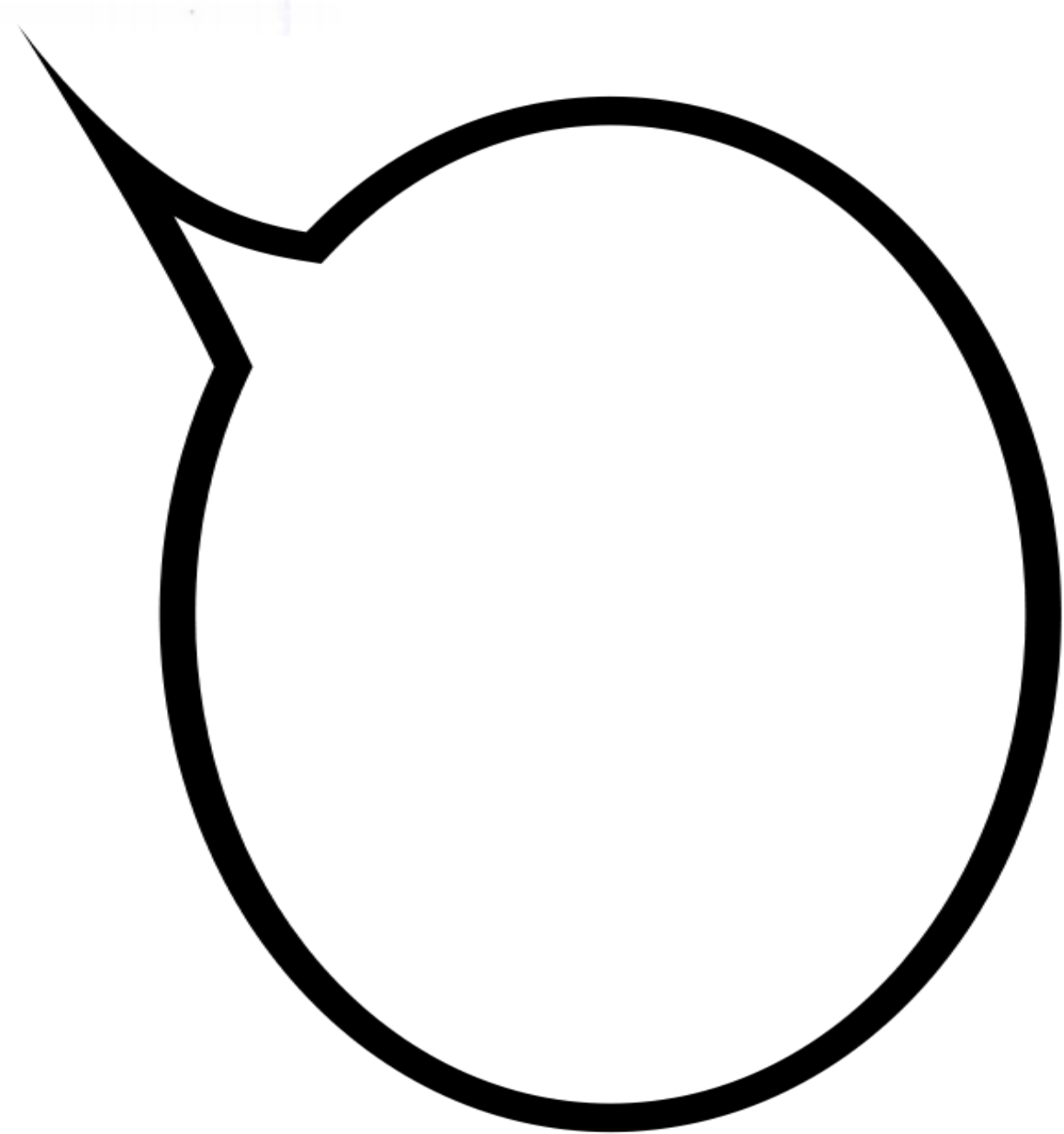
© British Council, 2017 The United Kingdom's international organisation for educational opportunities and cultural relations. We are registered in England as a charity.



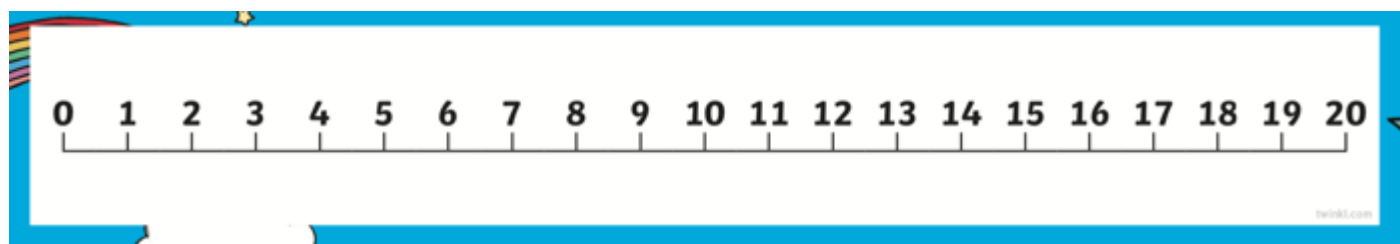








a		q		c		d		e		f		g		h		i		j	
ar		cr		pr		ee		lgh		ow		oo		oo		ar		or	
u		v		w		x		y		z		th		sh		ng		nk	
tr		ch		b		d		e		f		g		h		i		t	
tr		ch		b		d		e		f		g		h		i		t	



Ordering numbers from smallest to biggest (to 10)

7	4	5
_____	_____	_____

3	8	4
_____	_____	_____

1	6	2
_____	_____	_____

10	9	7
_____	_____	_____

3	0	1
_____	_____	_____

9	8	5
_____	_____	_____

10	5	6
_____	_____	_____

1	4	2
_____	_____	_____

Ordering numbers from smallest to biggest (to 20)

7 4 5

\_\_\_\_\_

9 5 10

\_\_\_\_\_

11 4 16

\_\_\_\_\_

7 6 2

\_\_\_\_\_

13 14 9

\_\_\_\_\_

15 3 0

\_\_\_\_\_

18 8 10

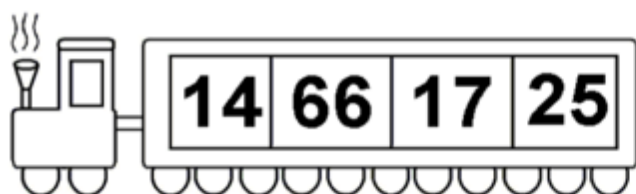
\_\_\_\_\_

11 20 2

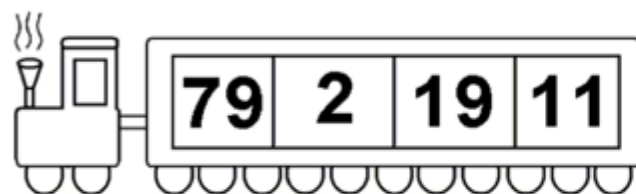
\_\_\_\_\_



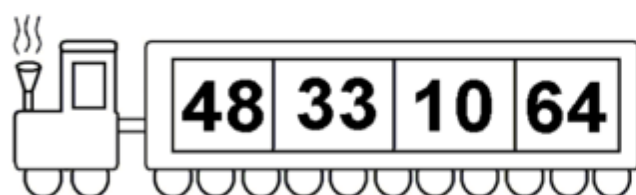
Ordering numbers from smallest to biggest (to 100)



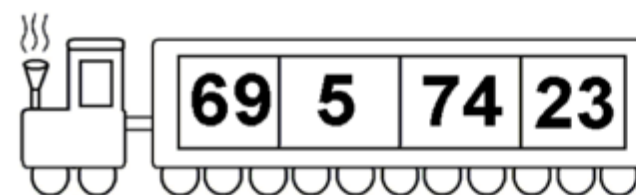
--	--	--	--



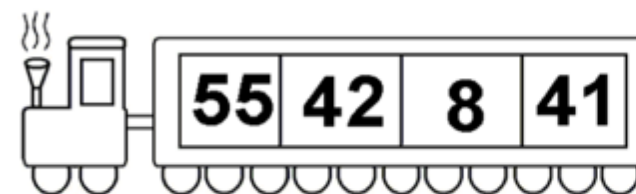
--	--	--	--



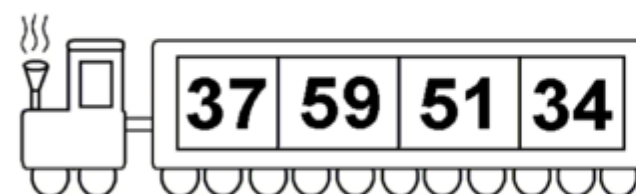
--	--	--	--



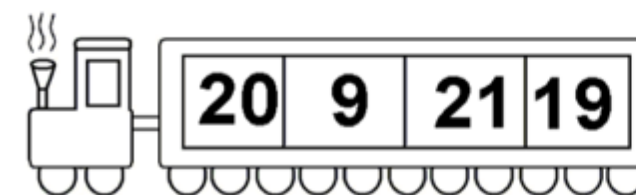
--	--	--	--



--	--	--	--



--	--	--	--



--	--	--	--