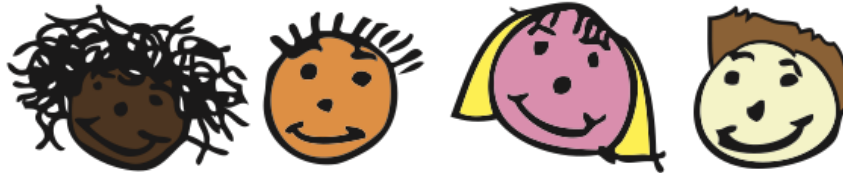


# Bowes Primary School



## 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><i>*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*</i></p> <p><b>Session 1</b></p> <p>‘Revisit’ – All sounds taught so far – flashcards (page 10-16).</p> <p>‘Practise’ – Teach reading consonant, consonant, vowel, consonant (CCVC) words. Write down the word <b>pot</b>. Sound out. Write <b>s</b> in front of <b>pot</b> to make <b>spot</b>. Point to the <b>s</b> and say <b>sssss</b> holding the sound then point to the next consonant and slide them together continue sounding out the rest of the word. Repeat with CCVC words (page 17). Or watch this CCVC video and practise sounding out each word to read.  <a href="https://www.youtube.com/watch?v=vitLy4GvO44">https://www.youtube.com/watch?v=vitLy4GvO44</a></p> <p>‘Apply’ – Write out these sentences for your child to read: Can I plan a trip to the moon? Help! Can you grab that green frog for me? Will a clown put on a green wig or stick with his brown hair?</p> <p><b>Session 2</b></p> <p>‘Revisit’ – All sounds taught so far – flashcards (page 10-16).</p> <p>‘Practise’ – Show CCVC words, blend to read (page 17). Play Picnic on Pluto, phase 4, CCVC, set 1-7. <a href="https://new.phonicsplay.co.uk/resources/phase/2/picnic-on-pluto">https://new.phonicsplay.co.uk/resources/phase/2/picnic-on-pluto</a></p> <p>‘Apply’ – Write out these sentences for your child to read: It smells like we might have some chicken tonight. Can we get a dragon to come and cook food for us? Will you come and have some bugs for dinner?</p> <p><b>Session 3</b></p> <p>‘Revisit’ – All sounds taught so far – flashcards (page 10-16).</p> <p>‘Practise’ – Show CCVC words, blend to read (page 17). Play a CCVC game, <a href="https://www.ictgames.com/mobilePage/poopDeck/index.html">https://www.ictgames.com/mobilePage/poopDeck/index.html</a>, phase 4 CCVC and CVCC.</p> <p>‘Apply’ – Dictate these sentences for your child to write: This frog is strong. His green skin has bumps. He likes to swim in his pond.</p> <p><b>Session 4</b></p> <p>‘Revisit’ – All sounds taught so far – flashcards (page 10-16).</p> <p>‘Practise’ – Give your child a small phoneme frame (page 18). Read out these words: tent, jump, chimp, pond, milk and ask your child to create them in the phoneme frame with magnetic letters, letter cards or by writing them in. <table border="1" style="display: inline-table; vertical-align: middle;">ch</table> <table border="1" style="display: inline-table; vertical-align: middle;">i</table> <table border="1" style="display: inline-table; vertical-align: middle;">m</table> <table border="1" style="display: inline-table; vertical-align: middle;">p</table> E.g. <table border="1" style="display: inline-table; vertical-align: middle;">j</table> <table border="1" style="display: inline-table; vertical-align: middle;">u</table> <table border="1" style="display: inline-table; vertical-align: middle;">m</table> <table border="1" style="display: inline-table; vertical-align: middle;">p</table></p> <p>‘Apply’ – Dictate these sentences for your child to write: The chimp sings a song as he jumps up and down. We put the tent next to the pond. He put the milk in the sink.</p> <p><b>Session 5</b></p> <p>‘Revisit’ – Revisit reading common/ Red word (page 19).</p> <p>‘Practise’ – Play Little Bird Spelling, Year 1. Introduce new red words <b>time</b> and <b>house</b>. <a href="https://www.ictgames.com/littleBirdSpelling/">https://www.ictgames.com/littleBirdSpelling/</a></p> <p>‘Apply’ – Think and write one or two sentences using the words little and once. E.g. Once upon a time there was a big dog. I can see a house.</p>



\*As a school we follow Read, write, inc phonics. They have set up a Youtube channel [https://www.youtube.com/channel/UCo7fbLgY2oA\\_cFCIg9GdxtQ](https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ) 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.  
[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)\*



## English

### Learning Quest: Fairy tales

#### Focus book: The Gingerbread Man

Watch: <https://www.worldbookday.com/videos/the-gingerbread-man-2/>

Read the short story print out (page 20-21).

#### ACTIVITY IDEAS:

- Make and decorate a Gingerbread man. Can you give your gingerbread man a speech bubble? What does he say? "Run, run as fast as you can. You can't catch me, I'm the Gingerbread Man."



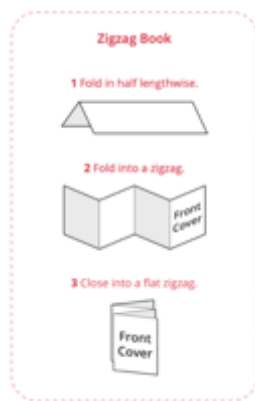
- Design your own Gingerbread man and write two or three sentences to describe him. E.g. He has raisins for eyes. He has a chocolate button nose.



- Introduce time connectives – **First, Next, Then, Last**. We are going to use these to help us to sequence each stage of the story. Show pictures (page 22-23). Can you write a sentence next to each picture beginning with the correct time connective? E.g. First, the little old lady made a gingerbread man.



- Make a Gingerbread zig zag book to retell the story. Get creative! You can change the animals that the Gingerbread Man is chased by or change the main character. Label your pictures or write sentences underneath each of your pictures.



## Maths

### Money

Have real coins if possible to the value of £2. Look at the coins together with your child and discuss the different value of the coins using mathematical terms penny, pence, pound. Children could practise writing out the coin values (1p, 2p etc)

<https://www.youtube.com/watch?v=dFzAU3u06Ps>

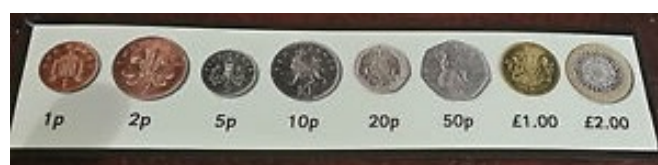


### ACTIVITY IDEAS

- Have a go at sorting the coins into groups – Can you sort the coins correctly?



- Order coins according to their value – You may wish to draw around the coins and write the value of the coin in the middle, take a photograph of your work or complete the ordering coins sheet (page 25).





- Role play shop – Price objects/ items around the house and children role play choosing items they want to buy. Tell the children the price of the items and check that they choose the correct coins to pay. (1p, 2p, 5p, 10p, 20p, 50p, £1, £2)



## Money

Have priced objects/ items from around the house of a value that we do not have a specific coin for (3p, 4p, 5p, 7p etc). Ask children “How could we pay for this?” “What coins could we use?”. Have a selection of coins for children to use as well as lots of 1p coins that children can count out to make the correct amount. Support children to select the correct coins to pay for the items (introducing concept of **same value, different appearance**)

### ACTIVITY IDEAS

- Priced cakes and biscuits to 20p cut outs ([page 26-27](#)) – challenge children to find **TWO** different ways to make the amounts and write the matching number sum. (i.e.  $2p + 2p = 4p$ ,  $2p + 1p + 1p = 4p$ )



- Complete one of these online Money games  
<https://www.topmarks.co.uk/money/toy-shop-money> (Toy shop money game)



<https://www.topmarks.co.uk/money/coins-game> (money coin game)



- Look at the amounts on the piggy banks (page 28). Children to find ways to make the amounts on the piggy banks. They can either draw around the coins or use the coin cut and stick sheet (page 29).

### Counting in 10s

Listen to these counting in 10s songs and join in!

<https://www.youtube.com/watch?v=uYRTtwZGwj8> (count by 10s)



<https://www.youtube.com/watch?v=W8CEOlAOGas> (count together by 10s- Jack Hartmann)



### ACTIVITY IDEAS

- 10p coins – line up the 10p coins and practise counting along to 100 OR draw and cut out your own 10p coins, line them up and count along to 100



- Making 10s hand prints – Print them one above/below the other and write matching numbers counting up in 10s.



- Use the Splat 100 square to splat all the numbers counting up in 10s  
<https://www.primarygames.co.uk/pg2/splat/splatsq100.html>  
 Look at the pattern – what number does it always end with?



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

**\*\*EXTRA GAME** – to link with our work in English why not try this **Gingerbread counting, matching and ordering game** <https://www.topmarks.co.uk/learning-to-count/gingerbread-man-game>



### Topic based project based on research

- Think about the Fox that appears in the story, 'The Gingerbread Man'. Ask children "when do we usually see a fox, during the day or at night time?". Explain that this is a **nocturnal** animal. Research other animals that are nocturnal with your child. Can you draw and label day/ night animals?



- Make a 3D gingerbread house. Look at the examples below for some ideas.





- Listen to the song 'Old McDonald had a farm'  
<https://www.youtube.com/watch?v=TJli8mc0grI>



Talk about and name the animals that live on a farm. If you have been to a farm maybe you could recap some of the animals you saw on your visit. Using the images and grid (Page 30-31) cut and sort the farm and zoo animals into the correct column. You may wish to draw and label your own animals.

- Make some Gingerbread Men biscuits – Simple recipe can be found here → [https://www.bbc.co.uk/food/recipes/gingerbread\\_men\\_99096](https://www.bbc.co.uk/food/recipes/gingerbread_men_99096)



Experiment with adding different flavours to your mixture. Instead of Gingerbread biscuits you might want to try chocolate/ cinnamon/ mint or any other flavours you can think of. Which one did you like best?

- Map work – Explore different types of maps (world, country, city, town, street). Ask children to think of which map would be most suitable if they were to create a map to show where the Gingerbread man was chased? Create a map together and draw/label what he could have seen on his journey.



- Make some playdough and add ground ginger to it! Do you like the smell? Use your playdough to make a Gingerbread man.





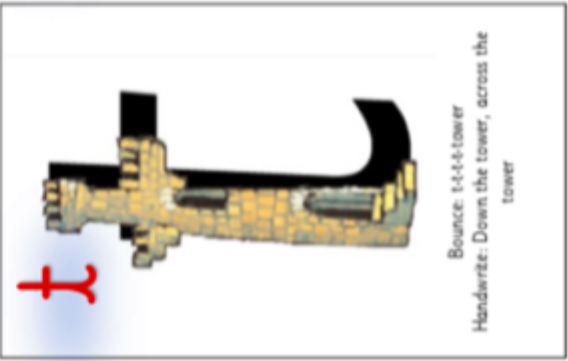
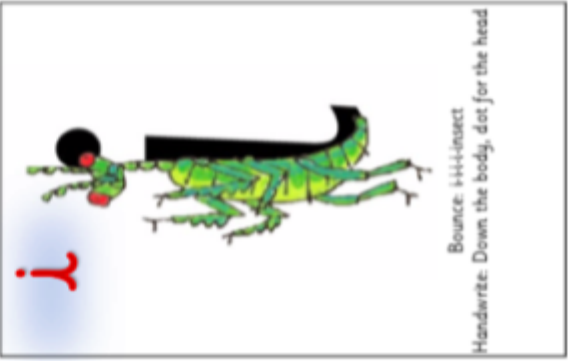




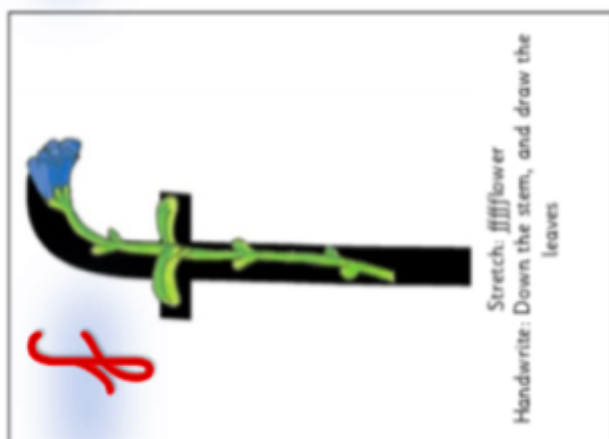
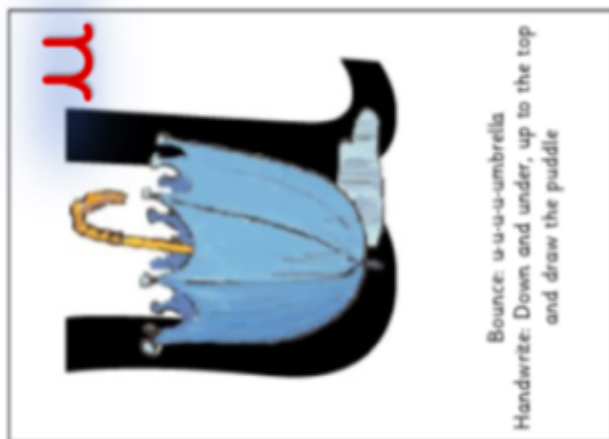


**Brain  
wave!**

- Swimming Gingerbread Man Science experiment (page 32).




 <p><b>m</b></p> <p>Stretch: mmmmountain Handwrite: Maisie, mountain, mountain</p>	 <p><b>a</b></p> <p>Bounce: a-a-a-apple Handwrite: Round the apple, down the leaf</p>	 <p><b>s</b></p> <p>Stretch: ssssnake Handwrite: Slither down the snake</p>	 <p><b>d</b></p> <p>Bounce: d-d-d-dinosaur Handwrite: Round his bottom, up his tall neck, down to his feet</p>
 <p><b>t</b></p> <p>Bounce: t-t-t-t-tower Handwrite: Down the tower, across the tower</p>	 <p><b>i</b></p> <p>Bounce: i-i-i-insect Handwrite: Down the body, dot for the head</p>	 <p><b>n</b></p> <p>Stretch: nnnnet Handwrite: Down Nobby, over his net</p>	 <p><b>p</b></p> <p>Bounce: p-p-p-pirate Handwrite: Down the plait and over the pirate's face</p>





**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: vvvvulture  
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-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**



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



ay

may I play?

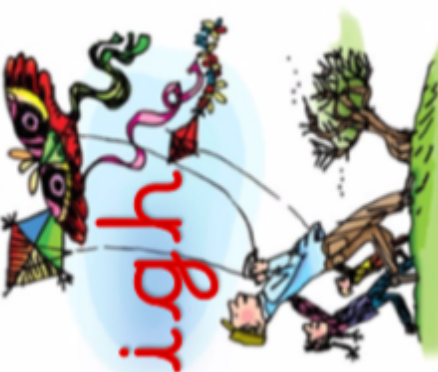
2. day, play, may, way, lay, say, tray, spray



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

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

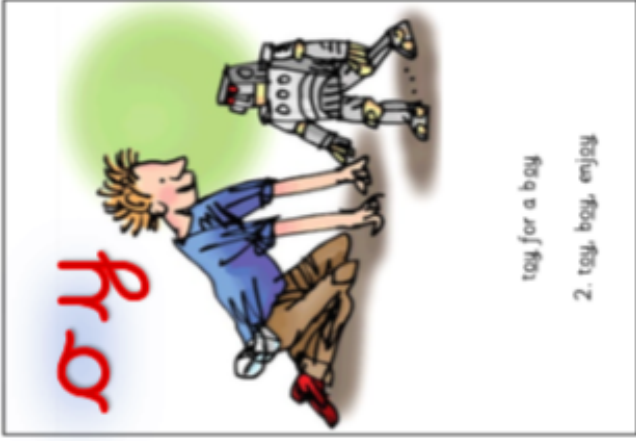


or

shut the door

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



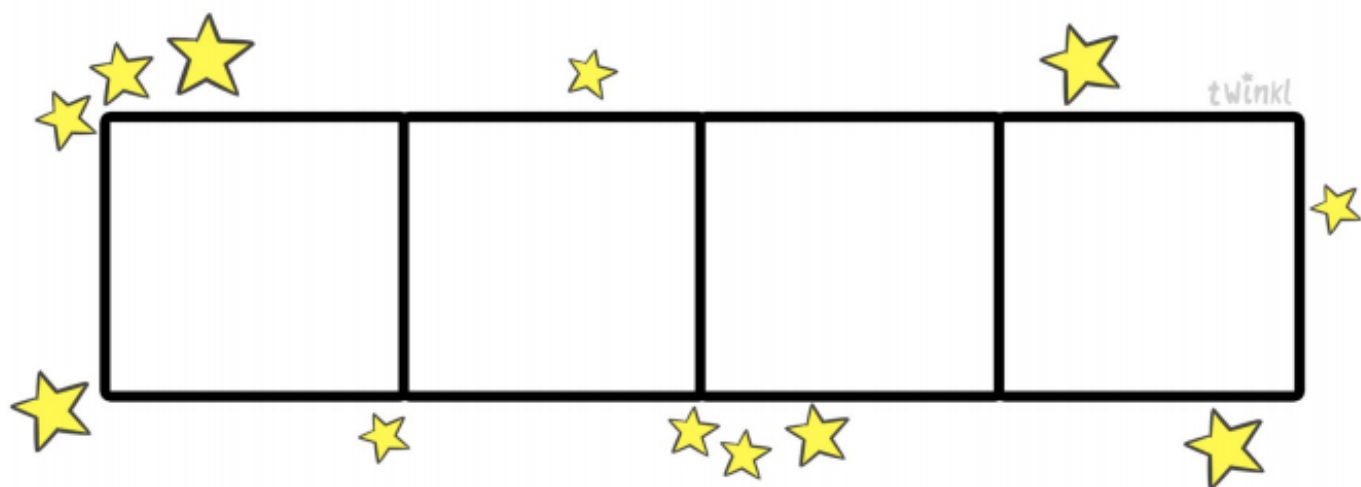
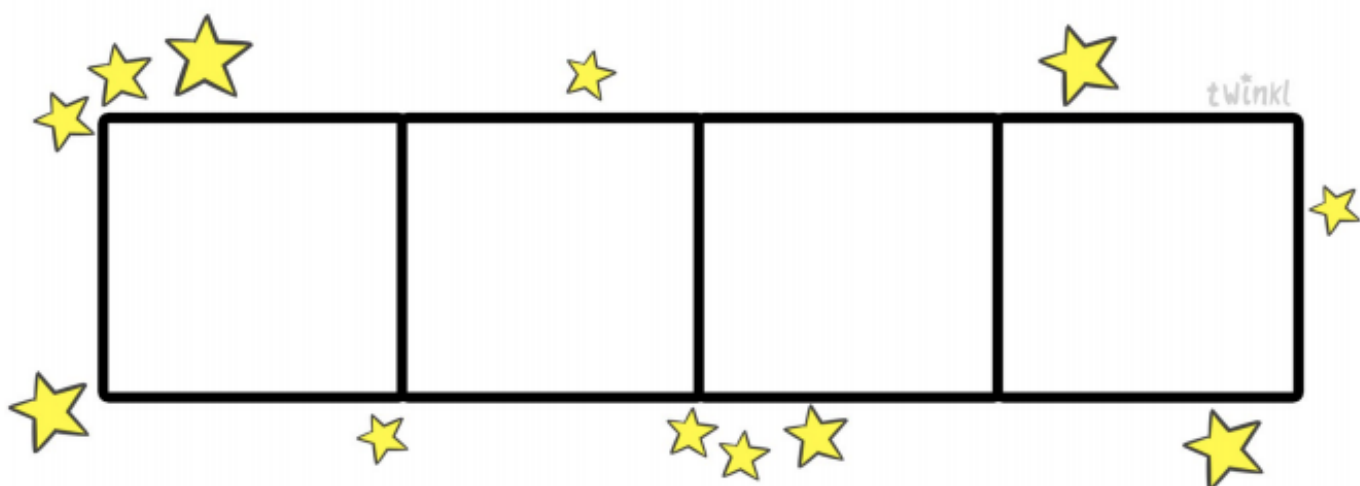
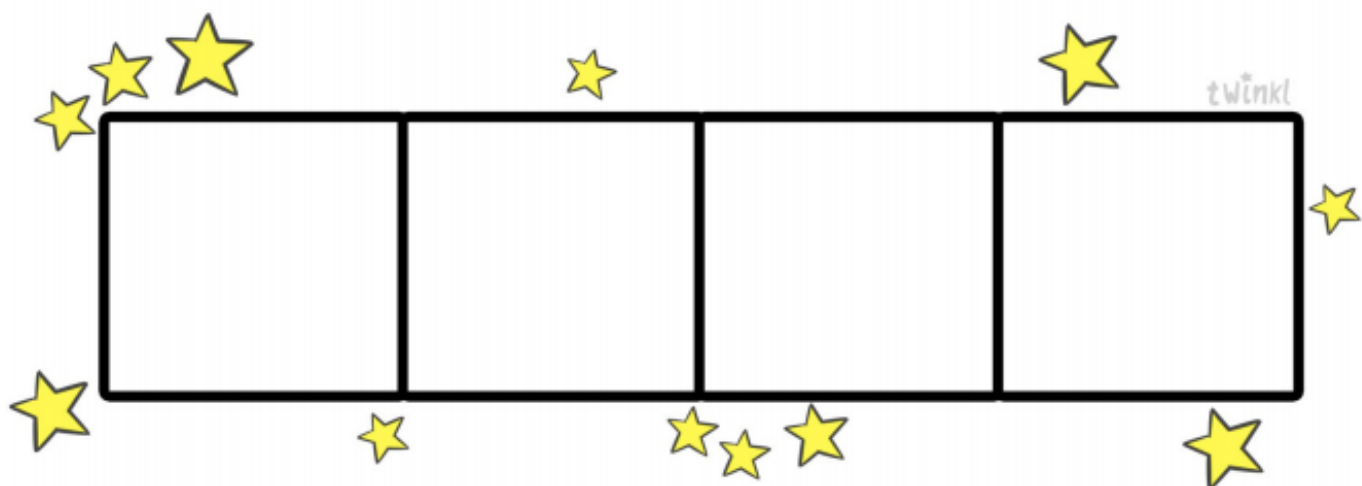




step	stop	skip
trip	plan	from
flag	plum	crab
drip	frog	swim
spin	slug	

time	house
------	-------





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

## The Gingerbread Man

Once upon a time, there was a little old lady and a little old man who lived in a little old cottage. The little old lady was hungry and decided to make a gingerbread man.

To make the gingerbread man, she first melted butter, sugar and syrup in a pan. Then, she mixed the flour, soda and ginger together in a bowl. After that, she mixed all the ingredients together and kneaded it into a dough. She rolled out the dough and cut it into the shape of a gingerbread man. She placed it in the oven and waited for it to bake. Finally, she used icing to give the gingerbread man two eyes and a mouth and used sweets for buttons.

After a short while, the little old lady opened the oven door but before she could take him out, the gingerbread man jumped up, ran through the kitchen and shouted, "Please don't eat me!" The little old lady ran after the gingerbread man yelling "Stop! I want to eat you." But the gingerbread man was too fast for the little old lady. He chanted, "Run, run as fast as you can. You can't catch me, I'm the gingerbread man!"



The gingerbread man ran into the garden, knocking the little old man over! "Stop! I want to eat you," he shouted. But the gingerbread man was too fast for the little old man. He chanted, "Run, run as fast as you can. You can't catch me, I'm the gingerbread man!"

The little old man chased the gingerbread man, followed by the little old woman, but it was no use!

The gingerbread man ran into the yard, where a pig sat. "Stop!" snorted the pig, "I want to eat you!". But the gingerbread man ran faster chanting, "Run, run as fast as you can. You can't catch me, I'm the gingerbread man!"



The pig chased the gingerbread man, followed by the little old man and the little old woman, but it was no use!

The gingerbread man passed a cat sitting on the hill. "Stop!" meowed the cat. "I want to eat you!" But the gingerbread man was too fast for the cat. He ran faster and faster, chanting,

"Run, run as fast as you can. You can't catch me, I'm the gingerbread man!"

The cat chased the gingerbread man, followed by the pig, the little old man and the little old woman, but it was no use!

All of a sudden, the gingerbread man reached a wide river, but he didn't know how to swim! A sly, hungry fox saw the gingerbread man and said, "Jump on my tail, and I'll take you across the river." The gingerbread man thought to himself, "I'll be safe on his tail." So he jumped on the fox's tail and they started to cross the river.



Halfway across the river, the sly fox had an idea. "You're too heavy on my tail, jump on my back." The gingerbread man did as he was told and jumped on the fox's back. Shortly after, the fox said, "You're too heavy on my back, jump on my nose."

Just then, as they reached the other side of the river, the fox tossed the gingerbread man into the air...snapped his sharp teeth together and swallowed the gingerbread man in one! And that was the end of the gingerbread man.

## The End





a		b		c		d		e		f		g		h		i		j	
ar		rr		rr		rr		lgh		ow		oo		oo		ar		or	
u		v		w		x		y		z		th		sh		ng		nk	
qu		ch		rr		ee		gh		ow		oo		oo		ar		or	



# Ordering Coins

Cut and paste the coins below and arrange them from smallest value to largest value in the boxes.

--	--	--	--	--	--	--

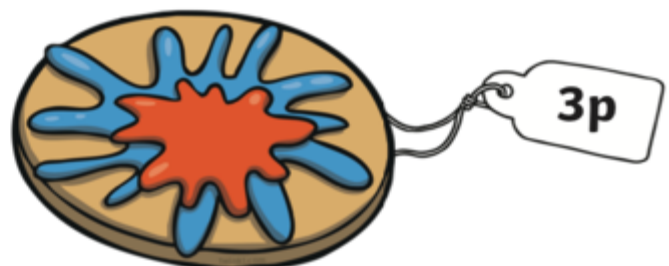
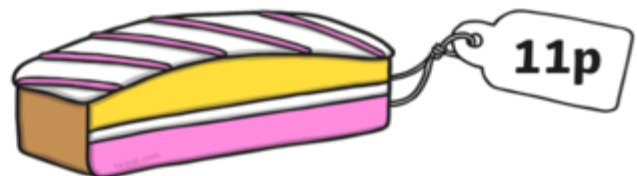
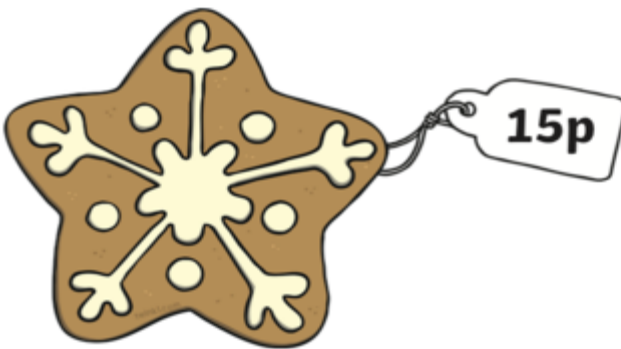
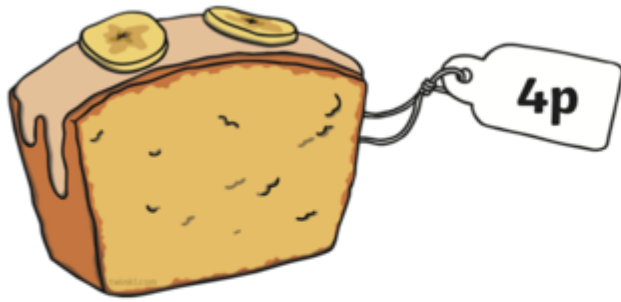
Smallest value

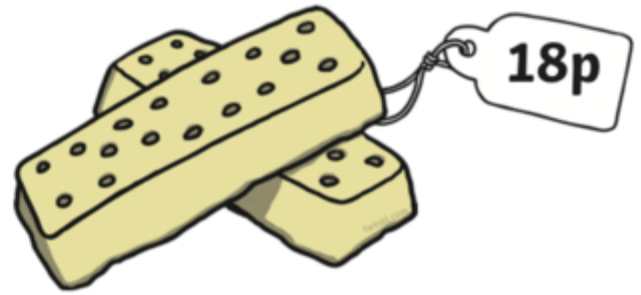
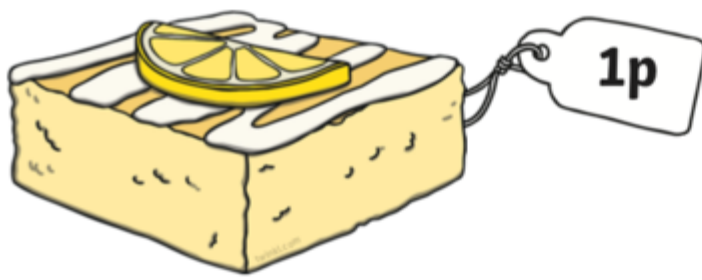
Largest value



visit [twinkl.com](https://www.twinkl.com)







**5p**



**7p**



**8p**



**11p**



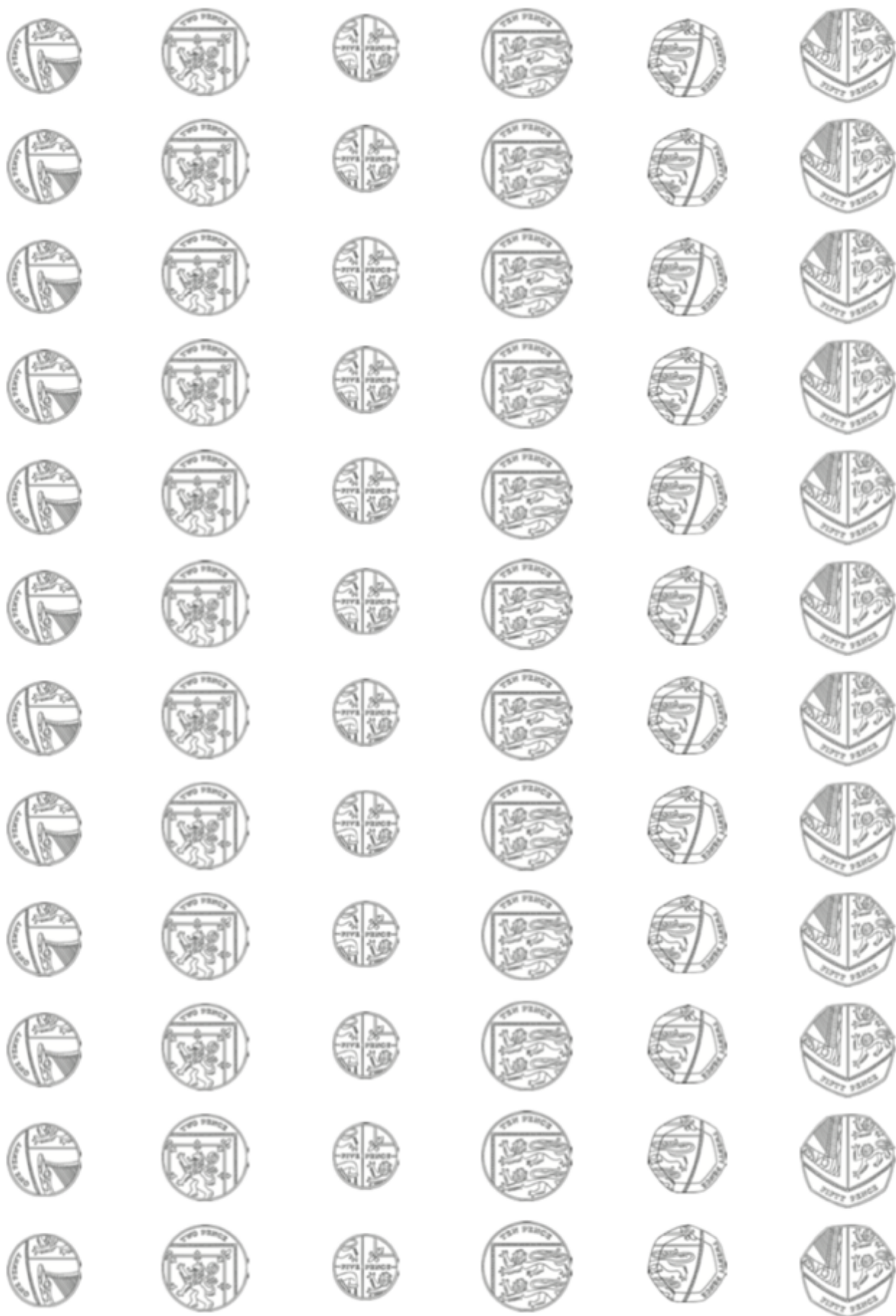
**16p**



**20p**

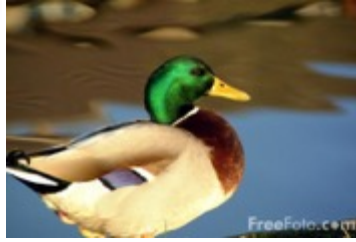






**Would you see these animals at a farm or in a zoo?**

<b>Farm Animals</b>	<b>Zoo Animals</b>



# Swimming Gingerbread Man

## Science Experiment

### Method

1. First, pour some water into a bowl or cup.
2. Then, drop your gingerbread man gently into the filled container.
3. Talk about whether the gingerbread man floats or sinks.
4. Observe and talk about what happens to the gingerbread man over time.
5. Watch as the gingerbread man slowly dissolves/disintegrates.

### You will need:

Small gingerbread men biscuits

Bowls or cups

Jug

Water

