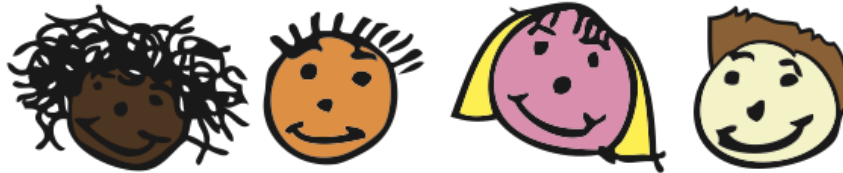







Bowes Primary School



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 9-15) and recap the Red word, do.</p> <p>'Practise' – Play https://new.phonicsplay.co.uk/resources/phase/2/buried-treasure, phase 4, CCV and CCVC words, set 1-7.</p> <p>'Apply' – Write out these yes/no questions for your child to read and answer: Do clocks get cross? Can crabs clap hands? Are you fond of plums? Did a shark ever jump up a tree? Do trains run on tracks? Will a truck go up steep stairs? Can we see the stars on a clear night? When you get wet, will you shrink? Will trash jump from a dustbin?</p>  <p>Session 2</p> <p>'Revisit' – All sounds taught so far – flashcards (page 9-15).</p> <p>'Practise' – Play Syllable Slurp! https://www.roomrecess.com/mobile/SyllableSlurp/play.html</p> <p>'Apply' – Write out these yes/no questions for your child to read and answer: Will an igloo melt in spring? Will a pink shrimp punch a green crab? Can string think? Do you think mud will scrunch? Do cars sleep? Will a plump toad burst? Do skunks stink? Do fish blink?</p>  <p>Session 3</p> <p>'Revisit' – All sounds taught so far – flashcards (page 9-15).</p> <p>'Practise' – Play Fred fingers with green words (page 16). Read a word to your child. Can your child show you the number of phonemes in each word by holding up the correct number of fingers? Then can then try writing the word?</p> <p>'Apply' – Dictate these sentences for your child to write: A shrimp slept in a shell. A crab crept into a crack. An octopus puts on lots of pink socks with brown spots.</p>  <p>Session 4</p> <p>'Revisit' – All sounds taught so far – flashcards (page 9-15).</p> <p>'Practise' – Play Alien Escape, phase 4. https://www.phonicsbloom.com/uk/game/alien-escape?phase=4#</p> <p>'Apply' – Dictate these sentences for your child to write: My damp tent smells as bad as a mad skunk. Do all brown dogs bark? My chimp had a sandwich for her lunch.</p>  <p>Session 5</p> <p>'Revisit' – Revisit reading common/ Red word (page 17).</p> <p>'Practise' – Introduce new red words the and so. Play look, cover, write, check. Year 1, tricky words 1. https://www.ictgames.com/mobilePage/lcwc/index.html</p> <p>'Apply' – Think and write one or two sentences using the words the and so. E.g. The little girl ran down the path. I can run so fast.</p>  |

*As a school we follow Read, write, inc phonics. They have set up a Youtube channel 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*



English

Learning Quest: Fairy tales

Focus book: Little Red Riding Hood

Watch Debbie and friends, Little Red Riding Hood,
<https://www.youtube.com/watch?v=W7dfBMmMeak>
 Story print out (page 18).



ACTIVITY IDEAS:

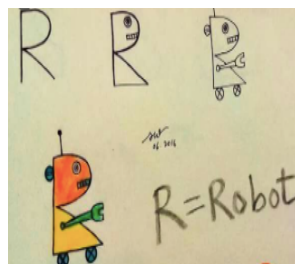
- Read the story. Little Red Riding Hood takes her Grandma some cake. **Big question: if you were visiting a family member or a friend, what would you take to their house? Make a list and draw pictures of the items you would take.**



- Little Red Riding Hood's Grandma is sick! Can you make a get well soon card for Grandma? How will you decorate it? Can you fold your card/paper in half yourself? Use your sounds to write a get well soon message inside the card.



- Little Red Riding Hood's name has two r's in it! Talk about the letter 'r'. Challenge your child to think of items beginning with this letter sound. Can they create their own picture dictionary for the letter 'r'?



Maths

Missing number sentences (Addition)

Have incomplete maths addition sum cards in a bag (page 20) – children to pull out a card and show sum to adult. Adult to read sum with missing part. Ask 'how can we work this out?' Gather children's ideas and model working out the missing number using objects, fingers or counting on using a number line (page 20).

You can watch this video below to support explaining one of the methods you can use

<https://www.youtube.com/watch?v=XgxznEiBj1g> (records by drawing 'jumps')



ACTIVITY IDEAS

- For children that may find these missing addition sums tricky, try filling in the missing numbers on a number line (page 21).
- Complete missing number addition to 10 by using a 10's frame (page 22 & 23).
- Using the missing addition sum cards (page 20), children to choose a sum and adult to support them to work out the missing number by using various strategies (counting on using a number line or using objects/ fingers). Children to practise writing the completed sum with missing number included.

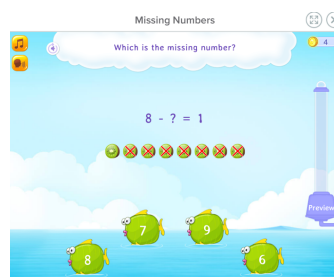
Missing number sentences (Subtraction)

Have sums written down on paper or use pre-written sum sheet (page 24).

Invite children to help work out the answer by using a number line (page 20). Mark the first number with a dot underneath and circle the number you are counting back to. Now draw 'jumps' as you count back to the circled number. Children to count how many 'jumps' they did and fill in the missing number.

ACTIVITY IDEAS

- Complete the missing number subtraction sums sheet (page 25 or 26).
Please choose a sheet to match your child's confidence level
- Try this addition and subtraction missing number game -
<https://www.splashlearn.com/math-skills/first-grade/mixed-operations/missing-numbers>



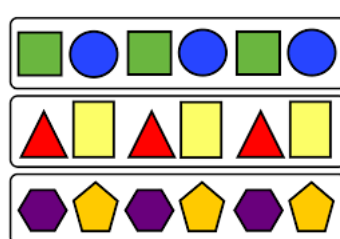
Pattern

Look at different patterns around your house – what patterns can you see? (stripy, spotty, colour patterns etc)



Discuss repeating patterns. Ask children to explain what a repeating pattern is? (repetition of the same thing).
Choose 2 or 3 objects (pasta, buttons, coloured bricks, pens and pencils etc). Adult to model making a repeating pattern using the objects. Invite children to tell you what object would come next? Check your pattern to see if you are correct. Challenge children to make their own repeating pattern with the objects. Can you find the next object for their pattern?

Watch this pattern video →



ACTIVITY IDEAS

- Draw or make your own repeating patterns. How many repeating patterns can you draw/ make?



- Cut and stick repeating pattern sheet (Page 27 & 28)
- Try this online pattern game (start with level one and move on if appropriate) → <https://www.topmarks.co.uk/ordering-and-sequencing/shape-patterns>

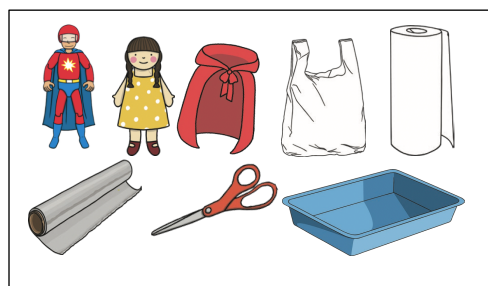


Topic based project based on research

- **Make a new cape for Little Red Riding Hood**

You will need:

A small action figure toy or doll
Scissors
Some water in a small watering can or spray bottle
A plastic tray to test the materials in
A variety of different materials e.g. wool, felt, tinfoil, plastic bag, paper towel, tissue paper



1. Little Red Riding Hood was wearing – a cape. What do you think it might be made from?

2. Little Red Riding Hood wants to go and visit her grandma again but it is raining.



She needs a new cape that will keep her warm and dry. Can you help her to make a new cape by exploring the best materials to use?

3. Have a look around your home for some different materials.
4. Test out these materials by covering a doll or small action figure toy with your chosen material and sprinkle or spray on some water.
5. Talk to a grownup about what happened, what material worked well and what did not work so well?
6. Think about your own coats. What makes them waterproof? What materials are used?

- **Learn some wolf facts** - In the story of Little Red Riding Hood, there is a Big Bad Wolf. What do you know about real wolves? What would you like to find out?



Watch this interesting video to learn some facts about wolves. Write down any facts you remember and draw a picture of a real wolf after watching the video.

<https://www.bbc.co.uk/programmes/p009x1dx>



- **Finger gym - tie a bow** → Little Red Riding Hood ties her cape with a bow or a knot to stay closed. Can you practise tying a bow or a knot using your shoe laces, or costume cape (if you have one.) Watch the video below to help.



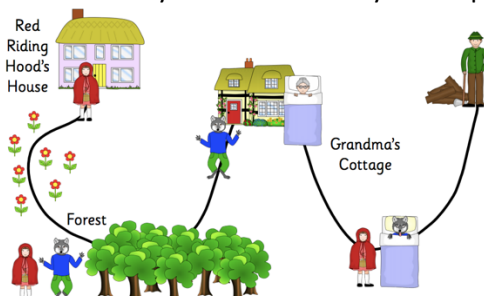
<https://www.youtube.com/watch?v=BeSkBOYUlag&t=40s>



- **Draw or paint a map of Little Red Riding Hood's journey**



1. Draw your own map showing how Little Red Riding Hood got to her grandmother's cottage.
2. Draw what happened on the way.
3. Imagine that Little Red Riding Hood saw something on her journey. What she saw was very exciting! What could this be? Draw your own idea on your map.



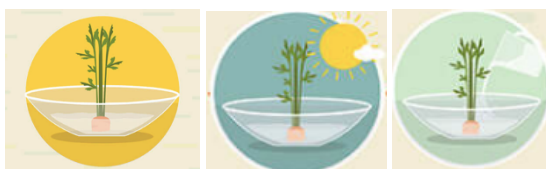
- **Go on a 'Sound walk'** - Little Red Riding Hood had a long journey through the forest before she got to her Grandmother's house. She heard lots of different sounds along the way. Go on a sound walk with a grown up, this can be to the park, local woods, or anywhere around your local area. Take paper and a pencil with you to write down a list of the sounds you hear along the way. When you get home, take a look at your notes and spend more time drawing and labelling pictures of your sounds.



Brain wave!

Growing vegetables

During a time when it is not always easy for us to go out to the supermarkets, it is a great idea to have a go at re growing some vegetables ourselves at home.



You can have a go with any of these vegetables; carrots, celery, romaine lettuce or spring onions. You will need a bowl and some water.

Choose which vegetable you would like to regrow and with the help of a grownup, cut off the top end of the vegetable and place it in a shallow bowl of water. Keep inside and place in a sunny spot on a windowsill. For a lettuce, you will need to cut off the bottom of the head of the lettuce to put in the water.

It is a good idea to check your vegetable and change the water in the bowl every day. **Can you see any new growth? What is growing - the shoots, leaves or roots?** You may even like to draw a picture of what the vegetable looks like each day.
Good luck and happy growing! We can't wait to hear what happened.



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



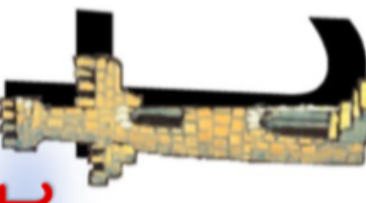
Bounce: i-i-i-insect
Handwrite: Down the body, dot for the head

m

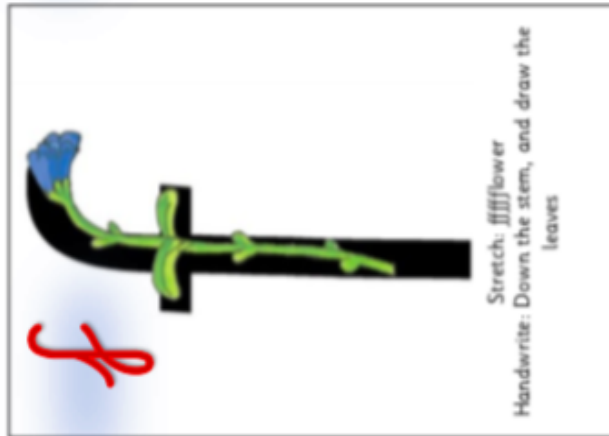
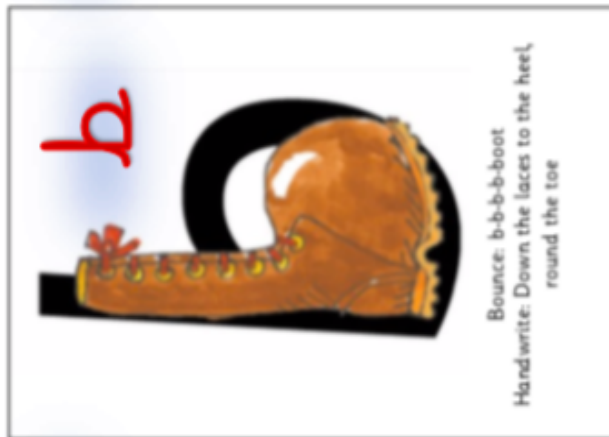
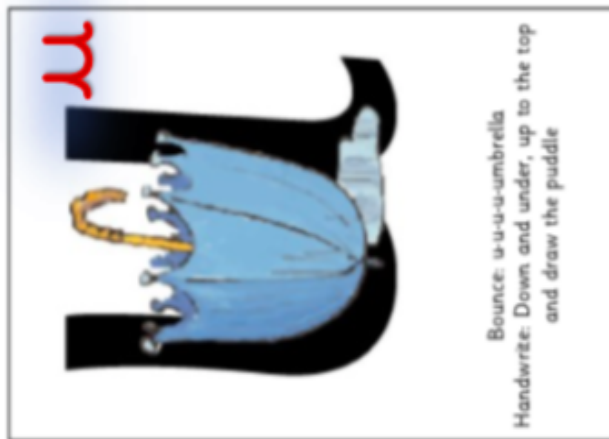
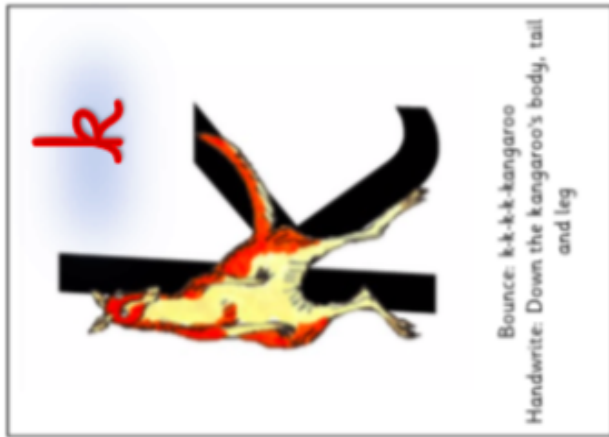
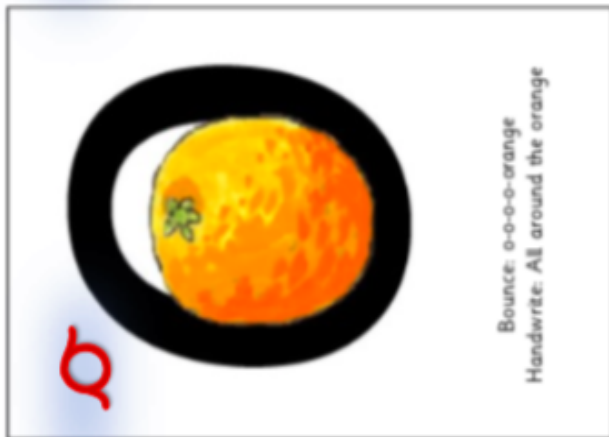


Stretch: mmmmountain
Handwrite: Maisie, mountain, mountain


t



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



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

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?

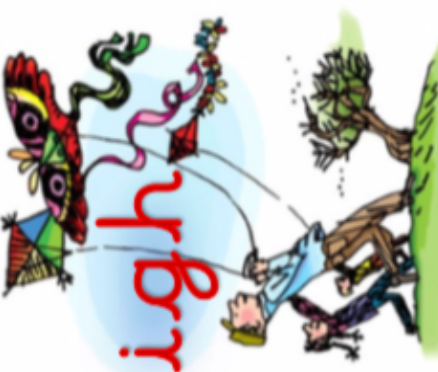
2. day, play, may, way, lay, say, tray, spray



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



ee

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

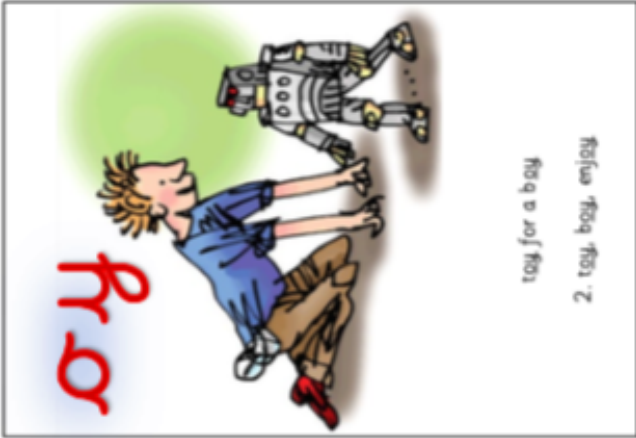
2. car, bar, star, park, smart, start, sharp, spark



or

shut the door

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





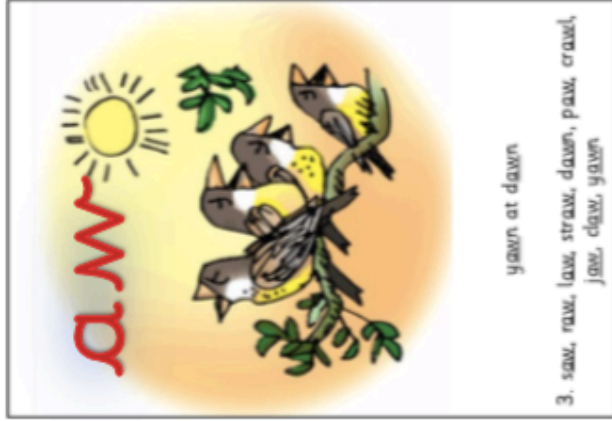
3. fire, hire, wire, spire, bonfire, inspire,
conspire



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



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



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



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



3. burn, turn, lurch, hurt, burn, burp, slurr,
nurse, purse, hurt



3. howl, how, down, brown, cow, town,
crowd, drown, now, gown



3. join, coin, voice, choice, noise

| | | |
|------|------|------|
| milk | band | pond |
| camp | melt | tusk |
| vest | lift | soft |

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

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



Little Red Riding Hood

Short story

Little Red Riding Hood lived in a wood with her mother. One day Little Red Riding Hood went to visit her granny. She had a nice cake in her basket.



On her way Little Red Riding Hood met a wolf.

'Hello!' said the wolf. 'Where are you going?'

'I'm going to see my grandmother. She lives in a house behind those trees.'

The wolf ran to Granny's house and ate Granny up. He got into Granny's bed. A little later, Little Red Riding Hood reached the house. She looked at the wolf.

'Granny, what big eyes you have!'

'All the better to see you with!' said the wolf.

'Granny, what big ears you have!'

'All the better to hear you with!' said the wolf.

'Granny, what a big nose you have!'

'All the better to smell you with!' said the wolf.

'Granny, what big teeth you have!'

'All the better to eat you with!' shouted the wolf.

A woodcutter was in the wood. He heard a loud scream and ran to the house.

The woodcutter hit the wolf over the head. The wolf opened his mouth wide and shouted and Granny jumped out.

The wolf ran away and Little Red Riding Hood never saw the wolf again.

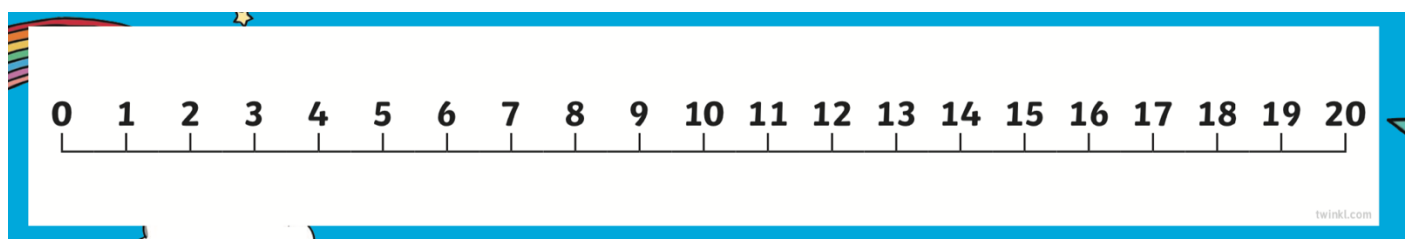
Listen to this story <https://learnenglishkids.britishcouncil.org/en/short-stories/little-red-riding-hood>

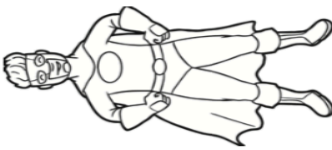
www.britishcouncil.org/learnenglishkids

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| a | q | b | c | d | e | f | g | h | i | j |
| k | l | l | m | n | o | p | q | r | s | t |
| u | v | w | x | y | z | th | sh | ng | nk | |
| qu | ch | ay | ee | lgh | | ow | oo | oo | ar | |
| ar | ir | or | ro | fo | | | | | | |
| ur | ch | ay | ee | lgh | | ow | oo | oo | ar | |
| ur | ch | ay | ee | lgh | | ow | oo | oo | ar | |
| ur | ch | ay | ee | lgh | | ow | oo | oo | ar | |
| ur | ch | ay | ee | lgh | | ow | oo | oo | ar | |
| ur | ch | ay | ee | lgh | | ow | oo | oo | ar | |

| | |
|--------------|--------------|
| $4 + ? = 6$ | $5 + ? = 9$ |
| $6 + ? = 8$ | $7 + ? = 10$ |
| $4 + ? = 8$ | $5 + ? = 7$ |
| $9 + ? = 12$ | $8 + ? = 13$ |
| $7 + ? = 14$ | $6 + ? = 12$ |
| $? + 5 = 8$ | $? + 5 = 10$ |





1



3

4

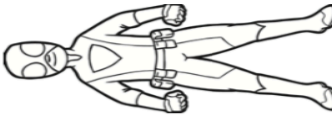


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11

12



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18

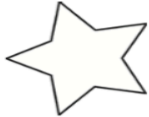


20



1

2



4

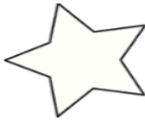
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7



9



12

13

14

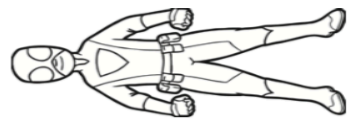


16

17



19



2

3



5



7



9

10



13

14



16

17

18

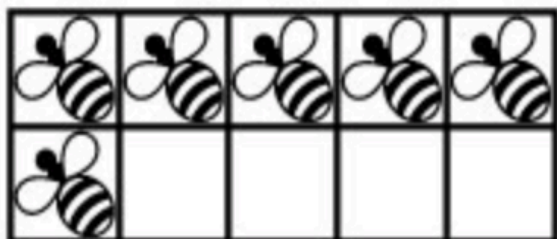
19



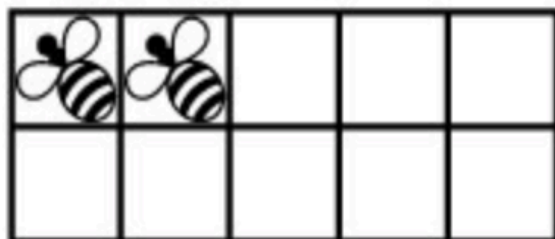
Addition with Ten Frames

Use the 10 frames to help you answer each question.

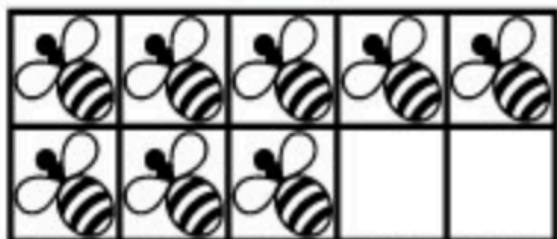
$$6 + \square = 10$$



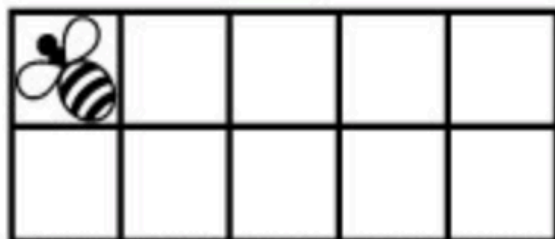
$$2 + \square = 10$$



$$8 + \square = 10$$



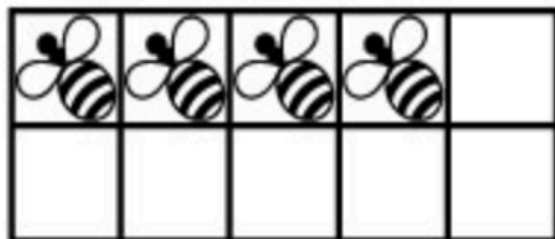
$$1 + \square = 10$$



$$3 + \square = 10$$



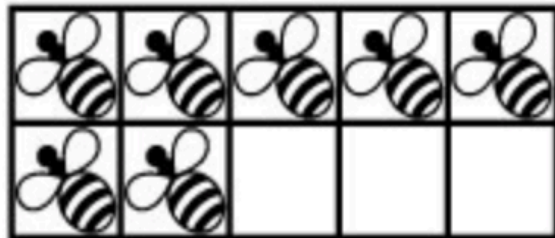
$$4 + \square = 10$$



$$5 + \square = 10$$

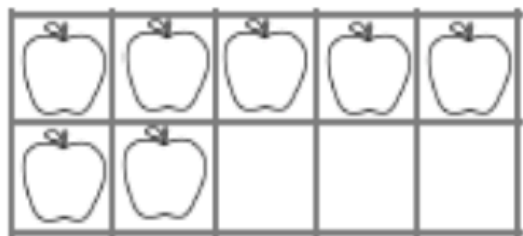


$$7 + \square = 10$$





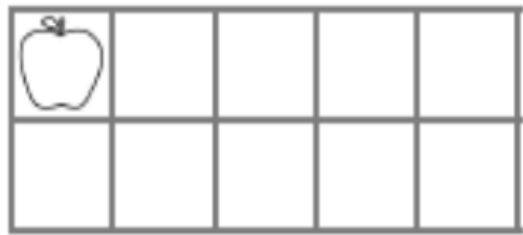
$$3 + \underline{\quad} = 10$$



$$7 + \underline{\quad} = 10$$



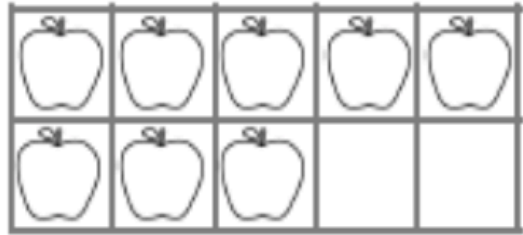
$$5 + \underline{\quad} = 10$$



$$1 + \underline{\quad} = 10$$



$$7 + \underline{\quad} = 10$$



$$8 + \underline{\quad} = 10$$



$$4 + \underline{\quad} = 10$$



$$2 + \underline{\quad} = 10$$

$$7 - ? = 5$$

$$8 - ? = 6$$

$$12 - ? = 8$$

$$7 - ? = 3$$

$$6 - ? = 3$$

$$10 - ? = 5$$

$$9 - ? = 5$$

$$11 - ? = 9$$

$$13 - ? = 7$$

$$12 - ? = 7$$

$$14 - ? = 6$$

$$9 - ? = 3$$

$8 - \square = 5$

$7 - \square = 3$

$6 - \square = 4$

$8 - \square = 4$

$9 - \square = 7$

$6 - \square = 2$

$7 - \square = 5$

$7 - \square = 2$

$5 - \square = 2$

$6 - \square = 3$

$8 - \square = 2$

$5 - \square = 3$

$7 - \square = 4$

$8 - \square = 3$

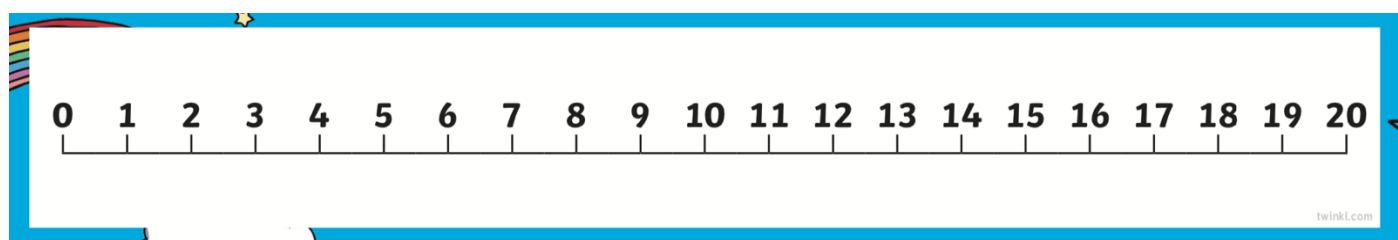
$9 - \square = 4$

$9 - \square = 6$

0 1 2 3 4 5 6 7 8 9 10

twinkl.com

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| $18 - \square = 15$ | $17 - \square = 13$ |
| $16 - \square = 14$ | $18 - \square = 14$ |
| $19 - \square = 17$ | $16 - \square = 12$ |
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Make A Pattern

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