

# 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**

**\*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\***

**\*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\***

**Session 1**

'Revisit' – All sounds taught so far – flashcards (page 11-17)

'Practise' – Write down the word "rog". Get your child to sound out the word. Ask, "Does that sound right? Is 'rog' a real word?" Introduce the term 'nonsense'. Explain, nonsense words are silly, make-believe words that we sometimes use to practice sounding out. We sometimes call them alien words.

'Apply' – Use or write out the alien word flashcards (page 18) Can your child sound out the alien words to read?

**Session 2**

'Revisit' – All sounds taught so far – flashcards (page 11-17)

'Practise' – Practise reading ay and ee green words and add sound buttons to each word. (page 19)

'Apply' – Play Buried Treasure, phase 3, ee or ay,

<https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure> and sort the real words from the nonsense words.



**Session 3**

'Revisit' – All sounds taught so far – flashcards (page 11-17)

'Practise' – Practise reading the alien word flashcards (page 20).

'Apply' – Draw three or four aliens. Can you use your sounds to give them alien names? Don't forget to use capital letters! E.g. Torg, Blayp.



**Session 4**

'Revisit' – All sounds taught so far – flashcards (page 11-17)

'Practise' – Practise reading igh and ow green words and add sound buttons to each word. (page 21).

'Apply' – Play Dragon's Den, phase 3, igh or ow,

<https://www.phonicsplay.co.uk/resources/phase/2/dragons-den> and sort the real words from the nonsense words.



**Session 5**

'Revisit' – All sounds taught so far – flashcards (page 11-17)

'Practise' – Revisit the Red words we have been learning (page 22). How many can you read in 30 seconds? 1 minute? Try again, did you beat your record?

'Apply' – Choose a Red word. Can you put it into a sentence? Repeat again with a different Red word. E.g. **The** frog jumped up high. **My** bag is on **my** back.

**\*As a school we follow Read, write, inc phonics. They have set up a Youtube channel [https://www.youtube.com/channel/UCo7fbLgY2oA\\_cFCI9GdxtQ](https://www.youtube.com/channel/UCo7fbLgY2oA_cFCI9GdxtQ) 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)\***





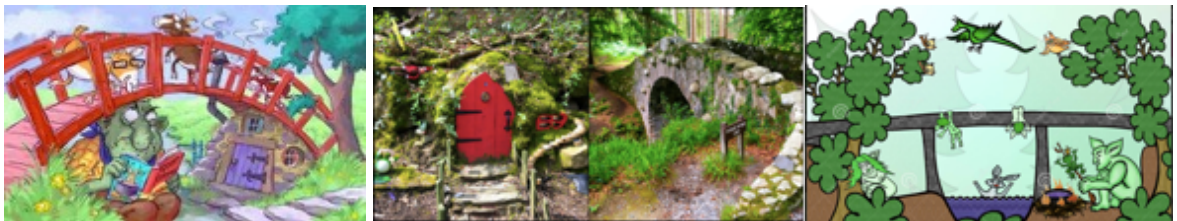
**Focus book: The Three Billy Goats Gruff**

Watch: <https://www.youtube.com/watch?v=3QzT1sq6kCY>

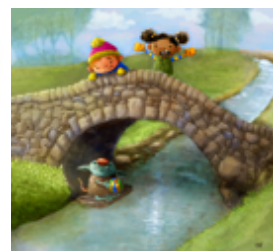
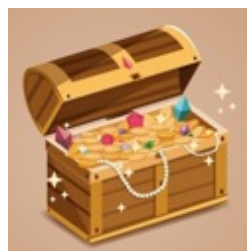
Story print out (page 24).

**ACTIVITY IDEAS:**

- In the story the troll lives under the bridge. Do you think the troll lives alone? Who else could be under the bridge with him? Draw and write about your new character who lives under the bridge with Troll!



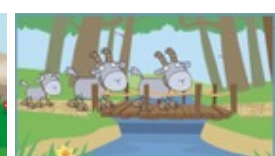
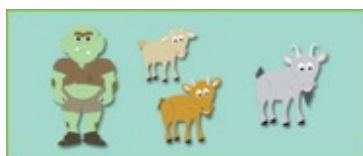
- The troll has lived under the bridge for a very long time. Can you write a list of all the treasures the troll might have found or collected as people passed over the bridge?



- Have a **discussion** with your grown up. In the story the troll feels very grumpy. Can you talk about a time when you were grumpy and why? How did you make yourself feel better?



- **CHALLENGE!** Use the print out (page 25) to write or draw the characters, setting, problem and solution in The Three Billy Goats Gruff. E.g. The problem: the troll was going to eat the goats if they crossed the bridge.



## Maths

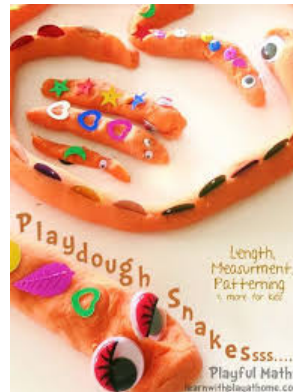
### Length

Recap what the word 'length' means and the words we use when talking about the length of items/ objects. (long, short, longest, shortest)

Children to choose two items from around the house they would like to measure. Make sure children measure the length of items going across and not up (how we measure height!). Mark a starting line for the items and now place the items on the line. Which one is the longest? Which one is the shortest? Repeat with three items now. Can you put them in order from longest to shortest?

#### ACTIVITY IDEAS

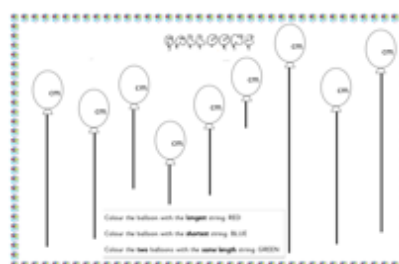
- Roll out some snakes using playdough. Measure your snakes and place them in order from longest to shortest.



- Explore the length of spaghetti. Have some cooked spaghetti and cut the spaghetti strands with scissors. Measure the length of the spaghetti and place them in order from shortest to longest OR on your daily walks collect some natural materials such as sticks. Measure your sticks and place them in order from longest to shortest? CHALLENGE – can you find an even LONGER stick? Can you find an even SHORTER stick?



- Measuring sheet using a ruler. Help your child to look closely when measuring with a ruler and remind them to always start from 0cm. (Page 26-27)  
\*\*please choose a sheet to match your child's confidence level\*\*



## Time

Recap 'time' and what time is used for. Listen to this song -

<https://www.youtube.com/watch?v=RBvmO7NgUp0>



Show children a clock or have a clock pre-made from a paper plate to display.

Recap showing 'o' clock times and remind children where the minute hand and hour hand needs to be pointing. Introduce children to **'half past'** times. Start at 1 'o' clock. Move the minute hand **half** way round the clock and explain that this now shows **half past 1**. Then go to 2 'o' clock and move the minute hand **half** way round the clock and explain that this now shows **half past 2**. Repeat with all other times to 12 and children to join in with saying the 'o' clock and 'half past' times.

### ACTIVITY IDEAS

- Children to make their own paper plate clock faces. Adult to give children a 'half past' time to show on their clock. Check children are placing the minute and hour hands correctly.



- Half past time matching game (Page 28). Print the resource twice and you could make a game of 'pairs'. Take it in turns to turn over two cards and practise reading the 'half past' times. If the cards match you get to keep them, if not turn them back over and try again.
- Half past time worksheet. Write the correct time underneath each clock face. (Page 29).

## Weight

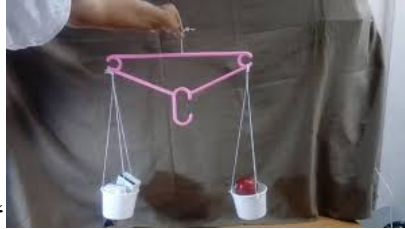
Recap the word 'weight' with the children and talk about what this means. Discuss the mathematical terms we use when talking about weight (heavy, light, heavier, lighter)

Watch this video about weighing vegetables→

<https://www.youtube.com/watch?v=ybEU-6U7s8k>



Provide an assortment of wrapped presents for the children to explore, making sure that some are small but heavy and others are light but large.  
 Adult to ask children to describe the present by asking question such as “tell me about this present?” “What is the same about these presents?” “What is different?”  
 Ask children “do you think this one will be heavier/ lighter than that one?” “why do you think that?”  
 Show children kitchen weighing scales or your own home-made weighing scale and invite children to test the presents to find which is heavy/ light? Children to order the presents according to their weight.

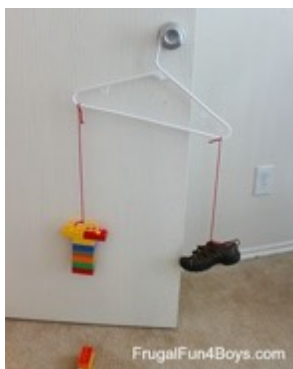


#### ACTIVITY IDEAS

- Bake a cake or make some biscuits with your grown up. Help to measure the ingredients. Make sure you measure the ingredients correctly and carefully. What ingredient did you need the most of? The least of?



- Make some weighing scales to use at home and gather some objects from around the house. Weigh the objects and compare them to find which is heavier and which is lighter. What object was the heaviest? What object was the lightest?



- Choose two items. Using your hands as the weighing scales, first predict which will be heavy and light and then hold them in your hands and see if you were right. (e.g. a stone and a pencil OR a sock and a ball)



Topic based project based on research

- Build a Billy Goats Bridge



You will need:

- Cardboard tubes and boxes
- Children's scissors
- Sticky tape
- String
- Small farm or animal toys

The goats need a new way to cross over the river.



Can you help them by building a new bridge? How will you join your materials to make a bridge? What shape is the bridge going to be? What are you going to use? Is there any way you can make your bridge stronger? Do you need to make the bridge longer or shorter? Is your bridge strong enough to hold your little animals?

Before you begin look at these photographs of bridges and talk with a grownup about the different shapes and how the bridges go across the water.



- Make a troll



There are lots of story versions of Three Billy Goats Gruff and lots of illustrators have drawn the troll very differently. Take a look at the troll on each of these different book covers by different authors and illustrators. How does the troll look different on each front cover?



Make your own troll. It could be a puppet, a picture, a stone troll, a collage, a model or something else completely different. Think about what you would like your troll to look like before you begin.



- [Three Billy Goats Gruff Happy Tent Yoga](#)

<https://www.bbc.co.uk/iplayer/episode/p064kjdk/happy-tent-tales-3three-billy-goats-gruff>



Join in with this Three Billy Goats Gruff yoga activity. You can join in with this yoga anywhere in your home. All you need is a comfortable spot on the floor and a computer or IPAD to copy and join in with the actions. If you have a hard floor like me, you can take the iPad or computer into your garden and join in on the grass, or you can find a nice comfy blanket to put underneath you to cushion your arms and legs when you are joining in with the poses. Have fun!

- [Interesting Goat Facts](#)

Watch this short video clip all about goats. There are some very interesting facts shared in this video. What facts can you remember after watching the video? Which fact did you find most interesting? Write down your interesting fact and draw a picture to match.

[https://www.youtube.com/watch?v=96LRW\\_knWMU](https://www.youtube.com/watch?v=96LRW_knWMU)



- [Sizes](#)

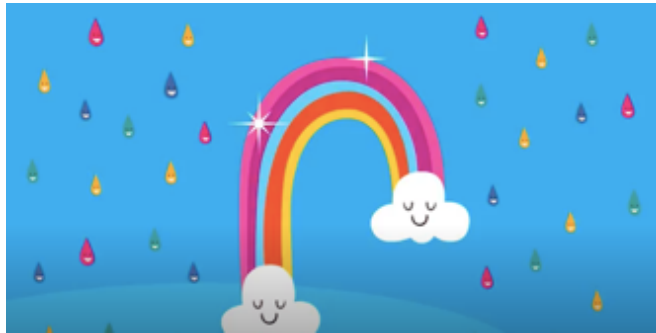
The 3 Billy Goats Gruff are 3 different sizes. Have a look around your house and find some things that are bigger than you and smaller than you. Put them into 'bigger' and 'smaller' lists. You could even make your own table like this one.



Things that are bigger than me	Things that are smaller than me

**Brain wave!**

**Rainbow Waterfall A Mindfulness Drawing**



Listen to the Comic kids Mindfulness Story on YouTube called **Rainbow Waterfall**. In this guided relaxation, we go floppy like cooked spaghetti and then take a journey into a magical forest in our minds. Eventually we discover a stream and follow it to the beautiful Rainbow Waterfall! Have a paper and some colouring pencils near you when you listen. Draw a picture as you listen to show what you are imagining. Enjoy relaxing and imagining!



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: Mäsie, 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: ffff-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: llllll  
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 say the horse to the hissing snake  
Handwrite: Down a horn up a horn and under his head

**r**



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

**j**




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

**w**



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

**r**



Bounce: y-y-y-gak  
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: 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 strog  
1. thing, ping, string, wig, slog, song, pong, song, bang

nk



1. think, stak, wink, sink, blok, link, piok, plank, thank, sunk

may I play?

ay

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

what can you see?

ee

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

fly high

igh

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

ow

blow the snow

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

poop at the zoo

oo

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

look at a book

oo

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

start the car

ar

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

shut the door

or

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

toy for a boy  
2. toy, boy, enjoy

shout it out  
2. out, shout, loud, mouth, round, found

whirl and twirl  
2. girl, bird, third, whirl, twirl, dirt

that's not fair  
2. fair, stair, hair, air, lair, chair

**ire**

fire! fuel!  
conspire

3. fire, hire, wize, spize, borfire, inspize,  
conspire

**ear**

hear with your ear

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

**ure**

Sure it's pure

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

**aw**

yawn at dawn

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

**are**

care and share

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

**ur**

nurse with a purse

3. burn, turn, lurch, hud, burn, burp, slurp,  
nurse, purse, hurt

**ow**


brown cow

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


**oi**

spoil the boy

3. join, coin, voice, choice, noise

ob 

ket 


ab 


hin 


liss 

reb 


pim 


nud 

cag 


duss 

meck 

uck 

nub 


hom 


bab 

sut 


<u>ay</u>	may	say
stay	day	away
way	spray	play

<u>ee</u>	see	seen
bee	been	green
three	tree	

pag 

gim 

ess 


ock 


gan 

liss 


suff 


hab 


boff 

pell 

tull 

rup 

gup 

bup 

fiss 

pon 

<u>igh</u>	high	sigh
might	light	fight
fright	sight	bright

<u>ow</u>	blow	snow
low	show	throw

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

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

# The Three Billy Goats Gruff

Once upon a time, there were three Billy Goats Gruff who lived in a valley. One day, they made a plan to cross a bridge that had a grumpy troll underneath.

The smallest Billy Goat Gruff came to the bridge.

"Who's that trip trapping over my bridge?" growled the troll.

"It's only me, the little Billy Goat Gruff," said the smallest goat.

"Then I'm going to eat you up!" roared the troll.

"But my brother is much bigger. You should wait for him" said the smallest Billy Goat Gruff.

Next, the medium-sized Billy Goat Gruff came to the bridge.

"Who's that trip trapping over my bridge?" growled the troll.

"It's only me, the medium-sized Billy Goat Gruff," said the goat.

"Then I'm going to eat you up!" roared the troll.

"But my brother is much bigger. You should wait for him" said the medium-sized Billy Goat Gruff.

Soon, the biggest Billy Goat Gruff came to the bridge.

"Who's that trip trapping over my bridge?" growled the troll.

"It's me. Big Billy Goat Gruff," said the goat.

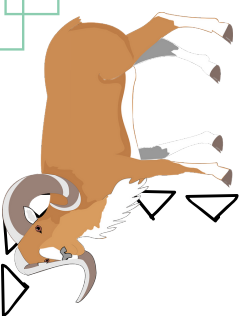
"Then I'm going to eat you up!" roared the troll.

"Oh no you won't!" shouted the biggest goat, and he butted him off the bridge. The troll was never seen again.

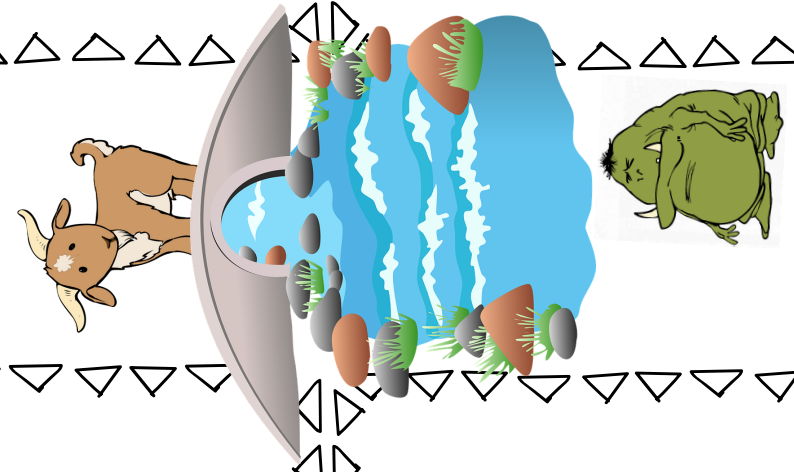
The big Billy Goat Gruff joined his brothers in the field of sweet, green grass.



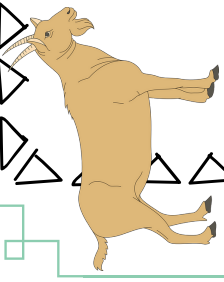
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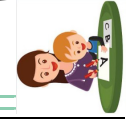
Solution:



Characters:



Problem:



cm

cm

cm

cm

cm

cm

cm

cm

cm

cm

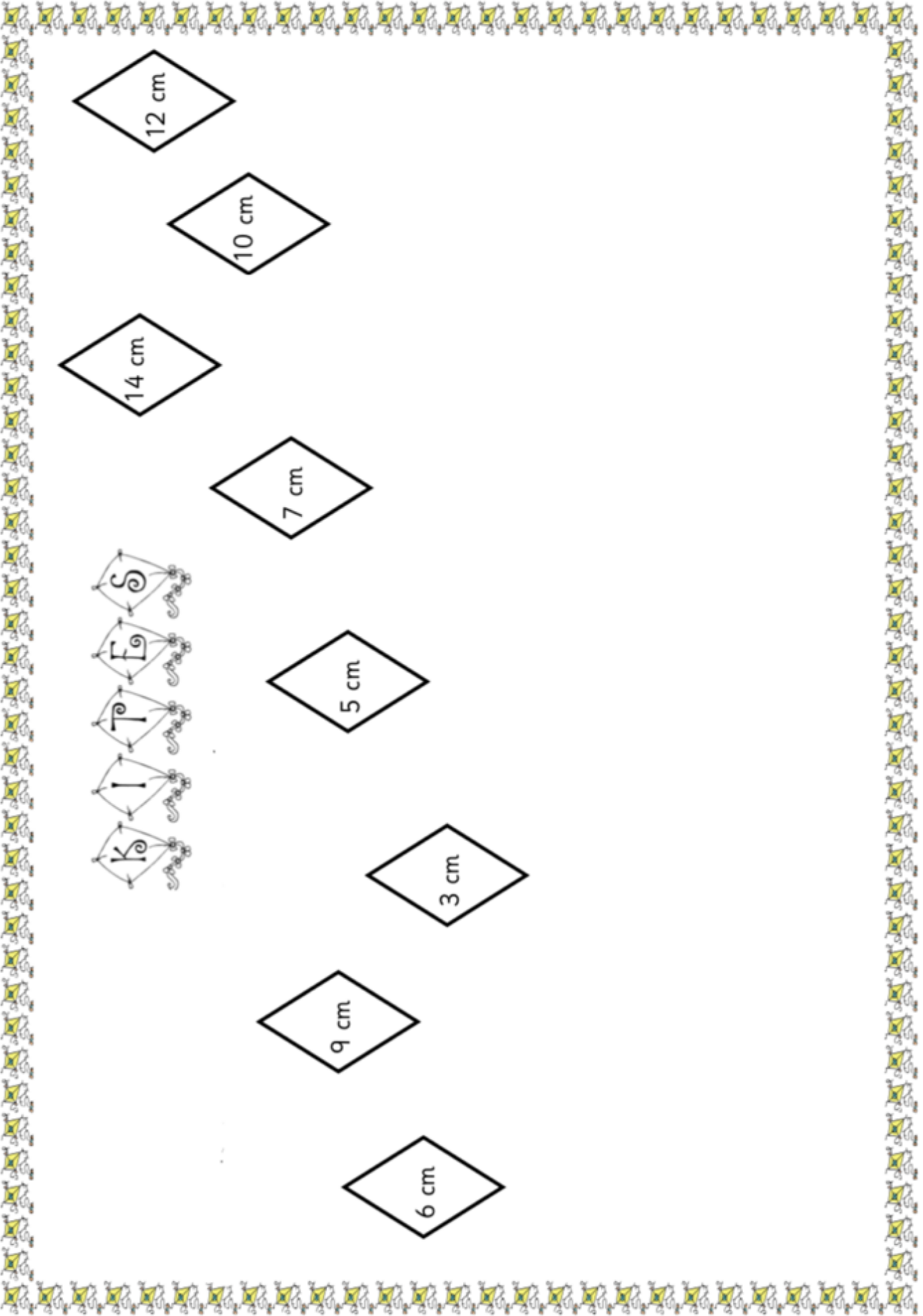
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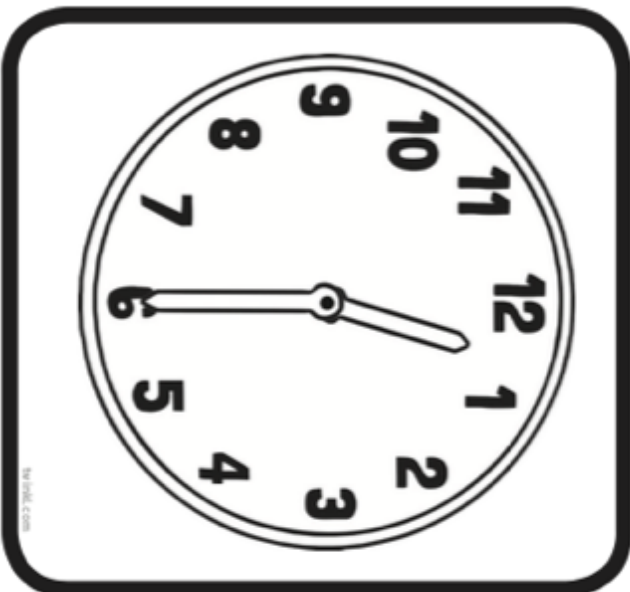
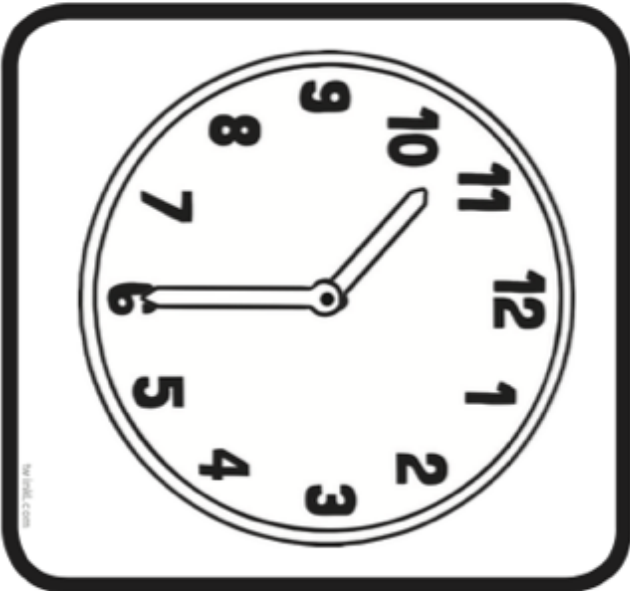
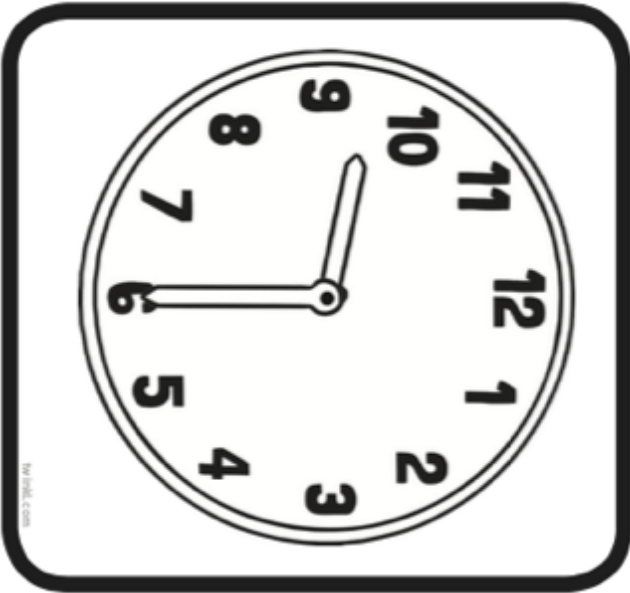
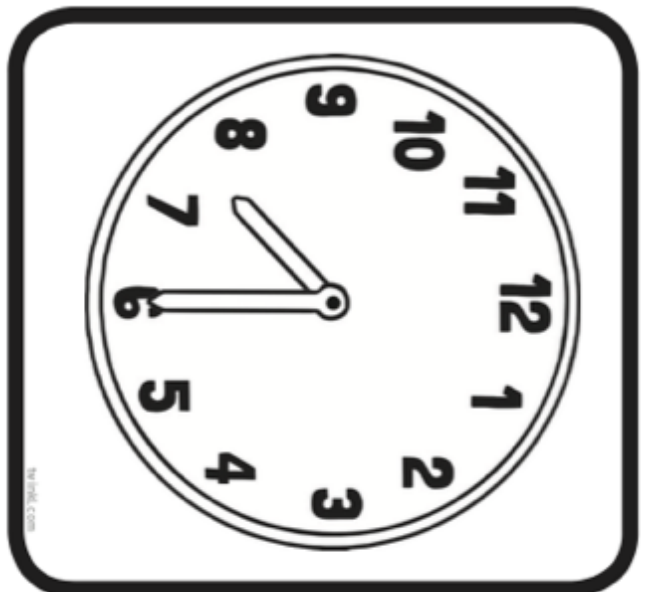
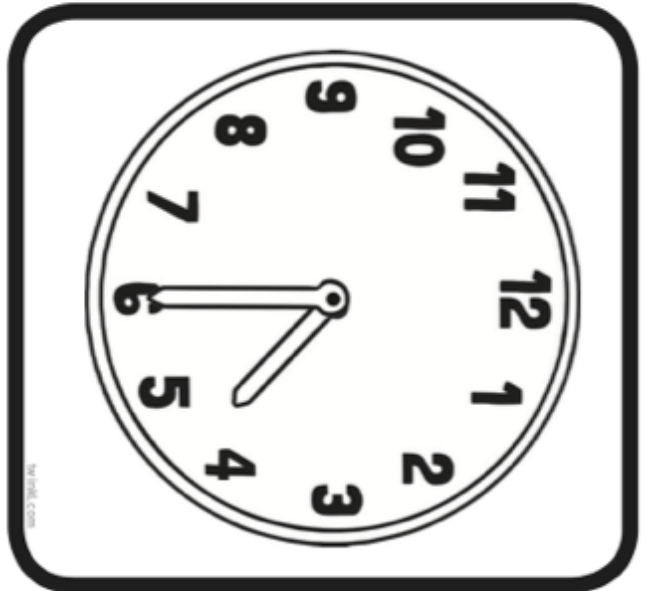
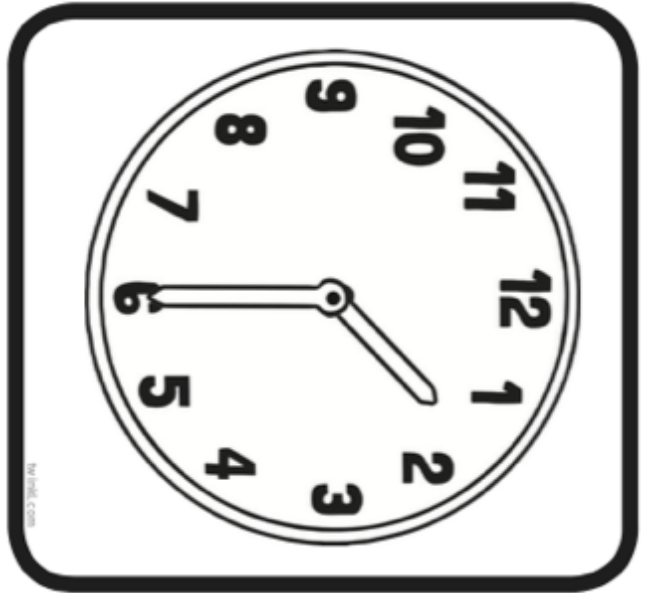
cm

Colour the balloon with the **longest** string: RED

Colour the balloon with the **shortest** string: BLUE

Colour the **two** balloons with the **same length** string: GREEN





# Telling the Time

Write down the time each clock is showing on the line underneath.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_