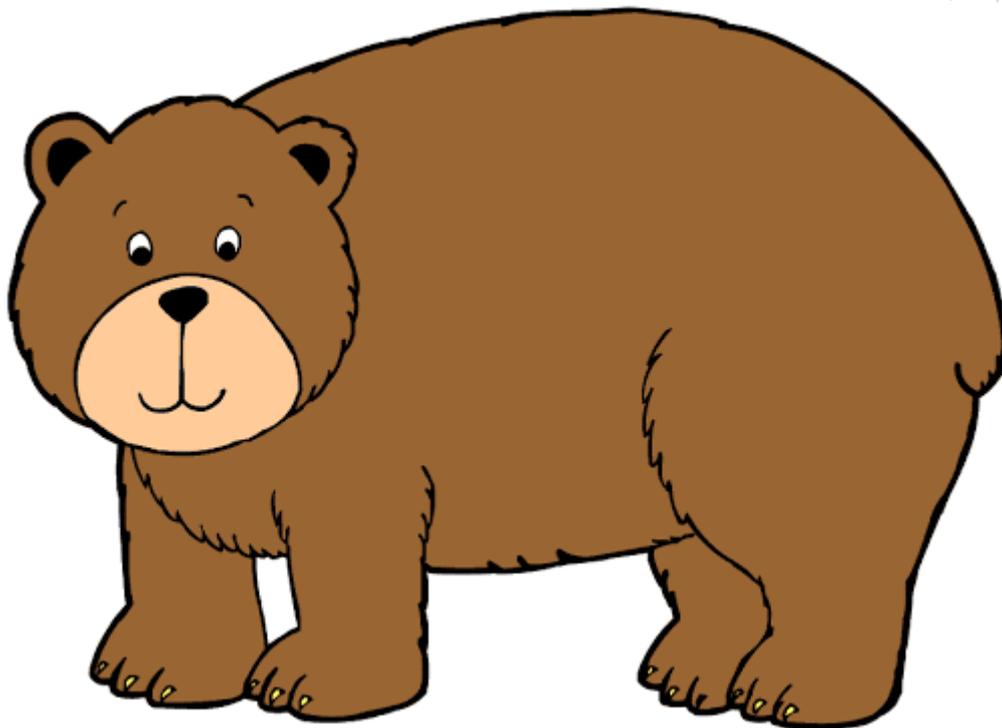


# Bears Class

## Home

### Learning Pack



There are 7 activities for Literacy and Maths (one for each day). Topic activities may take longer and can be spread over a few days. Enhance and adapt if you wish to challenge your child further.

## Phonics and Literacy

- Daily reading and discussing stories to promote the enjoyment of books.
- Recap set 1 sounds from your child's sound mat in their reading folder. Those in pink, purple and green RWInc groups have been learning set 2 sounds too! These can be recapped and everyone can even start to learn these too!

How to say the sounds: <https://www.ruthmiskin.com/en/find-out-more/parents/>

Link to set 1 sound map if needed:

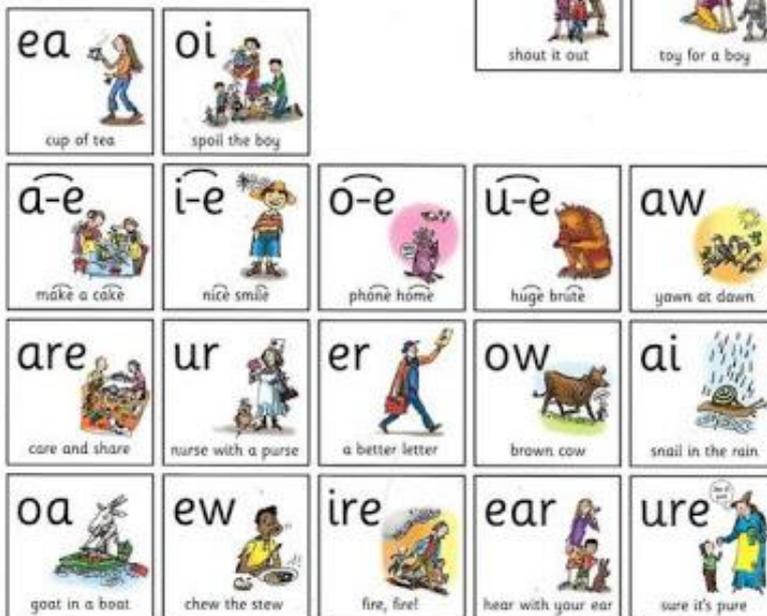
<https://i.pinimg.com/originals/39/75/6c/39756c3dd12bfcee712dde9b55295de3.jpg>

Here are the set 2 sounds too!

### Speed Sounds Set 2



### Speed Sounds Set 3



## Phonics and Literacy continued...

*Each day pick a new sound to practise writing and then pick some words containing that sound. Children to say the word and then pinch the sounds on their Fred Fingers.*

For example: s- s-a-t, s-i-p, s-i-t                      j- j-a-m, j-e-t

**Please use this link to access free resources. (You will need to set up an account)**

<https://www.twinkl.co.uk/offer>

**Password: UKTWINKLHELPS**

**Activity 1:** Use the link below (this is on twinkl so you will need to log in as instructed above).

<https://content.twinkl.co.uk/resource/f6/3a/T-L-5644-Oral-Blending-and-Segmenting-EYFS-Home-Learning-Challenge-Sheet-Reception-FS2.pdf?token=exp=1584095975~acl=%2Fresource%2Ff6%2F3a%2FT-L-5644-Oral-Blending-and-Segmenting-EYFS-Home-Learning-Challenge-Sheet-Reception-FS2.pdf%2A~hmac=5fa9083145497823e1cee5fe45a6619ec3bf030103b359e4e2846faab6c208ef>

This link has some great ideas for phonics games!

### **Activity 2:**

Use the tricky word lists in the link below (this is on twinkl so you will need to log in as instructed above)

[https://content.twinkl.co.uk/resource/9d/79/au-l-678-letters-and-sounds-phase-2-to-5-tricky-words-bookmarks\\_ver\\_3.pdf?token=exp=1584095375~acl=%2Fresource%2F9d%2F79%2Fau-l-678-letters-and-sounds-phase-2-to-5-tricky-words-bookmarks\\_ver\\_3.pdf%2A~hmac=20f1b02a1abb3f27430aeadf58caee2d703cad6ff604c1209eba6ea6016ec150](https://content.twinkl.co.uk/resource/9d/79/au-l-678-letters-and-sounds-phase-2-to-5-tricky-words-bookmarks_ver_3.pdf?token=exp=1584095375~acl=%2Fresource%2F9d%2F79%2Fau-l-678-letters-and-sounds-phase-2-to-5-tricky-words-bookmarks_ver_3.pdf%2A~hmac=20f1b02a1abb3f27430aeadf58caee2d703cad6ff604c1209eba6ea6016ec150)

*We have learnt - I, to, the, he, she, there, my and was so far! Practise these and learn the others too in phase 2 and phase 3.*

*Make a tricky word book mark- this could be double sided and decorated! Then cover spell and check to help practise the spelling.*

*Each day recap tricky words and then pick a new one to learn each day.*

### **Activity 3:**

*Draw pictures of pets and favourite animals.*

*How many wow words can you think of to describe your pet/animal?*

*Label your picture using your knowledge of your sounds. Use your sound mat to help you.*

**Activity 4:**

What do you need to take on a farm visit? Draw your school bag. Discuss and draw picture and label inside the outline of your bag.

E.g. wellies, coat, lunch, water...

**Activity 5:**

Use the farm pictures in the link: <https://content.twinkl.co.uk/resource/bb/96/t-t-2546290-farm-scene-writing-stimulus-photo-writing-frames-.pdf?token=exp=1584096546~acl=%2Fresource%2Fbb%2F96%2Ft-t-2546290-farm-scene-writing-stimulus-photo-writing-frames-.pdf%2A~hmac=17a828e8acdf895ccf93d1b59ca87fd3922f62234999d11e6362face79797796>

*Either write a label for the photo or write a sentence or even two! Can you add a wow word that you used in the pet labelling activity?*

*For example: There are fluffy sheep.*

*Use your tricky word book mark to help you.*

**Activity 6:**

Read grandad's farm story- <https://www.twinkl.co.uk/resource/roi-t-2546172-exploring-my-world-grandads-farm-story-powerpoint>

Discuss the animals that live on farm or the animals you saw on our farm trip.

Make a comic strip to show the story of our school farm trip or an imaginary farm trip.

*First put in how you got to the farm. Then how you got back to school or home.*

*What did you do first when you arrived? (Did you feed the lamb? What animals did you see?)*

*When did you have lunch? What did you do after your lunch?*

Use the template below if you wish to draw you pictures.

<u>1.</u>	<u>2.</u>	<u>3.</u>
<u>4.</u>	<u>5.</u>	<u>6.</u>
<u>7.</u>	<u>8.</u>	<u>9.</u>

**Activity 7:** Retell the story using words such as- first, then, next, after. You could even record yourself! Use your comic strip to help you when retelling.

Can you write your story?

Then illustrate your story and even add a front cover?

### **Extension tasks**

- Use spelling shed to practise spellings- I will try to update the lists as much as possible.
- Write a shopping list for Mrs Harrold (remember to include her favourite foods- chocolate and pizza!)
- Design a packed lunch for a teddy bears picnic and label. Maybe even make this at home and have a picnic with your teddy. Write invitations and a menu.
- Write a sentence about your picnic. What was your favourite part? *I liked the jam sandwiched best because....* Take a photo of your picnic to share with Mrs Harrold on tapestry!
- Sound hunts around the house- find objects that start with the sounds on your sound mat. (Pick a ew sound everyday!)

### **Maths**

(If you are unable to print the sheets off on the link- just show the children on a device and they can the write answer!)

**Activity 1:** Missing Numbers

<https://www.twinkl.co.uk/resource/t-t-16396-raindrop-missing-number-activity-sheet>

**Activity 2:** One more/one less

<https://www.twinkl.co.uk/resource/t-t-18012-one-more-one-less-number-writing-activity-sheet-lorry>

**Activity 3:** Place value and number game

<https://www.twinkl.co.uk/go/resource/number-and-place-value-within-10-interactive-word-mat-tg-356-newlink>

**Activity 4:** Addition

<https://www.twinkl.co.uk/resource/t-n-978-dinosaur-themed-addition-powerpoint>

Use the numicon work sheet in the link.

[https://content.twinkl.co.uk/resource/62/50/t-n-2546526-number-shape-addition-to-20-activity-sheets-english.pdf?\\_token=&exp=1584097791~acl=%2Fresource%2F62%2F50%2Ft-n-2546526-number-shape-addition-to-20-activity-sheets-english.pdf%2A~hmac=6047c25bbee2a3dd20020eb152b487a292c706c2bd5faa426c1009ca7b3f3b6b](https://content.twinkl.co.uk/resource/62/50/t-n-2546526-number-shape-addition-to-20-activity-sheets-english.pdf?_token=&exp=1584097791~acl=%2Fresource%2F62%2F50%2Ft-n-2546526-number-shape-addition-to-20-activity-sheets-english.pdf%2A~hmac=6047c25bbee2a3dd20020eb152b487a292c706c2bd5faa426c1009ca7b3f3b6b)

Children to count how many altogether.

Extend: Which one is the biggest? Count on from the biggest number to find the answer.

Write the number sentence.

**Activity 5:** Addition continued..

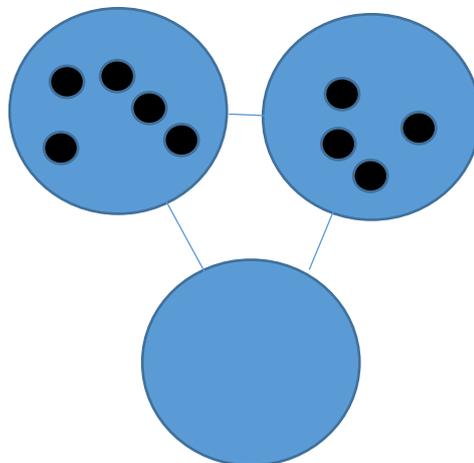
<https://www.twinkl.co.uk/resource/t-n-2587-ks1-addition-word-problem-challenge-cards>

Read the word problems in the link above. Children to draw part, part whole diagrams to work out the answers.

Here is an example:

Sam has 5 sweets. He then buys 4 more. How many does he now have altogether?

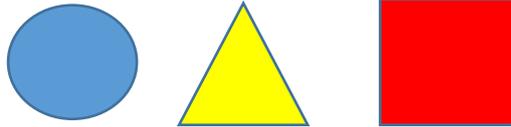
$$5 + 4 = 9$$



Draw the sweets in the 2 top circles (these are the parts). Put the answer in the third circle.

**Activity 6:** Patterns

How many different patterns can you make with just these shapes:



Can you use the shape more than once in one go? Do you have to use all the shapes to make a pattern?

**Activity 7:**

Practise your number formation! <https://www.twinkl.co.uk/resource/zoo-animals-count-and-write-activity-sheet-t-n-7633>

**Extension tasks**

-Everyday pick a new number from the CBeebies number blocks series

<https://www.youtube.com/watch?v=Wbh1vOwl2Yo>. There are lots of great videos with numbers up to 20.

Use your number to practise counting back and up to. Practise writing the number and the number name. What is one more/one less? Explore how to make this number using different objects.

Then explore how to make the number through addition. E.g. how many ways can you make ten?

-Make a number line up to 20. Some of you might want to try and go higher!

-Practise writing a number line in 2s eg 2 4 6 8..... C

## Topic- Animals

### Activity 1:

<https://www.twinkl.co.uk/resource/us-t-2546349-all-about-farm-animals-powerpoint>

**Activity 2:** Pick your favourite animal and make a fact file based on the information in the power point above. Research some more fun facts about your animal on the internet.

**Activity 3:** Make a picture/collage of your habitat with the animals you think live there included.

Imagine you are a farmer. Make your own information leaflet or poster about your imaginary farm for visitors.

Think about:

Animals? Do they have names?

Feeding times?

Sheep dog demonstration? Tractor rides?

Café? Gift shop?

Prices? Opening times?

**Activity 4:** Pick a habitat (ocean, desert, forest, jungle, arctic etc.) What animals live in this habitat? Make a collage/picture of your habitat.

Extension- write labels for the animals, research food chains of the animals in your habitat and draw these.

For longer absences, here is a link to a EYFS home learning pack that covers all areas of learning:

<https://content.twinkl.co.uk/resource/d6/51/t-tp-2549368-eyfs-school-closure-interactive-learning-links-ver-3.pdf?token=exp=1584449133~acl=%2Fresource%2Fd6%2F51%2Ft-tp-2549368-eyfs-school-closure-interactive-learning-links-ver-3.pdf%2A~hmac=1eb61fd82cef6a2a0889291c0508f47ee724dc12b9a20e2a77e404f49e86cc3b>

Below I have included the Early Learning Goals. This is what we are aiming for your child to achieve by the end of the year. These might be useful if you wish to do anymore work with your child. Please put work on tapestry!

### **Early Learning Goals**

#### **Communication and Language**

ELG 01 Listening and attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

ELG 02 Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

ELG 03 Speaking: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

#### **Physical Development**

ELG 04 Moving and handling: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

ELG 05 Health and self-care: Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

### **Personal, Social and Emotional Development**

ELG 06 Self-confidence and self-awareness: Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

ELG 07 Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

ELG 08 Making relationships: Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

### **Literacy**

ELG 09 Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.

ELG 10 Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common

words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

### **Mathematics**

ELG 11 Numbers: Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

ELG 12 Shape, space and measures: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

### **Understanding of the World**

ELG 13 People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

ELG 14 The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.

ELG 15 Technology: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

### **Expressive Arts and Design**

ELG 16 Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

ELG 17 Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance