

Foundation Home Learning Plan – W.B. 22.02.2021

W/b 22.02.2021	Monday	Tuesday	Wednesday	Thursday	Friday
	We have made a folder with a few extra Gingerbread man themed sheets you might like to try. Included in this folder is the recipe for making Gingerbread Men should you wish to use it for Monday's topic session. https://www.twinkl.co.uk/go WM1426				
Literacy	This week's story is the Gingerbread man: Here is an Audio only version: https://www.bbc.co.uk/sounds/play/p072vhzg These are great for improving listening skills. There is an e-book version of The Gingerbread man available on Twinkl if you follow the Twinkl go link below: https://www.twinkl.co.uk/go You will need this pin code to download it. PF6932				
	Listen to a version of the story. If you have a copy of the story at home, even better! Read that instead of listening to the video. There will be parts of the story that you might know already. There are lots of sentences that are repeated. Read/watch the story of The Gingerbread man and join in with some of the repeated sentences like: "Run, run, as fast as you	Listen to a different version. Today we are going to make a story map. A story map helps us to put the main events from the story in order. They are really useful because once you have one you can use it to retell the story.  When you have the pictures stuck in the	Listen to your favourite version of the story. Can you remember something the Gingerbread man said? What about one of the characters who ran after him? Or the fox? See if you can write a speech bubble of something each character said, Simple example. Gingerbread man "Run, run as fast as you can!" Chasing characters "Stop"	Listen to a different version of the story – what is your favourite part? Can you draw a picture and write a sentence about the part you liked best? "I liked it when.....the gingerbread man ran away/the fox gobbled up the gingerbread man" etc. There is writing frame on the website for this.	Hot Seating activity Talk about what a question is – something you ask someone when you would like them to answer you. Question words include "what, where, why, who, when, how" If you were going to meet the Gingerbread man to interview him – what would you ask him? E.g. "Why did you run away? Where were you going to?" Assign your child the role of the interviewer or the character – what will they ask? Then swap over rolls. You could interview the

	can, you can't catch me, I'm the gingerbread man" Maybe you could make a little video of your child saying some of the sentences from the story. Feel free to add props! There are some characters for making stick puppets available to download here: Story map activity available to download here. https://www.twinkl.co.uk/go You will need this pin code to download it. PF6932 We'd love to see and hear them if they are willing. If not, just enjoy the story together.	right order, use it to tell the story of The Three Little Pigs to your grown up. Again, a little video of a part of them retelling the story would be lovely. Story map activity available to download here. https://www.twinkl.co.uk/go You will need this pin code to download it. PF6932 You might choose not to print it off and might choose to draw your own instead. We'd love to see a photo of them please.	Fox "Hop on my back!" Complex examples - Wolf: "Run, run, as fast as you can. You can't catch me. I am the Gingerbread man". You may need to support your child to follow through their sentence with finger spaces between words. Say the sentence first. Get your child to go back to beginning after each word they write to check which word they are up to. Words do not need to be correctly spelt apart from common tricky words (I, the, my, you) – what is more important is their use of phonics – even if they are simply able to hear and write the first sound in each word. You could draw which character is speaking or stick one of the pictures on from Monday.	gingerbread man, the fox, the baker. Children often find asking questions very tricky. They can often answer but find thinking up the questions really hard. In school when we first begin these activities a lot of repetition is needed. We will ask if anyone has a question for the fox, they will say "The fox ate the gingerbread man" or some other fact. This activity may take much modelling, but will be very beneficial for their language skills. You may want to write down an idea for 2/3 questions to ask if your child would like to do some writing today.
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Reading/Phonics

Continue with reading using your own books and online books (Oxford Owl- <https://home.oxfordowl.co.uk/>).



This is a game which you might like to play to revisit sounds previously learnt: <https://www.ictgames.com/mobilePage/helpAHedgehog/index.html>

Today we are going to learn a new trigraph (3 letters making one sound) 'igh' in 'light' https://www.youtube.com/watch?v=eoJXl-lkFF8&list=PLuGr6z2H2KNGrCOBaVFC23_KL-vzGDSZ_&index=14

Here is another learning clip for the sound 'igh': <https://www.bbc.co.uk/bitesize/topics/zvq9bdm/articles/zkhvbk>

Activity

On separate pieces of paper draw the sounds which are needed to build the words: light, night, tight, fright, high, sigh, right, bright as well as the trigraph 'igh' creating a set of 'stepping stones'. Spread the letter sounds and trigraph across the floor and ask your child/ren to jump on the 'stepping stones' in the correct order to build each

This is a game which you might like to play to revisit sounds previously learnt: <https://www.ictgames.com/mobilePage/bingoOriginal/index.html>

Today we are going to learn a new digraph 'oa' in 'goat'. https://www.youtube.com/watch?v=d0X8phlr3Jc&list=PLuGr6z2H2KNGrCOBaVFC23_KL-vzGDSZ_&index=13

Here is another learning clip for the sound 'oa': <https://www.bbc.co.uk/bitesize/topics/zvq9bdm/articles/zh4j47h>

Activity

Using your 'stepping stones' from yesterday swap the 'igh' sound for 'oa'. Can your child/ren place the sound 'oa' in the middle and choose other letters to put in front of this digraph and at the end e.g. b-oa-t, c-oa-t, t-oa-d, f-oa-m, l-oa-d, s-oa-p, r-oa-d, t-oa-s-t, g-oa-t Can they read the word

This is a game which you might like to play to revisit sounds previously learnt: <https://www.phonicsbloom.com/uk/game/alien-escape?phase=3>

Today we are going to revisit the digraphs and trigraph that we have learnt so far:

https://www.youtube.com/watch?v=d0X8phlr3Jc&list=PLuGr6z2H2KNGrCOBaVFC23_KL-vzGDSZ_&index=13

Activity

You will need a dice and some paper and a pencil.

Draw the following list to match a number on a dice to a sound learnt:

1- oa, 2- ai, 3- igh, 4- sh, 5- ng, 6 - ee Ask your child to roll the dice and then identify the sound which matches the number rolled. Adult/s then choose a word that contains the sound rolled and ask your child/ren to write down the word

Key Words

You may like to play this game for your child/ren to practise reading tricky words:

<https://www.phonicsbloom.com/uk/game/list/phonics-games-phase-3>

Activity

You will need the 'Race to the Top' sheet from our school website to play this game as well as a dice and counters.

Take it in turns to roll the dice and then move your counter the number of spaces and see if you can read the word you land on. If you do you can stay on the word if not you will have to go back to the space you started from!

Who will make it to the

Reading & Comprehension

Today's interactive game encourages your child/ren to segment and blend sounds in words to read a question and then decide if the answer is yes or no:

<https://www.phonicsbloom.com/uk/game/yets-no-yeti?phase=3>

This will practise both reading and comprehension skills which we focus on when learning to read.

You may wish to use the Oxford Owl website to explore the reading books we have in school (we would begin with the Pink set of books). When reading ask your child/ren questions about what they are reading and also see if

	word listed above.  Your child/ren could have a go at drawing each word once they have stepped on the stones in the correct order.	they have built and decide if it is a real word or not a real word. How many words can they make? You child/ren might like to create a list of real and not real words that they find and you will find on our school website a sheet which can be used for this.	accurately. For example, a 4 is rolled and you ask your child/ren to write the word 'push'. You can change your list of sounds which correspond to the numbers on the dice to try and use other sounds we have learnt so far.	top first? This is an interactive game to support letter formation that you may wish to explore: http://www.ictgames.com/mobilePage/skyWriter/index.html	they can predict what might happen before reaching the end of the book.
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Maths

NumBots Game

<https://play.numbots.com/#/intro>

We have emailed you your login details, please get in contact with your class teacher if you would like it resending.

For addition activities such as ordering numbers to 20 please look on our home learning page- <https://www.chuterede.com/mathematics-1/>



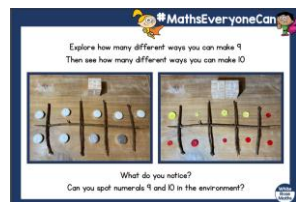
<https://whiterosemaths.com/homelearning/early-years/building-9-10-week-1/>

Session 1- Representing and sorting 9 and 10

Activity- Explore how many different ways you can make 9.

Explore how many different ways you can make 10.

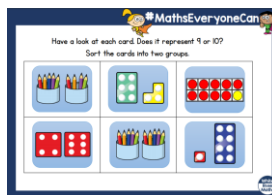
Can you find different ways to represent it? E.g. In a tower, using objects, on a tens frame (like on the activity sheet), fine he number.



<https://whiterosemaths.com/homelearning/early-years/building-9-10-week-1/>

Session 2- Representing and sorting 9 and 10

Activity- Matching cards, sort the cards into a group that represents the number 9 and a group that represents the number 10. Can you make some of your own cards to add to your groups too?



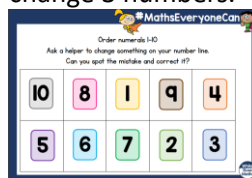
Challenge- Write number sentences to go with the cards e.g.



<https://whiterosemaths.com/homelearning/early-years/building-9-10-week-1/>

Session 3- Ordering Numerals to 10

Activity- order your numbers to 10. You can use the numbers below or use your own number cards. A grown up to switch 2 number cards around whilst you have eyes closed. Can you spot the mistake and change it back to the correct way? Do this several times. Maybe even change 3 numbers.



<https://whiterosemaths.com/homelearning/early-years/building-9-10-week-1/>

Session 4- Composition of 9 and 10

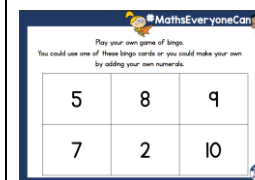
Activity- Below Teddy has made a picture using the number 9. He has used 9 circles to make the wheels on the train. Could you make a picture using 10 dots? You can use other shapes too but it must have 10 black dots.



<https://whiterosemaths.com/homelearning/early-years/building-9-10-week-1/>

Session 5- Numbers to 10 Bingo

Activity- Play Bingo using the cards provided or make your own. Turn over different pictures/representations of number and match it to the correct numeral.



Challenge-

Maybe you might like to extend this to

	Challenge- How many different ways can you represent 9 on a tens frame?	the dice in the matching cards above would show $4 + 6 = 10$	Challenge- Order your numbers to 20.	Challenge- Can you use those dots to make some numbers sentences? They could match your picture e.g. for Teddy's train, his dots are in groups of 3. $3 + 3 + 3 = 9$ Can you make a number sentence to go with your picture?	20 and make you own number cards to go with it.
Finger Gym	For this activity you will need a whisk and	Toilet tube monsters! Punch	For this activity you will need strips of	For this activity you will need paper	For this you will need some playdoh and

	some pom poms or cotton balls. Place the pom poms or cotton balls into the whisk. Ask your child/ren to find a way to get the objects out of the whisk. Prompt the use of their fingers.	holes in a toilet tube for your child/ren. Using string or pipe cleaners to add arms or hair to make your toilet paper tube look like a monster! Show us what monster you make.	paper with different patterns drawn on them and some scissors. Ask your child/ren to cut along the lines that you have drawn onto pieces of paper.	clips and strips of card or paper. Ask your child/ren to have a go at putting the paperclips onto the paper- you may need to show them how to do this first.	different objects for your child/ren to print into the playdoh. Ask your child/ren to print different objects such as a cone and a key into the playdoh. What does each print feel like? Which print is your favourite?
Topic	<u>Baking Gingerbread</u> https://www.twinkl.co.uk/go WM1426 No work on the Gingerbread Man would be complete without a spot of baking. That's where the story begins after all! So, please have a go at baking. We sent a few reminders at the end of last half term about this so hopefully you have got some or	<u>How to cross the river with a bridge</u> The Gingerbread Man needed to cross the river. I wonder why he didn't just hop in and swim. What do you think would have happened to him if he had done that? Maybe go and enjoy a biscuit at this point dunked into a glass of	<u>Floating, sinking and making boats</u> We found out yesterday that the Gingerbread Man wouldn't cope very well in water. So, let's explore another way to get him safely across the water. What other ways can you think of other than a bridge? We know from the story that trusting the fox wasn't the best idea.	<u>Waterproofing the gingerbread man</u> We don't expect you have any of your gingerbread men left by this point so we are going to make some out of paper instead. There is a template available on the website for you to download. Today we are going to wrap the paper gingerbread man up in different materials and put him in the 'river'.	<u>Obstacle Course</u> "Run, run as fast as you can, you can't catch me I'm the gingerbread man!" The Gingerbread Man could indeed run very fast. Do you think you would have been able to catch the gingerbread man? The gingerbread

most of the ingredients. Feel free to use your own recipe. If you don't have everything, perhaps you could substitute some ingredients or miss out things like the cinnamon.



Have fun doing this together. Count out the scoops of flour, look at the numbers on the scales, talk about where the ingredients come from eg. butter is made from milk and milk comes from a cow.

If you don't have the ingredients, maybe you

water, a nice hot chocolate or glass of milk. Hold the biscuit in the drink for a little while. What do you notice? Hopefully (unless it is a sturdy hobnob) you should notice that the biscuit soaks up the liquid. That's exactly what would have happened to the Gingerbread Man if he had decided to swim across the river.

So, let's make a bridge for him. First of all, make a little river. You could do this by drawing one, laying down some blue paper or even using a tray of water. Can you make a bridge that will go from one side of the river to the other?

Hopefully the children will suggest a boat. If not, a gentle steer towards this idea would be great!

Now to make a boat, we need some materials that will float. Have a play around with this. Go on a hunt around the house for various objects.

Make yourself a little river – this could be with a tray or sink or even a bath of water! Take each object from your collection, one at a time. Do you think it will float or sink? Why? Test it out and see if their prediction was correct.

Which material will help him to stay dry? Which materials will let water in and make him very wet? Materials that keep us dry are 'waterproof'. Go around and collect some materials. You may need some tape too so you can fasten some of the materials around the men. Some good examples might include: foil, cling film, cloth. Again, make a prediction. Which ones do you think will keep him dry? Which ones won't? Why do you think that? Test each one out one at a time. Maybe you could use a timer. 60 seconds would be good. Maybe you could watch the numbers change and try to

man was really fast!

This is a physical session so dig out your comfy clothes and trainers.

How fast can you move? How fast can you spin? Can you kick quickly? Skip quickly? How fast can you jump?

Who in the story was slow? Was the horse slow? The cow? How slow can you move? Can you roll slowly? Can you reach slowly?

Go outside (weather permitting).

Get warmed up. Make an obstacle course. What can

	could make some playdough gingerbread men and decorate those instead. Please send us photos of your finished biscuits. Enjoy eating them but please save a couple for Tuesday and Wednesday's lessons. (Don't worry if they were too yummy – I'm sure you can think of alternatives to use on the other days.)	Think about what materials you might use. Think about how you will make the bridge stable. Have fun and please send us some photos. 	Using what you know about materials and floating and sinking, can you make a boat? *What shape is your boat going to be? *Is your boat going to have a sail? *Do you want to decorate your boat? *...and finally, does your boat safely carry the gingerbread man across the river? Videos or photos of your learning would be great.	count along together? Have a look at the gingerbread man that is wrapped up inside. Is he wet or dry?	you jump over? Anything to crawl under? Stepping stones? Star jumps? Jog on the spot? Think of as many things as you can. Time how long it takes to go around the course. Can you beat your time? Maybe siblings or other family members might like to try? Be active. Have fun!
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