




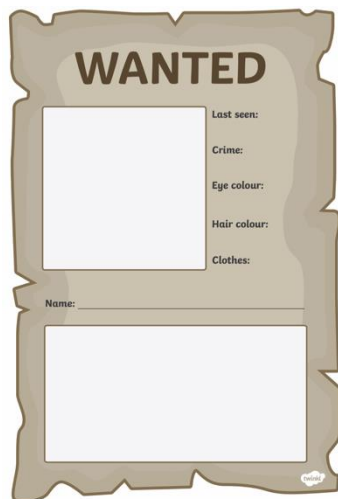
W/C 15.06.20 Learning Project - Famous & Significant People Online

Age Range: EYFS

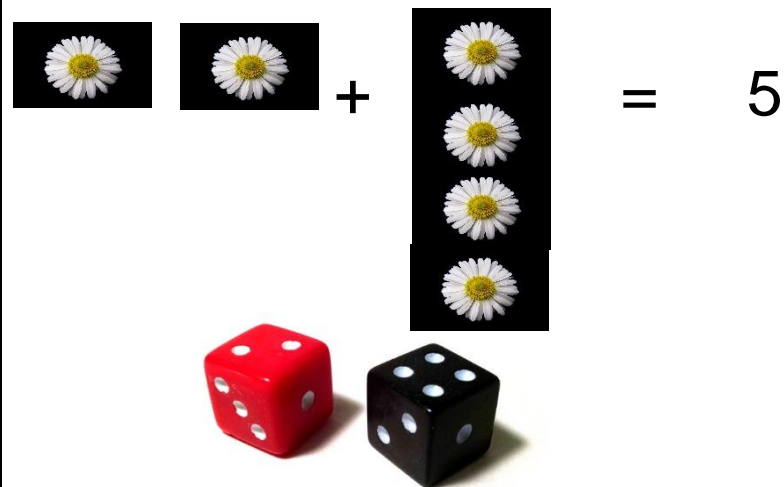
Please upload any photographs/ examples of work that you complete at home this week onto your child's **Tapestry account**, we would love to see what they have been enjoying learning about at home. Thank you, Mrs Pascoe and Mrs Cummins.

Weekly Reading Tasks	Weekly Phonics Tasks
<p>Monday- Ask your child to think about their favourite books and read one of them together. Find out about the famous authors and encourage your child to think about why they like these books? Remind of the author that we were learning about at school before the break from school.: Julia Donaldson, share the information about Julia Donaldson at the end of this pack.</p> <p>Practise reading the following words: hop, bump, fun, lost, hand, flop, lock, the, to, no, go, I</p> <p>Write them onto flash cards to use at home.</p>	<p>Monday- Sound Sprint - Make some sound cards (you could use paper). Place and spread them out across the floor. Ask your child to run and stand on the sound you call out. Say simple words as a challenge e.g. f-o-x.</p> <p>Phonics: sounds this week: h, b, f, l Tricky words this week to learn to write: the, to, no, go, I</p> <p>Phonics challenge this week: now that we know how to recognise and write the letter sounds above, we are now going to be writing words containing these letters and building up to writing a sentence using words containing these sounds.</p>
<p>Tuesday- Read stories written by the famous author, Julia Donaldson. You can also listen to them if you click on the following links: Room on the Broom / Gruffalo. Discuss what you like about the story, is there anything you don't like? Could you think of a different ending to the story?</p> <p>Read keywords for this week (see Monday).</p>	<p>Tuesday- Play Online Buried Treasure - Click on the sounds your child is learning h, b, f, l.</p> <p>CHALLENGE: If you think it is a real word can you explain what the word means?</p>
<p>Wednesday- Ask your child to draw pictures showing what happened at the beginning, middle and the end of Room on the Broom or The Gruffalo. Or choose a different story if you'd prefer.</p> <p>Read keywords for this week (see Monday).</p>	<p>Wednesday- Ask your child to use their phonic knowledge to 'robot talk' some of the names of the characters from the 'The Gruffalo'? E.g. f-o-x, ow-l . Can the adult then robot talk some of the other characters from the story- can your child work out which character you are sounding out?</p>
<p>Thursday- Ask your child questions about the books that you have shared- Who are the main characters? How are the characters feeling? Who is your favourite character? Why? What did you like/dislike about this story?</p>	<p>Thursday- Play Viking Full Circle - Click on the set of sounds your child is learning h, b, f, l. Listen carefully to the word and have a go at choosing the correct letters to make the word.</p>

<p>Read keywords for this week (see Monday).</p>	
<p>Friday- Your child can continue to read a story from the free eBook library at Oxford Owl.</p> <p>Read keywords for this week (see Monday).</p>	<p>Friday- Can you say aloud the following sentence using words containing the sounds from this week?</p> <p>“The hen put the lid on the bin.”</p> <p>Challenge: Extend with another sentence: Then the hen had fun!”</p> <p>Repeat the sentence using lots of different voices (quiet/ loud/ grumpy/ scary/ shy etc). Once your child knows the sentence by heart, remind them of three things:</p> <ol style="list-style-type: none"> 1. A sentence starts with a capital letter. 2. We need finger spaces between our words. 3. A sentence ends with a full stop. <p>Then model writing the sentence, including the above three elements. Then remove your sentence and ask your child to write the sentence on their own. Remind them to start writing on the left-hand side of the paper and to write across the paper to the end before hopping down onto the next line. Can you draw an illustration to match your sentence? Challenge: can you make up your own sentence containing words with our sounds from this week in?</p>
Weekly Writing Tasks	Weekly Maths Tasks- Addition
<p>Monday- Watch ‘The Gruffalo’ here. Ask your child to draw a picture of their favourite character. Can they write words/sentences to describe their character, i.e. furry body, knobbly knees and black teeth.</p>	<p>Monday- Ask your child to count on from any given number to 10 or 20 – e.g. 1,2,?,?,? or 3,4,?,? or 5,6,?,? etc</p> <p>Use the words ‘first,’ ‘then,’ ‘now’ to tell simple maths stories to practise adding more in real life contexts.</p> <p>First 2 people got on the bus Then 2 more people got on the bus Now there are 4 people on the</p>  <p>bus.</p> <p>Can your child record this as a number sentence? 2 + 2 = 4</p>
<p>Tuesday- Can your child make a wanted poster for the Gruffalo. Can they draw a picture of the Gruffalo? Can they describe him?</p>	<p>Tuesday- Play ‘I count, you count.’ Adult begins counting and then stops, child must continue with the counting until the adult claps their hands and then takes over again. Continue until the number 20 or 30 has been reached.</p>



Using a dice, child to roll the dice and collect that number of objects (bricks, pieces of pasta, pebbles etc). Can they then roll the dice again and add on that many extra objects? How many all together now? Can your child accurately count the total number of objects?



Wednesday- Using the letters in the word Gruffalo, can children think and have a go at writing/ drawing a word that begins with each of the letters in the word g,r,u,f,f,a,l,o?

EG:
 G = goat
 R= run
 U= umbrella
 F= fish
 F= fan
 A= ant
 L= lip
 O= octopus

Wednesday- Adding numbers: Watch [Numberblocks](#) (clip 1) to support with adding. You can also click on [clip 2](#) or [clip 3](#).

Can a child:

- state which group of objects has more? Can they do this with a large or small visual difference?
- compare two numbers and say which is the larger?
- predict how many there will be if you add or take away one?

Provide the children with a collection of items to sort. Encourage the children to sort the items into sets and then compare the quantity in each set.

Can you find a set with more than this one? Can you find 2 sets with the same quantity?

Thursday- Ask your child to think about who they believe to be important people – such as the Queen. How would your child describe them? Why do they think they are important? Your child could list important people.

Thursday- Generate your own addition number stories using small world toys, such as toy cars/ doll's house etc: First, there are 3 people in the doll's house. Then, 2 more people come inside. How many people are in the house? Now there are 5 people in the house?

Spot the mistake

Make deliberate errors whilst counting up and down.
(A puppet is great for this)
Ask the children to listen carefully and stop you if they hear something wrong.
Errors can include omitted numbers, repeated numbers or numbers in the wrong place.
You could also play this game by asking children to watch carefully as you write number sequences.

12, 13, 41, 15, 16
18, 17, 16, 14, 13

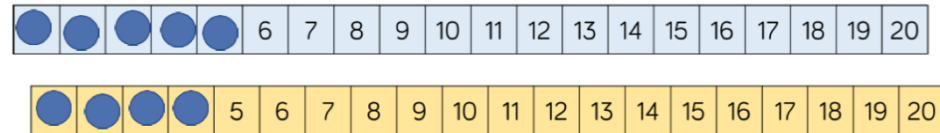
Friday - Ask your child to think about and draw someone who is very important to **them**. Can your child say or write a simple sentence describing why this person is so important?

Friday

Provide different collections of loose parts such as shells, buttons, beads or pebbles for the children to count.
Encourage the children to estimate how many first and to arrange the items onto 10 frames as they count to help them see the full 10 and part of the next ten.

Race to 20

Provide a number track from 1-20 for each child. Children take turns to roll a dice. If they roll 1-5, they collect the corresponding counters to fill their track. If they roll a 6 they go back to the start.



Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about famous or significant people. Learning may focus on past or present inventors, explorers or scientists and how they influence society today.

Make your Favourite Characters-

- Make a puppet of a famous story character. Use a toilet roll and draw, colour and stick other bits of material onto the tube to make your own character puppet. This can be a character from the Gruffalo or a character from another story written by a different famous author.
- Paint your hand and make handprints and decorate to make your very own Gruffalo.



Can you Name the Famous Characters?

- Take part in the quiz -Who Do You Know? You will need help from your grown - ups. Have a go at [Quiz 1](#) and [Quiz 2](#). Or, you could also describe famous book characters to your child and they have to guess who it is you're describing.

Play Snake

- The Gruffalo features a snake. Click [here](#) to play snake - Use the arrows on the keyboard to move the snake around - count how many apples you can collect.

Or, play a family game of Snakes and Ladders.

Create your own Broomstick

- Create your own broomstick like the witch in 'Room on the Broom'. You could gather up sticks from the garden and tie them on to the end of a large stick using elastic bands, string or garden twine. How could you make improvements to your broom? Encourage your child to act out the story. Take a photograph of your finished broomstick and upload onto Tapestry.



Visit 'The Gruffalo' website

- Listen to the Gruffalo [song](#), learn the 'Monkey Puzzle' [song](#) in makaton and dance along to the 'Gruffalo's Child' [song](#). There are also some great interactive games in the [play and explore](#) area. Colour your own Gruffalo using the paint game, create your own monster on monster maker and much more.

Mindfulness

- Help your child find a quiet space where they can sit comfortably. Encourage them to close their eyes, reminding them they are safe; this is their special mindfulness time which helps to keep their brain and body healthy.
- Ask your child to think of a famous person they admire (it could be a superhero or a family member if that is easier) and ask them to think about what they admire / like about that person. Are they strong? Are they kind?
- Help your child to turn this into positive affirmation such as 'I am strong', 'I am kind', or 'I am helpful'. Explain to your child they can say these words inside their head every time they take a breath in. Every time they breathe out, they can relax their body a little bit more.
- Keep breathing and saying the words silently for a minute or so.

STEM Learning Opportunities #sciencefromhome

Rose Mitchtom and Margarette Steife

- Over 120 years ago two women came up with the idea to make a teddy bear. Collect all your teddy bears. Are they all the same? What do you think makes a good teddy bear? If you were going to invent a new teddy bear what would it look like?

Additional learning resources parents may wish to engage with

[White Rose Maths](#) online maths lessons. Watch a lesson video and complete the worksheet (can be downloaded and completed digitally).

[Numbots](#). Your child can access this programme with their school login.

[IXL](#) Click on Maths, Reception. There are interactive games to play and guides for parents.

[Talk for Writing Home-school Booklets](#) are an excellent resource to support your child's speaking and listening, reading and writing skills.

#TheLearningProjects in collaboration with



Information about Julia Donaldson - <https://www.juliadonaldson.co.uk/about.htm>



Growing up

I grew up in a tall terraced Victorian London house with my parents, grandmother, aunt, uncle, younger sister Mary and cat Geoffrey (who was really a prince in disguise. Mary and I would argue about which of us would marry him).

Mary and I were always creating imaginary characters and mimicking real ones, and I used to write shows and choreograph ballets for us. A wind-up gramophone wafted out Chopin waltzes.

I studied Drama and French at Bristol University, where I met Malcolm, a guitar-playing medic to whom I'm now married.

Busking and books

Before Malcolm and I had our family, we used to go busking together and I would write special songs for each country; the best one was in Italian about pasta.

The busking led to a career in singing and songwriting, mainly for children's television. I became an expert at writing to order on such subjects as guinea pigs, window-cleaning and horrible smells. "We want a song about throwing crumpled-up wrapping paper into the bin" was a typical request from the BBC.

I also continued to write "grown-up" songs and perform them in folk clubs and on the radio, and have recently released [two CDs of these songs](#). One of these songs, sung by Malcolm and called "Cochon Blues" was played as one of my choices when I was on the Radio 4 programme, Desert Island Discs.

One of my television songs, A SQUASH AND A SQUEEZE, was made into a book in 1993, with illustrations by the wonderful Axel Scheffler. It was great to hold the book in my hand without it vanishing in the air the way the songs did. This prompted me to unearth some plays I'd written for a school reading group, and since then I've had 46 plays published. Most children love acting and it's a tremendous way to improve their reading.

My real breakthrough was THE GRUFFALO, again illustrated by Axel. We work separately - he's in London and I'm in Glasgow - but he sends me letters with lovely funny pictures on the envelopes.

I really enjoy writing verse, even though it can be fiendishly difficult. I used to memorise poems as a child and it means a lot to me when parents tell me their child can recite one of my books.

Funnily enough, I find it harder to write not in verse, though I feel I am now getting the hang of it! THE GIANTS AND THE JONESES is a novel for 7-11 year olds, and I have written three books of stories about the anarchic PRINCESS MIRROR-BELLE who appears from the mirror and disrupts the life of an otherwise ordinary eight-year-old. For teenagers there is a novel called RUNNING ON THE CRACKS.

When I'm not writing I am often performing, at book festivals and in theatres. I really enjoy getting the children in the audience to help me act out the stories and sing the songs. Malcolm almost