

Age Range: EYFS

Please upload any photographs/ examples of work that you complete at home this week and next 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

**Monday-** Sing the nursery rhyme 'Wheels on the Bus' with your child. See attachment at the end of this document. Can they add verses about different modes of transport? What sounds and actions do other kinds of transport make?

Practise reading the following words: got, go, on, off, cat, kick, the, to, no, go, I, into, he, she

Write them onto flash cards to use at home.

**Tuesday-** Follow the story [The Bus is for Us](#) with your child. Ask them to recall the different types of transport mentioned in the story. Encourage your child to read the yes/no questions. Make yes no cards for them to use to answer.

Phase 3 Yes/No Question Cards (1-6 GPCs)

Is the sun wet?

Phase 3 Yes/No Question Cards (1-6 GPCs)

Will a pen fit in a box?

Phase 3 Yes/No Question Cards (1-6 GPCs)

Can a van go up a hill?

Phase 3 Yes/No Question Cards (1-6 GPCs)

Can wax get hot?

Phase 3 Yes/No Question Cards (1-6 GPCs)

Can men jog to get fit?

Phase 3 Yes/No Question Cards (1-6 GPCs)

Has a cat got a web?

Phase 3 Yes/No Question Cards (1-6 GPCs)

Has a fox got six legs?

Phase 3 Yes/No Question Cards (1-6 GPCs)

Has a pot of jam got a lid?

Phase 3 Yes/No Question Cards (1-6 GPCs)

YES

Phase 3 Yes/No Question Cards (1-6 GPCs)

Can a vet fix a jet?

Phase 3 Yes/No Question Cards (1-6 GPCs)

Can a taxi hop?

Phase 3 Yes/No Question Cards (1-6 GPCs)

NO

Read keywords for this week (see Monday).

**Wednesday-** Tell your child that they're going on an imaginary journey. What do they need to take? Play the memory game - 'I packed my bag and in it I put a...' Take it in

### Weekly Phonics Tasks

**Monday-** Look around the house and garden... can you find anything beginning with our sounds for the week **g, o, c, k**. Write labels for the different objects found. Ask your child to read the word (support them if needed) and put each label with the correct object.

Phonics: sounds this week: g,o,c,k

Tricky words this week to consolidate reading and writing: the, to, no, go, I, into, he, she

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.

**Tuesday-** Play [Rhyme Racer](#) - collect all the rhyming words. What rhyming words did you find? **CHALLENGE:** Can you think of some of your own rhyming words to rhyme with...

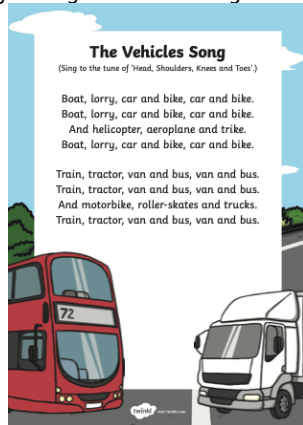
- goat
- claw
- king?

Can you write any of the rhyming words?

**Wednesday-** Challenge your child to have a go at writing some of the tricky words they have been practising reading over the weeks. **I, no, go, to, the, into, he, she**

turns and keep adding to the list. Each time repeat the whole list.  
Read keywords for this week (see Monday).

**Thursday-** During a walk discuss with your child the things they see. Ask them to note the different transports. When you get home, ask them to recount the events from your journey in order. Sing 'The Vehicles Song' together.



Read keywords for this week (see Monday).

**Friday-** Listen to '[The Naughty Bus](#)'. Your child can make a wanted poster for the Naughty Bus.  
Make a wanted poster for the Badly-Behaved Bus.

Read keywords for this week (see Monday).

**Thursday-** Ask your child to listen to the sounds each mode of transport makes. Discuss the rhythm and volume of each sound.

Then can your child write the following dictated words:

- gap, grin,
- on, off
- cat, clap
- king.

**Friday-** Can you say aloud the following sentence using words containing the sounds from this week?

"The gang went off to see the cat."

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:

1. A sentence starts with a capital letter.
2. We need finger spaces between our words.
3. A sentence ends with a full stop.

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?

Some consolidation reading activities below for *the week commencing 20<sup>th</sup> July*

Some consolidation phonic activities below for *the week commencing 20<sup>th</sup> July*

**Monday-** Practise reading the following words. Write them onto flash cards to use at home. the, no, go, I, to, he, she, we, me.  
Read/ listen to [I Wish I Were a Pilot](#)

### Riding My Bike Song

(Sing to the tune of 'Twinkle, Twinkle, Little Star'.)

Pedal, pedal round and round,  
Quickly over bumpy ground.  
Balance on two wheels or four,  
Hold on tight and ride some more.  
Pedal, pedal round and round,  
Quickly over bumpy ground.

Pedal, pedal round and round,  
Ring the bell and hear the sound.  
Clip your helmet, push to start,  
Listen to your beating heart.  
Pedal, pedal round and round,  
Ring the bell and hear the sound.

Sing the Riding My Bike Song above together.

- Monday-** Play high frequency Snakes and Ladders

### Phase 3 High Frequency Words Snakes and Ladders Game



**Tuesday-** Encourage your child to read the yes/no questions. Make yes no cards for them to use to answer.

**Tuesday:** Complete the rhyming strings.

Phase 3 Yes/No Question Cards (1-7 GPCs)

Can a duck quack?

Phase 3 Yes/No Question Cards (1-7 GPCs)

Will a box fit in a van?

Phase 3 Yes/No Question Cards (1-7 GPCs)

Is a robin as big as a jet?

Phase 3 Yes/No Question Cards (1-7 GPCs)

Is a zebra a pet?

Phase 3 Yes/No Question Cards (1-7 GPCs)

Can a rabbit yell at a man?

Phase 3 Yes/No Question Cards (1-7 GPCs)

Can a web buzz?

Phase 3 Yes/No Question Cards (1-7 GPCs)

Can dogs yap?

Phase 3 Yes/No Question Cards (1-7 GPCs)

Can a hen peck?

Phase 3 Yes/No Question Cards (1-7 GPCs)

YES

Phase 3 Yes/No Question Cards (1-7 GPCs)

Can a fox get wet?

Phase 3 Yes/No Question Cards (1-7 GPCs)

Is a lemon red?

Phase 3 Yes/No Question Cards (1-7 GPCs)

NO

Read keywords for this week (see Monday)

Wall



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Dig



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Tree



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Hat



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Star



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Stag

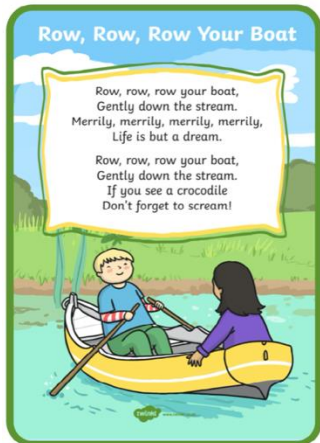


1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Wednesday-** Read and sing Row, Row, Row, Row Your boat together.



Read keywords for this week (see Monday).

**Wednesday-** Play keyword bingo!

that	will	this
then	them	with

see	her	now
down	look	too

Thursday

Reading and phonics activity: Find and colour the sentence in the maze to match the picture.

### Phonics Reading Sentence Mazes

Find and colour the sentence in the maze to match the picture.



Vikram	and	sister	see
gets	Yazmin	owl	chat
Jon	sail	chicken	bow
been	in	might	hear
light	a	wooden	boat.

Write the sentence you have found.



Kevin	and	shark	sheep
look	Jeevan	had	march
tooth	got	wet	hear
see	mat	in	torch
on	night	the	rain.

Write the sentence you have found.

### Weekly Writing Tasks

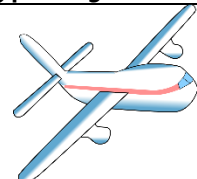
**Monday-** Ask your child to draw pictures of a bus and label the picture. Encourage your child to use their phonic knowledge to sound the word. Do not write the labels for your child to copy as this does not support their learning.




**Tuesday-** When on your daily walk focus on road safety. Once home ask your child to make their own road safety poster - Stop, Look, Listen. Share your posters on Tapestry.

### Weekly Maths Tasks- Counting to 20

**Monday / Tuesday-**

During your daily walk complete a tally chart for the different types of vehicles that you see. Complete the activity two days running and compare results.

Type of vehicle	Tally
	

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<b>Other types of vehicle</b>											
<p><b>Wednesday-</b> Imaginary journey- where would your child go? Why would they go there? What would they do there? They could draw out their imaginary land and write a list of all the items they will be taking with them. Demonstrate how to write a list for your child to see.</p>	<p><b>Wednesday-</b> Using your tally from with Monday or Tuesday can you create a bar chart showing the results?</p> <p> <a href="#">White Rose Weekly Maths</a>    <a href="#">White Rose Maths</a> -click for Summer Term guidance.         </p>										
<p><b>Thursday-</b> Write simple sentences about your daily walk journey. What did they see and hear? Remember to encourage capital letter to start, finger spaces between words, using phonic knowledge to hear sounds in words and ending with a full stop. We would love to see you writing and drawings on Tapestry.</p>	<p><b>Thursday –</b> Think of your own survey that you could conduct with your family: for example: favourite foods/ eye colour/ favourite animals. Plan your questions and then contact your family members to ask them their responses. Record these responses in preparation for tomorrow's session.</p> <p> <a href="#">White Rose Weekly Maths</a>    <a href="#">White Rose Maths</a> -click for Summer Term guidance.         </p>										
<p><b>Friday-</b> Make your very own Badly Behaved Bus (see reading activity) and use this to</p>	<p><b>Friday-</b> Using your results from yesterday's survey, can you create a bar chart showing</p>										

retell the story. Your child could make a different mode of transport as a challenge.

the results?

[White Rose Weekly Maths](#) [White Rose Maths](#) -click for Summer Term guidance.

**Monday-** Having made your paper planes – see project below. Ask your child to design a certificate for the winner or winners. Remember to ask them to include a sentence for the reason for the certificate e.g. Award for making the plane that flew the furthest. Discuss how names start with a capital letter.

### Capacity and weight focus

**Monday / Tuesday-** Presents! Provide an assortment of wrapped items for your child to explore, make sure some are small but heavy and other are light but large. Place the presents in an area where they can be explored. Encourage the children to make predictions on the wrapped items.

Discuss – Tell me about this item. What is the same about these two? What is different? What does this item remind you of?

Reasoning - Do you think this one will be heavier . lighter than that one? Why do you think that? How will you test out your idea? Why or why not? Which do you think is the heaviest / lightest? Could we arrange them in some way? Why have you put that one there Can we arrange them in a different way?

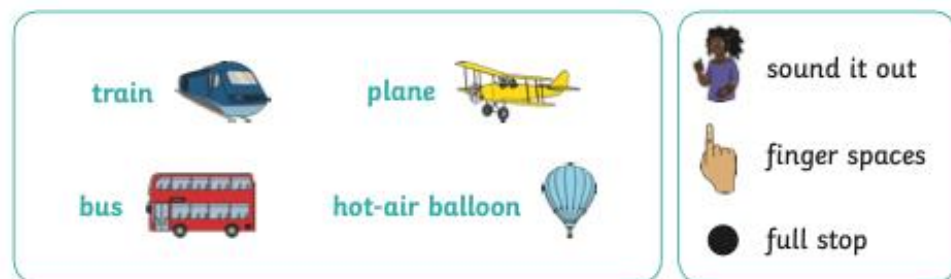
Develop – What kind of thing do you think might be inside? Why do you think that?

Can you find something that is the same weight as this present?

Record- Have you group the presents? What can we do to remember the order / arrangement?

[White Rose Weekly Maths](#) [White Rose Maths](#) -click for Summer Term guidance.

**Tuesday-** Write a sentence or sentences about the transport picture.



**Wednesday-** How many facts do you know about boats? Can you write a Did You Know information sheet about boats?

**Thursday:** Can you read your facts and then create some illustrations to match?

**Wednesday/ Thursday-** Can your child say how many there are without counting? This is a hiding game that can be made more exciting by having gems, jewels or golden coins. The Activity - Put three bowls over one, two and three jewels. Quickly lift and replace one bowl and challenge your child to say how many there are. Swap the bowls around rapidly for a minute. When you stop, can they point to the bowl with three? Lift the bowl and see if your child can instantly say whether they are right or not. Describe – Can your child see how many there are? How did they see them? Reasoning- How did your child know there were three, ask them to explain.



Opening out – Can you make some different patterns with four jewels?  
How can you arrange five jewels so you can quickly see there are five?  
Recording – Draw, stamp, sticker or take a photo for your favourite patterns for 5.  
Use spatial language to develop ‘above’ and ‘underneath’ including shape names or properties, such as ‘in a line’ or ‘triangle’.

[White Rose Weekly Maths](#) [White Rose Maths](#) -click for Summer Term guidance.

### Learning Project - to be done throughout the week

**The project this week aims to provide opportunities for your child to learn more about transport. Learning may focus on modes of transport, transport in the past, the science behind transport, road safety and how to be safe around water.**

#### **Make Paper Planes**

- Make paper airplanes using this [guide](#). Ask your child/ children to come up with a name for their airplane and write this on the side. Have a competition to see whose airplane will fly the furthest/ highest. You could ask them to create a certificate for the winner. Take a photograph of the winning plane to share your success and upload to your Tapestry account.

#### **Traffic Lights**

- Play the traffic light game- Ask your child to help create a set of traffic lights. This could be as detailed or simple as you like. Ask your child to run around the garden/ outdoor space. When you point to a colour on the traffic light they have to do the following:
  - Red- Stop or freeze where they are
  - Orange- Walk slowly
  - Green- Run

You can extend this by adding in different colours or actions e.g. when you bounce a ball on the ground, they have to jump up and down.



#### **Origami Boat**

- Follow the instructions [here](#) to make your very own origami boat. You could float these in a paddling pool, in the sink or in the bath. Experiment with filling your boats up with objects, does it still float?

#### **Follow the instructions -**

- Give instructions to guide each other around the house/garden i.e. forward two steps, turn left, forward two more steps.
- Can you support your child in drawing a map to show the way around the house? **CHALLENGE:** Work with your child guiding [Bee Bot](#) to the flower. Use the arrows and press ‘Go!’



#### **Learn to Ride a Bike**

- Support your child in learning to ride a bike. They could even do an obstacle course to help develop their control or have races to improve their speed.

#### **Wellness**

Explain to your child that sometimes when we think about new situations, or when we know things are going to change, it can make us feel worried. Feeling anxious or worried is normal; it's a step our body takes to make sure we are safe.



There are techniques we can use to help us feel calm, even when things are changing or when times are difficult. Today we will learn one of these techniques. It's all about using your superpowers! Stand in a quiet space with your legs slightly apart, your back straight and your head tall, with your arms bent and your hands on your hips. Make your position big and strong. Just like Superman or Wonder Woman might stand!

Keep still in this position and start to take long, slow breaths. You can even think about which power you would like to have to help you through the difficult time by saying things like 'I am brave' or 'I am strong'. Notice how you feel after spending a few moments in this big, strong position.

Try it anytime you are feeling worried or nervous... it will really help you to feel brave!

### STEM Learning Opportunities & sciencefromhome

#### **Brilliant Boats**

- Collect different materials from around your house. Paper, yoghurt pots, cereal boxes, tinfoil cake tins. Which objects make the best boats? Which boat will carry the most coins or marbles?

### 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.

## Resources-

### Chapter 1

There was once a very badly behaved bus.

When this bus got to a roundabout, he would drive straight over it and ruin all the lovely flowers! When people were waiting at the bus stop, he would drive straight past them, even when he had lots of room! And when this bus saw a big puddle, he would drive straight through it, soaking everybody in the street.

None of the bus drivers wanted to drive him because they all knew just how naughty he could be. The only people who liked the bus were the school children, who thought riding him was a lot of fun.



One day, three of the bus drivers got together.

"Someone needs to show him how to behave," said bus driver Katy crossly.

"Someone needs to fix him," said bus driver Simon sadly.

"Someone needs to teach him a lesson," said bus driver Gus grumpily.

They all agreed that something had to be done about the badly behaved bus. But what?

### Chapter 3

Next, bus driver Simon had a plan.

"The badly behaved bus must have the wrong kind of petrol," he said, "that's what's making him so naughty!" He decided to make a special petrol mix to help the bus calm down.

He mixed up milk, honey and flower petals and he poured the mix into a petrol can. Late at night, when the naughty bus was asleep in the bus garage, Simon filled up his tank with the calming mixture.

The next day, the bus woke up feeling happy. Bus driver Simon drove him around the block. At first, the bus drove calmly and quietly.



But then there was a splutter from the engine and a gurgle in the tank. The bus started revving like he was about to sneeze. The bus saw a big crowd of people watching, turned around and... SPLLOOSH!!!

The badly behaved bus had sprayed petrol mix all over the people!

"You are the most disgusting bus I have ever driven!" shouted bus driver Simon and he gave up.



### Chapter 2



Bus driver Katy had a plan.

"I know," she said, "I'll make him watch how the other buses behave!" She asked one of the drivers to drive a well behaved bus in front and she would drive the badly behaved bus behind.

At first, it all seemed to be going well. The good bus stopped at the bus stops, and so did the naughty bus. The good bus stopped at the traffic lights, and so did the naughty bus.

"It's working!" thought bus driver Katy.

The good bus was driving nice and slowly.

"Go a bit faster, I'm getting bored," whispered the naughty bus. The good bus drove a little bit faster, and a little bit faster until.... CRASH!!!

The good bus had driven straight into a lorry!

"You are the nastiest bus I have ever driven!" shouted bus driver Katy and she gave up.



### Chapter 4

Finally, bus driver Gus had a plan.

"I'm going to teach that bus a lesson," he said, "So that he is never naughty again." Tippi the tow truck agreed to tow the badly behaved bus away and lock him up in the Car Pound.

The bus felt sad when he was towed away and he felt scared when he was locked up in the Car Pound. All around him were other cars who had broken rules or that no one wanted.

"Let's get out of here," whispered the bus to the cars.

"How?" asked a rusty car, "The fence is so high and the gates are locked." The badly behaved bus got ready. He revved his engine and then 1,2,3...

**SMASH!!!**

The bus had crashed though the gate at top speed, breaking the padlocks! All the cars cheered and followed him out into the night.

"He is the worst bus I have ever driven! I give up!" said Gus to his family that evening over dinner.

"Let's not give up yet," said Gus' daughter Daisy, "I have a different kind of plan."



## Chapter 5

Like all the children at her school, Daisy loved the badly behaved bus. They loved that he was noisy and went fast, and you never knew when he was going to stop. It was just like being on a roller coaster.

"He's not a badly behaved bus," said Daisy, "he's just a bored bus, doing the wrong job."



So Daisy went to see the owner of a theme park nearby.

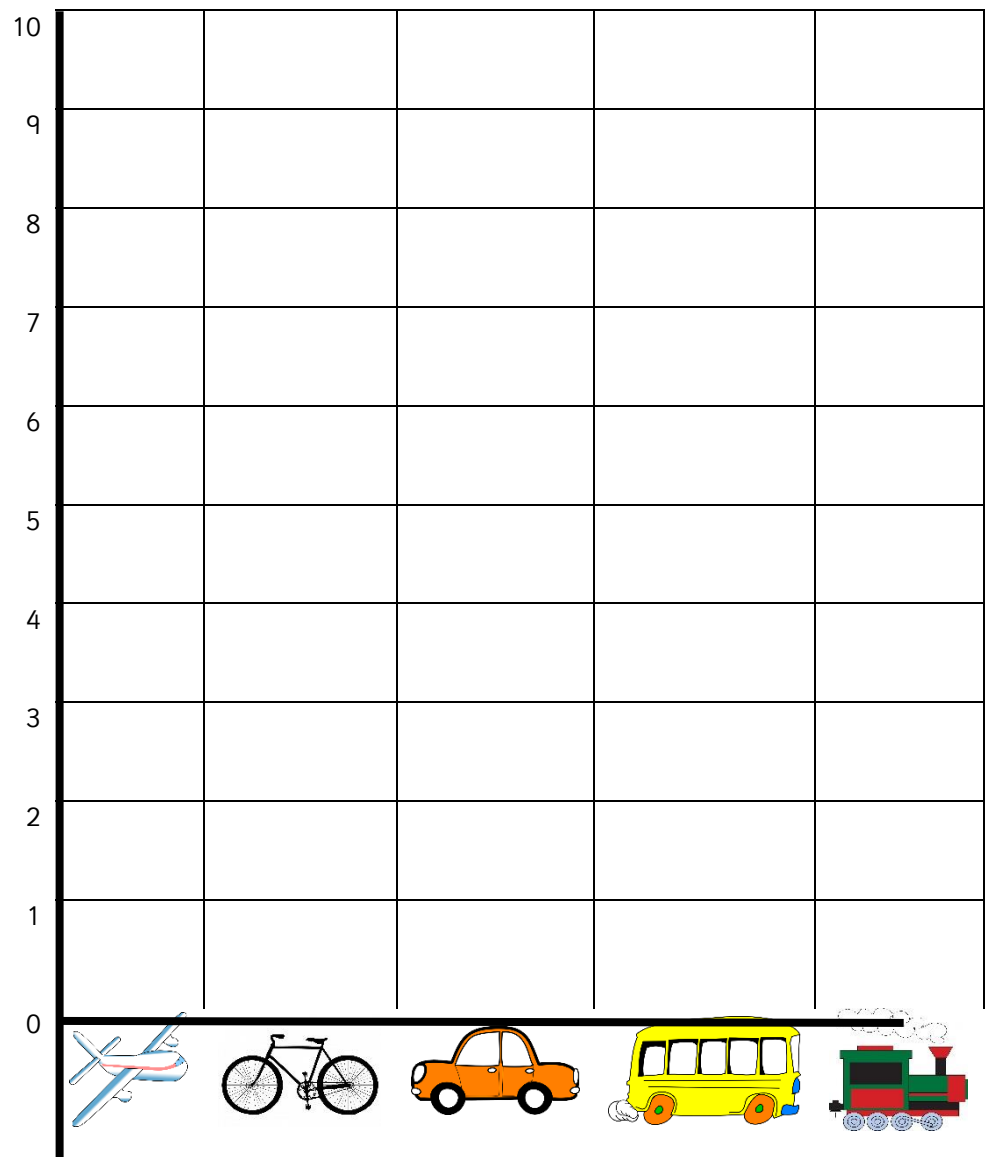
"Would you like a new ride for your theme park?" she asked. "It can go really fast and lots of children want to ride on it." The theme park owner said he would.



Now, children queue up to be splashed with puddles by the bus. Families buy tickets to ride on the bus at top speed as he crashes through gates. And all the parents are happy because he has been fitted with special seat belts, so everyone is safe.

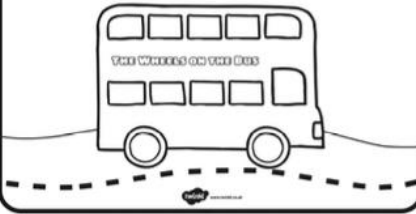
"You are the best bus we have ever been on!" shout all the children after their ride. He isn't badly behaved or bored anymore. The sign above him reads 'THE BEST AND MOST BRILLIANT BUS!'



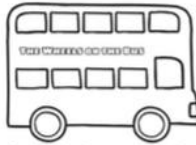


# The Wheels on the Bus from Twinkl

## The Wheels on the Bus



The wheels on the bus go round and round,  
round and round, round and round.



The wheels on the bus go round and round,  
all day long.

The money on the bus goes clink, clink, clink,  
clink, clink, clink, clink, clink.



The money on the bus goes clink, clink, clink,  
all day long.

The bell on the bus goes ding, ding, ding,  
ding, ding, ding, ding, ding.



The bell on the bus goes ding, ding, ding,  
all day long.

The wipers on the bus go swish, swish, swish,  
swish, swish, swish, swish, swish.



The wipers on the bus go swish, swish, swish,  
all day long.

The horn on the bus goes beep, beep, beep,  
beep, beep, beep, beep, beep.



The horn on the bus goes beep, beep, beep,  
all day long.

The driver on the bus says "Move on back,  
move on back, move on back."



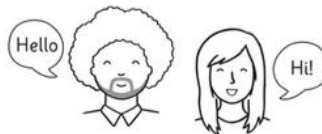
The driver on the bus says "Move on back",  
all day long.

The doors on the bus go open and shut,  
open and shut, open and shut.



The doors on the bus go open and shut,  
all day long.

The people on the bus go chitter and chatter,  
chitter and chatter, chitter and chatter.



The people on the bus go chitter and chatter,  
all day long.

The baby on the bus goes "Wah, wah, wah,  
wah, wah, wah, wah, wah, wah."



The baby on the bus goes "Wah, wah, wah",  
all day long.

The mummy on the bus goes "Shush, shush, shush,  
shush, shush, shush, shush, shush, shush."



The mummy on the bus goes "Shush, shush, shush",  
all day long.












The kids on the bus make too much noise,  
too much noise, too much noise!

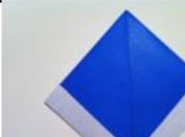






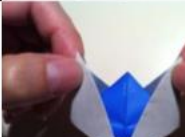


The kids on the bus make too much noise,  
all day long.



Origami Boat: sourced from <https://www.origamiway.com/origami-boat.shtml>

Step 1: Start with an 85x11 sheet of rectangular paper.		
Step 2: Fold the paper in half left to right, then fold.	 	
Step 3: Fold in half again, this time folding top to bottom.		
Step 4: Fold the upper left and right corners to the middle.		
Step 5: Fold the bottom strip up.		
Step 6: Do the same to the trip on the other side.		
Step 7: Open up the paper all the way to collapse it into a diamond shaped figure.	  	
Step 8: Fold the bottom corner to the top corner.		

Step 9: Turn the figure over.		
Step 10: Also fold this side's bottom corner to the top corner.		
Step 11: Like before, open the paper all the way until it collapses into a diamond shaped figure.	  	
Step 12: Grab the top two corners and gently pull it apart, then flatten well.	 	
Step 13: Open the sides of the boat. It is now ready to set sail!		

## The Buzz

A fairly easy model that performs well.

This plane resembles a fly and will fly well. Bend the tail up or down to control the flight. Bend one up and one down to make a spiral.



### Paper Airplane → Folding Instructions



1. Fold the paper in half.



2. Unfold and then fold the top corners to the center line.



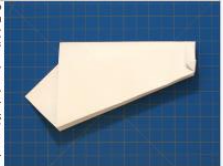
3. Fold the top peak down to the edges of the previous fold.



4. Fold the upper sides to the center line.



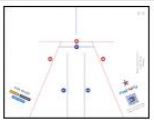
5. Fold the top about 1/2 inch away from you.



6. Fold the plane in half towards you.



7. Fold both flaps out to create the wings. The body will be very narrow. You can use a small piece of tape on the top to keep the wings from popping up or separating.



#### Printable Folding

Download, print and fold on the number lines to easily make this paper airplane.



Download and print

Video Instructions

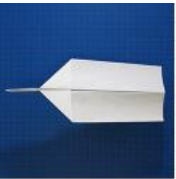
The Worst Greatest Paper Airplane and Top 5

Biography

7 / 7 children, 0/4/24

The most basic design that almost everyone has tried.

It's fast, easy to create, and flies fairly well. It's great for young kids.



### Paper Airplane → Folding Instructions



1. Fold the paper in half.



2. Unfold and then fold the top two corners into the center line.



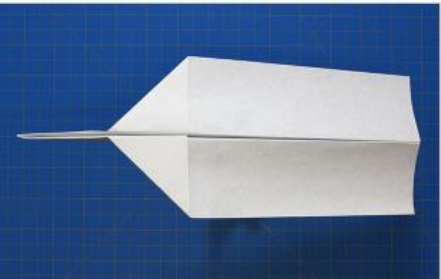
3. Again, fold the paper in half.



4. Finally, fold the edges down to meet the bottom of the body.



Video Instructions



Final Paper Airplane Design