St Peter's CE Primary and Nursery School
Foundation Stage Home Learning

Spring term – Tell Me A Story
Focus story – The Gruffalo
https://www.gruffalo.com

Week 4– 25th January 2021

Area of the curriculum	Learning intentions	Activities and opportunities	Examples of vocabulary to develop
Understanding the World	LO- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	**Day 1(Talk session)** The animals in the Gruffalo are all very different. Play a game to give clues to your mum or dad for them to guess the creatures. E.g. it doesn't have any legs, it can fly. Talk about how the creatures are the same / different. Maybe you would use books / internet to find out different facts about the creatures. **Day 2** Try looking in a mirror. What features can you identify about yourself. This might be the colour of your hair / eyes etc. How are we the same / different than your family / friends. This might be physical features or interests / dislikes. Can you find 5 things that make you unique? Maybe you could make a picture of yourself and write / record a sentence saying what makes you unique.	Striped, long, spotty, fluffy, smooth, big, large, gigantic, colossal, small, little, tiny, pointy, wings, legs, eyes, nose, mouth, ears, hair, colour, curly, straight
Understanding the World	LO: Talk about and ask questions about aspects of their familiar world such as the place where they live or the natural world.	**Day 3/ 4** Talk about where the characters live: Snake – Log pile house Owl – Tree top house Fox – Underground house Identify features of their homes. What do they use to build their homes? Can you build a home for one of the characters? **Day 5** Talk about where we live / sleep. What makes it special to us. What features of your bedroom are your favourite? Maybe you would like to draw a picture / build a model of your bedroom and label it. What does your bedtime routine look like? You could use the visual timetable cards to plan your daily bedtime routines.	Damp, dark, cold, high up, logs, trees, woods, river, road, house, garden, bedroom, bed, sleep.
Mathematics Days 1-3	Use mathematical language to describe shapes	Go on a shape hunt around your home and garden can you identify the different shapes and use key language to describe the shapes that you have found. Watch this short video as an introduction to shape: https://www.youtube.com/watch?v=HPFuoayWEys&t=53s You could sort the objects and shapes you have found into categories- 2D/3D, how many sides or corners it has, Does the shape have curved or straight edges?	Shapes, pattern, straight, curved, round, 2D,circle, square, rectangle, triangle, hexagon, oval, flat, corners, sides.

<table>
<tr><td></td><td></td><td>Other ideas to help you name and describe shapes:
• Create shadow puppets
• Play with shape sorter toys
• Use Different cutters with Playdoh and whilst cooking
<u>Resources for announcements:</u>
https://www.bbc.co.uk/cbeebies/watch/cbeebies-house-songs-shape-up- shape song
https://www.topmarks.co.uk/early-years/shape-monsters- Shape monsters game.
https://www.bbc.co.uk/bitesize/topics/zjv39j6 2D and 3D shape videos.</td><td>3D, cube, cuboid, cone, pyramid, sphere, vertex/vertices, edges, faces.</td></tr>
<tr><td>Mathematics
Day 4</td><td>LO: Describing and sorting 3D shapes.</td><td>This week we are going to upload 5 video lessons developed through Oak Academy. They should be shared in order as each lesson builds on the previous learning.
If you would prefer to work away from a screen, then we have also added an activity that you could do instead.
Day 1 - LO: Describing and sorting 3D shapes.
https://classroom.thenational.academy/lessons/describing-and-sorting-3d-shapes-6mtk2r
Go on a shape hunt around your house. Collect items that look similar to those on your shape mat. E.g. a water bottle looks a bit like a cylinder shape. Can you talk about your objects using mathematical vocabulary? Can you sort your objects? E.g. Curved faces / straight faces etc.</td><td>Shapes, straight, curved, round, 3D, cube, cuboid, cone, pyramid, sphere, vertex/vertices, edges, faces, surfaces.</td></tr>
<tr><td>Mathematics
Day 5</td><td>LO:
Exploring the characteristics of 3D shapes.</td><td>Day 2- LO: Exploring the characteristics of 3D shapes.
https://classroom.thenational.academy/lessons/exploring-the-characteristics-of-3d-shapes-cmtp4e
Collect some objects from around your house that look like some of the 3D shapes on the shape mat. Explore which shapes / objects are good at rolling / stacking. Why? Explain using your mathematical vocabulary. If you have some wooden bricks at home then you could have a go at creating a house/ cave for the Gruffalo.</td><td>Shapes, straight, curved, round, 3D, cube, cuboid, cone, pyramid, sphere, vertex/vertices, edges, faces, surfaces.</td></tr>
<tr><td>Literacy
(Phonics)</td><td>Read, say and write sound sets</td><td>Ruth Miskin Training - Read, Write Inc (Available each day)
<table><tr><td>Set 1</td><td>Set 2</td></tr><tr><td>Set 1 Speed Sounds (10min) o
https://www.youtube.com/c/RuthMiskinTrainingEdu</td><td>Set 2 Speed Sounds (12mins)
https://www.youtube.com/c/RuthMiskinTrainingEdu</td></tr><tr><td>Set 1 Word Time Reading (5min)
https://www.youtube.com/c/RuthMiskinTrainingEdu</td><td rowspan="2">Set 2 Spelling (12mins)
https://www.youtube.com/c/RuthMiskinTrainingEdu</td></tr><tr><td>Set 1 Spelling (10min)
https://www.youtube.com/watch?v=RNb8J97aBSM</td></tr></table></td><td></td></tr>
<tr><td>Literacy</td><td><u>LO</u>:
I can use some clearly identifiable letters to communicate meaning,</td><td><u>Day 1</u>
Read the story of the Gruffalo if you have it. Mrs Kynaston read it as one of the Friday Story times for you to watch again or you could watch the ‘movie’ on BBC iPlayer.
https://www.bbc.co.uk/iplayer/episode/b00pk64x/the-gruffalo
Can you join in with and identify the words that rhyme? Maybe you could think of some words that rhyme with snake, mouse, fox. Have a go at playing the rhyming game on Busy Things.</td><td>Fred talk, Fred fingers, correct order, letter sounds, letter mat, tripod grip, go-dots.</td></tr>
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	representing some sounds correctly and in sequence. **S2S** I know how to 'Fred talk' the words I want to write. I can find the sounds on my sound mat. I can start and finish some of my letters correctly.	**Day2&3** Over the next couple of days, you are going to plan and collect the ingredients to make some food for the Gruffalo (Gruffalo's Crumble). You will need to think about what the Gruffalo might like to eat. You can plan and make something delicious that you would also like to eat or use natural materials outside such as sticks, leaves, mud etc. to make more of a 'potion'. You will need to write a list of ingredients before you make it. Remember to use your 'Fred talk' and 'Fred fingers' to say the words that you are trying to write and pinch those sounds. You might prefer to draw pictures of what ingredients you intend to use and then label them. **Day 4 & 5** Today you are going to make your 'Gruffalos Crumble'. Think carefully about the order you do things. Do you need to put your ingredients in, in a particular sequence? Once your Gruffalo crumble is complete then you can try and write / say some instructions for one of your friends to follow at home. You might want to write these or use pictures and labels like a story map to show the sequence. **Sound mat** **Letter line**	
Physical Development	Know ways to keep fit and healthy.	I know that lots of you are enjoying getting outside to exercise or taking part in daily Joe Wicks sessions, Cosmic Yoga or your very own obstacle courses. It is important to make time to do some physical exercise. This week I have attached some different exercises to have a go at in your own house or garden. Have a go at making some time daily to exercise. Maybe you can set yourself some challenges (e.g. how many hops / jumps you can do in a minute. Can you beat your score?) Maybe you could design your own work out using these exercises. Good luck!	
Child Initiated Learning		The children will have discovery learning sessions each afternoon. They Plan, Do and Review their learning, making their own choices and selecting their own activities. It is lovely to see what the children have been doing at home ☺	