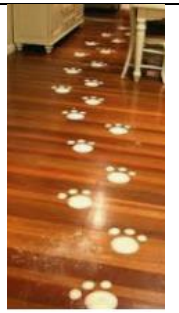
St Peter's CE Primary and Nursery School

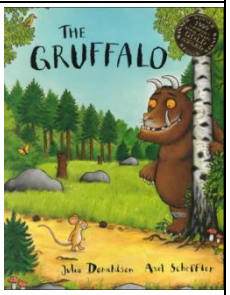
Foundation Stage Home Learning

Spring term – Tell Me A Story

Focus – The Gruffalo







To excite and hook your child into the learning this week you could create some footprints inside / outside your house using flour (they could belong to the mouse or the Gruffalo)
The story of 'The Gruffalo' https://www.youtube.com/watch?v=s8sUPpPc8Ws
Makaton signed story https://www.youtube.com/watch?v=tiY6O7Px5PY
BBC film https://www.bbc.co.uk/iplayer/episode/b00pk64x/the-gruffalo

Week 4 –1st February 2021

Area of the curriculum	Learning intentions	Activities and opportunities	Examples of vocabulary to develop
Physical Development	Move freely in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	Have a go at this Gruffalo workout https://www.youtube.com/watch?v=8IlpVBspbIY Join in with this Gruffalo yoga https://www.youtube.com/watch?v=xjpJUOgbwMY Think about the different animals in the story and how they move. Can you move around your house in the same way?	Move, exercise, breathing, healthy, fit, slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
Expressive Arts and Design	Use available craft resources to create props to support role-play.	Create a mask for one of the characters from the story. You can use cardboard eg a cereal box, paint, coloured paper, feathers, wool, pasta, rice etc Learn The Gruffalo song (with Makaton signing) https://www.youtube.com/watch?v=qCdVP9Qq6HM Join in with the Gruffalo rap https://www.youtube.com/watch?v=vLtbIX8yEP0	Creative, create, make, design, art, mask, attach, glue, sellotape, stapler, string, hole punch, sing, rhythm, rap, loud / quiet, fast / slow,
Mathematics	Make comparisons between 2 objects using mathematical language (capacity - measuring liquids, height)	Have some fun with water! Use a variety of containers – jugs, cups, spoons of differing sizes, bottles for filling and counting how many …… fills a …… (eg how many scoops fill a bottle?) Explore full, empty, half full, pouring, filling, comparing, stirring, scooping, whisking. Adult / sibling – ask questions to make your child problem solve and think about the process eg how will you know which bottle holds the most? How many more scoops will you need to fill it up? Using your building blocks – measure how tall objects are around your house eg chair, table. Make comparisons between 2 objects.	Full, empty, half empty / full, most, least, more, less, total, how many, how much

Phonics		 **Busy things** https://www.busythings.co.uk/ username: dizzy password: peter Within the Early Years / Nursery area there is a choice of activities to explore. Follow 'Literacy, Communication and Language' and this will take you to phonics programmes 'Phase 1 sound discrimination' where you will find lots of fun listening / sound games. Take a look at phase 2 sounds to play sound games for the letters of the alphabet. **Read, Write INC (Phonics programme)** Set 1 Speed Sounds (10min) https://www.youtube.com/c/RuthMiskinTrainingEdu	Letters, sounds, alphabet, listen, concentrate, loud, quiet, fast, slow, high, low, noise, talk, real life sounds, musical instruments, direction, hear, rhyme, rhyming patterns, rhythm,
		Letters and Sounds Phase 1 – ***Rhythm and Rhyme*** ***Rhyming pairs*** *What does 'rhyme' mean?* *How do we know when words rhyme?* *Does your object rhyme with my word?* Collect objects from around the house / garden or draw pictures so that you have a rhyming pair for example hat / cat, dog / log, pen / ten, hair / chair, egg / leg, star / car, light / night Lay them out on the floor and pair them up talking about the last sound being the same. Have a go at singing Nursery Rhymes together – point out the rhyming patterns to your child	
		Rhythm and Rhyme ***Move to the beat –*** ***Choose some favourite pieces of classical / modern / rock music (whatever your favourite songs are)*** • *Ask the children how the music sounds? Is it fast/slow, loud/quiet?* • *Change the beat and instrument, then ask the same questions.* • *Encourage the children to move in time to the beat (a simple one at first, suitable for marching). How does the sound make you feel?* • *Repeat using different instruments and beats.* • *When the children are more confident, move on to more complex rhythms for the children to move to (suitable to skip or gallop to).* • *What can you tell me about how you are moving? Is the beat different this time? How?* • *Which beat did you like the best? Why?*	
Communication, Language and Literacy	• Join in with repeated phrases in stories.	**Day 1 –** Read / listen to the story together. Talk about the sequence of events the story. Who is in your story (characters)? Where is your story set (setting)? How would it feel to walk along	Word, letters, squiggles, sounds, alphabet, anti clockwise circles, vertical

	• Begin to form recognisable letters • Use mark making and emergent writing as a means of recording and communicating.	the path in the woods? Act out walking amongst the trees / rocks / stream etc through your house / garden. **Day 2 -** Ask a grown up to have a go at drawing a huge gruffalo on paper and then make written labels for the parts of his body eg purple prickles all over his back / orange eyes / black tongue. Child to match the label to the correct part of the gruffalo. Can you think of any new labels or other body parts? **Day 3 –** If the Gruffalo were to come for a feast with you, what would you have? Talk to a grown up / sibling about what you would make for the Gruffalo. Can you think of a rhyming pattern when describing the food eg 'here by this lake and his favourite food is scrambled snake' or 'my tummy's starting to rumble and my favourite food is gruffalo crumble!' Design a menu card with pictures and mark making (adults – your child may make lines, circles or some letter shapes on the page. Ask them to tell you what is says. Model reading left to right tracking across the page with your finger. Encourage them to think about initial sounds that you can hear together).	lines, mark making, label, writing, read, story, menu, item, left to right
Busy Time	During 'Busy Time', the children plan, do and review their learning. Learning through play is a process whereby the children plan what they want to do, make their own choices and select their own activities. A big part of this is one of our key Nursery rules 'CHOOSE IT, USE IT, PUT IT AWAY!' Have a go at using this with your child so that they learn to put toys and equipment away as they are move from one focus to another. ☺ Art – Paint a picture of the Gruffalo Maths - Count out enough food items for all of the animals Literacy – Create a map of the deep dark woods Technology - Research animals who live in a forest, which one is your favourite and why? What can you remember about each one? How are they the same / different? Some useful Makaton signs – https://www.youtube.com/watch?v=m3ij99wNi7A https://www.youtube.com/watch?v=tE_LrAYgihs https://www.youtube.com/watch?v=i2haHfcbt0Q		