St Peter's CE Primary and Nursery School

Foundation Stage Home Learning

Spring term – Tell Me A Story

Focus story – We're Going on a Bear Hunt

https://www.jointhebearhunt.com/

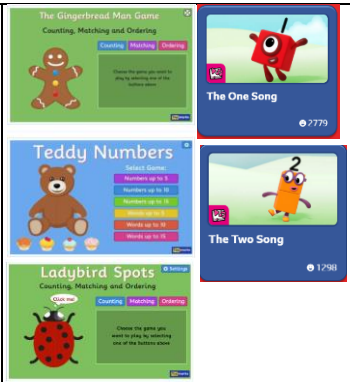
Celebrating 30 years of 'Bear Hunt'

To start off your week, journey through this special story with the author Michael Rosen.



Week 3 – 18th January 2021

Area of the curriculum	Learning intentions	Activities and opportunities	Examples of vocabulary to develop
Physical Development	Move freely and with pleasure confidence and control in a range of ways.	**Day 1** Use the story to think about how you could move through the different places. How could we move through the grass / river / mud / forest / snowstorm / cave? What are the different movements that we could use? Would it be a fast or slow movement? What happens when we find the bear? Where do we go next? **Day 2** Around your house and garden, can you set up your own obstacle course? Maybe someone in your family, can hide one of your favourite bears at the end. Can you find somewhere to go under / over / through / in between different places in your house and garden? **Day 3** Cosmic kids bear hunt yoga https://www.youtube.com/watch?v=KAT5NiWHFIU	Bear, hunt, journey, under, over, through, grass, river, mud, forest, snowstorm, cave, movement, fast, slow. under / over / through / in between Stand, stretch, balance, body, hold, still, slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
Music	Compose music in response to a picture / word.	Use the different places the children went on a bear hunt. (Long wavy grass / thick oozy mud / swirling, whirling snow storm / deep dark cave / deep, dark forest / cold river.) Can you use your body as an instrument e.g., use your hands to clap, feet to tap, mouth to sing and hum etc.? You could use household objects or natural materials you find in your garden to make musical instruments to create music to match each part of the story? How will the children in the story be feeling when they go into the cave? Can you create some music to show how they will be feeling? Story Pictures. https://content.twinkl.co.uk/resource/5c/a0/T-T-22184-Bear-Hunt-Story-Picture-Cards_ver_1.pdf?__token__=exp=1610544754~acl=%2Fresource%2F5c%2Fa0%2FT-T-22184-Bear-Hunt-Story-Picture-Cards_ver_1.pdf%2A~hmac=26df1effc5b1d41cbc6327758e511a665e4fde30e41ba0a7fe3afd54050dfa25	Swishy, swashy, splash, splosh, stumble, trip, squelch, squerch, hoooo, whooooo, rhythm, beat, instruments, clap, tap, loud, quiet, soft, hard, fast, slow, happy, sad, scared, excited.

Mathematics	Count, order and recognise numbers 1 - 5	**Day 1** Go on a number hunt. This can be part of 'daily walk' or around your house. Can you find any numbers? On your front door, toys, books etc. Talk with adults / siblings about the numbers. Make comparisons, talking about bigger / smaller / more / less than / before / after **Day 2** Have a go at writing 1, 2, 3 or making marks to represent the numbers either lines or spots. This could be painting, chalk, water painting, crayons etc **Day 3** Parent / Sibling - Collect 5 toys. Child to practise counting aloud the objects. Place them in a line when counting as this helps. Try different numbers to 5. Encourage talking about the numbers and any patterns noticed. Try websites such as: https://www.bbc.co.uk/cbeebies/shows/numberblocks https://www.topmarks.co.uk/maths-games/3-5-years/ordering-and-sequencing https://www.youtube.com/watch?v=DzKqCmjVXLI&list=PLq5DTambbpFR-GvojESHltk2fiQf8kSKl&index=8&t=0s (Writing numbers song)		Count, order, sequence, numeral, digit, number, before, after, in-between, more than, less than, fewer, bigger, smaller, 1 more, 1 less.
Literacy / Phonics		**Read, Write INC (Phonics programme)** Ruth Miskin Training - Read, Write Inc (Available each day) Read, say and write sound sets ***Set 1*** Set 1 Speed Sounds (10min) https://www.youtube.com/c/RuthMiskinTrainingEdu		

		Letters and Sounds Phase 1 - Environmental sounds ***Local walk and sound song*** What sounds can you hear? What's making that noise? Can we put that into our song? What sound word should we use? Can you remember the sounds we heard? What else made a noise? Sound, noise, hear, listen and sound words like: tap, click, chatter, giggle, tweet, ring, bang, drip. • Listen carefully for all the different things that you can hear, encourage your child to listen carefully and discuss what sounds they can hear and where the different sounds come from. Link the sounds to the song 'The Wheels on the Bus'! Suggest making your own version of the song using things you saw/heard on your walk. For example - sing the line 'the clocks in the house go….' Encourage your child to provide sound words. They could be the same word repeated or different words e.g. 'tick, tick, tick' or 'tick, tock, tick.' Continue – such as 'The bell at the door goes ding, ding, ding', 'the birds in the garden go tweet, tweet, tweet'	
		Farm Animals: Describe it and find it (Can you describe it? How many legs does it have? What colour is it? Does it make a noise? Where does it live? Does it have a pattern on its body? What does it eat? • Name the farm animals (either photos or toys) • Then ask the children to take it in turns to share something they know about each animal e.g. colour, size, the sound they make, what they eat, what the baby animals are called or where they live. • Once the children are familiar with the animals, lay out the photographs or toy animals on the carpet • Explain that you are going to describe one of the animals; the children have to listen very carefully and guess which one it could be. E.g. "It has got four legs and it makes a 'moo' sound." Encourage your child to use different types of clues to describe the animals.	
Literacy	**Talk about a story**	**Day 1 / 2** https://www.youtube.com/watch?v=2OI7fe766nk https://www.youtube.com/watch?v=DBOc32Mx-nQ (Story with signing) https://www.youtube.com/watch?v=TM1_z4KuOpg Can you retell the story to your Parent / sibling? Maybe you would like to draw a story map to help you to remember or print out the picture sequencing cards to help remember it in the correct sequence. https://content.twinkl.co.uk/resource/1c/94/T-T-1237-Bear-Hunt-Story-Sequencing.pdf?__token__=exp=1610544644~acl=%2Fresource%2F1c%2F94%2FT-T-1237-Bear-Hunt-Story-	front / behind / under/ on top/ next to / in between / over, instructions, now, next, then, Tripod grip, go-dots, strengthen, top, bottom, left, right, letter, sound, sentence, word.

		Sequencing.pdf%2A~hmac=1e90fdd937a6e3fc7ee1142a25e7a709a9218afda5758839115ff8c09984c059 (Sequencing cards) **Day 3/4** Ask Parent / sibling to hide some of your teddy bears around your house. Can you find your teddy bears and use the words in front / behind / under/ on top/ next to / in between / over to describe where they were hiding? Maybe you would like to draw a picture of where you found them. **Day 5** Try hiding your bear for Parent / sibling. Can you give them clues / write clues to tell them where they are hiding? Remember to use the words in front / behind / under/ on top/ next to / in between / over in your clues. Some extra videos to watch; https://www.youtube.com/watch?v=TO21SNLF5P4 When Goldilocks went to the house of the Bears song with signing https://www.youtube.com/watch?v=wy7mc4aoKzo Goldilocks story with signing	Language related to the story.
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. ☺	