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

Spring term – Tell Me A Story (WORLD BOOK WEEK)
Focus story – Alice in Wonderland

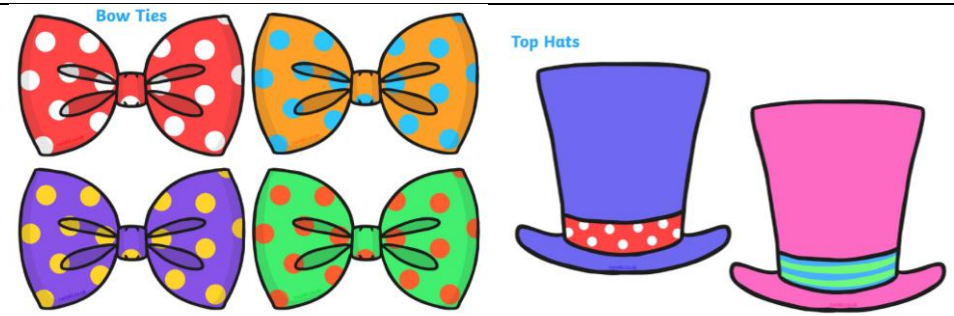
Week 7- 22nd February 2021

Area of the curriculum	Learning intentions	Activities and opportunities	Examples of vocabulary to develop
Physical Development	LO- I know the importance of good health and physical exercise. S2S: I can talk about healthy choices. I can show good control and coordination. I can move confidently in a range of ways.	It is very important for you to stay active during lockdown. Exercise can help you have a happy mind and a healthy body. Please try and exercise at least once a day. Here are some links to some music and videos to help you with you daily PE session. Stay safe and keep active! ☺ Day 1-2- Cosmic Kids Alice in Wonderland https://www.youtube.com/watch?v=u8sEfRXRuAw Day 3- 5 Over the next few weeks we will begin to develop a range of skills to hold control and move a ball. Have a go at these activities to develop your hand – eye co-ordination. Balloon Blasting https://www.youtube.com/watch?v=08AIvWfmJlo Hand eye co-ordination activities. https://www.youtube.com/watch?v=NGnppH0SDuA	Fit, Healthy, mind, yoga, stronger, happy, bend, stretch, warm up, cool down, muscle, heart rate, exercise. Hand eye co-ordination, through, around, throw, roll, catch, hold.
Mathematics	LO: Recognise an amount without counting S2S: ☺ I can recognise when an amount has the same pattern. ☺ I know patterns 1-3/6/10 without counting ☺ I know that the total stays the same no matter how it is arranged.	**Day 1 -3** Either print of the playing cards and have a game of 'snap' using the amounts on your own playing cards if you prefer. Maybe you can sort the cards into groups of the same number. E.g. 4 of hearts and the 4 of clubs. Do you notice if a card has more / fewer objects on it? Can you place you playing cards in order? Do you notice if mum / dad swaps them around? Read the story '10 black dots book' or watch it using this link. https://www.youtube.com/watch?v=uPJEqUB2CxA Pick a number between 1-10 from the book e.g. 5. What can you do with 5 black dots? Maybe you could make 5 black dots and then use them for different reasons like they did in the book.	More than, less than, forwards, backwards, increase, decrease, amount, number, numeral, count on, count back, add, subtract, take away, how many are left? 1 more , 1 less, greater than, fewer, equal too

<table>
<tr><td></td><td></td><td>Play a game with a dice or make your own track game and dotted cards. Do you recognise the amount without counting?</td><td></td></tr>
<tr><td>Mathematics</td><td>Time
Using everyday language to talk about and sequence daily events
Using ordinal language when sequencing events and measure short periods of time</td><td>Day 4
<u>https://classroom.thenational.academy/lessons/using-everyday-language-to-talk-about-and-sequence-daily-events-60tkad</u>
In this lesson children will talk about and sequence the events they may do in a day as well as tell a time story.
Day 5
<u>https://classroom.thenational.academy/lessons/using-everyday-language-to-talk-about-and-sequence-daily-events-60tkad</u>
In this lesson pupils will order events in nursery rhymes using ordinal language.

If you would prefer to work away from a screen, then you could think about your daily routine. What do you do? When do you do it?
Talk about different times of the day. What do they do at different times of the day? Breakfast time / bed time/ lunch time / play time etc. Morning/ afternoon / evening etc.
Maybe you would like to make a new Clock / Watch for the White Rabbit? Can you put the numbers in the correct place? What time to you go to bed?</td><td>Time, morning, afternoon, before, after, next, before, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, breakfast time, lunch time, tea time, bed time, home time, playtime, sequence.</td></tr>
<tr><td>Literacy (Phonics)</td><td>Read, say and write sound sets</td><td colspan="2">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)
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>
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Literacy –	Speaking LO: Retell stories in the correct sequence. Writing LO: Attempts to write short sentences in meaningful contexts ☺ I can think of my sentence and say it using my fingers. ☺ I can read my sentence through as I write it so that I know what comes next. ☺ I know that what I have written makes sense.	**Day 1** Alice in Wonderland Read the story of Alice in Wonderland / listen to Mrs Kynaston reading the story during Friday story time or watch the Cbeebies pantomime https://www.bbc.co.uk/iplayer/episode/b06s2h64/ad/cbeebies-presents-stage-shows-alice-in-wonderland This week we are going to immerse ourselves in the story of Alice in Wonderland. Listed below are activities for you to complet to get to know the story and help retell it. Select the activities that you would like to do. Talk about the words **curious**, **strange**, **mad**, **peculiar.** **Day 2-5** Eat Me! / Drink Me! • Design and make a potion for Alice to drink or eat. • What will it do (E.g. make her grow / shrink) • Have a go at making your potion either inside or outside. You can be as creative as you like. Puppets • Make a puppet of one of the characters. Which is your favourite character. You can either make your own or use the templates on Seesaw. Menu • Design a menu for the Madhatters tea party. What do you think he would like to eat. Can you think or some creative names for your food? Invitation • Can you make an invitation to the Madhatters tea party. Remember you need to say where the tea party will be and at what time. You may want to use the clues in the story or make up your own. Story telling • You can plan out your story on large paper. Whcu charaters are in the story and what is the setting like. Can you remember key features and events? (e.g. rabbit hole, Queen of hearts castle, Madhatters tea party etc) Fan • Make a new fan for the White Rabbit	Character, setting, story, beginning, middle, end, events, curious, strange, mad, peculiar word, letter, sound.
Expressive Art and Design	LO- I can construct with a purpose in mind S2S: I can select appropriate tools and techniques.	Day 1-3 Design and make a bow tie or new hat for the Mad Hatter to wear to his tea party. What will you make your bow tie or hat out of? How will you fix it together? How will you decorate it?	Join, cut, stick, combine, assemble, shape, colour, design, colour, join, sellotape, glue, hole punch, tie, colour, mix.

	I can select appropriate media to add colour and texture. I can adapt my work to make improvements.		
Understanding the world -	LO: I can talk about how ingredients have changed when either heated or cooled.	Day 4-5 Can you plan and prepare a 'mad' dish for the Mad Hatters tea party? Are you going to make something that is heated or cooled? You might want to toast some bread to make a special sandwich, a jam tart for the Queen of Hearts or a jelly slice. How has your food changed when it was heated or cooled? Can you think of a name for your 'mad' dish?	Cool, cook, freeze, cold, heat, cook, hot, cold, hard, soft, change.
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 ☺	