St Peter's CE Primary and Nursery School

Foundation Stage Home Learning

Tell Me A Story

Spring term: Week 1 – 22nd February 2021

Focus – *What the ladybird heard…*

IMPORTANT – Encourage your child to think about the story setting before you tell them what the story is. Listen (no screen) to a short sound clip

https://www.youtube.com/watch?v=J8mfOuwUCQ8 (the first minute or so will give you all of the clues you need)

Area of the curriculum	Learning intentions	Activities and opportunities	Examples of vocabulary to develop
Communication, Language and Literacy	Use the pictures to retell / tell a story. Be aware of the way stories are structured.	**Day 1 –** https://www.youtube.com/watch?v=4vP8Sf2SD0Y Makaton signed video of the story Once you have listened to the sound clip, discuss what you can hear and where you might hear these sounds. Perhaps draw some pictures / map of what you think. Talking is so important in your child's development, ask your child lots of questions and encourage them to share their ideas about farms / farm animals. Share the story with your child either using the book or video clip. Talk about the setting, characters, beginning, middle and end of the story? Was it a happy / sad ending? Which animals did you see / hear in the story? Which one was your favourite and why? **Day 2 –** Can you remember what happened in the story? Share what you can remember with your family. Recall beginning, middle and end of the story. Draw, paint, make a model of the story. Can you write / design a sign for the farmer's gate or design a certificate for the ladybird for being brave and coming up with a plan. Practise your letter shapes and saying your writing aloud as you are having a go at writing (parent / sibling – remember to praise them for their 'writing' they will give meaning to their marks and may even have letters / letter shapes. We are not expecting them to be forming words / sentences but having a go and becoming enthusiastic about writing) **Day 3 –** The ladybird **whispered** into each animal's ear. Think of other ways that we can communicate with others (e.g. shout, scream, sign using our hands, hiss, chatter). Have a go at all of these with your family. Perhaps you could pass a message / part of the story along everyone in your house. See if it is the same as at the start of the game. **Additional learning opportunities :** https://www.youtube.com/watch?v=sNm4z3mumHQ Makaton signs for farm animals https://www.youtube.com/watch?v=kW9OZwgQpWA Learn animals signs with Justin Fletcher https://www.youtube.com/watch?v=jIb_gbpcaGk Singing hands – minibeasts signs https://www.youtube.com/watch?v=-OO4VfT-OzI Makaton signs for letters of the alphabet https://www.youtube.com/watch?v=mMog84sQp3o Makaton Mr Tumble alphabet song https://www.youtube.com/watch?v=s-g8UswAh_s Mr Tumble singing Old MacDonald had a farm	Story, book, setting, characters, beginning, middle, end, pages, top, bottom, left to right, page numbers, author, illustrator, blurb, front cover, back cover, plan, read, map, word, letter, sound, sentence, speech, rhyme

		https://www.youtube.com/watch?v=yJvEwjK0lSQ Singing hands – Old MacDonald had a farm https://www.youtube.com/watch?v=7NbyiDpY6Ww Julia Donaldson (author) singing 'What the ladybird heard' song	
Mathematics	Compare two groups of objects, saying when they have the same number	**Day 1 –** Collect a group of toy animals / dinosaurs / dolls. Practise counting them (up to 5) remember to point to them as you count and maybe place them in a line to help you count carefully. Adult / sibling – make different groups with the objects and prompt your child to talk about the numbers, comparing them – more / less / same. How can you make them have the same number? What would you need to do? What does it mean when they are the same? **Day 2 -** play a clapping game together for example – adult / sibling clap a short simple pattern eg 2 claps. Ask your child to copy it so that it is the same. Repeat with up to 5 claps / fast / slow / some claps together / some with a gap. Ask them to lead and you copy them. This could develop into a drumming style game with saucepans and spoons. It would be good if you could make simple mistakes for your child to identify, this is good for their problem solving and listening skills. They could offer reasons for mistakes and how the patterns are different. **Day 3 –** Use 2 clear jars / pots / dishes to put objects in so that your child can compare the containers. Put up to 5 objects inside each container – your child can explain what they can see, how they can see it and make comparisons (more / less / fewest / most / same) Continue a few times with different amounts / objects. If you would like to take this further, then use number cards for matching the sets and talk about the order of the numbers. Your child will be developing their reasoning, problem solving, estimating, checking, instantly recognising sets and communication skills completing activities like these.	Compare, more than, less than, same, most, least, fewest, explain, problem solve, numbers, before, after, estimate, order, sequence
Physical Development	Move freely and with pleasure and confidence in a range of ways. Begin to form recognisable letters and use anticlockwise circles / vertical lines	**Day 1 -** https://www.youtube.com/watch?v=YKmRB2Z3g2s Cosmic yoga – Old MacDonald had a farm **Day 2 -** https://www.youtube.com/watch?v=hMEZz3CJJ6c Boogie Beebies Barnyard dance. How do farm animals move? Ask a grown up / sibling to make a collection of farm animal cards for you to choose from and you could make up a game where you choose a card and act out the animal for others to guess what it is, go around your family to act out and guess. **Day 3 -** Make your own nature paintbrush for practising your letter shapes and formation. It's important to practise anti clockwise circles (big and small) and vertical lines (starting at the top). These are the foundations for forming letters in your name correctly. Use water, sand, paint, mud or just on the grass to make movements and marks with your brush.   	Move, safely, control, stamp, walk, run, flap, waddle, jump, wriggle, under, around, in between, over, anti clockwise circles, vertical lines, up / down, top, alphabet, letters,

Understanding the World	**The World** Look closely at similarities, differences, patterns and change. Show care and concern for living things and the environment.	**https://www.youtube.com/watch?v=molShUft9Uo** Cbeebies 'Time for school' programme – a trip to a farm. Hopefully it won't be long before we can visit a farm with our families. What do the children see, hear, smell on their trip. What would be your favourite part? Talk about parent / baby animals, how are they the same / different? What do they look like? How do they compare to other farm animals? **https://www.youtube.com/watch?v=5XJRBhVda3E** Maddie and Greg from Cbeebies visiting a farm and sharing information with you	Grow, adult, baby, animal, farm, home, change, same, different, head, legs, tail, feet, coat, skin, pattern, body, food, shelter, field, farmyard, barn, shelter
	Technology Know how to operate simple equipment Know that information can be retrieved from computers	Explore electronic / battery operated objects together. Have a go at turning them on and using them, for example battery operated toys, a torch, computer / laptop / Ipad, hairdryer, CD player, vacuum cleaner. Have fun but stay safe! When learning about farm animals on your laptop / tablet / computer / television, talk about the fact that you are learning / getting information from the device and that it is helping you to learn. You could even look on a weather app / website to see what the weather is going to do this week or select a recipe from a website for a baking activity during the week.	Electricity, safe, dangerous, on, off, plug, careful, button, screen, battery, information, collect, learn, app, website, retrieve,
Phonics	Distinguish between sounds in the environment and phonemes (letter sounds) Begin to recognise letters of the alphabet which are of importance to them Begin to identify initial sounds	**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 **https://www.youtube.com/watch?v=uF74DU34q2Y** Listen to the animal sounds game **https://www.youtube.com/watch?v=nnaqymgi3eI** guess the animal sounds game. Listen to the sounds and then guess which animal makes the sound	
		Letters and Sounds Phase 1 Play 'I spy' with your family. You could ask a grown up / sibling to get a collection of objects from around the house to place on the table / floor in front of you such as sock, cup, hat, dinosaur, doll, spoon etc. Guess which item they are thinking of by listening to the initial (first) sound	
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. ☺		

	Some ideas for inspiring 'Busy Time' Draw / paint / create your favourite farm animal Use your blocks, bricks, boxes to build a farm, if you have farm animals at home you could put these on your farm Pretend your house is a farmyard, use animals / pictures to place them around the house. You could even make signs for the animal homes with their name / animal / house name on. If you have any farm books, make a den and look at your farm books. What can you learn about the animals? Baby names, what they eat? Where they live? Collect some of your farm animals or cuddly toys and pretend to be a farmer looking after them. What do they need? What jobs would you need to do on a farm? 	

Knowledge Organiser- farm animals and their babies

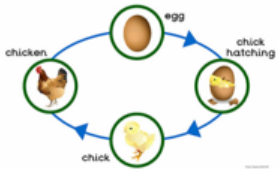
Books and Stories



Farmer Duck
What the ladybird heard
Handa's hen
Rosie's chicks
Farm animals and their babies information books



The Life Cycle of a Chicken



FARM Words

horse	turkey	tractor
pig	goose	hay
cow	Farmer	carrots
goat	Farmer	silo
sheep	barn	Farm
rooster	coop	orchard
hen	egg	vegetables
chick	corn	Fruit
dog	Fence	milk
cat	pen	wool
rabbit	truck	

Key Learning

- Lifecycles of farm animals including chicks
- Care for and hatch eggs
- Explore the natural world around us
- Discuss similarities and differences between seasons, animals and plants
- Make observations and drawings of animals and plants
- Making relationships – friends and family