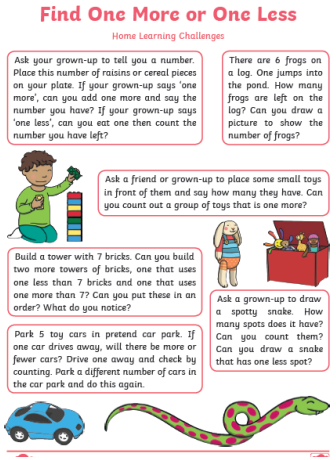
St Peter's CE Primary and Nursery School
Foundation Stage Home Learning

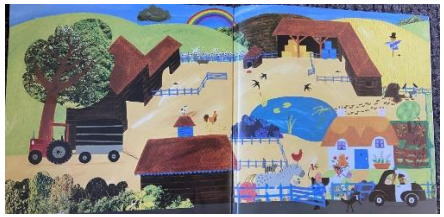
Spring term – Tell Me A Story
Focus story – What the Ladybird Heard

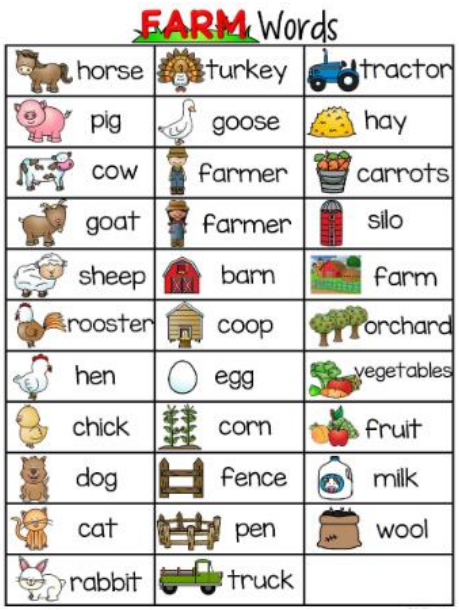
Week 7- 22nd February 2021

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- Can you move like the animals in the song? https://www.youtube.com/watch?v=84Ge0Esu1sw Day 2- Cosmic Kids On the Farm https://www.youtube.com/watch?v=YKmRB2Z3g2s Day 3- & 4 Try and get outside, go for a walk or bike ride. If the weather isn't very nice then maybe you could put on your favourite music and do some dancing. ☺ Day 5 – Boogie Beebies Barnyard dance https://www.youtube.com/watch?v=XsBLKHQdw1I	Fit, Healthy, mind, yoga, stronger, happy, bend, stretch, warm up, cool down, muscle, heart rate, exercise.
Mathematics Comparison	LO: Knowing the 'one more than/one less than' relationship between counting numbers S2S: ☺ I can use the words, more than, less than, fewer, equal, same to compare amounts. ☺ I know that if I add one then will get the next number, or if one is taken away, then I will have the previous number.	**Day 1 & 2** https://classroom.thenational.academy/lessons/knowing-one-more-than-a-number-within-15-60up8r For this lesson you will need to either print out the number cards (1-15) or make your own using paper and also something to count with such as lego pieces, beads, cubes, pasta pieces etc. Once you have watched the video lesson then you may like to collect different objects or toys and then represent them using your counting equipment. Can you add one more? How many do you have altogether? Can you record your work on paper using either drawings or numbers? Maybe you could make your own number line and finding the number that is 'greater than' number cards that you turn over. Here are some links to number rhymes and a Number Blocks episode that use '1 more'. Adding 1 BBC iPlayer - Numberblocks - Series 2: Just Add One (Rhymes uploaded to 'announcements' – One little mouse and One elephant.) **Day 3 & 4** https://classroom.thenational.academy/lessons/knowing-one-fewer-than-a-number-within-15-6wtpcd	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

	☺ I can explain my choices and how I have worked something out.	For this lesson you will need to either print out the number line or make your own using paper and also something to count with such as Lego pieces, beads, cubes, pasta pieces etc. Once you have watched the video lesson then you may like to collect different objects or toys and then represent them using your counting equipment. Can you find '1 less'? How many do you have left? Can you record your work on paper using either drawings or numbers? Maybe you could make your own number line and finding the number that is 'less than' number cards that you turn over. Here are some links to number rhymes and a Number Blocks episode that use '1 more'. Subtracting 1 BBC iPlayer - Numberblocks - Series 2: Ten Green Bottles https://www.youtube.com/watch?v=WSC-gHBU_d0 Five little speckled frogs https://www.youtube.com/watch?v=tFoUuFq3vHw&t=4s 5 little ducks **Day 5** Children need opportunities to see and begin to generalise the 'one more than/one less than' relationship between sequential numbers. They can apply this understanding by recognising when the quantity does not match the number, i.e. if a pack is labelled as 5 but contains only 4, the children can identify that this is not right. Support children in recognising that if they add one, they will get the next number, or if one is taken away, they will have the previous number. For example: 'There are 4 frogs on the log, 1 frog jumps off. How many will be left? How do you know?' Have a go at the problems on the home learning sheet. Can the children explain their answers? GAMES: https://www.ictgames.com/mobilePage/beeMoreOrLess/ https://www.topmarks.co.uk/learning-to-count/chopper-squad https://www.topmarks.co.uk/maths-games/robot-more-or-less 	
		Ruth Miskin Training - Read, Write Inc (Available each day)	

<table>
<tr><td rowspan="4">Literacy (Phonics)</td><td rowspan="4">Read, say and write sound sets</td><td>Set 1</td><td>Set 2</td><td rowspan="4"></td></tr>
<tr><td>Set 1 Speed Sounds (10min)
https://www.youtube.com/c/RuthMiskinTrainingEdu</td><td rowspan="3">Set 2 Speed Sounds (12mins)
https://www.youtube.com/c/RuthMiskinTrainingEdu

Set 2 Spelling (12mins)
https://www.youtube.com/c/RuthMiskinTrainingEdu</td></tr>
<tr><td>Set 1 Word Time Reading (5min)
https://www.youtube.com/c/RuthMiskinTrainingEdu</td></tr>
<tr><td>Set 1 Spelling (10min)
https://www.youtube.com/watch?v=RNb8J97aBSM</td></tr>
<tr><td>Literacy – Reading</td><td>LO: Recognise and talk about story setting, characters and openings
S2S:
• Identify where the story is set.
• Talk about the main characters in the story. What are their roles?
• Identify events in the story.</td><td colspan="2"><u>Day 1</u>
Listen to the first minute of sound clip on YouTube.
https://www.youtube.com/watch?v=J8mfOuwUCQ8
Try not to look at the screen and just use your ears!
Where do you think this story might be set? What characters may be in the story? Draw the animals that you can hear and the place where it might be set. What other animals might you see in this setting? (Farm)
<u>Day2&3</u>
Read the story of ‘What the ladybird heard’ or watch the video of Mrs Kynaston reading the story from last weeks ‘Friday Story Time’.
Draw a story map of the story ‘What the Ladybird Heard’. Can you identify the story setting / characters? How does the story begin? Maybe you would like to label your story map or add some colour to your pictures.
<u>Day 4&5</u>
Over the next couple of days, you are going to have a go at retelling the story using your story map. You may like to watch the video clip of Julia Donaldson performing a song, retelling the story.
https://www.youtube.com/watch?v=7NbyiDpY6Ww
Once you are confident with the story then have a go at making the ‘setting’. You can draw, build, create your setting however you would like.
Have a look at the pictures of the setting taken from the start and end of the story. Can you spot the differences?
 </td><td>Character, setting, farm, farmyard, farmhouse, sheep, pig, goat, goose, horse, author, illustrator.</td></tr>
</table>

Understanding The World.	**The World** Talk about the features of their own immediate environment and how environments might vary from one another. Make observations of animals and explain why some things occur, and talk about changes. • What is a farm? Features of a farm. • Name farm animals and their young.	<u>Day 1</u> In this lesson we will learn how animals grow. We will think about animals that live on a farm and learn to identify their offspring. At the end of the lesson, you will test your new knowledge by matching the baby animals to the adult animals. https://classroom.thenational.academy/lessons/to-know-the-names-for-the-offspring-animals-not-human-6mr36r <u>Day 2</u> Name animals and their babies. Tractor Ted is meeting some of the baby animals on the farm. https://www.youtube.com/watch?v=YmFZ2k3Uvd0 Can you play a pairs game to match the animals with their offspring? https://www.twinkl.co.uk/go/resource/animals-and-their-babies-pairing-game-tg-ga-131 <u>Day 3- SCREEN FREE AFTERNOON</u> Where do animals live. Can you find any farm animals in your local area during a daily walk? Maybe you would like to build / draw your farm yard. Use the knowledge that you have already and have developed during the week so far to build / draw / create your farm yard. (NEED TO ADD KNOWLEDGE ORGANISER)	
Understanding the world - Technology	Technology • Instructions need to be given in sequence to complete a certain •	<u>Day 4&5</u> Early Programming Skills When you're on a walk. Think about where you are going and talk about the position and direction of things. This could also be done around your house. Give your mum / dad instructions how to get to different landmarks / places such as the kitchen / lounge / bedroom. Does it matter which order you give the instructions in? What happens if you put your instructions in the correct order? **<u>Busy Things</u>**  Have a go at 'Helicopter Rescue' and 'Puzzling Paths'	Forwards, backwards, left, right, up, down, sequence, order, instruction, position, direction.
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 ☺	