

## Sandbach Primary Academy

### Home Learning

Class EYFS

Date 22nd November

Area of Learning	Activities	Resources
<b>Literacy</b>	<p>This term, our learning is based around the theme '<b>Terrific Tales</b>'.</p> <p>This week's 'tale' is '<b>The Three Billy Goats Gruff</b>'.</p> <p><b>Share the first story of the 'The Three Billy Goats Gruff'</b></p> <p>Join in with the repeated phrases. Can you use different voices for each character?</p> <p>Retell the story with your adult. Can you start, 'Once upon a time' ? What happened first? Next? Try adding actions as you retell it e.g. trip trapping over the bridge, being a troll. Remember to use different voices. You could act it out, or draw the characters and cut them out to make puppets. Try retelling the story and playing 'I wonder what would happen if ...' Change something in the story to make it happier/sad. Watch the <b>second retelling</b> of the story, How is it the same? What is different?</p> <p>Can you remember who the characters were in the story?</p>	<p><a href="#">Mr Tumble's Storytime   The Three Billy Goats Gruff Fairytale   CBeebies - YouTube</a></p> <p><a href="#">CBeebies Presenter Stories: The 3 Billy Goats Gruff - Bing video</a></p>

	<p>Talk about how you think the different characters were feeling and why.</p> <p><b>Writing-</b></p> <p>What did you like <b>best</b> about the story? Draw a picture and write about it.</p> <p><b>Retell-</b> draw three or four pictures to show what happened in the story. Remember to think what happened <b>first</b> then <b>next</b> and at the end, <b>last</b>. Write labels for the characters and things in the setting e.g. hill, goat, river, troll. Can you hear the first sound (phoneme) of the word? Which letter do you need to write first?</p> <p><b>Rhyming Strings-</b> choose a word like 'ran' or 'cat'. Write a list of words that rhyme. You could add to the list over the week.</p> <p><b>Vocabulary-</b> <b>Bellowed, under, charged, gobbled, first, next.</b> Can you find out about these words? Did you hear some in the story? Can you remember what the words, <b>'author', 'illustrator' and 'characters'</b> mean?</p> <p><b>Reading-</b>Please share your child's reading book with them every day. Encourage them to use the pictures to talk about what they can see and what is happening. Can they guess what might happen next? Try retelling the story. If you are reading words, use your finger to show how we read from left to right. Encourage your child to look for familiar letters and to start sounding out simple words e.g. 't-a-p, tap', 'p-a-n, pan'.</p> <p>Don't forget to share your favourite stories and books. You might like to watch the story <b>'Kind' by Alison Green</b> Talk about someone who has been kind to you. How have you been kind to someone?</p>	<p><a href="#">BBC iPlayer - CBeebies Bedtime Stories - 791. JJ Chalmers - Kind - Signed</a></p>
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<p><b>Phonics</b></p>	<p>Your child will need to know the sound (phoneme) of each letter of the alphabet. Write the <b>letters</b> 's', 'a', 't', 'p', 'i', 'n', m, d', 'g', 'o', 'c', 'k', 'ck', 'e', 'u', 'r', h, b, f, l, ff, ll, ss, j, v, w, x, y, z, qu, ch, sh, th, ng, nk on pieces of paper. You can use these as <b>'flash cards'</b> to practise seeing the letter written down (grapheme) and making it's phoneme (sound).</p> <p>Watch the <b>'Lesson 42 part 1'</b> Encourage your child to say the phonemes, through the video. Each day watch the next video. Practise again and draw the letter shapes in the air together. Try writing them with a finger on different surfaces ( the table, carpet, tiles, in paint.) Now write the letters on paper using a pencil or felt tip pen. Write a few everyday. Think of words that start/end with 'sh' 'ch' 'th'. You could draw pictures of them. If you have magnetic letters, try finding the right letters to make the words, 'ch-i-p, p-i-nk', 'r-i-ng', 'sh-i-p', 'th-i-s.' Listen for the phonemes in the words and write the words yourself.</p> <p>Watch <b>Lessons 42 and 43 part 2</b> This will help your child begin to hear the sounds (phonemes) in words and read the graphemes, blending them together to read and write the word.</p> <p><b>Tricky words-</b> some words can be tricky to 'sound out', so we learn to recognise the word. Write the words <b>'is', 'I'</b> and <b>'the' 'as' 'and' 'has' 'his' 'her' 'go' 'no' 'to' 'into', 'he', 'she' 'of' 'go'</b> on separate pieces of paper. Through the day show the words and try to remember them. You could play hunt the word around the house and hide them in different places.</p> <p>Perhaps you can find theses words in books or other print such as labels, on packets etc.</p>	<p><a href="#">Lesson 42 (part 1) - Reception - YouTube</a></p> <p><a href="#">Lesson 43 (part 1) - Reception - YouTube</a></p> <p><a href="#">Lesson 44 (part 1) - Reception - YouTube</a></p> <p><a href="#">Lesson 42 (part 2) - Reception - YouTube</a></p> <p><a href="#">Lesson 43 (part 2) - Reception - YouTube</a></p>
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<p><b>Mathematics</b></p>	<p>Watch the Numberblocks video, '<b>What's My Number?</b>'. Practise knowing how many objects, blocks, spots, fingers you see without counting them.</p> <p>If you have a dice, roll it and say the number without counting the spots. Can you match the spots to a numeral card? Can you match to the same number of dots drawn in a different pattern?</p> <p>Watch the video '<b>Numberblocks, how to count.</b>' Practise counting small groups of objects. What rules do you need to remember?</p> <p>How do you know how many there are? How could you make sure you don't count the same thing more than once? Remember, the last number you say, tells us how many there are. Count a small collection of objects where things are different size.</p> <p>Practise showing 2, 3, 4 and 5 with your fingers. Your adult could tell you how many to show. Now your adult can show you their fingers. How quickly can you say how many there are? Try showing the fingers of one hand together. Who showed more/fewer than four?</p> <p><b>This week</b> we are learning that the whole numbers 3, 4, 5 can be made up of different parts.</p> <p>Watch <b>Numberblocks-Stampolines</b>. <b>Did you notice how the numberblocks changed their shape.</b> Use squares of coloured paper, stickers, dabber pens, paint on a block to 'stamp' four marks. How many different ways can you show 4? Talk about the patterns you made e.g. two on the bottom and two on the top.</p>	<p><a href="#">BBC iPlayer - Numberblocks - Series 5: What's My Number?</a></p> <p><a href="#">BBC iPlayer - Numberblocks - Series 1: How to Count</a></p> <p><a href="#">BBC iPlayer - Numberblocks - Series 1: The Whole of Me</a></p> <p><a href="#">BBC iPlayer - Numberblocks - Series 1: Stampolines</a></p>
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	<p>Now find different ways to show five. E.g three on top and two on the bottom.</p> <p>Share the counting story 'One is a snail, Ten is a crab.' Talk about the different number of 'parts' (feet) the whole animal has.</p> <p>Use the number songs to practise saying and counting numbers.</p>	<p><a href="#">One is a Snail, Ten is a Crab - YouTube</a></p> <p><a href="#">BBC iPlayer - Numberblocks - Numbersongs: Scoop A Scoop</a></p> <p><a href="#">Five Fat Peas - YouTube</a></p> <p><a href="#">BBC iPlayer - Mr Tumble - Songs: 3. Let's Count Together!</a></p>
<b>Wider Curriculum</b>	<p><b>Physical Development</b></p> <p><b>Dance-</b> Join Oti as she teaches us how to 'happy bounce'.</p> <p><b>Fine Motor Development</b> -Try some of these activities to help develop fine motor control and strength in your fingers and hands.</p> <ul style="list-style-type: none"> <li>* Draw a picture of a bare tree. Use finger prints in paint to create the leaves. Perhaps you can make autumn colours.</li> <li>* Thread beads or pasta on a string.</li> <li>* Sort out a collection of small objects e.g. dried peas, rice, sequins, small stones, buttons, fruit pips etc. (please supervise this activity to make sure the objects are used safely.)</li> <li>* Try to use tweezers to pick up different objects. Which are the easiest?</li> </ul> <p><b>Understanding the World</b> <b>People, Culture and Communities.</b></p> <p><b>Watch the 'Down On The Farm'</b> video to learn more about goats and what happens in Autumn. Did you spot the bridge?</p>	<p><a href="#">BBC iPlayer - Oti's Boogie Beebies - Series 1: 5. Feeling Good</a></p> <p><a href="#">BBC iPlayer - Down on the Farm - Series 2: 8. Goats and Plum Jam</a></p>

	<p><b>Bridges-</b> Can you find pictures of different bridges?  Can you find a picture of an old stone or wooden bridge, like the bridge in the story?  Now find a very modern bridge. Can you find out what it is made of? What else is different?  Do you know of any bridges near your house?  What goes over it/under it?</p> <p><b>Expressive Arts and Design –</b></p> <p><b>Music-</b> Retell the story of ‘The Three Billy Goats Gruff.’  Make your own music for the story. Use body percussion like claps, slaps, beats, to make the sound of the goats crossing the bridge. Would each goat sound the same? Why? Make your sounds match each goat. Can you change the sounds from quieter to louder?  How could you make ‘troll’ music? What else could you use to make the sounds? You could add other for e.g. the river, the meadow.</p> <p><b>Design-</b> How could you make your own bridge? Explore using different objects and materials e.g. cushions, bricks, books, paper. What can you stand on your bridge? (car, teddy, penny?) Can you move anything under it?</p> <p><b>‘The Three Billy Goats Gruff song-</b> Listen to the song and join in with the repeated refrains – ‘that was the plan’ ‘trip trap trapping’.</p> <p><b>3 Pigs Ballet-</b> Enjoy watching this short video of the Three Little Pigs ballet. Talk about what is happening in the story.</p>	<p><a href="#">The Three Billy Goats Gruff The Trip trap Trapping Song - Bing video</a></p> <p><a href="#">CBeebies EXCLUSIVE clip - The Three Little Pigs Ballet - YouTube</a></p>
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