

Dear parent(s),

Thank-you for your efforts in covering last weeks teaching using the pack we provided. It has been lovely to see some of the completed work that has been emailed back to us. Can all of the work that has been finished at home please be returned to us on Thursday or by email before the children's return. We are also still in need of cardboard tubes ie kitchen roll tubes (not toilet rolls) so if you can send in any you have they'll still be gratefully received.

Thank-you

This pack covers the first three teaching days of the week commencing the 16th November and follows a very similar timetable to before. This week our theme is 'The Gruffalo' written by Julia Donaldson.

Day 1

Phonics :

Your child should be introduced to the sound 'h' - clearly pronouncing it with minimal 'u' sound after the letter as possible. Repeat the 'h' sound as a bouncy sound . Once you child is happy with this, you can show your child how to correctly form the letter - 'Down the head, to his hooves and over his back.' We draw over the horse picture to start and then they continue to practise using the **Rainbow writing** formation sheet provided. (Write in the large letter with lots of different colours.) Once they have mastered the 'h' formation you can introduce a range of words that begin with the sound 'h' - ask your child if they can think of any others - they could draw pictures to add to an 'h' collection of words. Hen, hip, hat, hand, helicopter, hose, , etc.

Revise letter recognition for the sounds previously covered. m,a,s,d,t,i,n,p,g,o,c,k,u,b,f,e,l

Literacy: To enjoy sharing stories and join in with repeated refrains.

Share the story of The Gruffalo by Julia Donaldson. If you don't have the book, you can listen to and watch the story of 'The Gruffalo' being read on YouTube at <https://www.youtube.com/watch?v=s8sUPpC8Ws>. The children could join in with the repeated phrases.

Once the children are familiar with the story they should be able to tell you the order of appearance of the characters. You could prompt this with questions or clues....eg. Who does the mouse meet first? It is someone who lives in a log pile.....

Maths.LO: To represent numbers using fingers.

Sing the song—5 Little Ducks

<https://www.bbc.co.uk/programmes/p065z8z4> @3mins 48 seconds

You hold up a number card in random order and the children say the name of the numeral and hold up the matching number of fingers to show you 'how many'. Some children will find it tricky to arrange their fingers but give them time to work it out.

Day 2

Phonics :

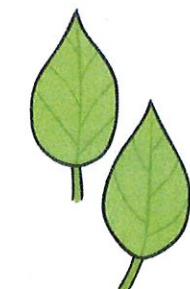
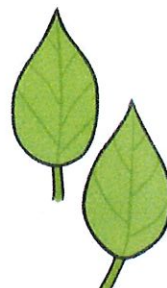
Today we revisit the letter 'h'. We 'bounce' the sound and repeat the sound before saying a word that starts with it. Eg h,h,h,horse. You model this for your child and they repeat it back to you on their turn.

Please complete the 'h' formation sheet, this time thinking about where the letter starts and ends. Try to over write the letters carefully before attempting to write the letter the letter 'h' independently. Encourage the children not to go too far back up otherwise the horse's neck will be too short and it wont be able to eat the grass - this should avoid a 'n' being formed. .

Literacy - To read and write the common exception word (red word) 'was'.

Look at the red word 'was'. Explain that this word is a red word because we cannot use Fred talk to read it. Name and count the letters that make up the word 'was'.

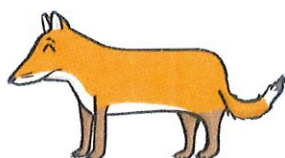
Say the sentence 'He was huge.' Ask the children to fill in the missing 'was' word on the worksheet. Continue this process with the other sentences. Use the letter rhymes to ensure correct formation of each letter.

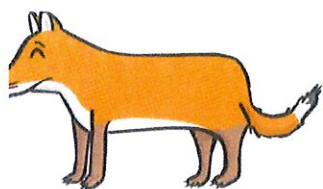


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Maths: To investigate number bonds to 5

Sing the song 5 Little speckled frogs

<https://www.bbc.co.uk/programmes/p065z8z4> @6 mins 48 seconds

Take five identical coins eg 5p. Ask your child to share these out into two piles or into two purses or out to two people/toys. Ask them how many coins each group has.

Use the part-part-whole worksheet to record all the possible combinations. Ensure that the children realise that when the groups are recombined that they still total 5 coins.

Day 3

Phonics:

Your child should be introduced to the sound 'r' - clearly pronouncing it with Hold the 'r' sound as a *stretchy* sound. Once your child is happy with this, you can show your child how to correctly form the letter - 'Down the robots back and curl over his arm.' We draw over the robot picture to start and then they continue to practise using the **Rainbow writing** formation sheet provided. (Write in the large letter with lots of different colours.) Once they have mastered the 'r' formation you can introduce a range of words that begin with the sound 'r' - ask your child if they can think of any others - they could draw pictures to add to an 'r' collection of words. Rat, rake, red, rice, rain, etc.

Revise letter recognition for the sounds previously covered. m,a,s,d,t,i,n,p,g,o,c,k,u,b,f,e,l,h

Literacy: To identify words using initial and second sound. To combine adjectives and nouns in the correct order.

Ask your child to describe the Gruffalo initially from memory. Show them the Gruffalo picture and ask them to name the parts of the body which have an arrow pointing to the. Ask them to find the word they need in the word bank, using initial letters. Copy write the word they need to label the Gruffalo off the word bank (or underwrite your writing.) If there is two words starting with 't' e.g. tusk and teeth you could sound them out and ask them to see if they recognise any more sounds in the word.

Make a teaching point that the word *knees* is tricky because it sounds like it starts with a 'n' but there is a silent 'k' at the start that can't be heard.

Maths To represent numbers to 5 using Numicon. To match Numicon to their corresponding numeral.

Sing the song— 5 Current buns.

<https://www.bbc.co.uk/programmes/p065z8z4> @1 minute

Use fingers to show how many buns there are.

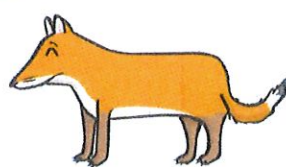
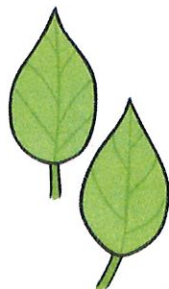
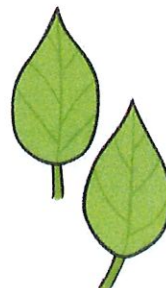
<https://www.youtube.com/watch?v=cDjb7BIT9l0>

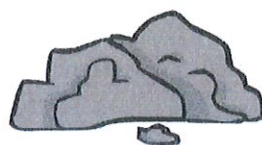
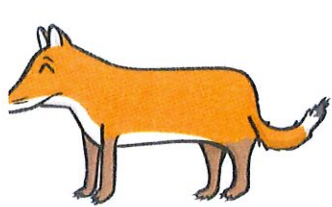
Cut out the Numberblock characters. Count their cubes and then stick them under their matching numeral.

Other areas of learning:

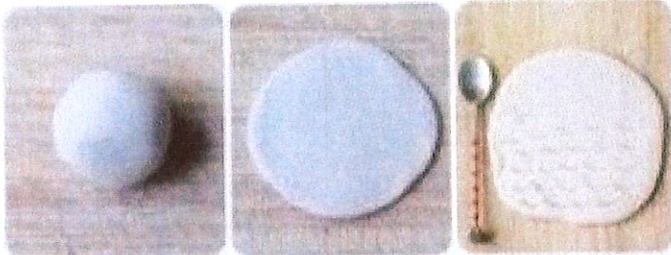
Continue to practise singing 'Rudolph the red nosed reindeer'. We are hoping the children will know it off by heart by the end of the week.

- ◆ Singing the Gruffalo song. <https://www.youtube.com/watch?v=mSc4TQshebk> Add your own actions
- ◆ Colouring and cutting out the Gruffalo mask and joining it to a handle (stick, ruler, pencil, spoon?)
- ◆ The pairs game: Mix up the cards and turn them all face down. Take it in turns to turn two over and state what they are. If they match—keep them. If they don't—put them back face down. Try to remember which cards were returned back into the set still in play..... You could voice your thinking to model the process. E.g. "I'm going to remember that the snail is here and the frog is here" Continue taking turns until all the pairs are made.
- ◆ P.E: Travelling. Move around a space: using small steps, giant steps, hopping, running, jogging, bouncing, jumping, skipping. Change direction while travelling and between styles.
- ◆ Challenge: Can you change speed? Can you change height? Can you move like a mouse? A snake? An owl? A Gruffalo?





- ◆ Using the salt dough recipe from last week, have a go at making a 2D or 3D owl.



LO: Experiments to create different textures. Manipulates materials to create a planned effect and uses a range of resources.

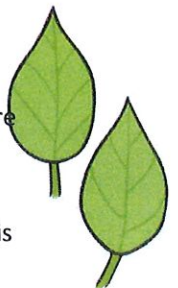


Encourage the children to plan which tools to choose and how to use them to create a desired effect. You could investigate creating texture first with a range of tools so they can justify their choices.



You could also research what owls look like so they can think about recreating a certain owl.

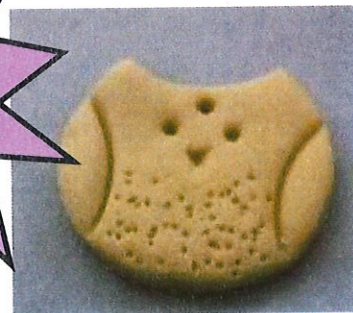
When they are finished it would be great for them to reflect on what they have done. What do they like? What are they proud of? What aren't they so happy with? Why? They could also choose a way to improve it and add this to their owl.



Create texture using kitchen tools - spoons, cutters, piping nozzles etc.

You could dye the dough to make it the right colour for a

Owls



Pinch on a

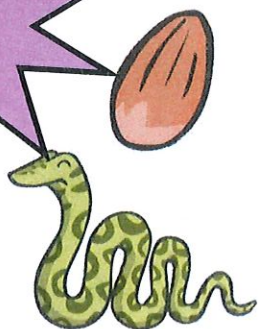
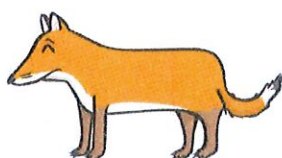
Use scissors to

Choose natural materials to add detail.



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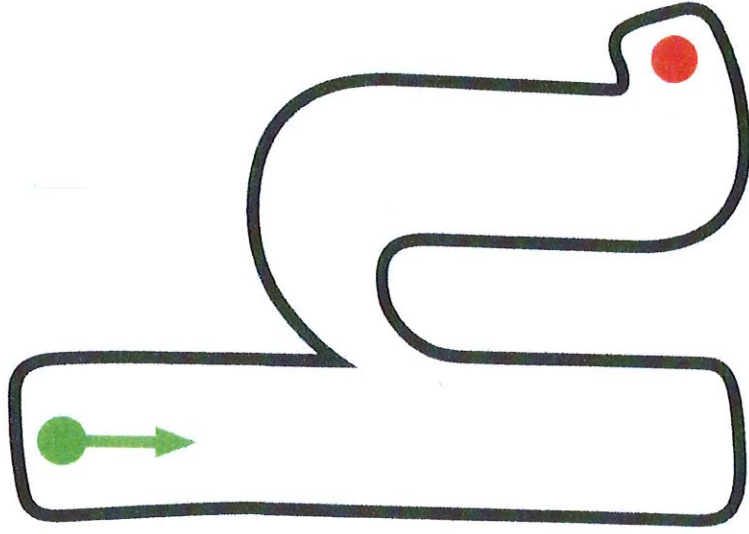
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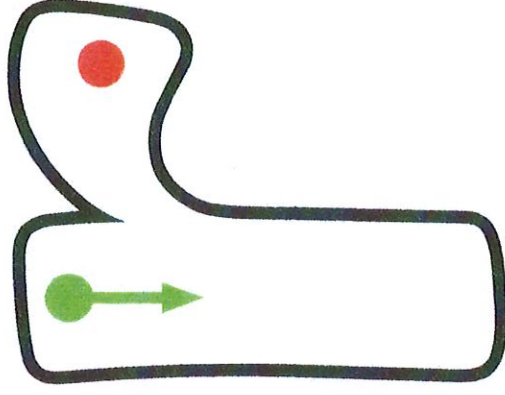
Reception Autumn 2 – Isolation Timetable (Week beginning 16th Nov)

Session 1	Session 2	Session 3	Session 4
M o n <u>Phonics</u> <u>h</u>	<u>Literacy</u> The Gruffalo story https://www.youtube.com/watch?v=s8sUPpC8Ws Story character sequence	<u>Numeracy</u> 5 Little Ducks https://www.bbc.co.uk/programmes/p065z8z4 @3mins 48 seconds Hand representation of 5	P.E Pairs game
T u e <u>Phonics</u> <u>h</u>	<u>Literacy</u> Red word - was. Missing word work. Complete the sentence.	<u>Numeracy</u> Little Speckled frogs https://www.bbc.co.uk/programmes/p065z8z4 @6 mins 48 seconds Number bonds	Music – Actions and words to The Gruffalo https://www.youtube.com/watch?v=mSc4TQshebk Gruffalo mask making
w e d <u>Phonics</u> <u>r</u>	<u>Literacy</u> Label the Gruffalo	<u>Numeracy</u> 5 Currant buns https://www.bbc.co.uk/programmes/p065z8z4 @1 minute Numberblocks 5 https://www.youtube.com/watch?v=cDjb7BIT9I0 Number sequence	Salt dough owls

Large Tracing Letters



Large Tracing Letters

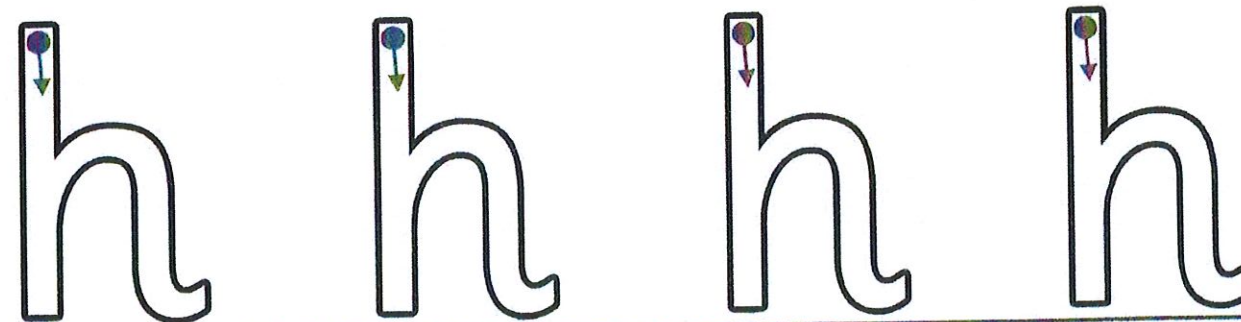
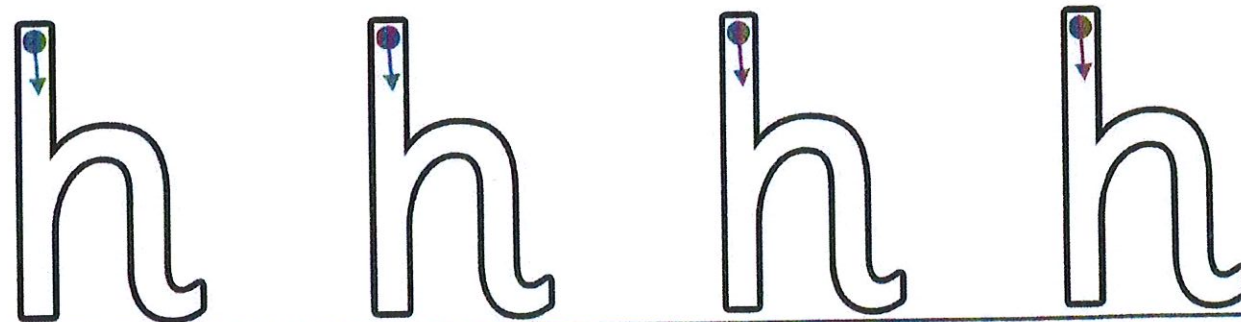
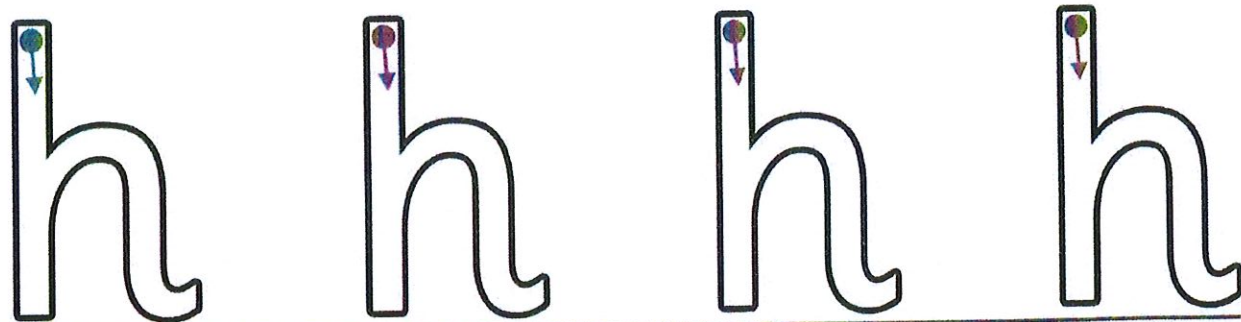
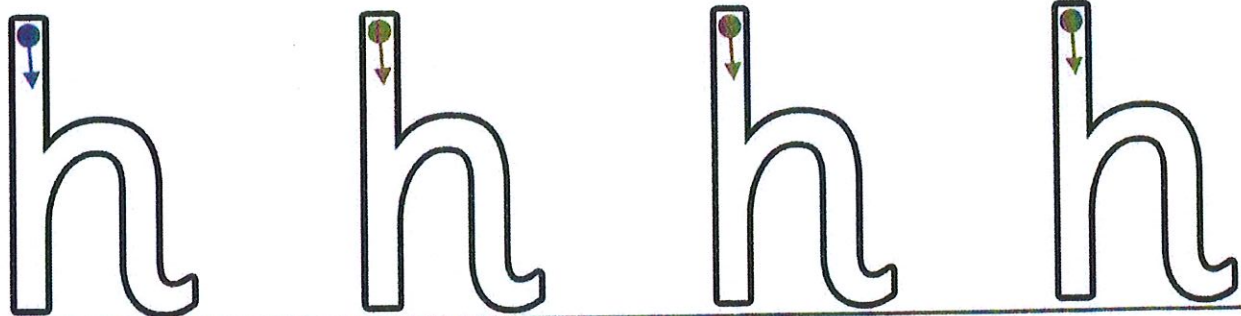


Letter Formation Worksheet

Name:

Trace over these letters.

h

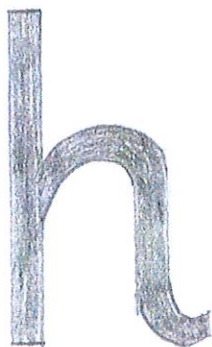


Letter Formation Worksheet

Name:

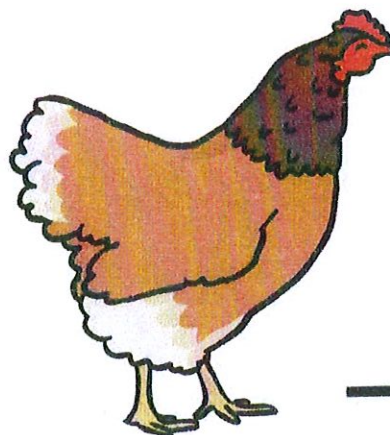
Trace over this letter and then try writing your own.

h



Complete the words below by writing in the correct letter.

_and



_en

Letter Formation Worksheet

r

Name:

Trace over these letters.

r

r

r

r

r

r

r

r

r

r

r

r

r

r

r

r

Letter Formation Worksheet

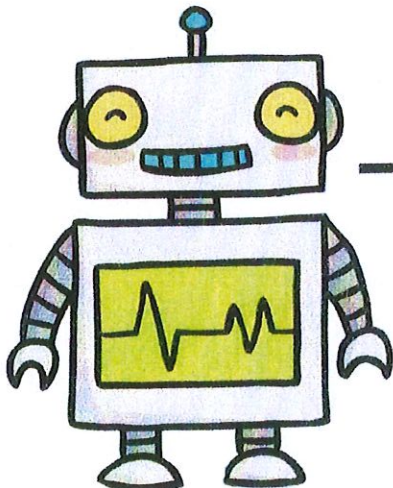
r

Name:

Trace over this letter and then try writing your own.

r

Complete the words below by writing in the correct letter.

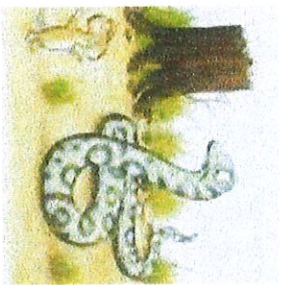


_obot



_ain

Number The Gruffalo pictures in the correct order



He _ _ _ huge.

He _ _ _ happy.

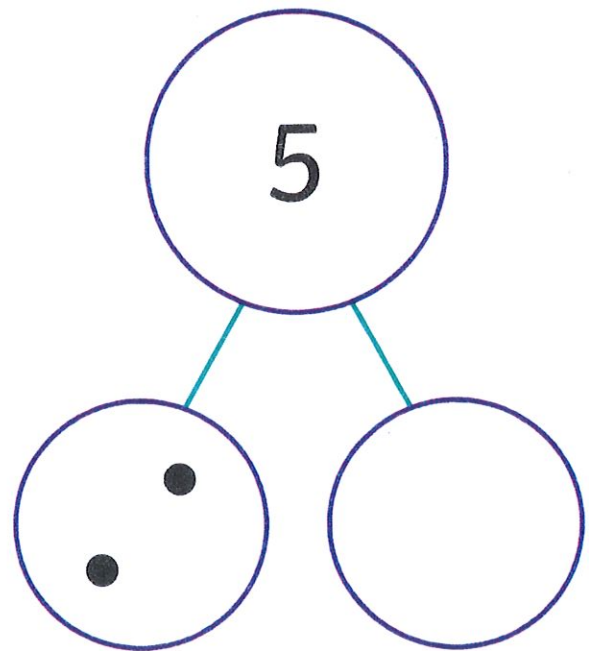
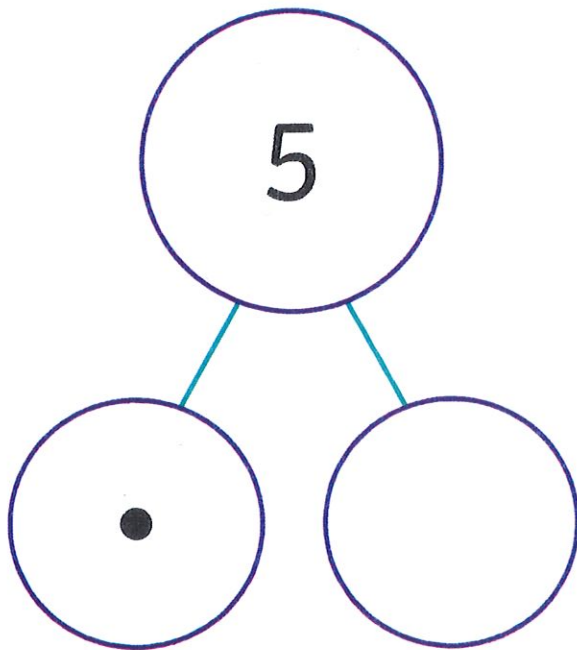
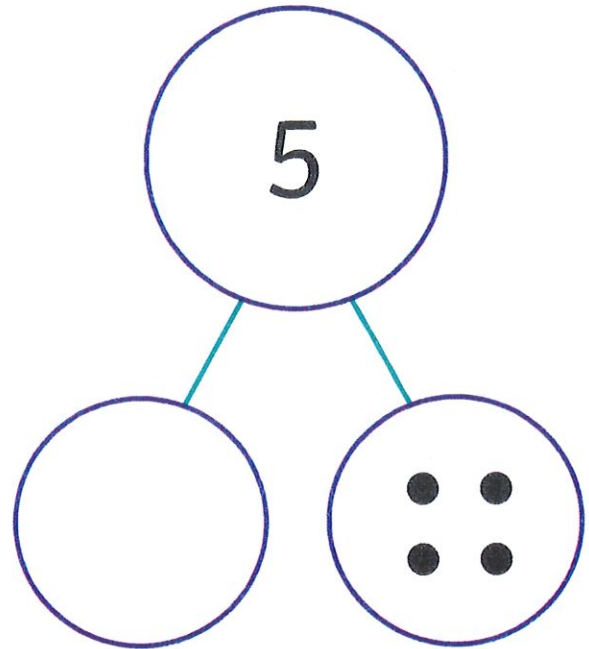
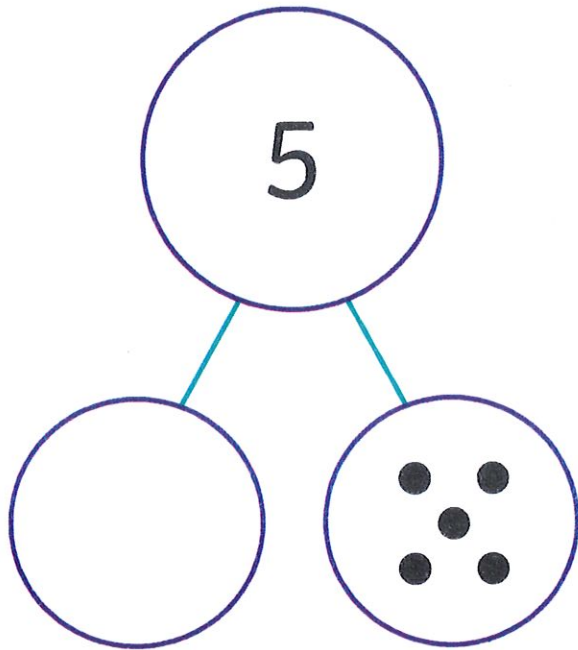
He _ _ _ hairy.

_ _ _ hungry.

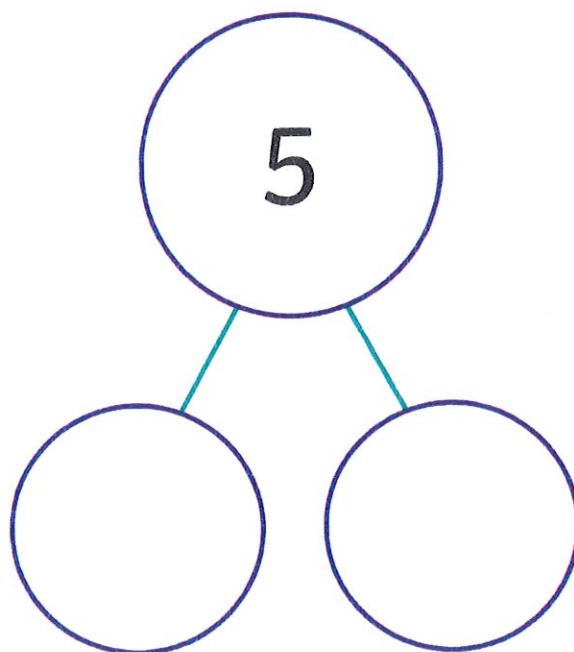
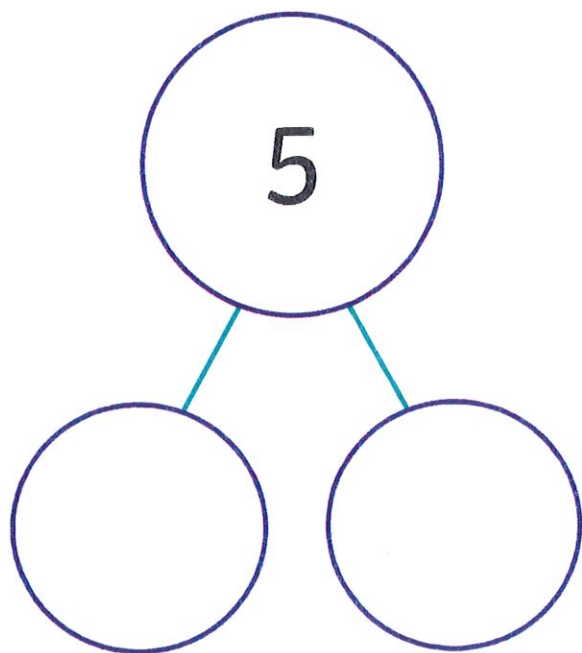
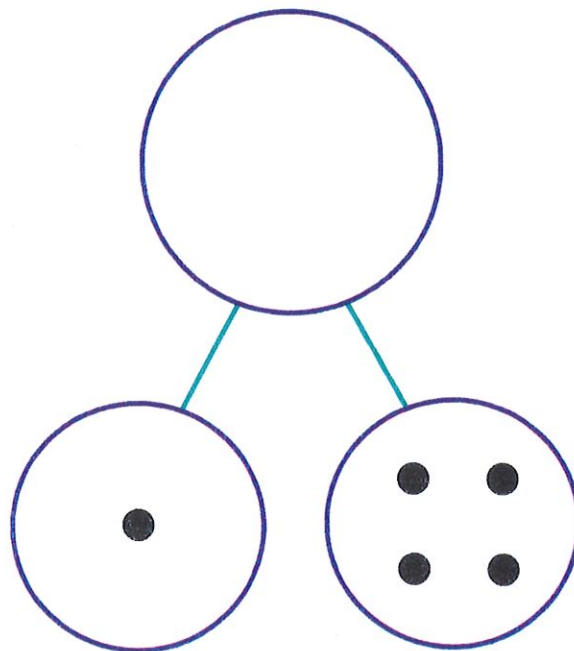
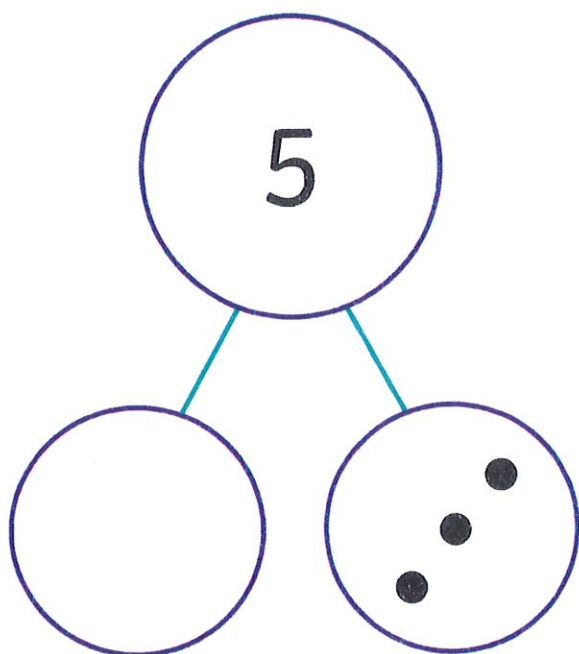
I _ _ _ scared!



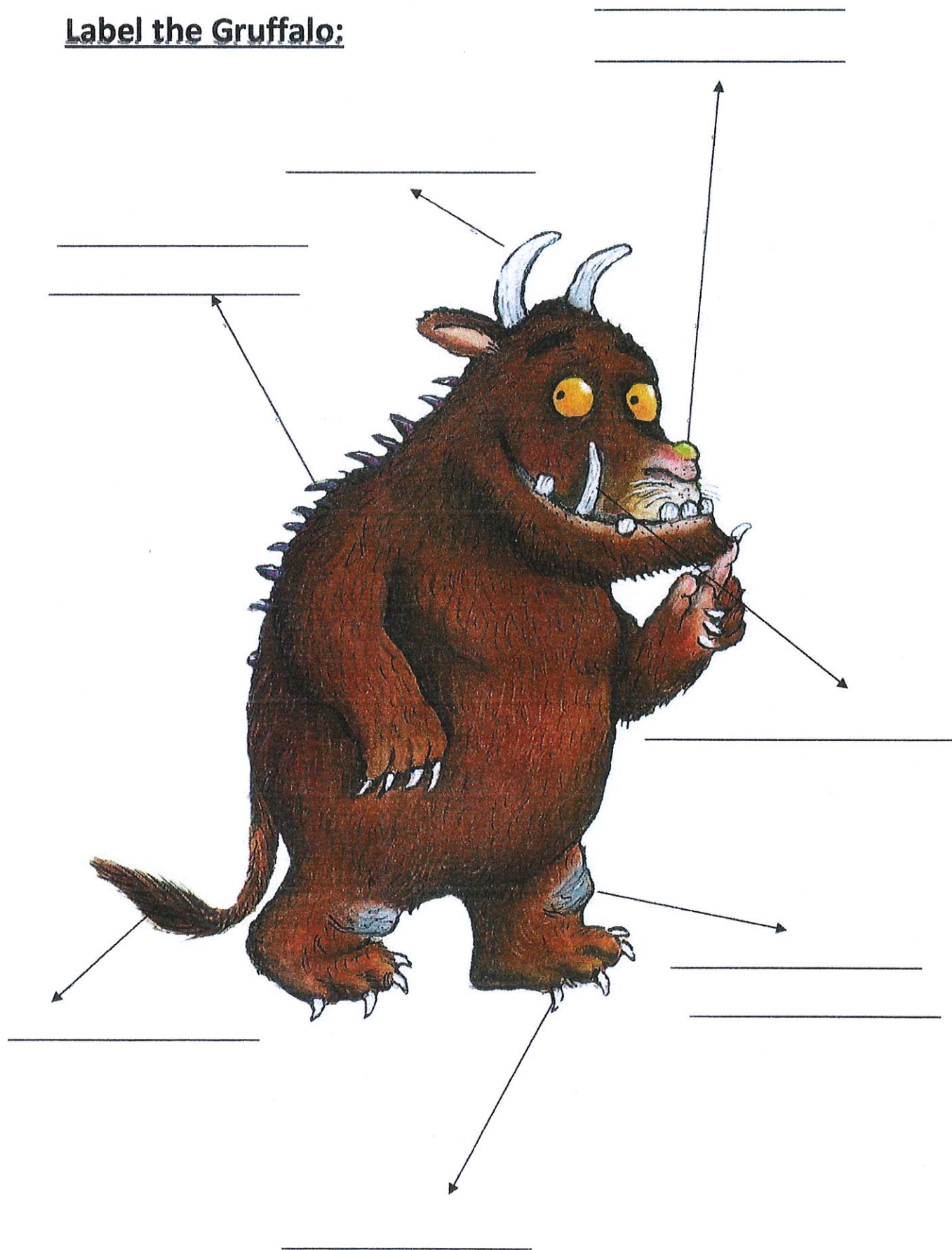
Part-Whole Number Bonds to 5



Part-Whole Number Bonds to 5



Label the Gruffalo:



Describing 'The Gruffalo'

eyes turned-out

orange poisonous

tongue wart

black terrible

purple tusks

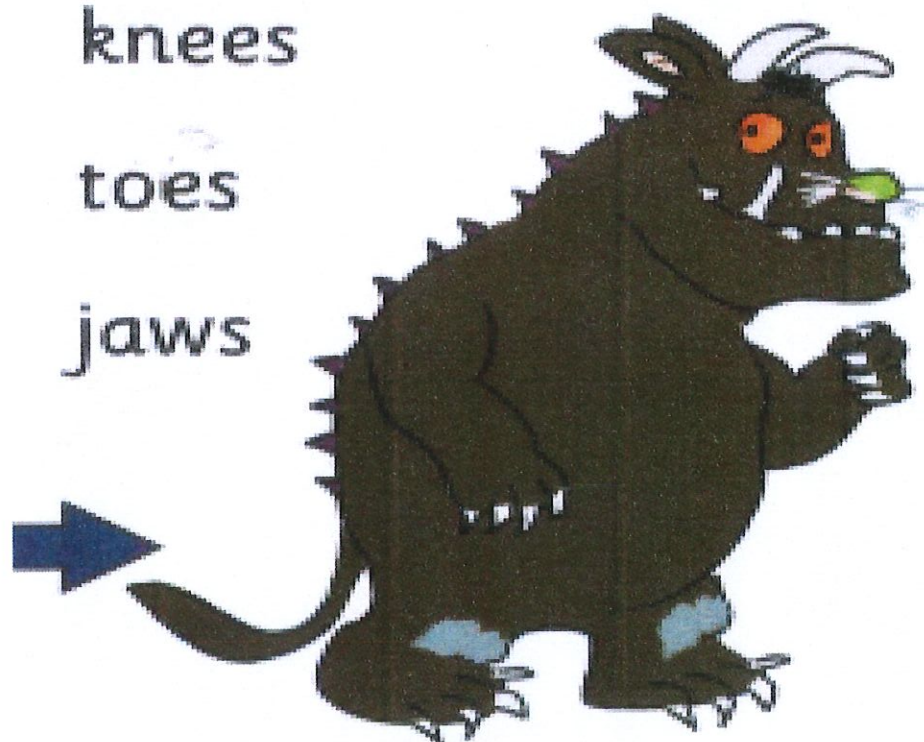
prickles claws

knobbly teeth

knees











toes

jaws



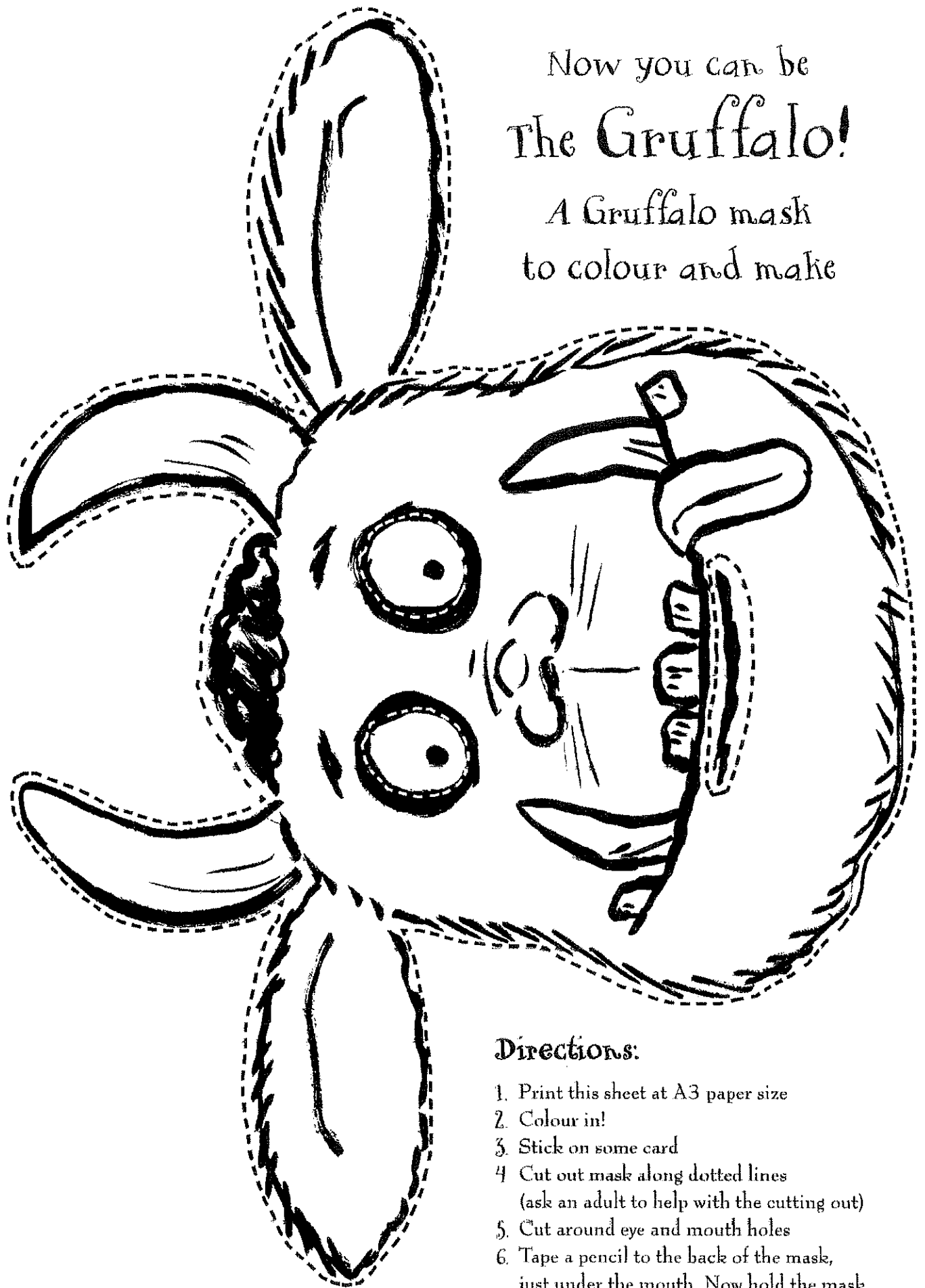
Say Hello to Five and Friends

Practise forming the numbers 1, 2, 3, 4 and 5. Then, find the matching Numberblock and stick it underneath the correct number.

Now you can be
The Gruffalo!

A Gruffalo mask
to colour and make



Directions:

1. Print this sheet at A3 paper size
2. Colour in!
3. Stick on some card
- 4 Cut out mask along dotted lines
(ask an adult to help with the cutting out)
5. Cut around eye and mouth holes
6. Tape a pencil to the back of the mask,
just under the mouth. Now hold the mask
to your face and go ‘Grrrrrrrrrrrrrrrrrr!’



PAIRS GAME

Rules (2-6 players)

- Shuffle the cards and lay them face down on a table.
- The youngest player goes first. Play then proceeds clockwise)
- On each turn, a player turns over two cards (one at a time). If the pictures on the cards

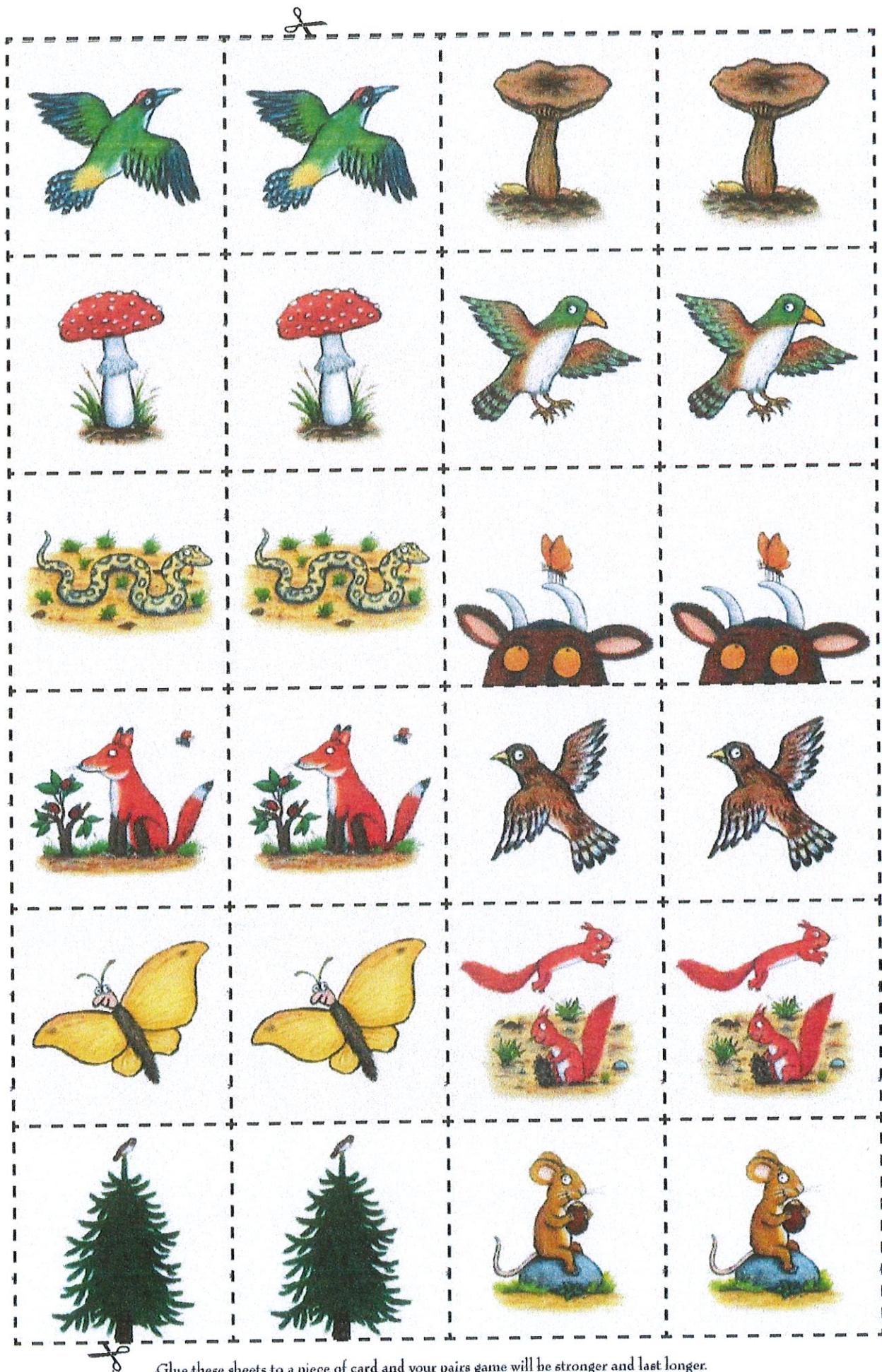
are the same, that player wins that pair and has another go. If the pictures on the cards are not the same the player turns both cards face down again and it becomes the next player's turn.

- The game continues until all the pairs have been found. The player with the most pairs is the winner.



Glue these sheets to a piece of card and your pairs game will be stronger and last longer.
Ask an adult to help you cut along the dotted lines.





Glue these sheets to a piece of card and your pairs game will be stronger and last longer.
Ask an adult to help you cut along the dotted lines.