



Dear parents,






With so few weeks left until the end of term, we are looking to consolidate, use, practice and apply all of the skills and knowledge your children have acquired over the last year with us. They have all come such a long way since September and this achievement hasn't gone unnoticed.



Maths




We hope you had fun with the previous games and counting tasks we supplied. We have added more to this pack, so your collection is doubled. Please continue to play the games and practice counting, ordering and using numbers. Any home cooking is a perfect opportunity to revise measuring, capacity, time and weight.



Literacy


It is time to write! Use the topic themed picture prompts to inspire the children to think of something to write. The focus is composition as well as punctuation, spelling and presentation. There is certainly lots to think about!

By the end of Reception there are 45 high frequency words that we are aiming for the children to be able to write independently. These include green words that are phonetically plausible (e.g. up) and red words that follow no rules. Red words need to be taught individually and used until known by heart. (e.g. said)




Reading daily is still very important. We have two more Australian Dream stories for you to share, but any reading is good reading. Packets, notices, recipes, instructions, jokes, letters etc all count as reading!

<https://www.twinkl.co.uk/resource/au-h-36-the-rainbow-serpent-powerpoint>




<https://www.twinkl.co.uk/resource/au-t-3726-aboriginal-dreamtime-how-the-kangaroo-got-its-tail-story>




After reading these stories, perhaps you could invent a story to explain why a different animal got its special feature.



Our last traditional tale for this year is Hansel and Gretel.



<https://www.twinkl.co.uk/resource/t-e-438-hansel-and-gretel-audio-narrated-story>




Have you heard it before? Your version might be different to ours. Try drawing a story map to show the key events and locations in sequence. Can you use the blank story boards to draw some scenes from the story then write what is happening in them underneath?



Phonics

With a total of 43 sounds introduced since September, we are looking to recognise these sounds in words and be able to blend them together. Using these sounds it should be possible to have a plausible attempt to read new words and also use the letters in these sounds to write the words too.



Thank-you.

Mrs Siswick and Mrs Stanley.

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Games

- 1) Find out How many books will fit along your length.
 - You need 8 or 10 picture books, fat felt-tips and paper
- 2) Play How many spoons fill a cone?
 - You need some small cups, sand or rice or small, dry pasta pieces; also, a piece of A4 paper, not too thin, and sticky tape.
- 3) Play *Race to the Start*
 - You need counters, small bricks, dried pasta pieces or anything else you can count! Also, two coins (different) to use as your counters, and one coin to flip. Print out the game board.
- 4) Make a *Do this number of actions!* 'fortune teller'
 - You need a square piece of paper and fat felt-tip pens. A thin pen would be good as well.
 - You need follow the instructions below on *How to make a fortune teller*.
 - Use this to *count* different actions, matching these to the spoken numbers.
- 5) Play *First to ten*
 - You need two sets of numbered cards 1 to 10. Coins or counters.
 - Also a timer – one on a phone will do.
- 6) Counting and recognising even and odd numbers by playing *First to Zero*, an exciting game!
 - You need small objects, e.g. Lego™ bricks, buttons, conkers, shells, beads... , three small pots or bowls and a 1-6 dice (you can make number cards 1-6 if you don't have a dice)
- 7) Adding by counting on, playing a two-person game: *Speak, Move, Check, Stay?*
 - You need a small counter each and a 1-6 dice. You can use number cards 1-6 if you don't have a dice
- 8) Play the game: *Ten on a Tray*
 - You need ten objects, each one different, e.g. very small toys, vehicles, figures or animals, pens, rubbers, sharpeners, etc. Also some small change – brown coins or 5ps or 10ps.
 - Enjoy playing the game... Who has the best memory?
- 9) Play *Turn and Match* using your home-made cards.
 - You will need to make cards as shown on the sheet below. They need to be carefully cut out!
 - Use the scorer on the board *Turn and Match*
- 10) Handy sums! Play the finger showing sums game
 - You need a small cup or bowl each, counters (or small, dry pasta pieces, Lego™ bricks or beads).

How many books long?

You need about 10 or 11 picture books, and fat felt-tips and paper

What to do

- Ask your child to lie down.
- Place books along the length of your child. The books must touch but not overlap.
- How many books make the same length as the child?



- Write the length of the child in books.

Amit is 6 books long

- Now you lie on the floor and ask the child to lay books along your length. The books must touch but they must not overlap.
- When the child has matched your length with picture books, ask then to count these very carefully.
- Get up without disturbing the books and count with them to check. Write your length in books.

Mum is 10 books long

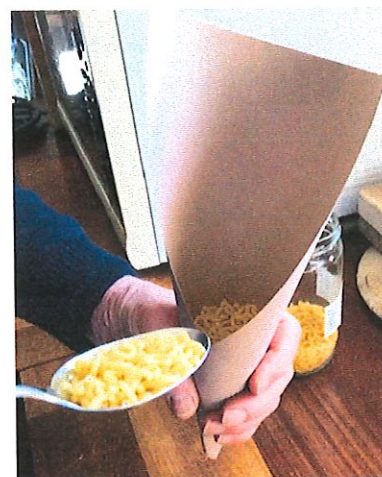
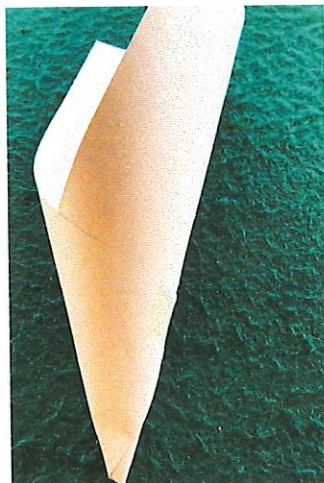
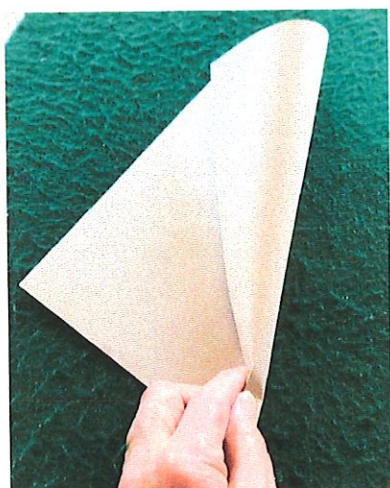
How many spoons fill a cone?

You need uncooked rice or dry pasta pieces, or sand...

Also a piece of good quality paper, approximately A4 size and some sticky tape.

What to do

- Curl the paper to create a cone shape.
- Stick it in place using Sellotape.
- Make sure that the bottom is closed so that nothing can fall through.
- Don't worry about the top being wide.



- Now, take a spoonful of dried pasta or rice or sand. Tip it into your cone.
- Take a second spoonful and do the same again.
- Keep going like this until the cone is as full as it can be.
- How many spoonfuls did your cone hold? Record the number.

My cone held 7 spoons of pasta.

- If possible, repeat with another type of filling, e.g. rice
(It should hold the same number of spoons!)

My cone held 7 spoons of rice.

A decorative border of small red ladybugs with black spots, arranged in a rectangular frame around the page.

Race to the Start

Instructions

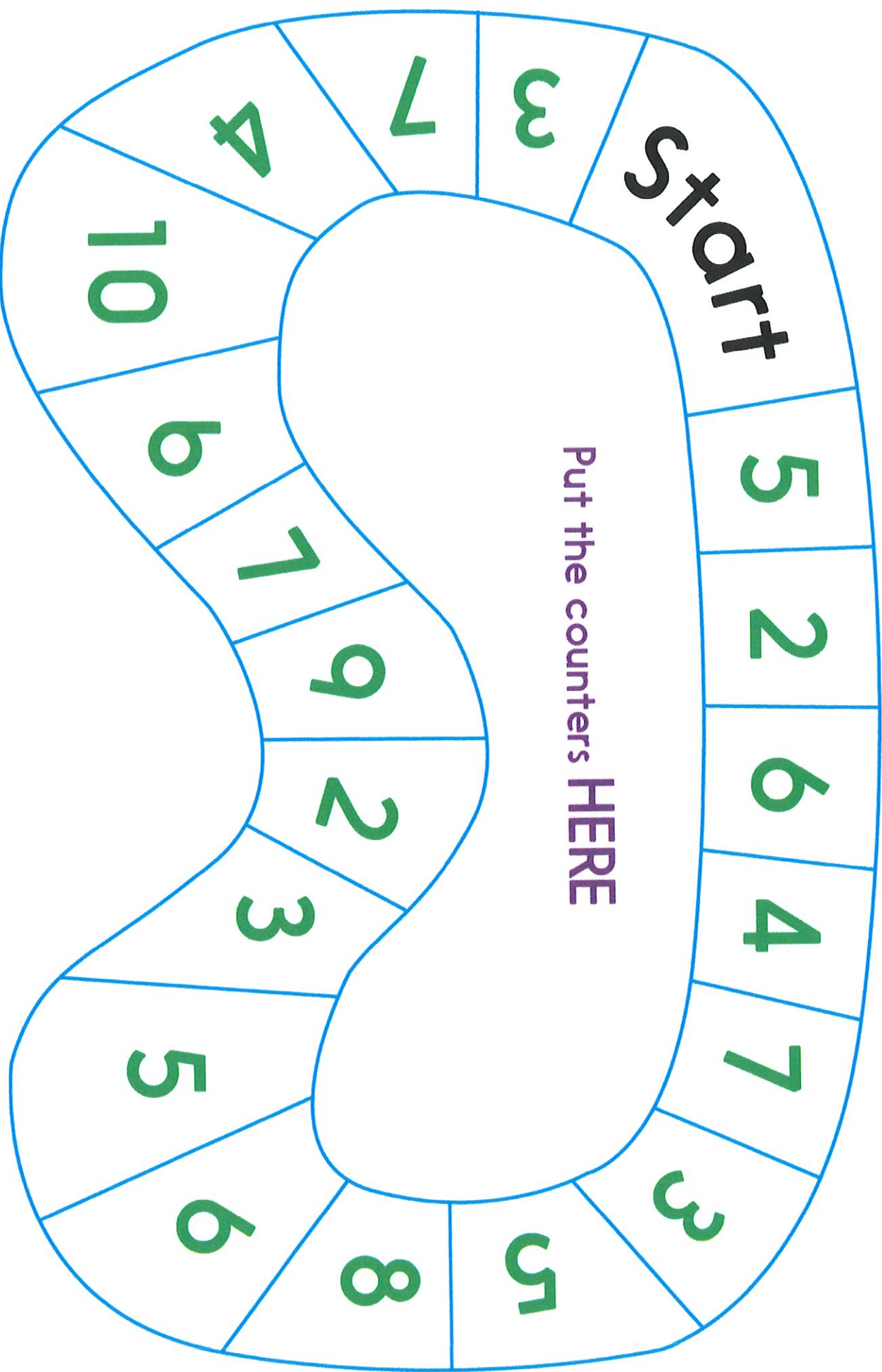
You need: counters: i.e. small bricks, dried pasta pieces or anything else you can count! Place these in the middle.

Also, two small items to use as move round the track, e.g. two plastic animals; and one coin to flip.

What to do

- Place your animals on START.
- Place the counters in the middle of the board.
- Take turns to play.
- Flip a coin. Heads move 2 spaces forward. Tails move 1 space forward
- Read the number you land on.
- Match this to the counters, e.g. land on 5 and count out 5 counters.
- If you are correct, stay put.
- If you match the number incorrectly, go back one space!
- Return the counters to the pile.
- Keep taking turns to play.
- Who gets back to the start first? They are the winner!

Race to the Start

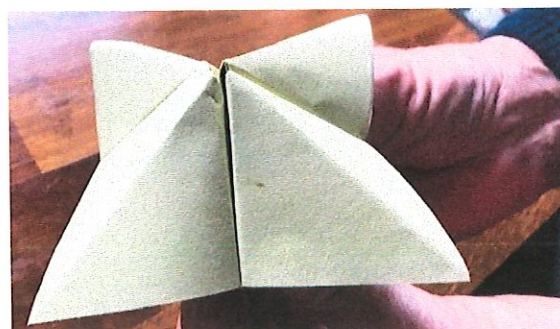
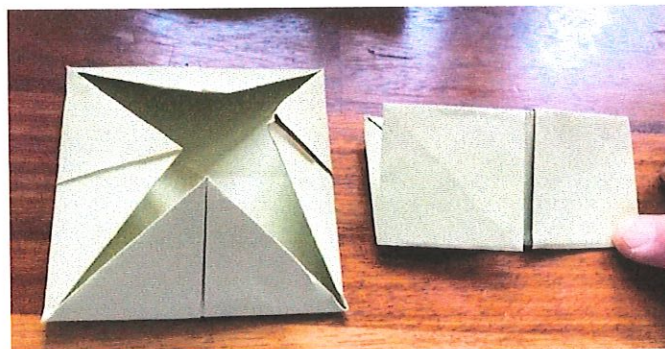
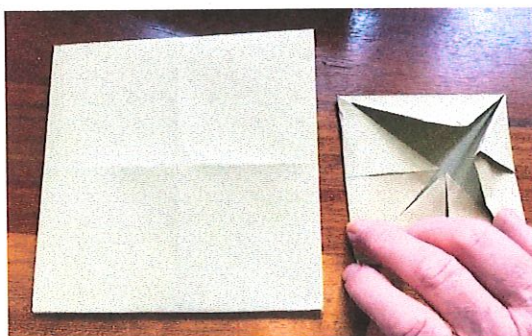
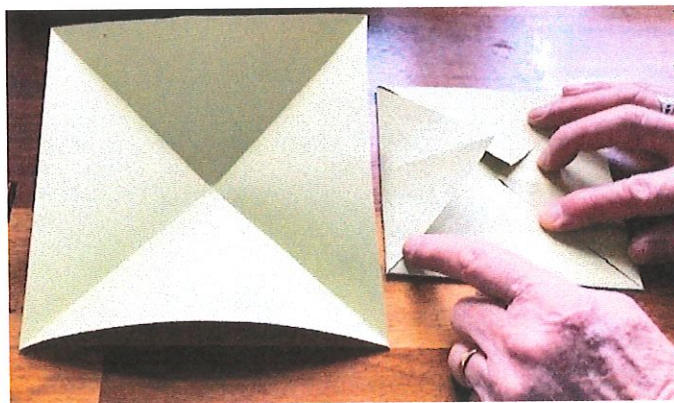


Make a ***Do this number of actions!*** fortune teller

You need a square piece of paper, fat felt tip pens and a good pen for writing.

How to make it

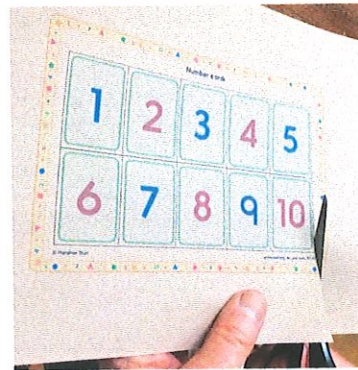
- Fold your piece of paper along the diagonals.
- Press down so the creases are sharp.
- Open up the paper and then fold each corner into the middle.
- All four corners are now in the centre and you have a smaller square.
- Turn the smaller square over so the folds are underneath
- Repeat the above process, folding all the corners in to the centre.
- You should now have an even smaller square.
- Turn the square over so the folds are underneath
- Fold the square in half and press the fold down so it is a sharp crease.
- Fold the square in half the other way, and press the fold down.
- You should now have a fortune teller.



First to ten!

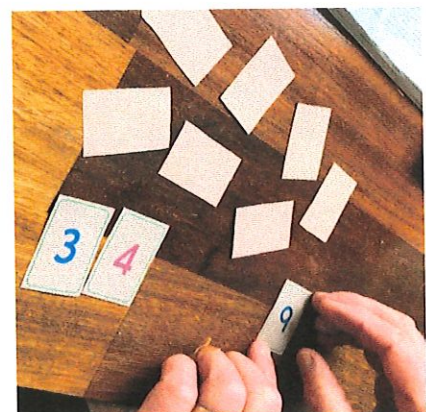
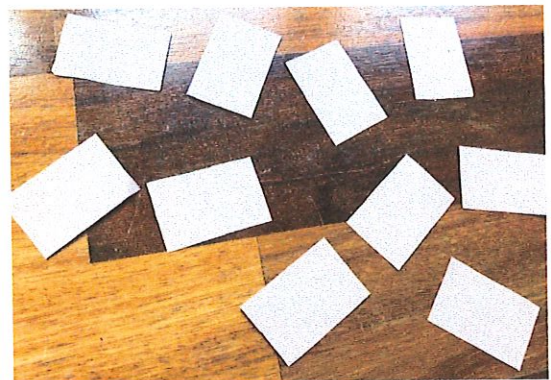
You need:

- two sets of number cards – see below for template to cut out
- A timer – one on a mobile phone will do as long as you can see the seconds and minutes.



How to play

- Each of you has a set of number cards 1 to 10.
- Shuffle the cards. Then spread them out face down.
- Set the timer.
- When you press 'start', each of you must turn over your cards and arrange them in a line, 1 to 10.
- Stop the clock when the first person finishes!
- Check each other's lines. Are the numbers in the right order?
- Practise doing this several times. What is your fastest time?



Now try the same activity but this time you have to lay out the numbers backwards, from 10 down to 1. This is surprisingly harder!

What is your fastest time laying them counting backwards?

Extension

Lay the cards in two lines, one with odd numbers and one with even numbers.

6	1
7	2
8	3
9	4
10	5

First to zero

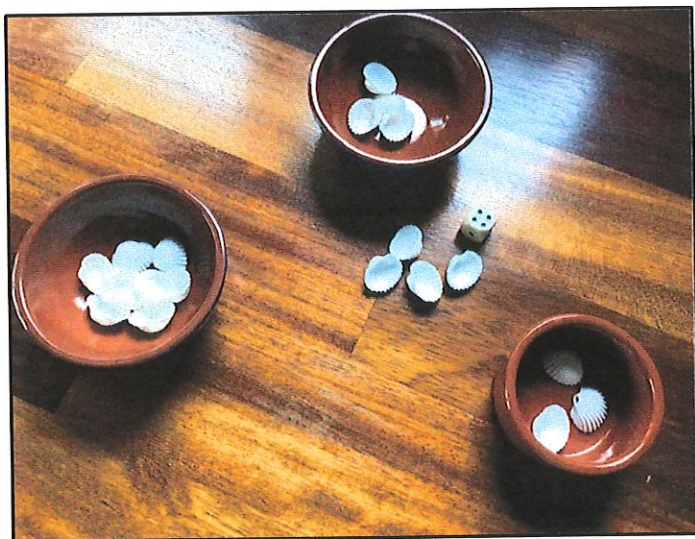
You will need: small objects, e.g. Lego™ bricks, buttons, conkers, shells, beads... three small pots or bowls and a 1-6 dice (you can make number cards 1-6 if you don't have a dice)

How to play

- This is a game for two people.
- You have a pot each and you place one pot in the middle between you.
- Place 10 or 12 (depending on whether your child can count to 12 reliably) small items in each of your pots.
- The middle one stays empty – at the moment!
- Take turns to throw the dice. Then follow these rules...

1, 3, 5, 7, 9 and 11 are odd numbers

2, 4, 6, 8, 12 are even numbers



RULES

- If it is an odd number, you place that many counters into the pot in the middle.
- If it is an even number, place that many counters into your opponent's pot!

- Keep playing until one person has run out of counters.
- They are the winner!
- Play again.

Extension

Use 20 counters each
This makes the game last a bit longer!

Speak, Move, Check, Stay?

You will need: a small counter each and a 1-6 dice. You can make and use number cards 1-6 if you don't have a dice

How to play

- This is a game for two people.
- Place your counters on the track on number 1.
- Take turns to throw the dice. Then follow these rules...

HINT

To count on, **say** number your counter is on.
Hold up the number of fingers to match the dice number.
Count on, folding down one finger for each number spoken.

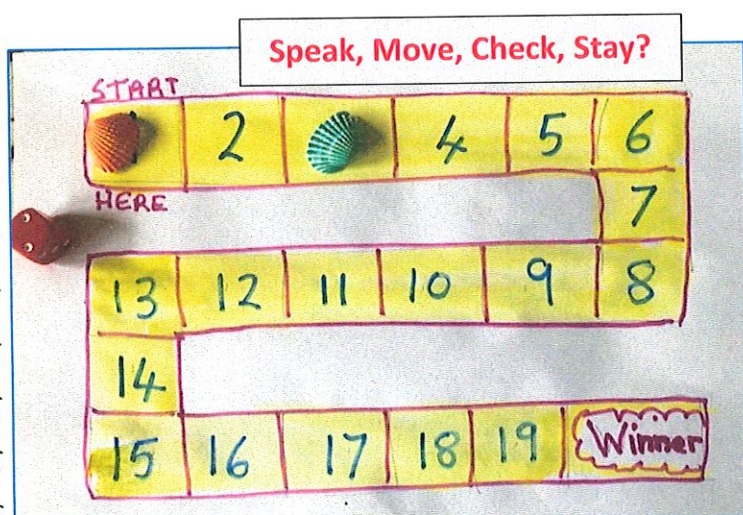
RULES

- Before you move your counter, you must say what number you will end up on.
- Your partner writes your guess.
- You then move your counter, counting on the number on the dice.

- Check that you were correct.
- If you were correct then you can leave your counter where it is.
- If you were not correct then you must go three spaces back.
- Keep playing until one person reaches the number 20, which says 'Winner'.
- Play again.

Extension

Make your own board and have the game go up to 30!



START



工部司



Winner

Handy sums

You need a cup or bowl plus counters (or small, dry pasta pieces, Lego bricks or beads).

What to do

You have a cup each. Place the counters in the middle of the table.

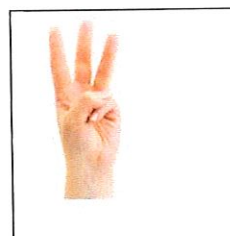
- Both of you put one hand behind your back. Say: ready, steady, go!
- Then, at 'Go!' you both bring that hand out with some fingers standing up and some or none folded down.
- Agree the sum. Write it down. Then work out the total.



So one of you might show 4 fingers

The other person might show 3 fingers

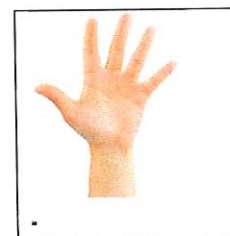
The sum is $4 + 3 = 7$



Or one of you might show 1 finger

The other person might show 5 fingers

The sum is $1 + 5 = 6$



- Repeat this, but this time **start competing**.
- Once the hands are shown, one person has to say the total as quickly as they can.
- The first person to say the total, takes that number of counters and puts them in their cup.
- Repeat six times. Who has the most counters in the end?

Ten on a tray

You need ten objects, each one different, e.g. very small toys, vehicles, figures or animals, pens, rubbers, sharpeners, etc. A tea-towel.
Also some small change – brown coins or 5ps or 10ps.

How to play

You need a partner to play with

- Find a tray and then find ten small items to place on it.
- Discuss how to arrange the objects, so that you both really have a picture in your mind of how the things look on the tray.
- Shut your eyes and then open them and make sure you can remember what is on the tray!
- Now one person turns their back and/or wears a blindfold. No peeking!
- Their partner removes up to 5 things from the tray and hides them under the tea-towel.
- The first person turns round and has to say...
 1. How many things have been taken off the tray.
 2. What they were.
- They get a coin if they can say how many things are missing.
- They get another coin if they can name some of the missing objects.



HINT

If you count the things ON the tray holding up one finger for every item, then the number of fingers still folded down is the number of things missing.

Have six goes each. Who has the most coins at the end?

Turn and Match

You need your 24 home-made cards (see below this page)

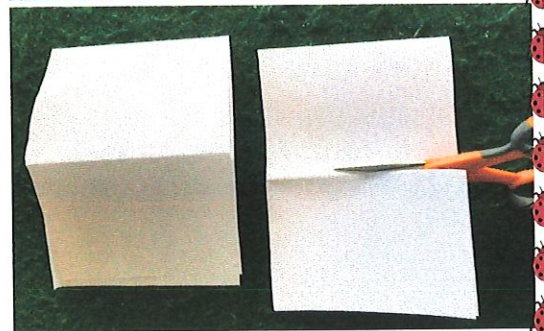
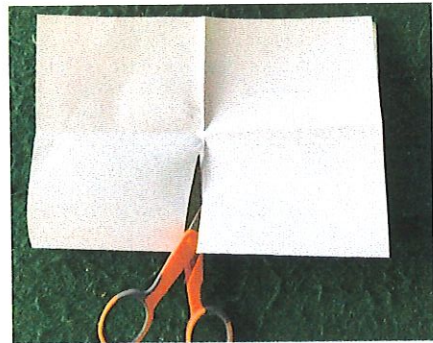
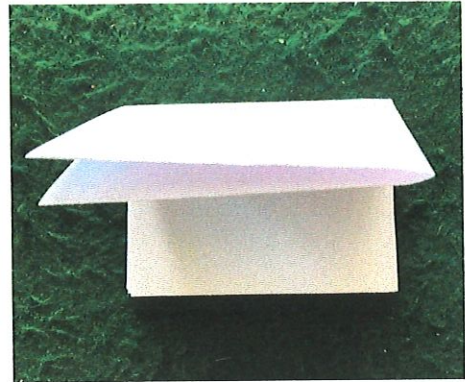
What to do

- Make your cards. You must cut these out carefully.
- Spread all the cards upside down on the table. No card must overlap another card.
- Turn over a card. Read the number. Turn over a second card. Read the number.
- If the two cards add to make 10 you can keep them!
- If the two cards do not add to make 10, turn them back over so they are face down. Try to remember where they are – it will help you later!
- Your partner has a go, doing the same thing.
- Have another turn. But this time, turn over a card you haven't tried before. Maybe one of the cards you turned over last time might match your new card to make 10? Do you remember where it was?
- Keep playing like this until all the cards have been taken.
- The person with the more pairs is the winner.



Home-made cards

- Take an A4 piece of white paper.
- Fold an A4 page into half, into half again, into half again and into half again. (Folding 4 times!)
- Press each of the folds flat as you go.
- Open out until the paper is folded just in half.
- Cut along the folds.
- Continue cutting along the folds until your page is cut into 8 equal pieces.
- Spread out the eight pieces – these are the first set of cards!
- Take a pencil and write the numbers 1 to 8 on the cards.
- Do not press hard. It is very important that when you turn over the cards, you cannot make out the number.



Now do this again TWICE

- On the second set of 8 cards write these numbers: 9, 10, 0, 1, 2, 3, 4, 5
- On the third set of 8 cards, write these numbers: 5, 5, 6, 7, 8, 9, 0, 10

8.

- Take turns to count. This is harder than you think!
- One person says 'one'.
- The second person says 'two'.
- The first person says 'three'.
- Continue like this, taking turns, until you reach 20.
- Repeat but this time speed up!
- Repeat but this time the other person starts – so you are saying different numbers.
- Repeat but count backwards from 20 to blast-off!

Counting
ideas
continued.

Extension

- Try this with three people – that's really hard, especially if you go fast!

9.

- Whisper – Shout counting!
 - Count up to 20 by whispering the odd numbers and shouting (not too loudly!) the even numbers.
 - **One** (whisper), **two** (shout), **three** (whisper), **four** (shout), **five** (whisper), **six** (shout), etc.
 - How far can you get?
 - Now ask your child whether they think 'six' will be shouted or whispered. What about 'nine'?
- Predicting whether a number will be shouted or whispered is quite hard.*

Extension

- Count on from 20 in the same way.

10.

- Each person takes a handful of dried beans/Lego™ bricks/counters/beads.
- They hold their fist tightly closed!
- Each person estimates how many they have.
- Now count each other's, matching each brick to the spoken number.
- How many did you guess? How many were there?
- Have another turn. Were your guesses better?

Extension

Estimate and then count how many in the two handfuls together

11.

- Take a tea-towel and some coins. These must be identical but it doesn't matter what denomination they are. You need ten.
- Lay out the coins on a table.
- Ask your child to sit facing away from you and the coins.
- Cover some of the coins with the tea towel.
- The child turns round and counts the coins they can see.
- Their aim is to tell you how many are under the tea towel.
- Repeat several times. Can they be correct three times in a row?

Make it easier or harder...

- Use only six coins to make this easier.
- Spread the coins out to make it harder!

12.

- You need ten 2p coins OR ten pairs of socks, each pair rolled into a ball.
- Count the 2ps by dropping them into a mug, or the socks by throwing the balled socks gently into a box or basket.
- As you drop or throw, count in twos – *two, four, six, eight, ten, twelve, fourteen, sixteen, eighteen, twenty.*
- Repeat several times.

Extension

- Try continuing the count past twenty – *twenty-two, twenty-four, etc.*

13.

- You need ten 10p coins – this is ideal. If you haven't got these, you can use ten grids, each ten spaces in area. *See below for a sheet of these to copy.*
- Count the 10ps by dropping them into a mug, or the grids by placing them in a line along the table.
- As you drop or place, count in tens – *ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred.*
- If you have been using 10p coins, now show your child a £1 coin and say that this is one hundred pennies or ten 10p coins.
- Repeat several times.

Extension

- Try continuing the count past one hundred, *one hundred and ten, etc.*

14.

- Count to five holding up one finger for each number spoken.
- Continue to 10, holding up the fingers on your other hand.
- Fold the fingers down.
- Repeat this, counting to 15, holding up one finger to match the ones / units in the spoken number, e.g. 11 (1 finger standing) 12 (2 fingers standing) 13 (3 fingers standing) etc.
- Continue to 20 in the same way.
- Repeat this but choose a new starting place. E.g. hold up 6 fingers and count from there.
- Repeat again, choosing a starting place between 10 and 20.

Extension

- Count on from 20 in the same way.

1. Writing numerals - practice

- On a piece of paper in front of you, write the numbers clearly from 0 to 9.
- Turn your child round so they are facing away from you, but looking at the numbers you wrote.
- Gently on their back, with a finger trace a numeral, e.g. 2.
- Can they say what numeral you are writing with your finger?
- Repeat with another numeral.
- Let them write a numeral on your back. Can you say what number it is? (*This is much harder as they may have trouble writing the numeral!*)
- Place rice or sand in a baking tray. With your finger, trace the number 2, showing how you start at the top and go round, down and then back along.
- Let the child imitate you.
- Repeat for another numeral.

Compose and write 3 simple sentences about the picture.

Don't forget to use a capital letter, full stop and finger spaces. For longer words remember to chunk them to hear more sounds Eg. Fire – man. Think carefully about where to place your letters too.



Handwriting practice lines consisting of multiple sets of three horizontal lines (top red, middle blue, bottom black) for writing practice.

Compose and write 3 simple sentences about the picture.

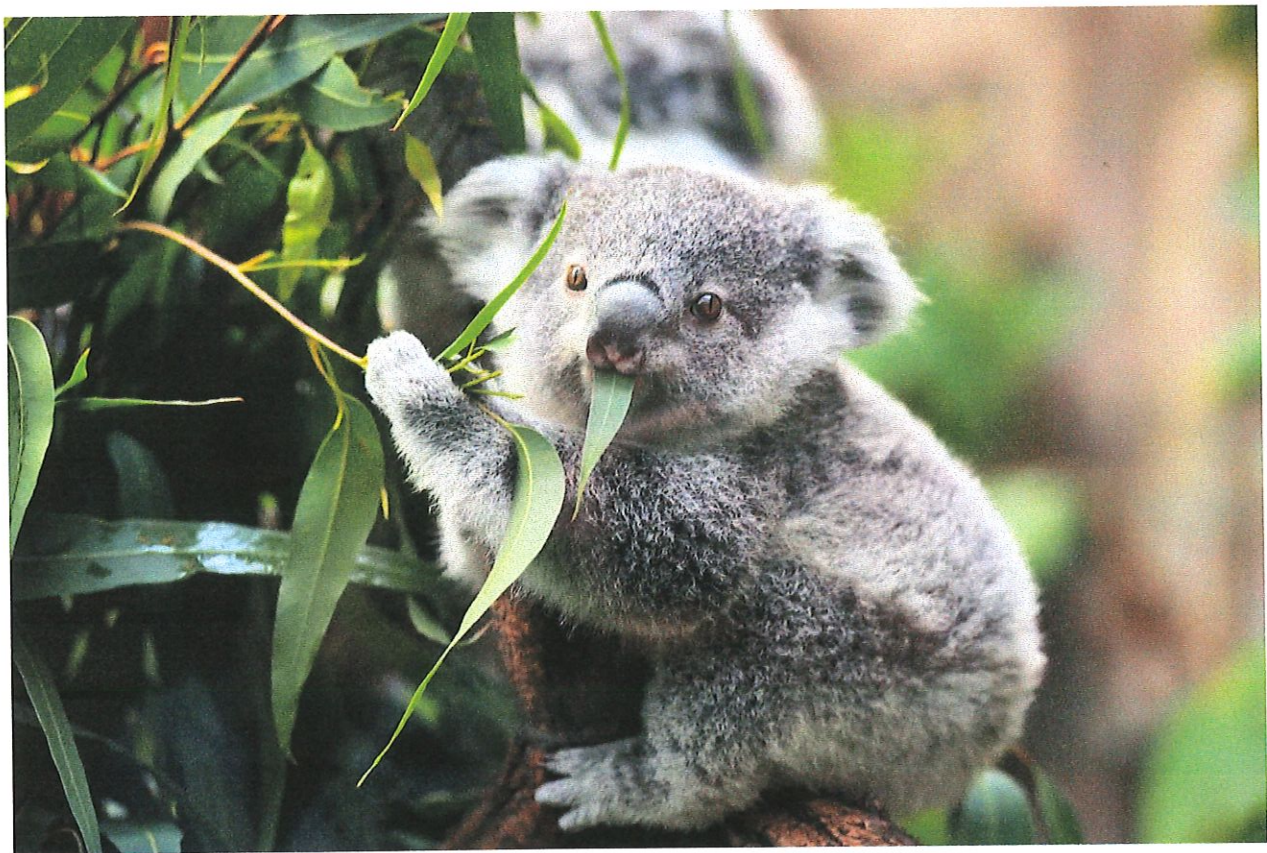
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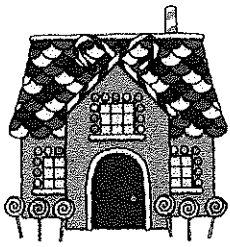
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These are the first 45 high frequency words. Children should be able to read and spell these by the end of the reception year.

I	you	the
go	day	of
come	was	we
went	look	this
up	are	dog

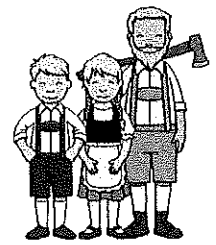
me	like	going
big	she	and
they	my	see
on	away	mum
it	at	play

no	yes	for
a	dad	can
he	am	all
is	can	get
said	to	in



Hansel and Gretel

Home Learning Challenges



Draw a picture of the cottage of sweets in the middle of the forest. Think carefully about the different sweets that could be used for the roof, the windows, the door and the path. Add your favourite sweets to the picture. Think about a range of different materials you could use to complete the picture. You could use crayons, felt-tip pens, paint or collage materials.

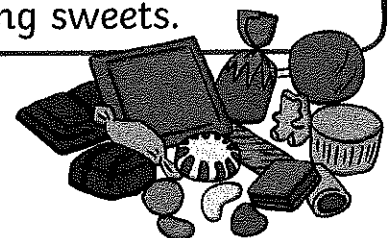
Build a house using sweets or use junk-modelling materials and make it look like sweets. Think about how you can attach the different sweets to each other, how you can make them balance and whether the house can stand without support.

Tell the story of Hansel and Gretel to somebody. You could use a book you have or use the Internet. See if you can remember the different parts of the story in the correct order. As it is a traditional tale, there are lots of different versions, so you can't get it wrong – it will be your own version! Try to use different voices for each of the characters.

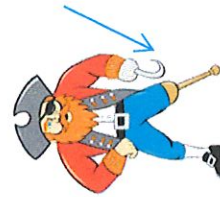
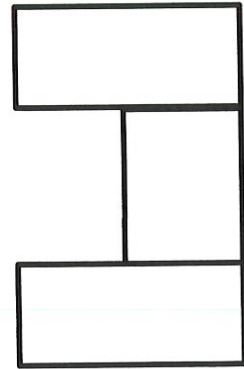
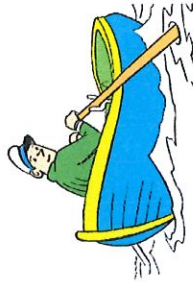
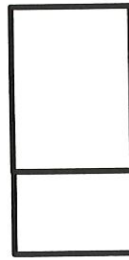
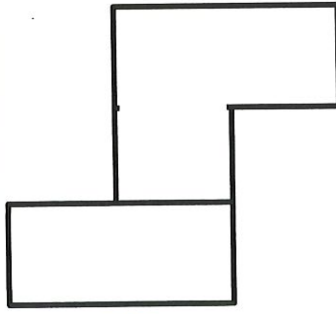
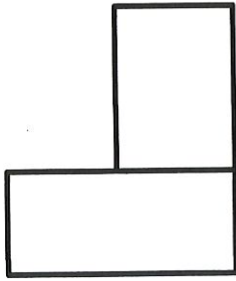
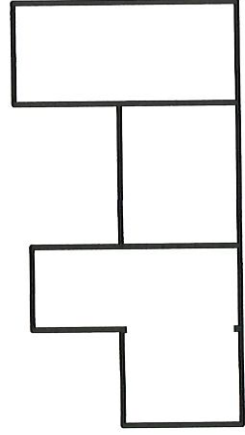
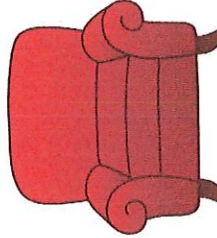
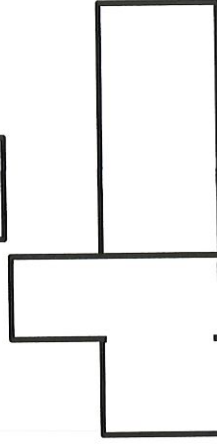
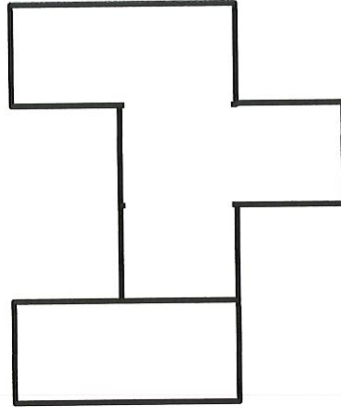
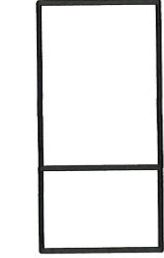
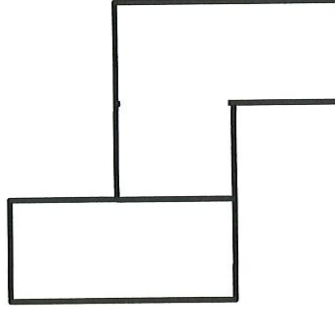
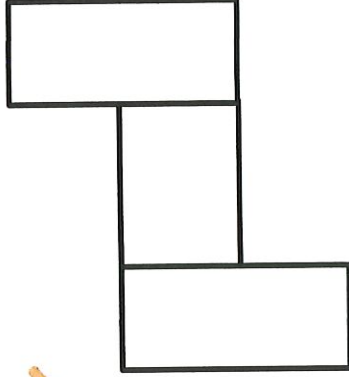
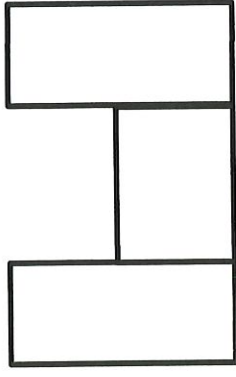
In some of the versions of the story, Hansel and Gretel dropped crumbs or pebbles on the ground to help them find their way home. Can you draw a map of your journey from home to a special place? It could be your school, a friend's house or the park.

There would have been lots of different animals living in the forest where the witch's house was. Use the Internet to research different animals that live in forests. Write down the names or draw some of the animals you discover.

Use some of the shapes you know to create your own sweets. Fill a piece of paper with circles, triangles and squares. Use crayons or felt-tip pens to decorate each of the shapes to create colourful-looking sweets.

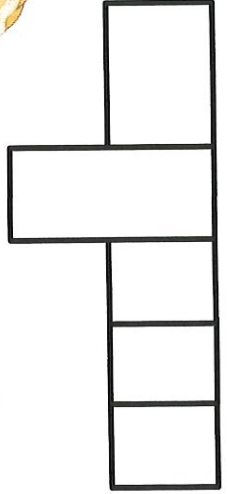
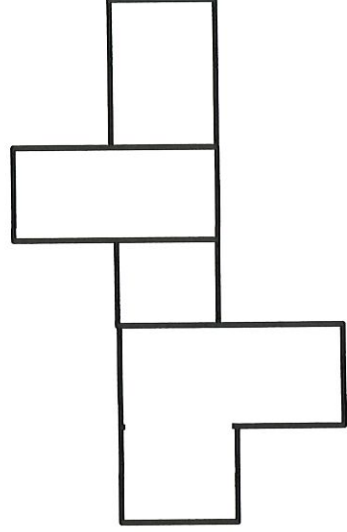
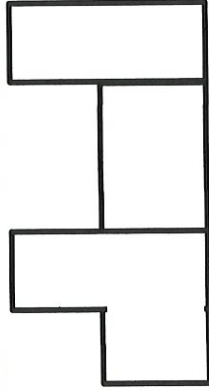
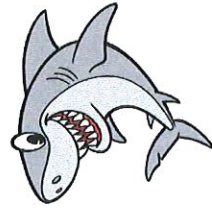
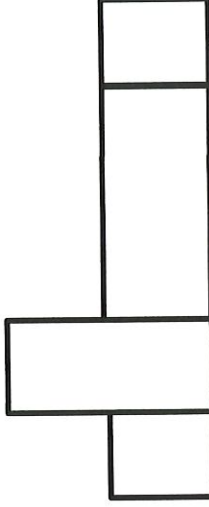
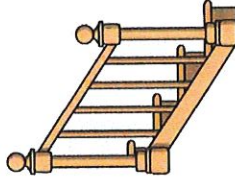
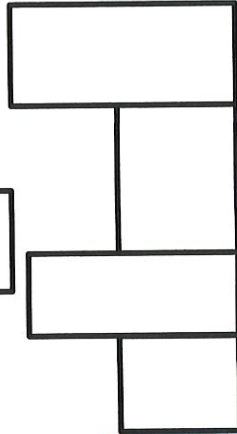
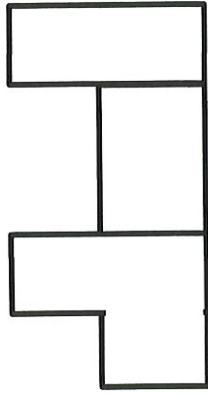
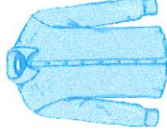
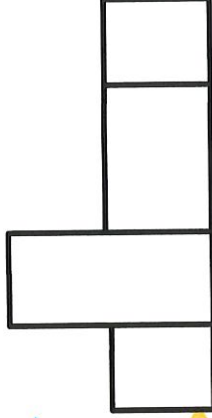
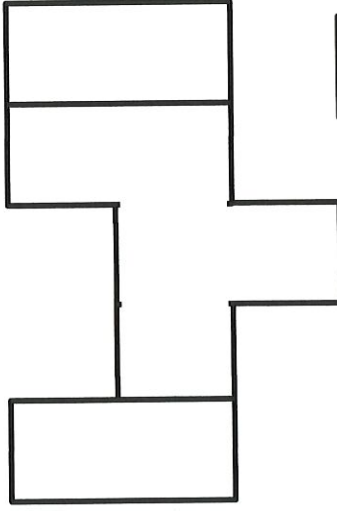
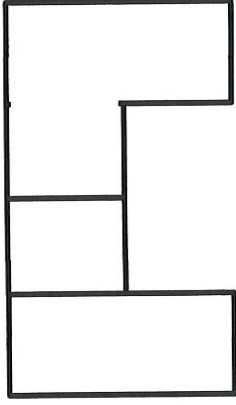
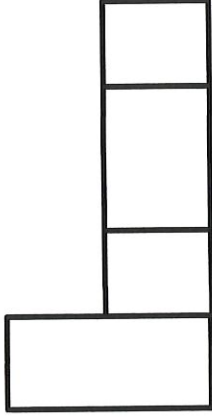
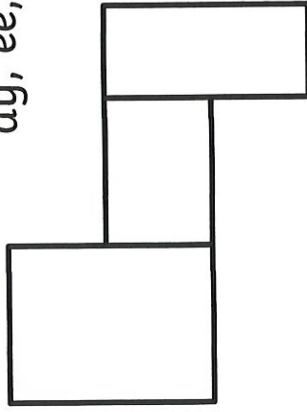
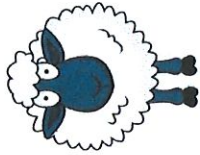


Set two spelling practise
ay, ee, igh, ow, oo, ar, or, air, ir, ou and oy.



Set two spelling practise

ay, ee, igh, ow, oo, ar, or, air, ir, ou and oy.



Set two spelling practise
ay, ee, igh, ow, oo, ar, or, air, ir, ou and oy.



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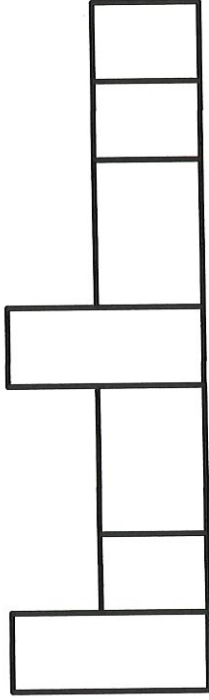
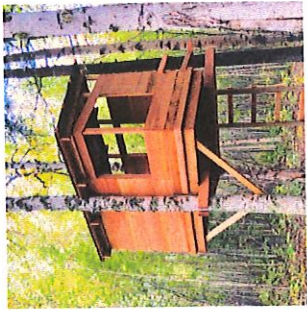
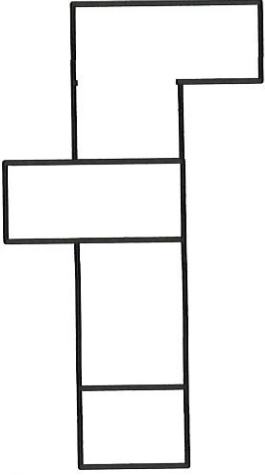
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Set two spelling practise
ay, ee, igh, ow, oo, ar, or, air, ir, ou and oy.



Answers

Page 1. bee, hay, row, hook, car, high, chair, shout, bird, fork, boy.

Page 2. sheep, light, pray, window, broom, storm, stairs, shark, shirt, cloud, oyster.

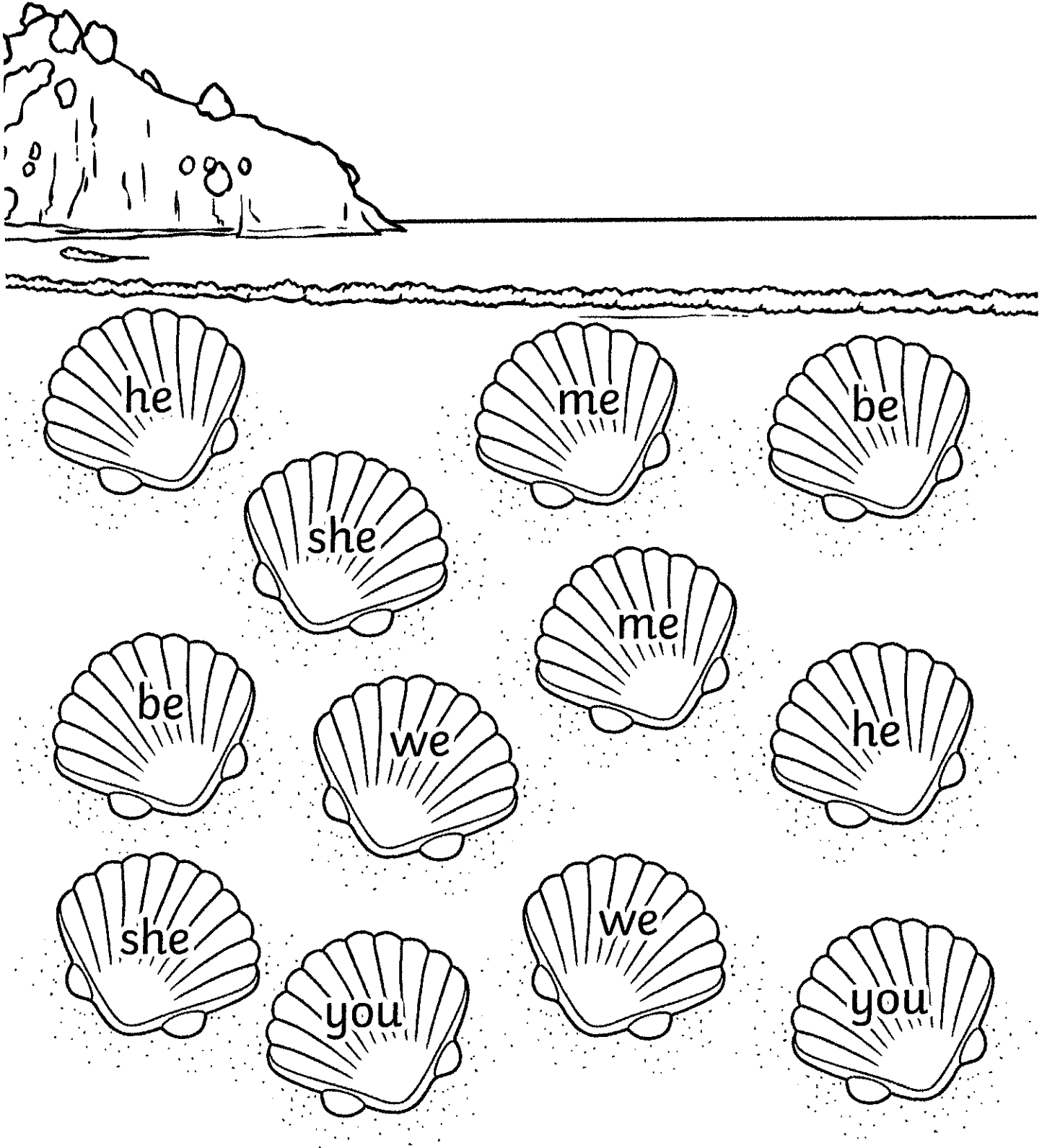
Page 3. snowman, knight, doctor, thirsty, racoon, broomstick, hairbrush, starfish, birthday.

Page 4. Cowboy, treehouse.

Seashell Tricky Word Colouring

Read the tricky words. Then, colour the shells using these clues.

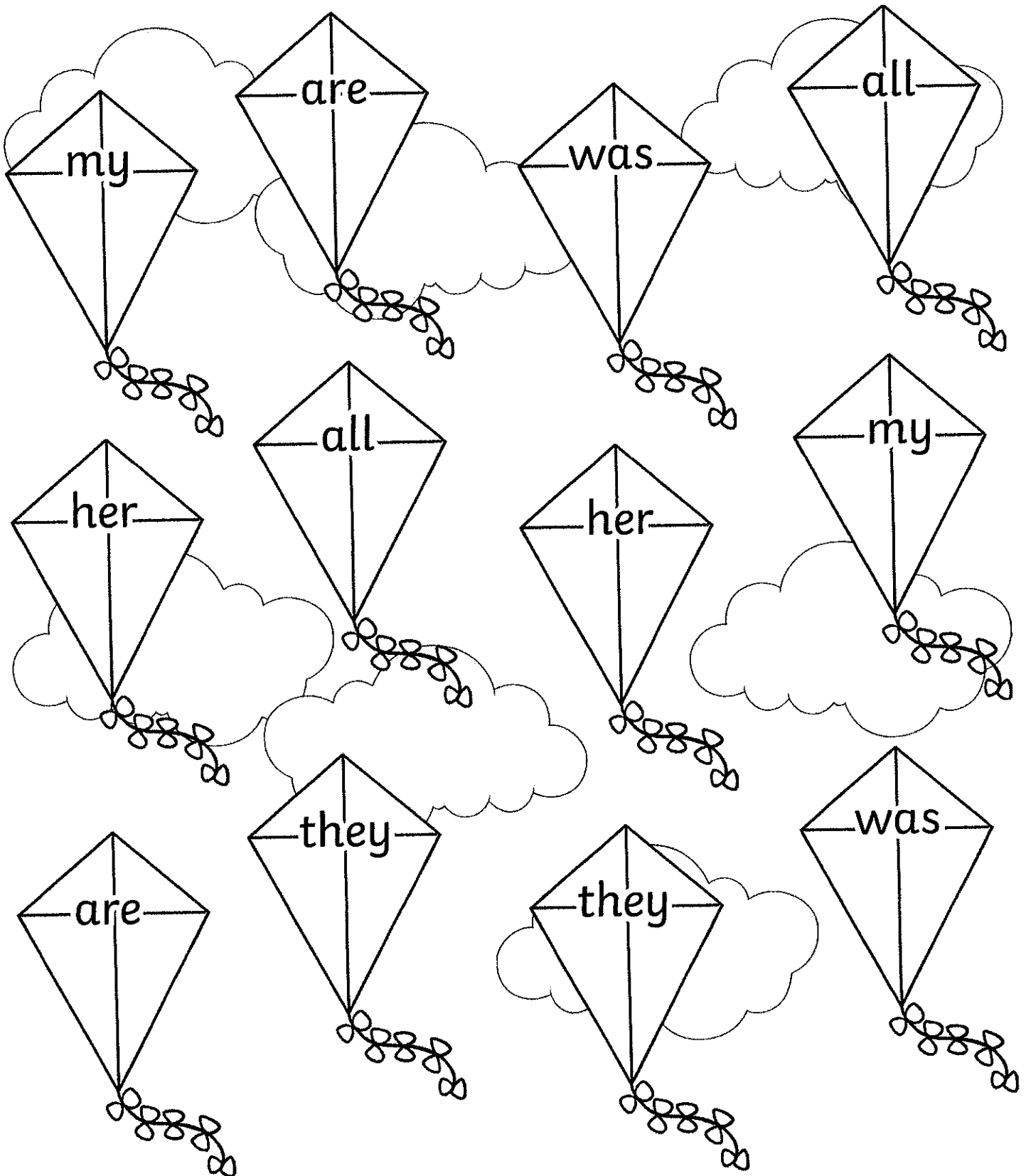
he = red she = blue we = yellow me = green be = orange you = purple



Kites Tricky Word Colouring

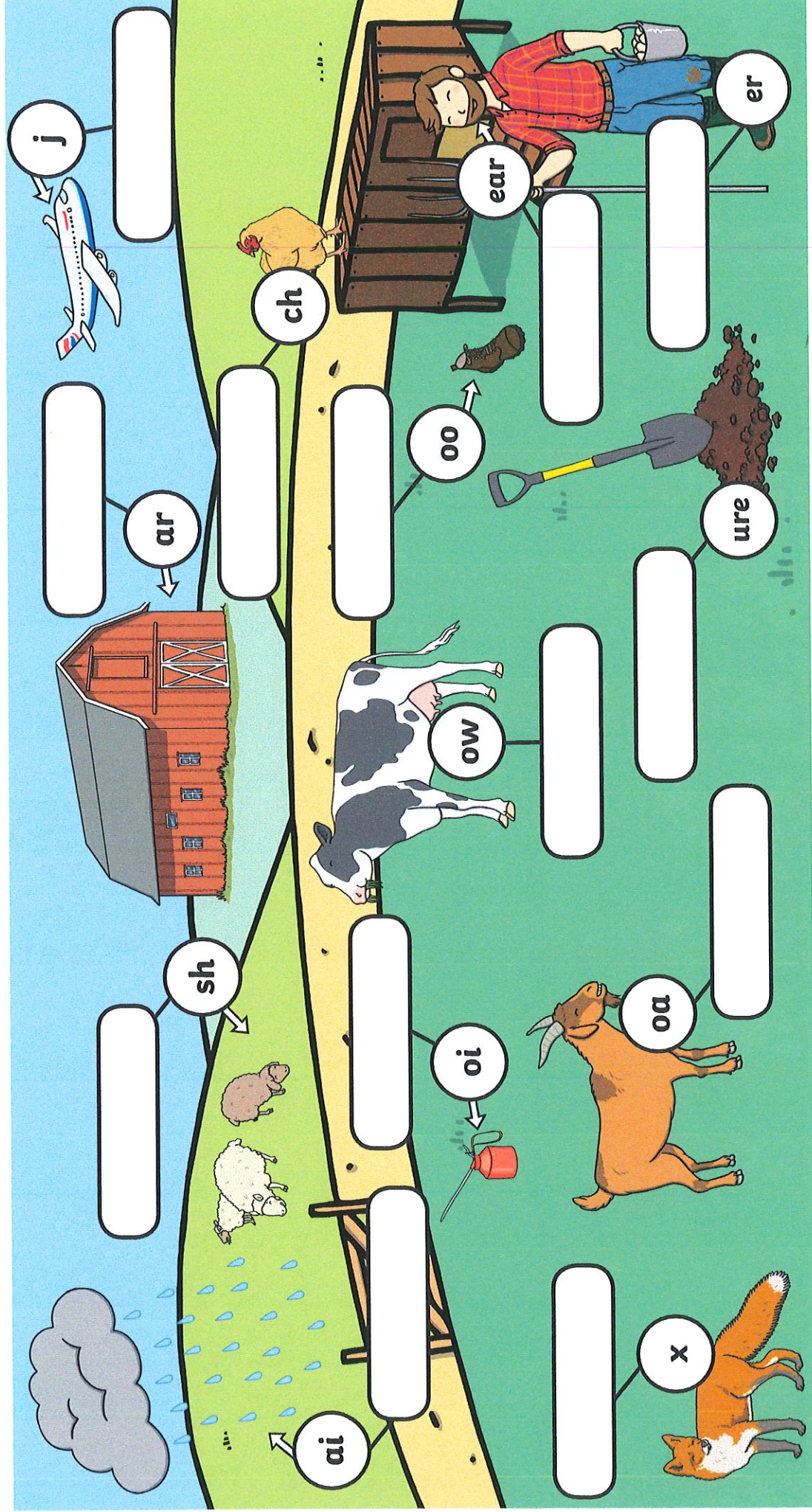
Read the tricky words. Then, colour the kites using these clues.

all = red are = blue her = yellow was = green they = orange my = purple



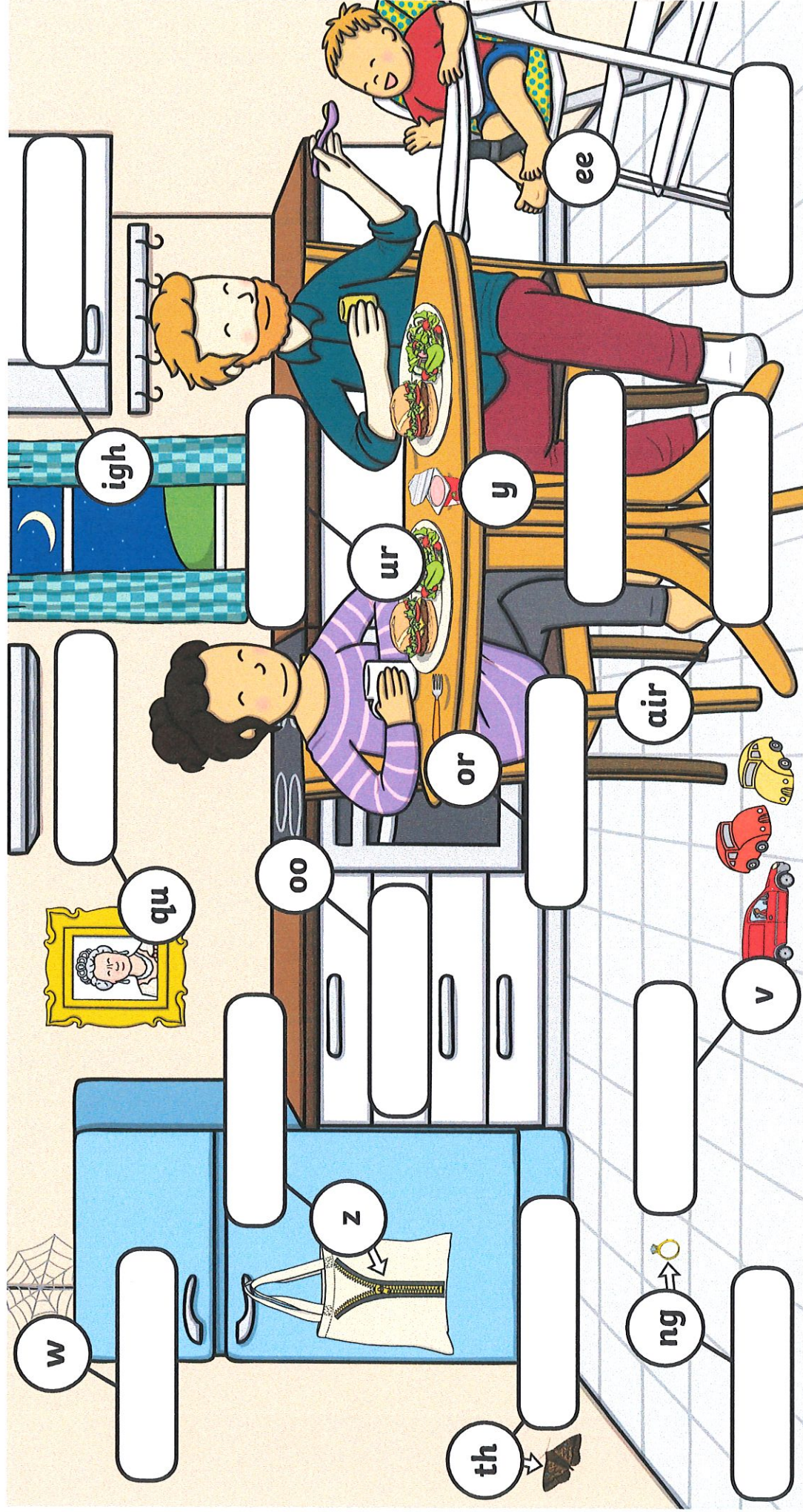
Phase 3 Phonics Picture Activity

Fill in the missing sounds.



Phase 3 Phonics Picture Activity

Fill in the missing sounds.



Read and Draw

Read the words and draw the pictures.

light

coat

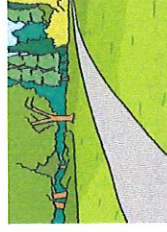
road

boot

Word and Picture Matching



path



wing



rain



weep



jeep

Sentence Substitution

Swap the underlined word with a word in the box to change the sentence.

Carl sat down on the carpet.

The sheep are in the shed.

I can see a toad on the road.

She has had lots of books.

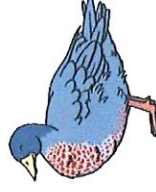
They might meet in the town.

pool goats moon boots
farmyard chair fish car

Word and Picture Matching



cobweb



exit



zigzag

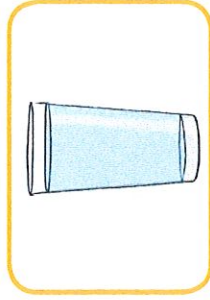


quack

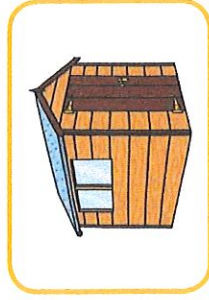


moth

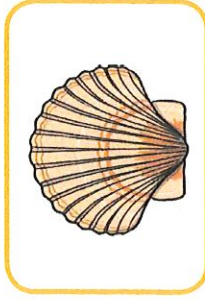
Word and Picture Matching



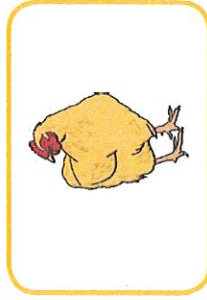
liquid



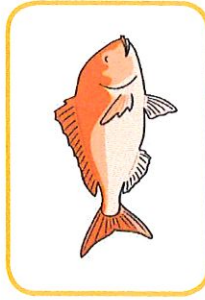
chicken



shed



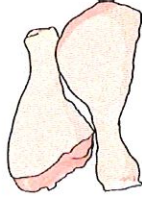
fish



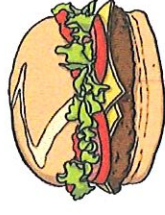
shell

Missing Digraphs

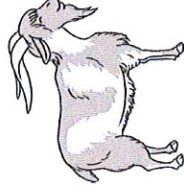
Fill in the missing digraph by choosing from the box below.



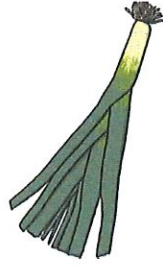
__ icken



b __ ger



g __ t



l __ k



c __ ds

ar

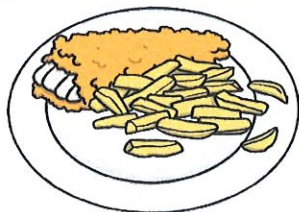
ee

oa

ch

ur

Phase 3 Pictures and Captions Matching Worksheet



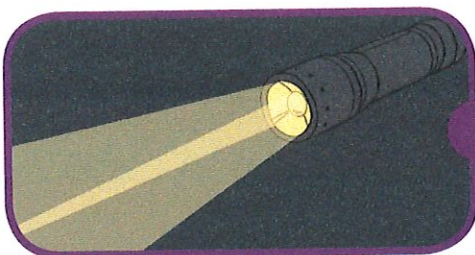
Fish and chips
on a dish.



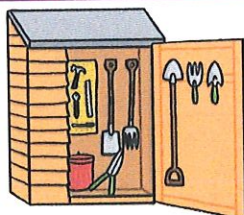
The light of a torch.



Tools in the shed.

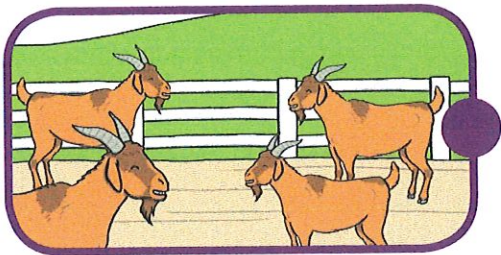


Looking at books.

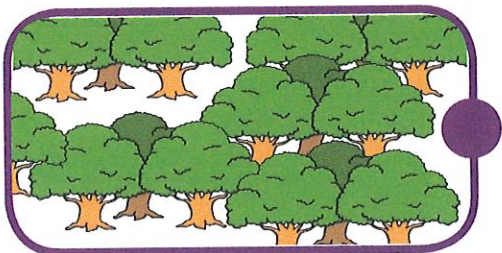


Digging in the soil.

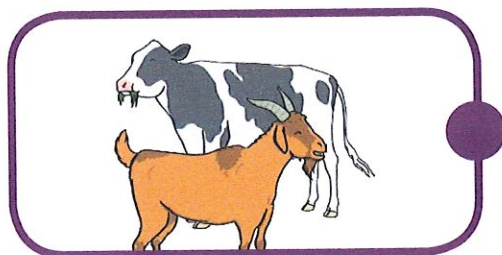
Phase 3 Pictures and Captions Matching Worksheet



Bow down to the king
and queen.



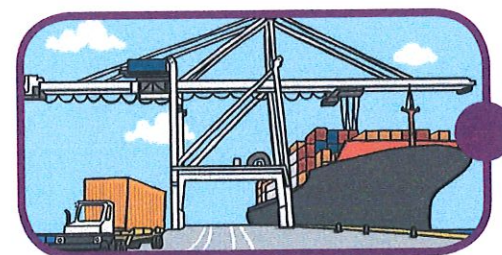
A goat and a cow.



Ships in the port.



Goats in
the farmyard.



Sixteen trees.

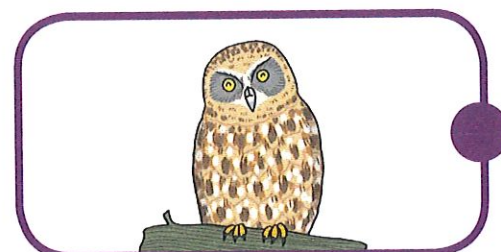
Phase 3 Pictures and Captions Matching Worksheet



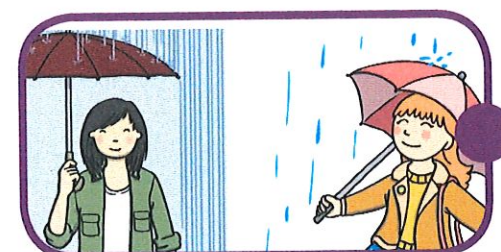
Jim has seven
silver coins



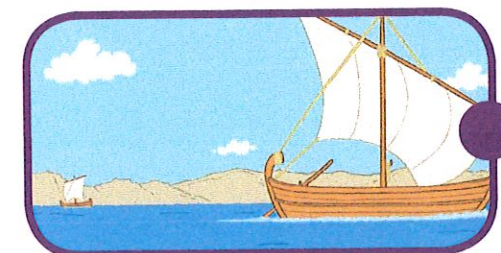
Boats on the river.



Clare and Sarah got
wet in the rain.

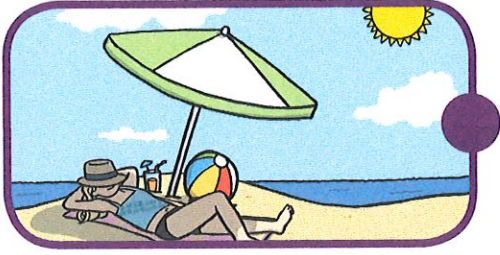


Jill has fair hair but
Jack has dark hair.



I can hear an owl
hoot at night.

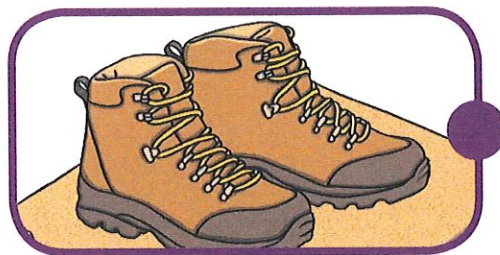
Phase 3 Pictures and Captions Matching Worksheet



I can see a pair of boots on the mat.



It has been hot this year.



The farmer gets up at six in the morning.

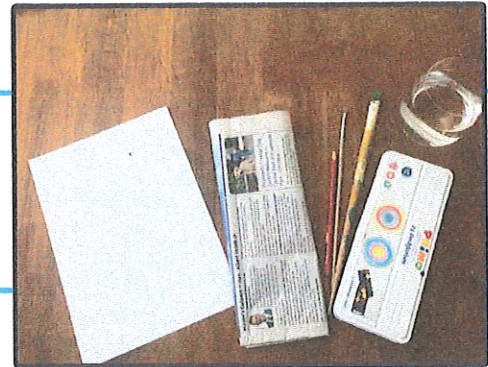


Lee had a chat with his dad.

Uluru Watercolour Painting

You Will Need:

- red, black and yellow paint
- newspaper
- scissors
- A4 paper



Instructions:

1	Begin by spreading out the newspaper onto the table.
2	On an A4 piece of paper, draw a horizon and an outline of Uluru.
3	Starting at the top of the page, paint the sky, starting with the darkest blue paint and gradually progressing to the lightest blue.
4	Paint Uluru a dusty red/brown colour.
5	Paint the ground green or brown.
6	When it has dried, add accents using a black marker.
7	Mount or frame it for display.

