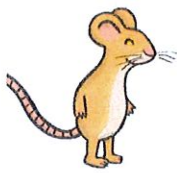




Dear parent(s),



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 follows 'The Gruffalo by Julia Donaldson'.

Day 1

Phonics :

Follow the same routine as day 1 but today the letter sound is 'th'. Introduce red word 'we'.



Literacy: Share the story of The Gruffalo by Julia Donaldson if you have the book.

Alternatively you can listen to and watch the story of the Gruffalo being read on YouTube at <https://www.youtube.com/watch?v=s8sUPpPc8Ws>. 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.....

You could also discuss -

- ◆ Where the story is set (In the woods)
- ◆ What happened at the beginning? What happened in the middle? What happened at the end of the story?
- ◆ How characters were feeling? Why?
- ◆ What else the characters could say.
- ◆ How else could the story end?

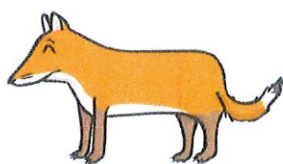
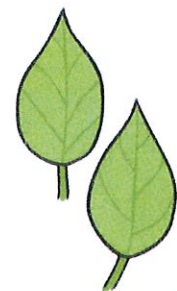
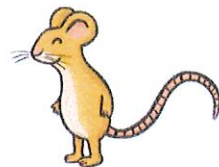
Maths.

Sing 10 green bottles with your child. You could use objects to knock off the 'wall' to make it more interactive. This song develops their ability to count backwards as well as know one less than a given number to 10. Afterwards, use the numeral cards from Day 5 last week. Turn them face down and take turns to turn one over. Read the numeral and collect that number of objects from a group. Model collecting one at a time and lining them up before checking once you think you are done. You can even get it wrong and model how to correct it or ask them to help you fix it.

Day 2

Phonics :

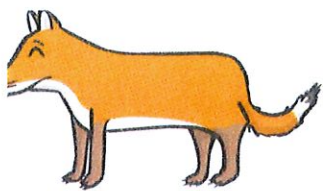
Follow the same routine as day 1 but today the letter sound is 'z'. Introduce red word 'he'.



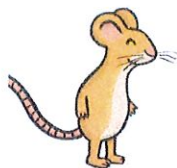
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Literacy - Gruffalo labelling



Look at the Gruffalo in the story and talk about his features - What makes the Gruffalo, the Gruffalo? There is an adjectives sheet that has all the adjectives and nouns on to be able to describe The Gruffalo.

On the first day, the children should cut out the words and put the noun phrases together focussing on word order and familiar describing phrases from the book. They can use a range of strategies to identify the words without you reading to them:

- ⇒ Initial sound of the word they want
- ⇒ Using the first 2 sounds - prickles - p-r purple - p-ur (you can tell them ur are special friends and make the 'ur' sound)
- ⇒ Chunk a long word and use their phonics to decode it prickles (pri-ckles) we talked the week before last about le at the end of a word only sounding 'l'.

This does not need to be stuck down.

Maths: To count regular arrangements of objects to 10.

It is important to model counting things that cant be moved by moving your finger from one item to another whilst carefully counting with one number name for each one. Talk about strategy for accuracy Eg. Working in lines.

Let your child have a go at counting the pictures already placed into 10s frames for them. Once they know hoe many there are they can write their answer in the box. You will likely need to show them how to write the numeral.

Day 3

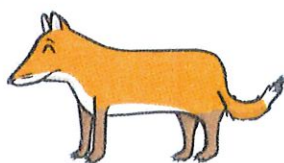
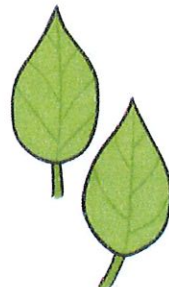
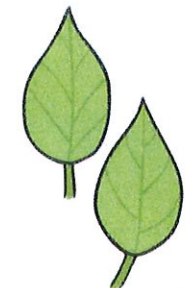
Phonics:

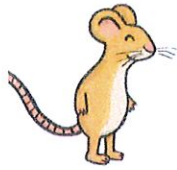
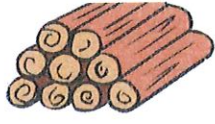
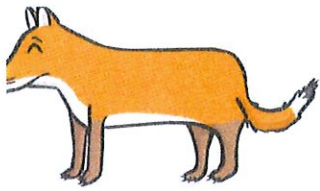
Follow the same routine as day 1 but today the letter sound is 'ch'. Introduce red word 'she'.

Literacy: To sound and write words using their phonetic knowledge. To use adjectives to describe nouns.

Today the focus is on the children brave writing - listening to the sounds they can hear in each word and writing them. If they don't know what letters make a sound Eg ur you can tell them the special friends they need. Once they've brave wrote the word you can try and help them improve what they hear but it is important you value their first attempt.

For example: nobbly knees nobly ny - you could then that y doesn't usually make an ee sound in the middle of the word - ee would work and they can rewrite underneath their first attempt using your feedback. Some children may only write the first and last sound... you could then and a dash between so the can listen carefully to what comes between the sounds and fill in. Eg tk...t_k. You don't have to correct every word. Encourage them to stretch words of their Fred Fingers and nip on the sounds before they begin to write. Holding sounds in their head and writing them in order is tricky but rehearsal helps. If your child is finding this too tricky you could model sounding it, get them to write the sounds in order. I appreciate there are lots of ideas here but everyone is at a different point in their writing journey.





Maths: To count irregular arrangements to 10.

Use a range of objects and place them randomly down. Model counting them explaining your strategy to ensure you don't miss one. Set a few up for your child to practise. Your child has been taught the strategy of lining them up before counting - this is good practise if you can move the objects. However, add challenge by asking them to try and leave them in the same arrangement so they can't move them into a regular arrangement. Your strategy could be tipping them over or putting them at an angle but leaving them in the same location. Ask your child.... If I was doing this with pictures I couldn't move them, how could I make sure I don't miss one or count one twice? I get the children to dot with their pencil as they count each one. If they are wrong and have used this strategy you can look back for the mistake. I also know some children have crossed out the picture as it is counted - this is also a suitable strategy.



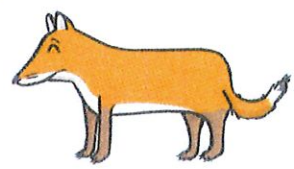
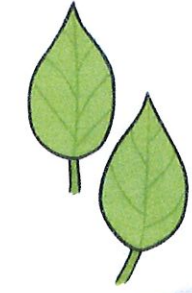
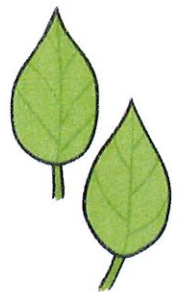
Now ask your child to count the pictures on the sheet using their chosen strategy.

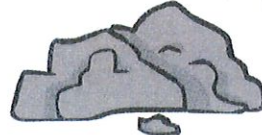
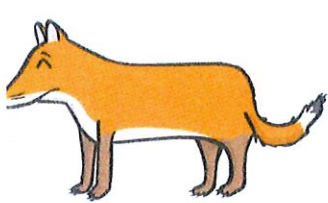


Other areas of learning:

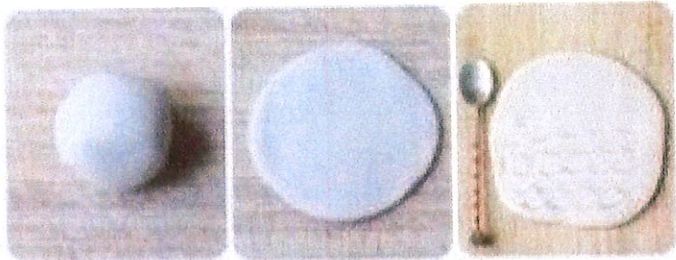
Please continue to practise 'Rudolph the red nosed reindeer' hopefully they will know all the words by then end of this week.

- ◆ Singing the Gruffalo song. <https://www.youtube.com/watch?v=mSc4TQshebk> Add your own actions.
- ◆ Create an owl model using salt dough. Follow the guidance on the info page to support your child.
- ◆ Colouring and cutting out the Gruffalo mask and joining it to a handle.
You could use a 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.

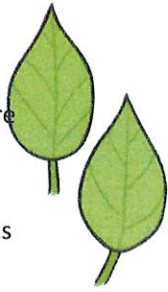


Encourage the children to plan which tools to choose and how to use them to create a desired effect. You could investigate creating texture first with a range of tools so they can justify their choices.

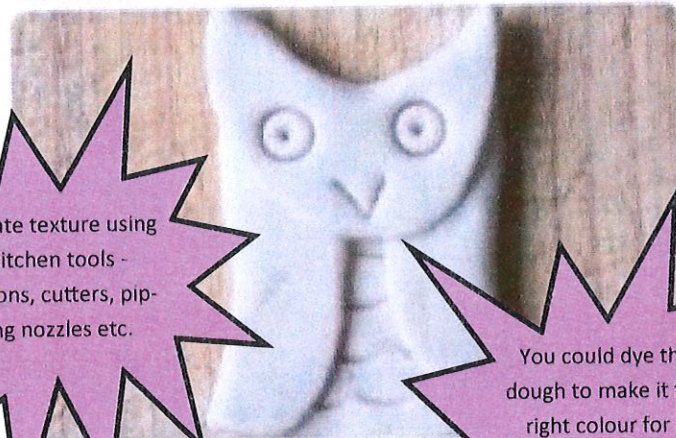


You could also research what owls look like so they can this about recreating a certain owl.

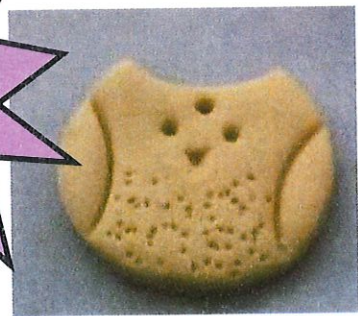
When they are finished it would be great for them to reflect on what they have done. What do they like? What are they proud of? What aren't they so happy with? Why? They could also choose a way to improve it and add this to their owl.



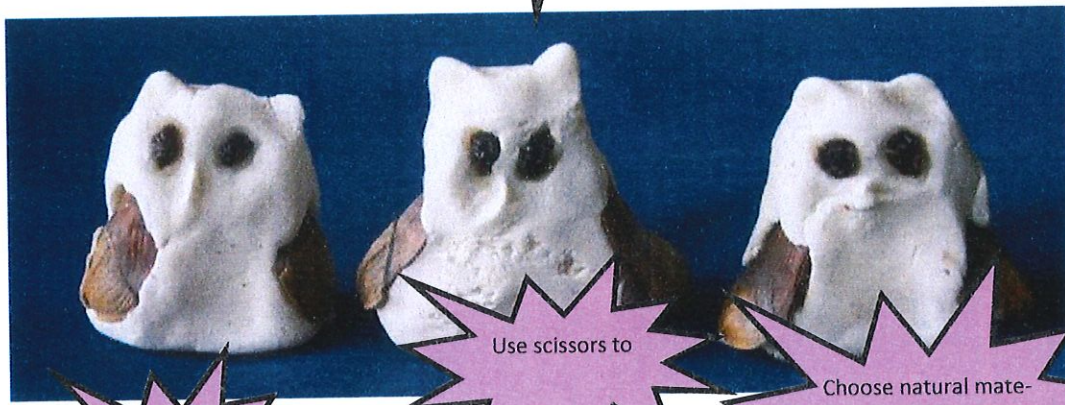
Create texture using kitchen tools - spoons, cutters, piping nozzles etc.



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



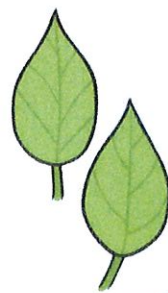
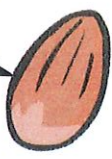
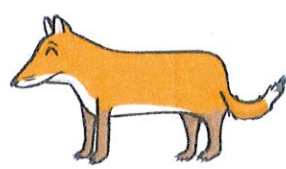
Owls



Pinch on a

Use scissors to

Choose natural materials to add detail.



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

	Session 1	Session 2	Session 3	Session 4
M o n	Phonics th Red word: we	Literacy https://www.youtube.com/watch?v=s8sUPpPc8Ws	Numeracy 10 Green bottles https://www.bbc.co.uk/programmes/p038bdqh Collecting groups from numeral recognition	P.E Pairs game Practise Rudolph the red nosed reindeer
T u e	Phonics z Red word: he	Literacy Ordering adjectives and nouns to label the Gruffalo	Numeracy 10 in the bed. https://www.bbc.co.uk/programmes/p038dfkz Counting pictures with regular arrangements	Music –Actions and words to The Gruffalo https://www.youtube.com/watch?v=mSc4TQshebk Gruffalo mask making Practise Rudolph the red nosed reindeer
W e d	Phonics Red word: she	Literacy Label the Gruffalo using phonetic knowledge	Numeracy Counting pictures with irregular arrangements	Salt dough owls Practise Rudolph the red nosed reindeer

Letter formation worksheet

My name is _____

Trace over the **th** and then try writing your own.

th

th th th th th

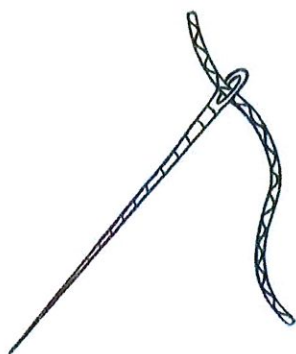
th th th th th

All of the following words have the soft sound **th** in them.

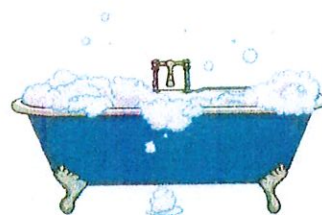
Can you write the soft sound **th** to complete the words?



____umb



____read



ba____

Letter formation worksheet

My name is _____

Trace over the **th** and then try writing your own.

th

th th th th th

th th th th th

All of the following words have the hard sound **th** in them.

Can you write the hard sound **th** to complete the words?



fea____er



fa____er



clo____es

thin



bath



then



with



that



pith



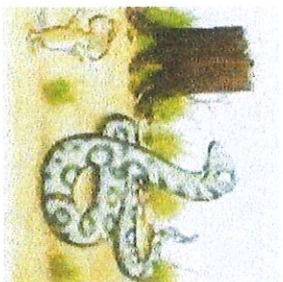
Number The Gruffalo pictures in the correct order

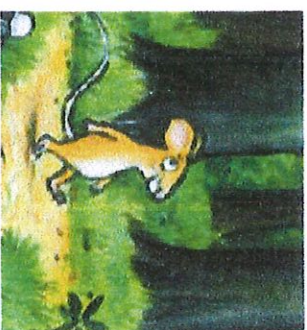


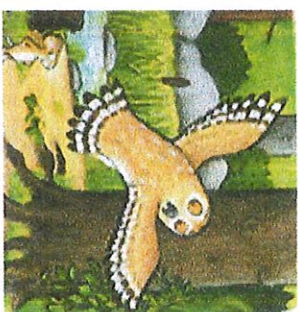


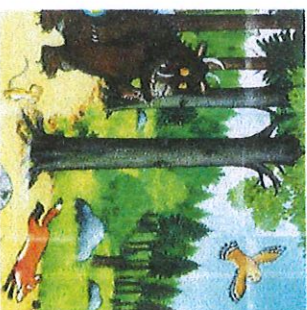












Letter formation worksheet

Z

My name is _____

Trace over the Z and then try writing your own.

Z Z Z Z Z Z Z Z Z

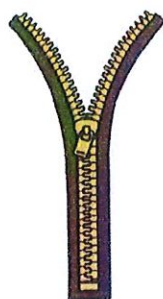
Z Z Z Z Z Z Z Z Z

All of the following words have the sound **z** in them.

Can you write the sound **z** to complete the words?



__ebra



__ip



__ig zag

Letter formation worksheet

My name is _____

Trace over the **zz** and then try writing your own.

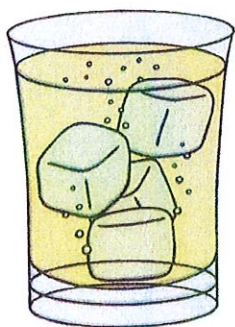
zz

zz zz zz zz zz zz

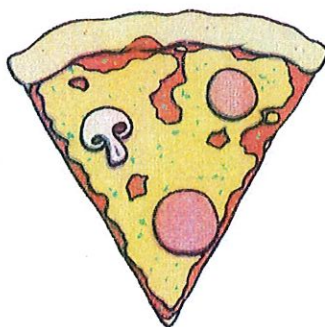
zz zz zz zz zz zz

All of the following words have the sound **zz** in them.

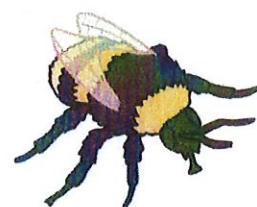
Can you write the sound **zz** to complete the words?



fi__y



pi__a



bu__

zap

fizz

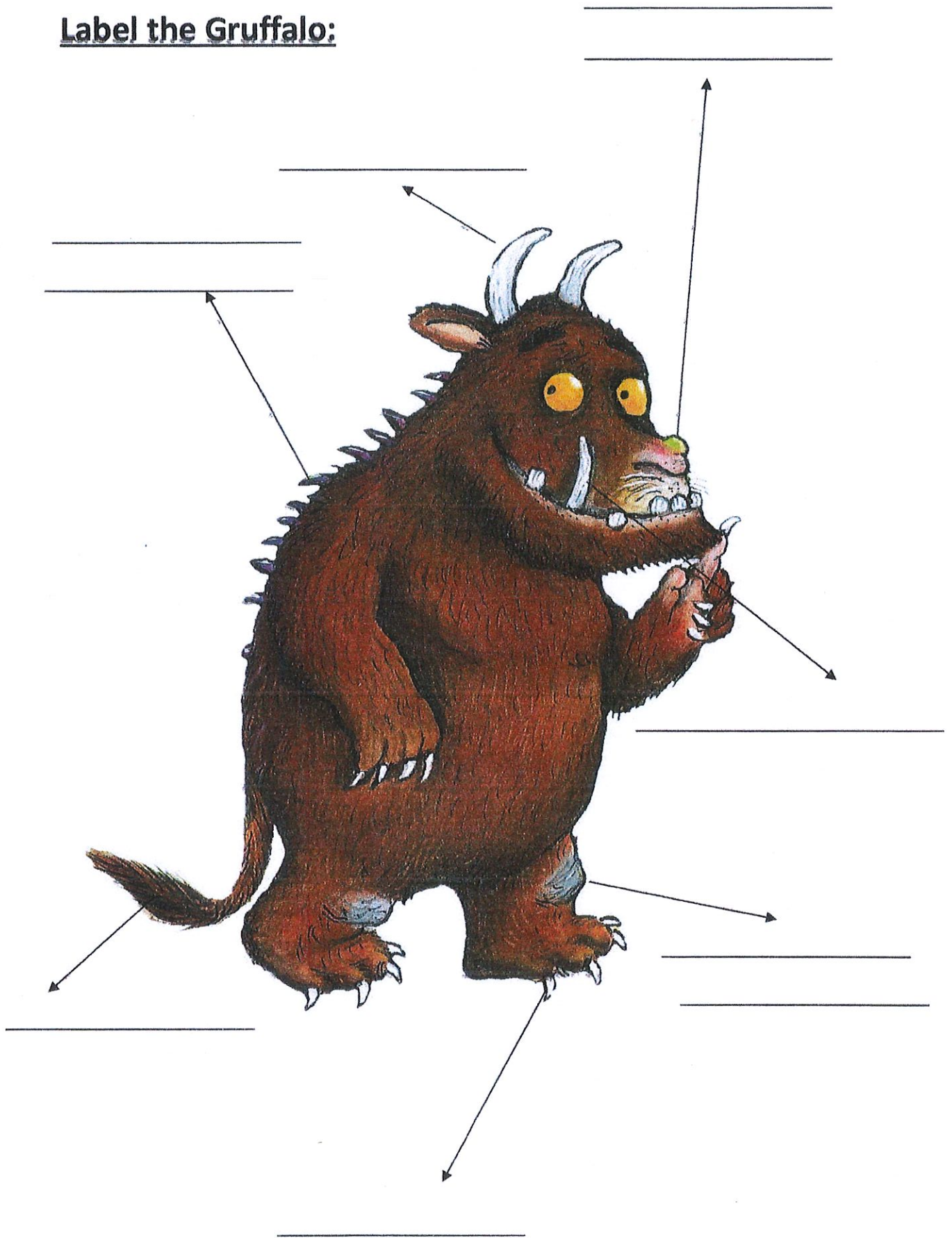
zip

zig

zag

buzz

Label the Gruffalo:



Describing 'The Gruffalo'

eyes turned-out

orange poisonous

tongue wart

black terrible

purple tusks

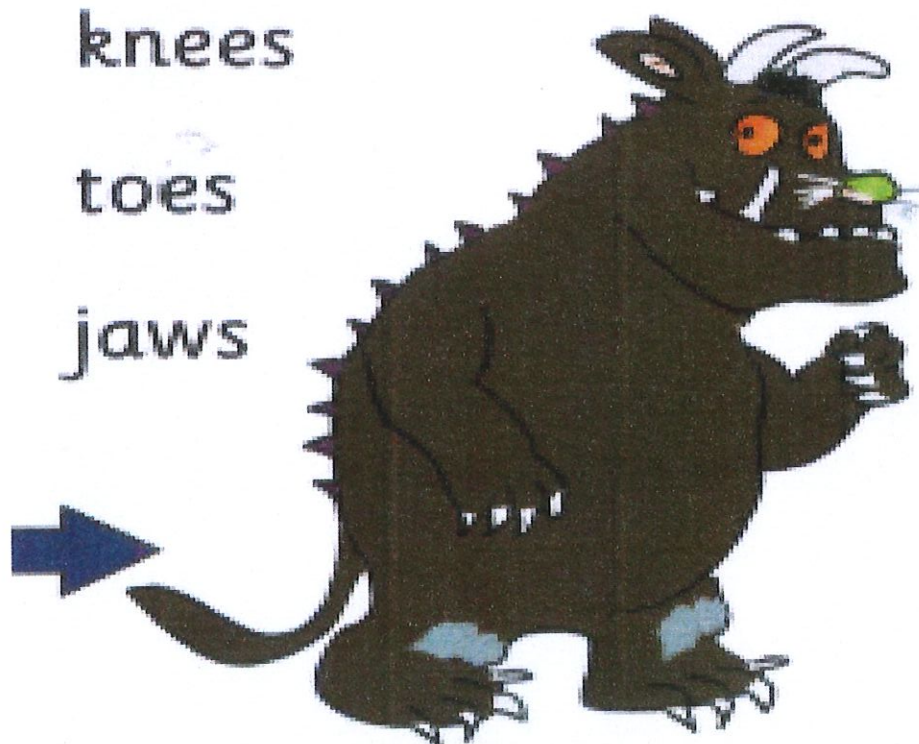
prickles claws

knobbly teeth

knees

toes

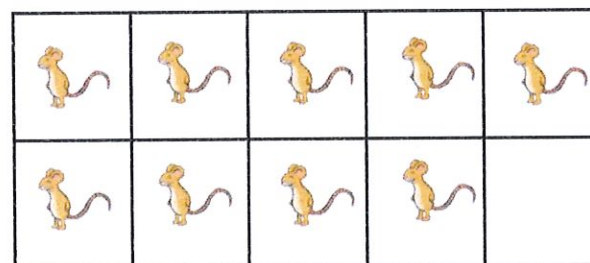
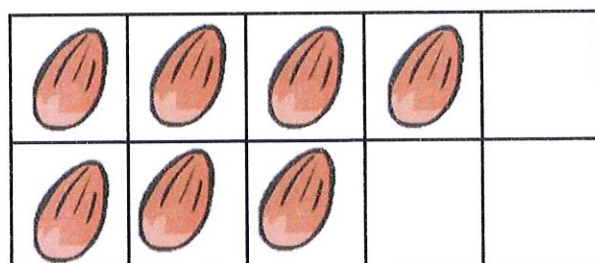
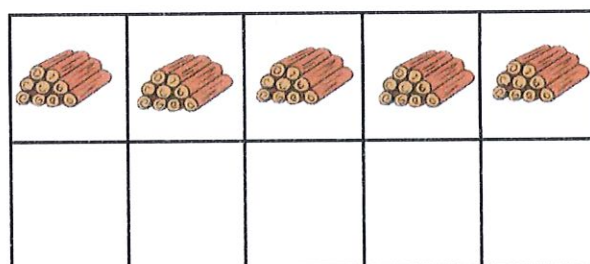
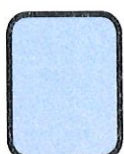
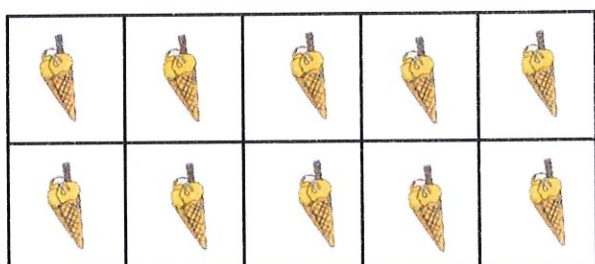
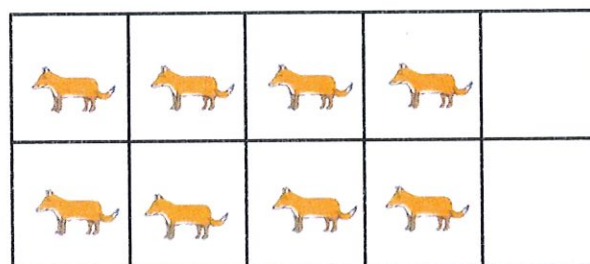
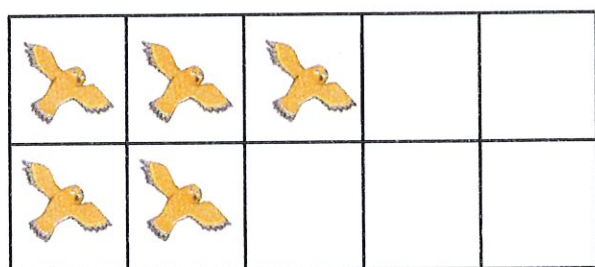
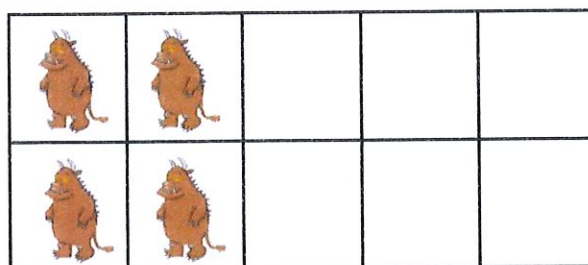
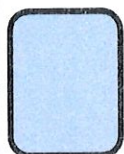
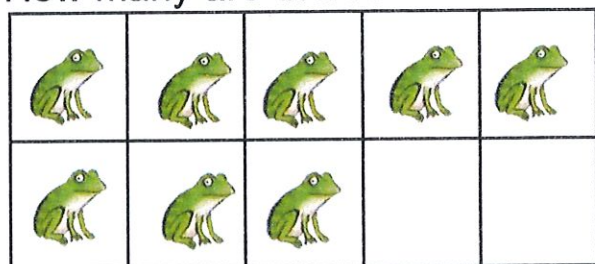
jaws



Tuesday 17th November

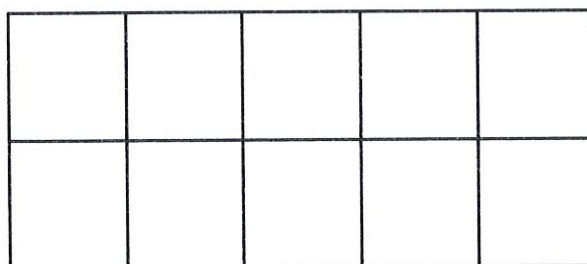
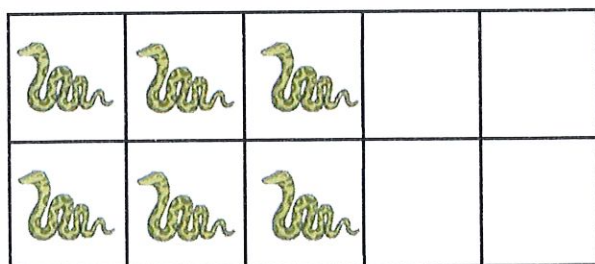
LO: To count regular arrangements of up to 10 objects (pictorially).

How many are there?



☐ Does it matter where the one empty box is in the tens frame?

☐ Can you represent six snakes a different way?



Letter formation worksheet

My name is _____

Trace over the **ch** and then try writing your own.

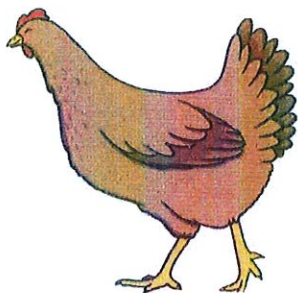
ch

ch ch ch ch ch

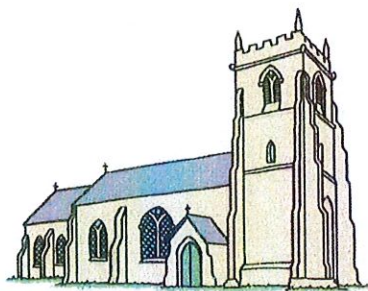
ch ch ch ch ch

All of the following words have the sound **ch** in them.

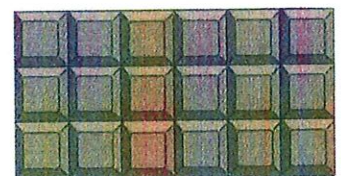
Can you write the sound **ch** to complete the words?



___icken



___urch



___ocolate

chnap



inch



chrip



chrick



chnop



chirin

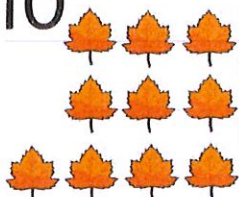
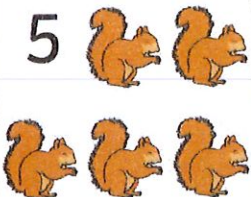

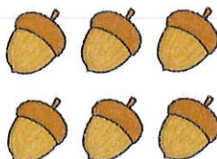





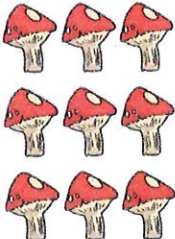


Cut and Stick Number Ordering (1-10)



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Cut out the images below. Stick them in the correct order above.

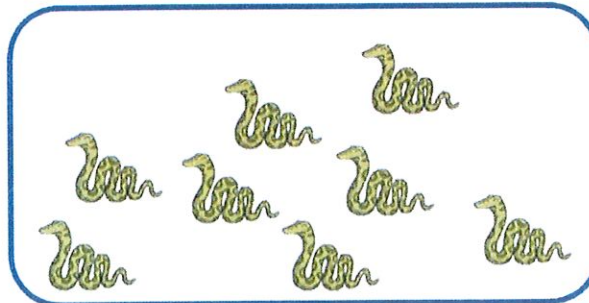
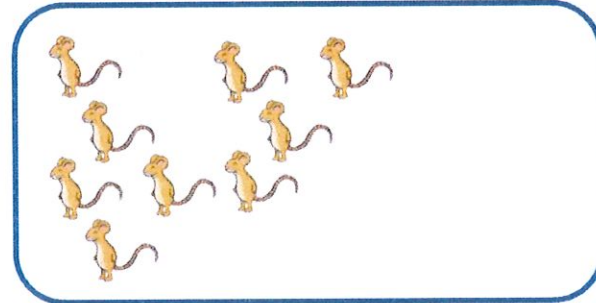
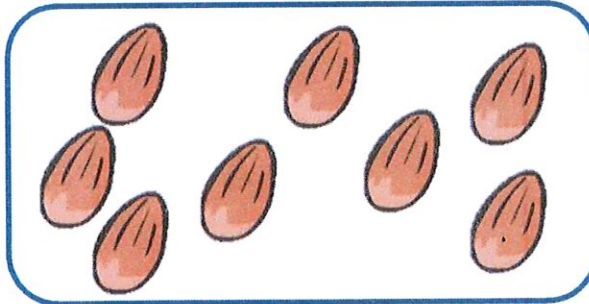
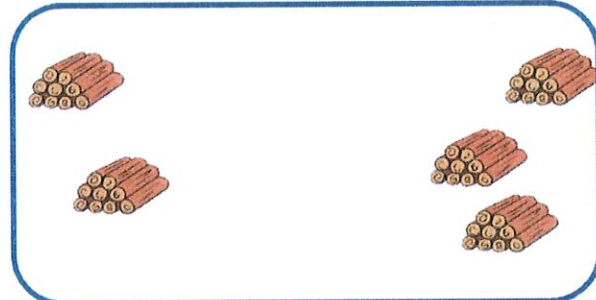
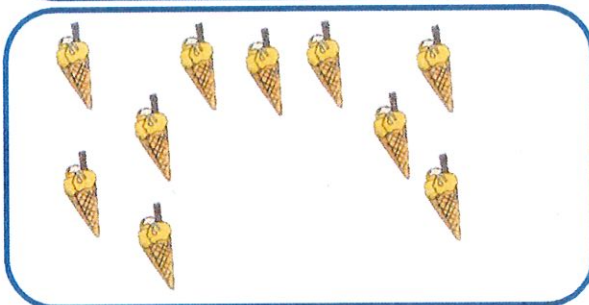
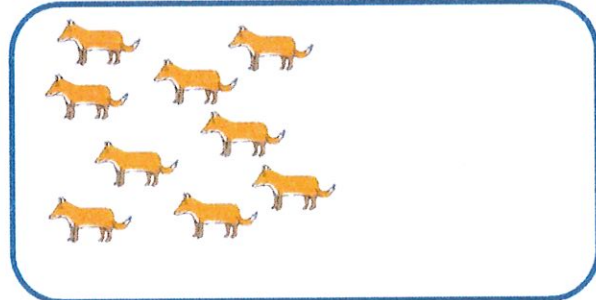
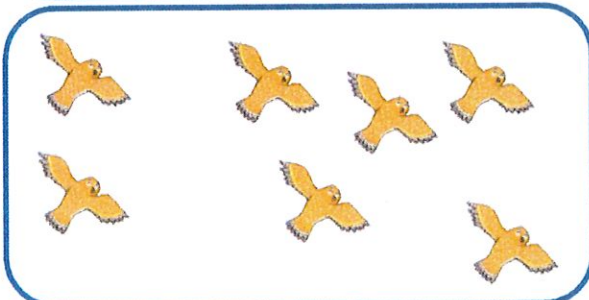
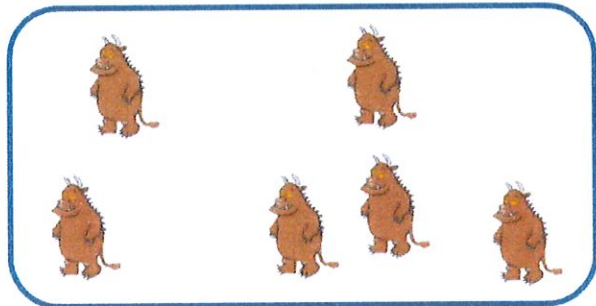
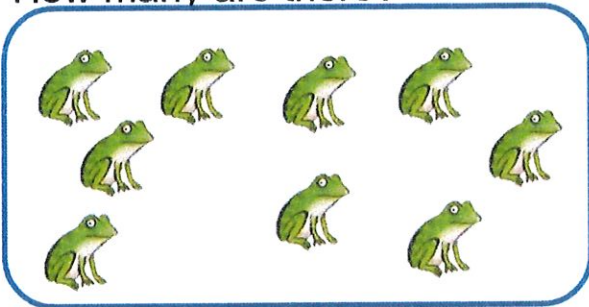
10 	5 	2 	6 	8 
3 	1 	7 	4 	9 

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Wednesday 18th November

LO: To count irregular arrangements of up to 10 objects (pictorially).

How many are there?



What strategy did you use to make sure you didn't miss one? Why?



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

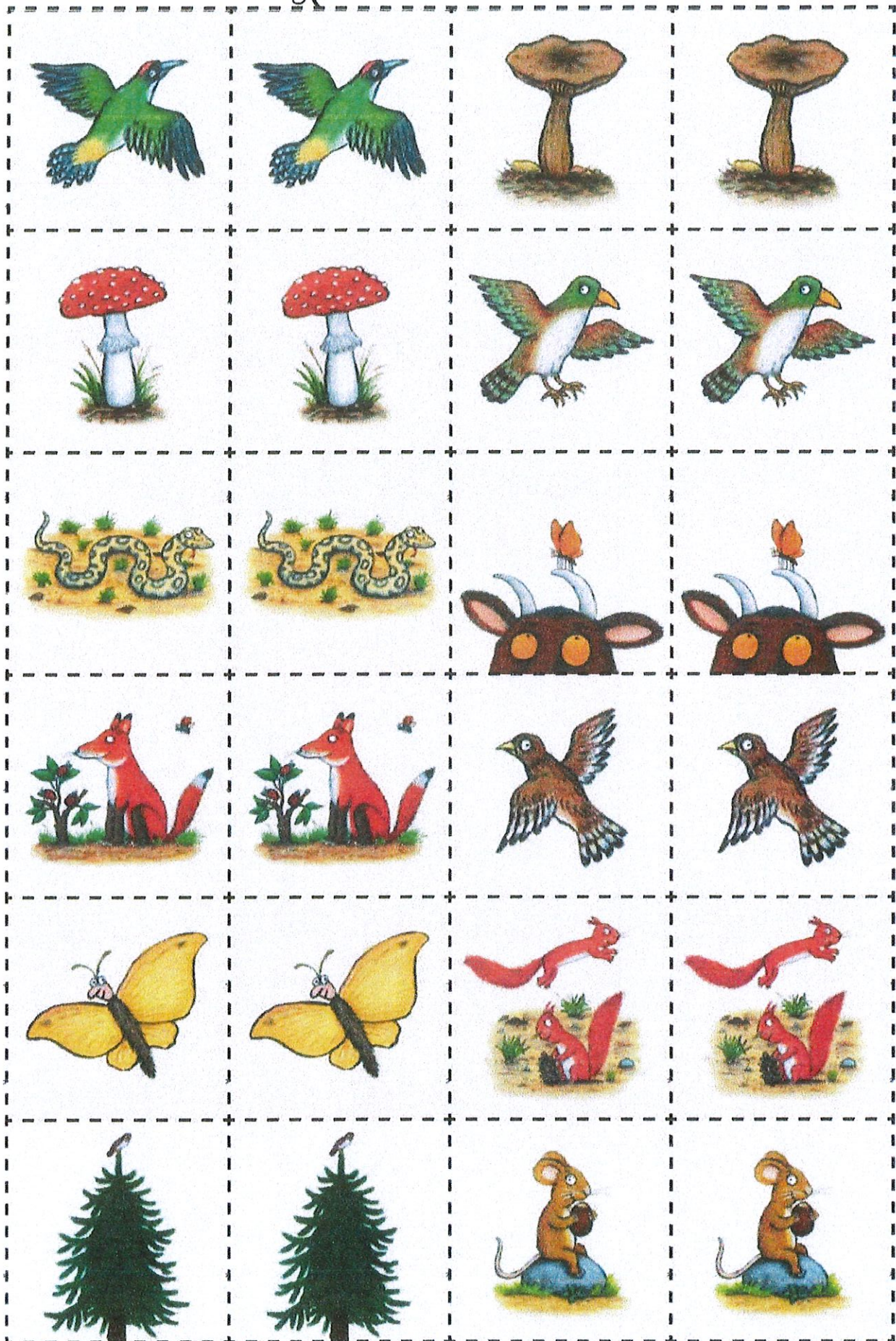
are the same, that player wins that pair and has another go. If the pictures on the cards are not the same the player turns both cards face down again and it becomes the next player's turn.

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



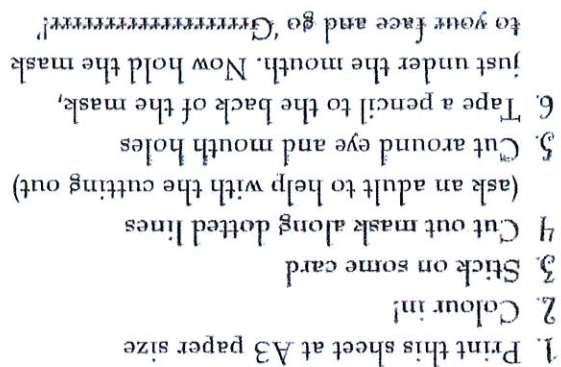
Glue these sheets to a piece of card and your pairs game will be stronger and last longer.
Ask an adult to help you cut along the dotted lines.





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.

to colour and make



Directions: