

**Foundation Home Learning Plan Week Beginning 27th April, 2020**

Hello Parents and Children!

With the lovely springtime weather we have been having, we decided to introduce the topic of mini-beasts into our planning this week. We are sure you will have been spotting lots of different insects inhabiting your garden or in the park, now that the warmer weather has arrived. This week, we shall base many of our teaching activities on the story, “***What the Ladybird Heard***” by Julia Donaldson. Again, as we said last week, this is just a guide. Please do not feel you have to stick to it rigidly. Most importantly, have fun and if your child’s learning takes off in another direction, we would love to hear all about it! Please keep your wonderful emails and photos coming. We love reading them!

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| **Activity 1 Daily Phonics.****At the start of daily phonics sessions, please recap all letter sounds and action words in their books. Then recap reading simple 3 or 4 letter words eg jug, zip, chin, ship, sail, boat.**  |  | **Activity 2** |  | **Activity 3** |
| **Mon** | **Focus on the sound ‘ee’**Introduce todays phoneme ee, Look at the grapheme, say it with the action and look at which two letters make the sound. Can they write it? Can children think of any words containing the sound? Write these down together. If possible, print off some images or find some objects that correspond to the following word cards. *see, feel, weep, feet, jeep, seem, week, meet, deep, keep, sheep, cheep, been, seen, heel, peel, greet, queen, keen, green, sleep*. Display the pictures or objects on the floor. Put the corresponding word cards in a bag. Your child selects one word card at a time, reads it and matches it to the picture/object. | **Literacy**Listen to the story ‘What the ladybird heard’ as read by Mrs White. (Or feel free to read it yourself if you have a copy!) Talk about what happened in the story. Ask questions such as: What were the robbers planning to steal? What time of day was it? How do you know? Who heard about the robbers’ plan? What was the ladybird’s clever idea to stop them? What happened at the end? How do you think the robbers and the farm animals felt at the end? Can your child make a simple book and draw 4 pictures sequencing the events of the story? Add captions if they wish.  | **Topic - Expressive Arts & Design**Paint or draw the different animals from the story, in preparation for re-enacting the story tomorrow! |
| **Tues** | **Focus on the sound ‘or’**Look at the grapheme, practise saying the sound with the action and try writing it. Have some pre-written words hidden around the house or garden. Suggested words: *for, fork, cord, cork, sort, born, worn, fort, corn, torn, cornet****,*** *short, port,**torch, lord, pork.* Ask your child to find as many words as they can in 10 minutes. As your child finds each word, they must read it out loud before putting it in their basket. How many did they manage to find? Well done! | **Numeracy**[**https://www.topmarks.co.uk/learning-to-count/ladybird-spots**](https://www.topmarks.co.uk/learning-to-count/ladybird-spots)Have a play and have fun. Focus a little more on the higher numbers and ordering from small to large/large to small.  | **Literacy**Draw a map like the one in the story. Look at the detail on the map (see attached files) and how arrows are used to show the direction to travel in. Then use either the paintings from yesterday or cuddly toys to hide around the garden, positioning them according to the robber’s map. Pretend to be the robbers, Hefty Hugh and Lanky Len,(dressing up if you wish!) and then pretend to use the map to try and find your way around the farmyard to steal the fine prize cow.  |
| **Wed** | **Focus on the sound ‘ng’**Look at the grapheme and practise saying it and writing it. Can your child think of any words containing the sound? The aliens have landed and muddled up your selection of ng words. They’ve thrown in some of their own nonsense words from planet Zog. Can they sort the words into real words and nonsense words. If possible, print off or draw a picture of planet Earth for the real words to be placed on and a strange, looking planet Zog for the nonsense words to be placed on. Real words: *Ring, rang, hang, song, wing, long, king, strong, ping-pong, bang, rang, sang, clang, sting, bring.*Nonsense words: zang, wong, ning, lang, pung, seng, hing, kung, vong, jang. | **Literacy**How do you think Hefty Hugh and Lanky Len are feeling as they are taken away by the police? Talk about the difference between right and wrong. Do you think the robbers are sorry about what they did? What could they do to make it up to the farmer?Together, write a letter of apology to the farmer and his farmyard animals! Talk about letter components such as needing an address, Dear…Yours Sincerely.., | **Topic - Knowledge & Understanding**Go on a **bug hunt** around the garden. What can you find? Observe them closely with a magnifying glass and record your findings. You could have a go at drawing them and labelling them. How many legs have they got? How do they move around? Do they have wings? Where do they like to live? What do you think they eat? |
| **Thurs** | **Focus on the sound ‘00/OO’**Show your child the sound and explain it can be pronounced as a short ‘00’ as in book or a long ‘OO’ as in room. When we are reading a word, we have to try both combinations to see which makes sense before knowing whether it is a short or a long 00 sound. Put two hula hoops or mats in the garden. Label one short 00 and the other long OO. Scatter some of the following word cards all around. 00 (short sound)- *Look, foot, cook, good, book, took, wood, wool, hook, hood.* OO (long sound) – *too, boo, hoof, zoom, moon, spoon, balloon, shoot, boot, cool, mood, moo, food, roof, root, broom, room, noon, vroom, swoon.*Parent and child each choose whether they are going to be the short or the long 00 sound. They then race to see who can find the most words to correctly go in their hoop in 5 minutes.  | **Topic - Expressive Arts & Design**Make farmyard animals out of playdough.[**https://www.bbcgoodfood.com/howto/guide/playdough-recipe**](https://www.bbcgoodfood.com/howto/guide/playdough-recipe)You can then retell the story with the animals or make up your own! |  **Numeracy- number bonds to 5**Click on the link to ***Fred five the ladybird*** powerpoint in the attached files. Talk about different ways that two numbers can add up to 5. Using 5 duplo or lego bricks, let your child explore all the different combinations they can make. Can they write these as number sentences e.g 3 + 2 = 5. Try it with 10 bricks if they are finding this easy. |
| **Fri** | **Recap all sounds revisited this week.** Put a selection of word cards containing the different digraphs in a bag. Play ***Pass the Musical Bag***. Ideally if there is a third person around, they could press play and pause on a cd player. Otherwise the parent can just do this behind their back. When the music plays, pass the bag back and forth to each other. When the music stops, the person with the bag has to pick a word out of the bag without showing it to the other person. They read it out loud and the opponent has to try and write the word on their whiteboard/paper. The person with the card then turns it over to reveal whether it was written correctly. The game then continues until no words are left in the bag | **Numeracy - doubling** Lady birds have the same number of spots on each wing. They are symmetrical. If it has one spot on one wing and one spot on the other, how many are there altogether? When one is doubled, you get 2 etc. Draw a giant lady bird on paper and colour in. Cut out 12 black spots. Roll a dice. Place that many spots on one side of the ladybird. What is double that number? Place the same number of spots on the other side and count. Say it out loud e.g. when 3 is doubled, we get 6! Repeat with each roll of the dice.  | **Topic - Expressive Arts & Design****S**et up a farmyard scene with small world animals, farmer, etc, natural materials and encourage imaginative play. You could use junk materials to make the barns/ tractor/ police car.  |