

## This week's plan for Swans /Kingfishers

Date Week beginning 15<sup>th</sup> June 2020

Theme: What a Wonderful World: Cold Climates

| EYFS  | Activity  | Location    | Done<br>Yes /No |
|---|---|-------------|-----------------|
| <b>Handing in work</b>                          | <p>Pick your favourite piece of:</p> <p><b>Maths</b></p> <p><b>Literacy</b></p> <p><b>Theme</b></p> <p>work and email in with a photo (if you wish) by Friday at 12:00.</p> <p>Please keep all other work safe for when we can be together again.</p>   |             |                 |
| <b>Reception Zoom</b>                           | <p>Due to a change in commitments for Reception staff with school reopening this week there will no longer be two separate Zoom meetings for Swans and Kingfishers. There will instead be one meeting for all Reception home learners.</p> <p>Details below:<br/>Mrs Dudley is inviting you to a scheduled Zoom meeting.</p> <p><b>Every Wednesday at 10:00</b></p> <p>Join Zoom Meeting<br/><a href="https://us04web.zoom.us/j/78337614466?pwd=N05IY2RNTGYrbXJYZUhjS2VYeUhvUT09">https://us04web.zoom.us/j/78337614466?pwd=N05IY2RNTGYrbXJYZUhjS2VYeUhvUT09</a></p> <p><b>Meeting ID: 783 3761 4466</b><br/><b>Password: Reception</b></p> <p><b>Focus:</b> Tell us what your favourite film or television programme is and why.<br/>We will also have another game of 'Mystery Bag'</p> <p>Mrs Dudley</p> | <b>Zoom</b> |                 |
| <b>Maths<br/>Number<br/>Shape and<br/>space</b> | <p>This week in Maths we will be counting and comparing numbers. Here are some ideas for learning at home.</p> <p><u>Online</u></p> <p>Have a go at these games to help you understand comparing numbers:</p> <p><a href="http://www.hbschool.com/activity/dive_treasure/">http://www.hbschool.com/activity/dive_treasure/</a><br/><a href="https://www.topmarks.co.uk/ordering-and-sequencing/coconut-ordering">https://www.topmarks.co.uk/ordering-and-sequencing/coconut-ordering</a></p> <p>Enjoy exploring the counting games on Topmarks:</p>   | Topmarks    |                 |

|                                    |   |  |  |
|------------------------------------|---|--|--|
|                                    | <p><a href="https://www.topmarks.co.uk/maths-games/3-5-years/counting">https://www.topmarks.co.uk/maths-games/3-5-years/counting</a><br/> <a href="https://www.topmarks.co.uk/maths-games/5-7-years/counting">https://www.topmarks.co.uk/maths-games/5-7-years/counting</a></p> <p>If you enjoy using <b>Oak Academy</b> you may like this lesson on counting:<br/> <a href="https://www.thenationalacademy/reception/maths/counting-objects-up-to-20-reception-wk4-1">https://www.thenationalacademy/reception/maths/counting-objects-up-to-20-reception-wk4-1</a></p> <p><b>Printable</b><br/> Find a range of activities and powerpoints linked to comparing numbers in this week's pack.<br/> We have also included a maths activity sheet to practise a range of skills to keep them fresh in your minds</p> <p><b>Practical</b><br/> Explore comparing and more and/or less through the sheet of home learning challenges.<br/> Use a set of number cards, pick two numbers and compare. Which is the biggest/ smallest number? Use the language compare, more, less, biggest, smallest when talking to an adult about your work.</p> | <p>Oak Academy website</p> <p>Emailed</p> <p>Emailed</p> |  |
| <p><b>Tricky and Key Words</b></p> | <p>Please keep up the fantastic work learning the tricky and key words. The next sets are available for you.</p>  | <p>Emailed out</p>                                       |  |
| <p><b>CLL and Literacy</b></p>     | <p><b>Online</b><br/> Phonics Purple Mash link :( 2Dos set) abc, English, Phonics, Phase 2, cloze. ll ending ss ending.</p> <p>Purple Mash link: Mini mash: 14, 15 &amp; 16</p> <p>Continue to explore the fun activities on <b>Phonics Play</b> to support their phonic practise (look at sounds they did not know when you checked their phonic knowledge)<br/> Access <b>Phonics Play</b> for free to support the following activities.<br/> <a href="https://new.phonicsplay.co.uk/">https://new.phonicsplay.co.uk/</a><br/> <b>Username:</b> march20<br/> <b>Password:</b> home</p> <p><b>Topmarks</b> has a wide range of activities to support all areas of English: phonics, reading and writing.<br/> <a href="https://www.topmarks.co.uk/Search.aspx?Subject=9&amp;AgeGroup=1&amp;p=3">https://www.topmarks.co.uk/Search.aspx?Subject=9&amp;AgeGroup=1&amp;p=3</a></p> <p>A link to specific phonics resources on <b>Topmarks</b>:</p>  | <p>Purple Mash</p> <p>Phonics Play</p> <p>Topmarks</p>   |  |

|  |   |                               |  |
|--|---|-------------------------------|--|
|  | <p><a href="https://www.topmarks.co.uk/Search.aspx?q=letters%20and%20sounds">https://www.topmarks.co.uk/Search.aspx?q=letters%20and%20sounds</a></p> <p>Look out for age appropriate activities and we have been working on phases 2 and 3.</p> <p><b>Make sure you try games that enable you to practise your reading and writing skills!</b></p> <p><b><u>Printable</u></b><br/> Key words to read - <b>I'm, by, time</b><br/> Key words to write - <b>some, come, were</b><br/> (Try to use the key words in a sentence.)<br/> Handwriting <b>14, 15 &amp; 16</b></p> <p><b>Phonics</b> folder: This includes:<br/> A phonic activity mat,<br/> Label the picture activities and<br/> Read and match activities, please choose those that suit your child's phonic knowledge.</p> <p><b><u>Practical</u></b><br/> Children to write a piece of news about what they have been doing, you may like to do this like a diary. Encourage them to use their phonics to build their words and sentences as independently as they are able. Encourage them to extend their ideas beyond one sentence!</p> | Emailed                       |  |
| <p><b>Technology</b></p> <p><b>Read a thon</b></p> | <p>Purple Mash link :(2Dos set) Topics, Animals, Paint Projects <b>Polar Bears, Penguin</b></p> <p><b>Read a thon:</b> Don't forget to get someone to video you reading or telling a story as part of our <b>TSG Read a thon</b>. Email your video in, please state in your email if you are happy to have your video shared via the website.</p>   | Purple Mash                   |  |
| <p><b>Thematic</b></p>                             | <p><b>This week we are looking at cold climates with a focus on Arctic and Antarctic</b><br/> Can you find them on a world map? What other places in the world have a cold climate?<br/> If you have access to Google Earth you may like to find them also.</p> <p>Included in this week's pack are powerpoints to help you learn more about the two regions and the animals that live there.</p> <p><b><u>Online</u></b><br/> Penguin stories:<br/> E Book: The Runaway Iceberg</p>  | <p>Online</p> <p>You Tube</p> |  |



|                     |  |   |  |
|---------------------|--|---|--|
|                     | <p><b>You Tube</b> have a selection of penguin stories:<br/> <a href="https://www.youtube.com/results?search_query=penguin+stories">https://www.youtube.com/results?search_query=penguin+stories</a></p> <p>Enjoy a Safari Adventure with Andy:<br/>         Andy and the Arctic Fox<br/> <a href="https://www.bbc.co.uk/iplayer/episode/b09s39xl/andys-safari-adventures-series-1-4-andy-and-the-arctic-fox">https://www.bbc.co.uk/iplayer/episode/b09s39xl/andys-safari-adventures-series-1-4-andy-and-the-arctic-fox</a><br/>         Andy and the Snow Leopard<br/> <a href="https://www.bbc.co.uk/iplayer/episode/m0002ktb/andys-safari-adventures-series-1-21-andy-and-the-snow-leopard">https://www.bbc.co.uk/iplayer/episode/m0002ktb/andys-safari-adventures-series-1-21-andy-and-the-snow-leopard</a></p> <p>Learn a fun penguin song:<br/> <a href="https://www.bbc.co.uk/cbeebies/watch/the-lets-go-club-penguins-song">https://www.bbc.co.uk/cbeebies/watch/the-lets-go-club-penguins-song</a></p> <p>Enjoy Nick Cope's Popcast: Penguin<br/>         Nick creates a Popcast Song about a brave penguin called Ruby who was born with one wing.<br/> <a href="https://www.bbc.co.uk/programmes/p089grst">https://www.bbc.co.uk/programmes/p089grst</a></p> <p><b>You Tube</b> have a selection of penguin songs:<br/> <a href="https://www.youtube.com/results?search_query=penguin+songs">https://www.youtube.com/results?search_query=penguin+songs</a></p> <p><b>Printable</b><br/>         Can you sort the animals according to where they live?<br/>         Can you write an interesting fact about an animal from each polar region?<br/>         Once you have enjoyed a story about penguins have a go at labelling the picture included in this week's pack,</p> <p><b>Practical</b><br/>         If you like Science experiments why not try Sticky Ice (information included in packs).<br/>         Can you make a penguin using an empty toilet roll? (instructions in this week's pack, please adapt according to your resources)</p> | <p>CBeebies iplayer</p> <p>CBeebies iplayer</p> <p>You Tube</p> <p>Emailed</p> <p>Emailed</p> |  |
| <b>Father's Day</b> | <p><b>Sunday is Father's Day:</b> let's remember to celebrate the special men in our lives and thank them for all they do for us!<br/>         We have included a pack of Father's Day activities you may like to have a go at and give to the special man/men in your life.</p>   | Emailed   |  |
| <b>Well Being</b>   | <p>You may have seen on Facebook a local project to support well being at this time in the form of Toddington Village Sensory Trails. <b>Collar and Cuffs Co</b> have been allocated</p>   | Emailed   |  |



|               |  |                     |  |
|---------------|--|---------------------|--|
|               | <p>more funding for another project that takes the form of sensory stories you can access with your child. These have been launched weekly and we have included the second story in this week's pack. Find more information on their projects at:<br/> <a href="http://www.collarandcuffs.org/covid-19-projects.html">http://www.collarandcuffs.org/covid-19-projects.html</a></p> <p>If you are enjoying using <b>Oak Academy</b> you can lesson that explores showing you care without touching, healthy hugs:<br/> <a href="https://www.thenational.academy/reception/pshe/healthy-hugs-reception-wk6-1">https://www.thenational.academy/reception/pshe/healthy-hugs-reception-wk6-1</a></p> <p>You may also like to explore the weekly online assemblies:<br/> <a href="https://www.thenational.academy/assembly">https://www.thenational.academy/assembly</a></p> | Oak Academy website |  |
| <b>Active</b> | <p><b><u>Online ideas</u></b></p> <p>You Tube:<br/> Joe Wicks: The Body Coach<br/> Jump Start Jonny<br/> GoNoodle<br/> Cosmic Kids Yoga<br/> BBC Supermovers</p> <p><b>NEW:</b> For relaxation you could try Peace Out:<br/> <a href="https://www.youtube.com/results?search_query=peace+out">https://www.youtube.com/results?search_query=peace+out</a></p> <p>PE Hub home portal</p>   |                     |  |

## Support for families home schooling

- **9am**- P.E with Joe Wicks, week days at 9am but you can visit any time on YouTube to view the workouts. <https://www.youtube.com/user/thebodycoach1>
- **9:30am**- Wildlife with Steve Backshall. Every day at 9.30am on Facebook [Steve Backshall](#) for answering all your wildlife biology, conservation, geography and exploration questions
- **11am**- Science with Maddie Moate Weekdays at 11am on YouTube. Maddie & Greg chat about science and nature. <https://www.youtube.com/maddiemoate>
- **11am**- Storytime with David Walliams Free story everyday at 11am on his website – [www.worldofdavidwalliams.com](http://www.worldofdavidwalliams.com)
- **11:30am**- Dance with Oti Mabuse. Everyday at 11.30am on YouTube, but children can view the class at any time. <https://www.youtube.com/user/mosetsanagape>
- **12pm** – Lunch (cooking) with Jamie Oliver. You may have seen Jamie's Keep Cooking and Carry On show on Channel 4, which shows you how to keep cooking through quarantine conditions, using what you already have in your cupboards. While those recipes are a bit advanced for little people, he has a whole section on his website just to get kids cooking, so they can rustle up their own lunch. <https://www.jamieoliver.com/features/easy-recipes-for-kids/>
- **2pm** – History with Dan Snow. You can sign up to History Hit TV for free for 30 days. The streaming service has loads of history documentaries on it about everything from Jack the Ripper to the Battle of Hastings in 1066. There's also a free podcast. <https://www.historyhit.com/podcasts/dan-snows-history-hit/>
- Math's with Carol Vorderman Free access to the math's website – [www.themathsfactor.com](http://www.themathsfactor.com)
- Music with Myleene Klass Twice a week on Myleen's Music Class YouTube. <https://www.youtube.com/channel/UCQh2wgJ5tOrixYBn6jFXsXQ>

- Royal Mint interactive 'Kids Hub' The free resource is available on The Royal Mint's website and provides a host of quizzes, games and educational tools – brought to life through iconic coins, and popular children's characters such as The Gruffalo and Wallace & Gromit.  
<https://www.royalmint.com/kids/>
- Free taster pack with Twinkl Free resources has been created especially for parents of children aged 5 – 7. Including a SATs survival pack, activities, phonics, mindfulness colouring, information & more!. This pack can help you to support your child at home & shows you what Twinkl has to offer. <https://www.twinkl.co.uk/resources/new-primary-topic-resources/free-taster-packs-twinkl-recommends-key-stage-1>
- National Literacy Trust- Our early years resources will help schools, settings and parents support children's development from birth to age 5. [https://literacytrust.org.uk/free-resources/?gclid=EAIaIQobChMIgZTsrIO76AIVRLDtCh3oWQrqEAAYAiAAEgIS7\\_D\\_BwE](https://literacytrust.org.uk/free-resources/?gclid=EAIaIQobChMIgZTsrIO76AIVRLDtCh3oWQrqEAAYAiAAEgIS7_D_BwE)
- Phonics Play- Free, unlimited access to selected games and teaching ideas across several phases - play these as many times as you like! <https://new.phonicsplay.co.uk/>



Practise writing tricky and key words.

Trace over the blue words then have a go at using them in a sentence.

some      some      some      some

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come      come      come      come

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were      were      were      were

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Name \_\_\_\_\_

Number Fourteen Formation Worksheet

14

Name: .....

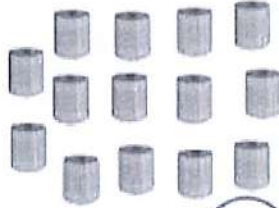
Trace over this number and then try writing your own.

14

Write the answers in the circles.



How many fried eggs?



How many tin cans?

Number Fifteen Formation Worksheet

15

Name: .....

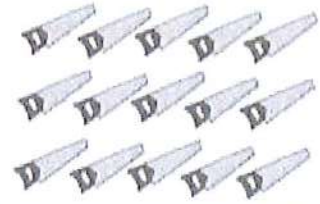
Trace over this number and then try writing your own.

15

Write the answers in the circles.



How many chairs?



How many saws?

# Number Sixteen Formation Worksheet

# 16

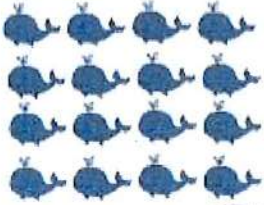
Name: .....

Trace over this number and then try writing your own.

16

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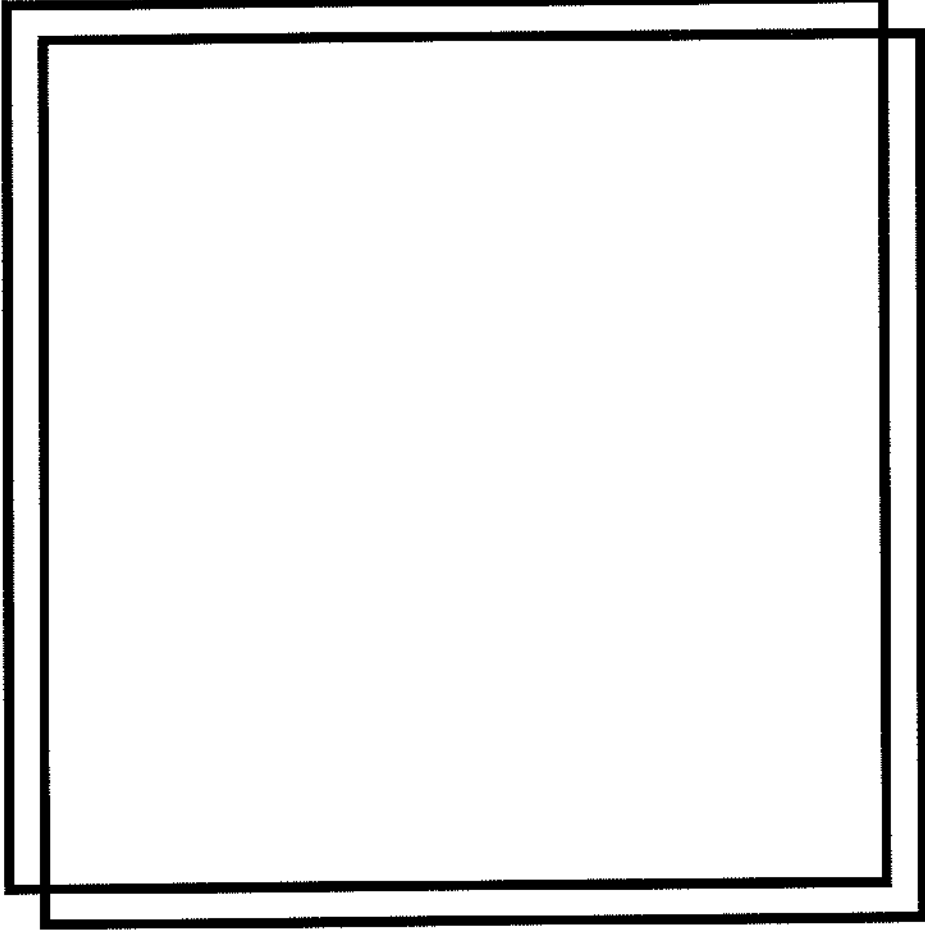
Write the answers in the circles.



How many whales?

How many boxes?

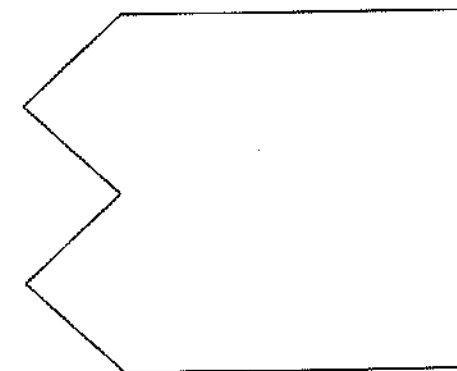
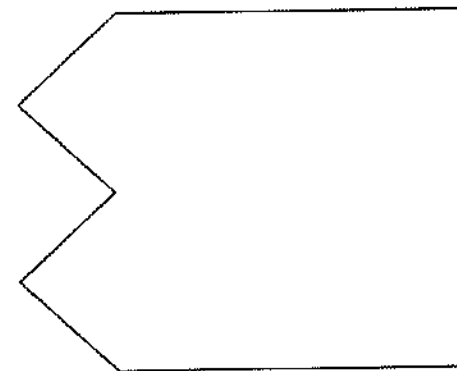
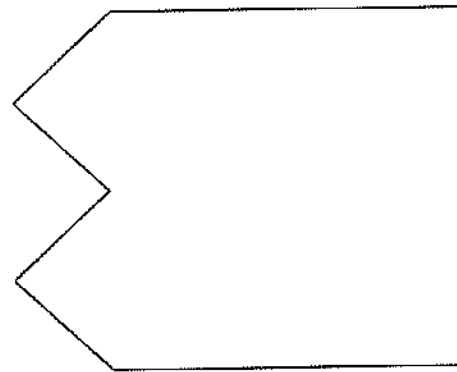
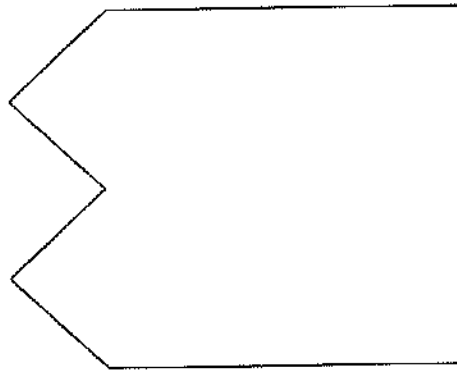
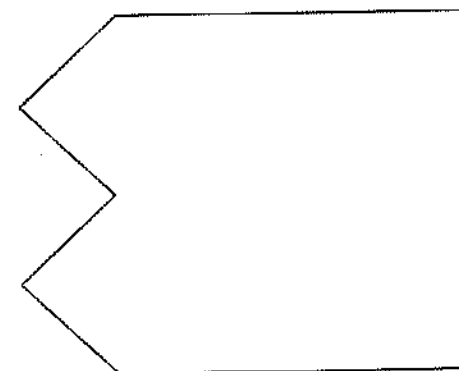
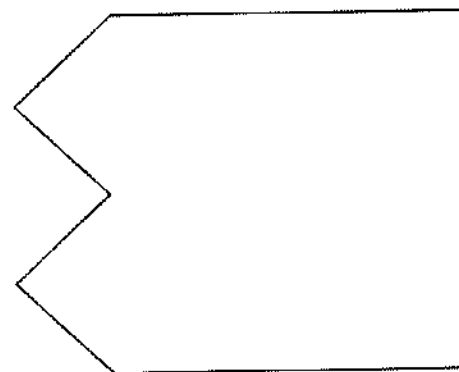
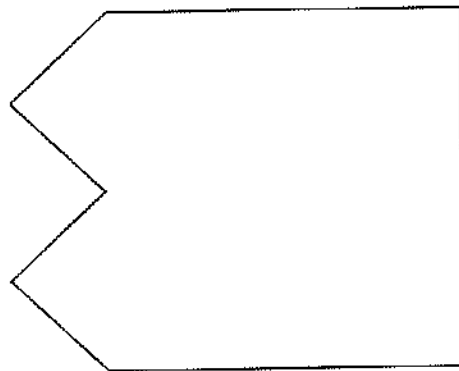
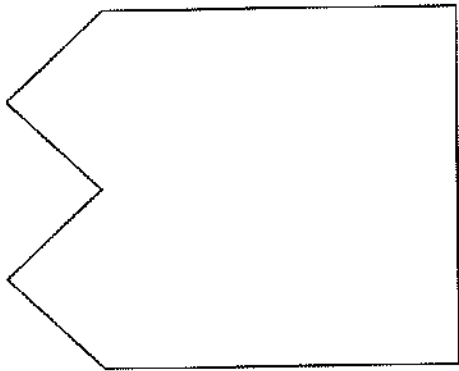




Happy  
Father's Day!

## How to...

print onto coloured paper or print black and white and colour in. To make your 3D shirts cut out the shirt shapes. Fold over the triangles to form a collar, then choose a tie and stick that under the collar.



things I  
love about  
my daddy

5

1

2

3

4

5



5

things I  
love about  
my daddy

1

2

3

4

5

5

things I  
love about  
my daddy

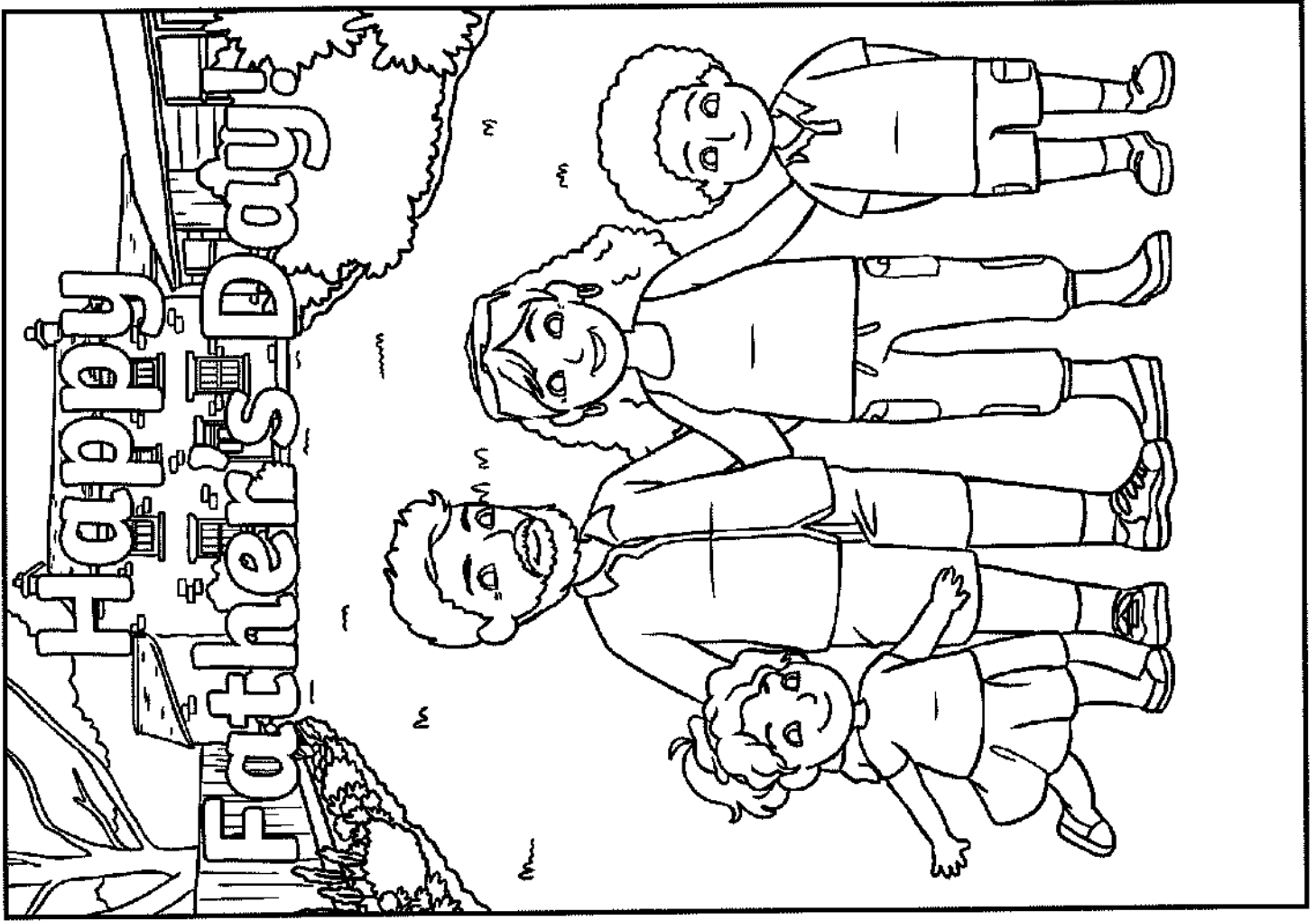
1

2

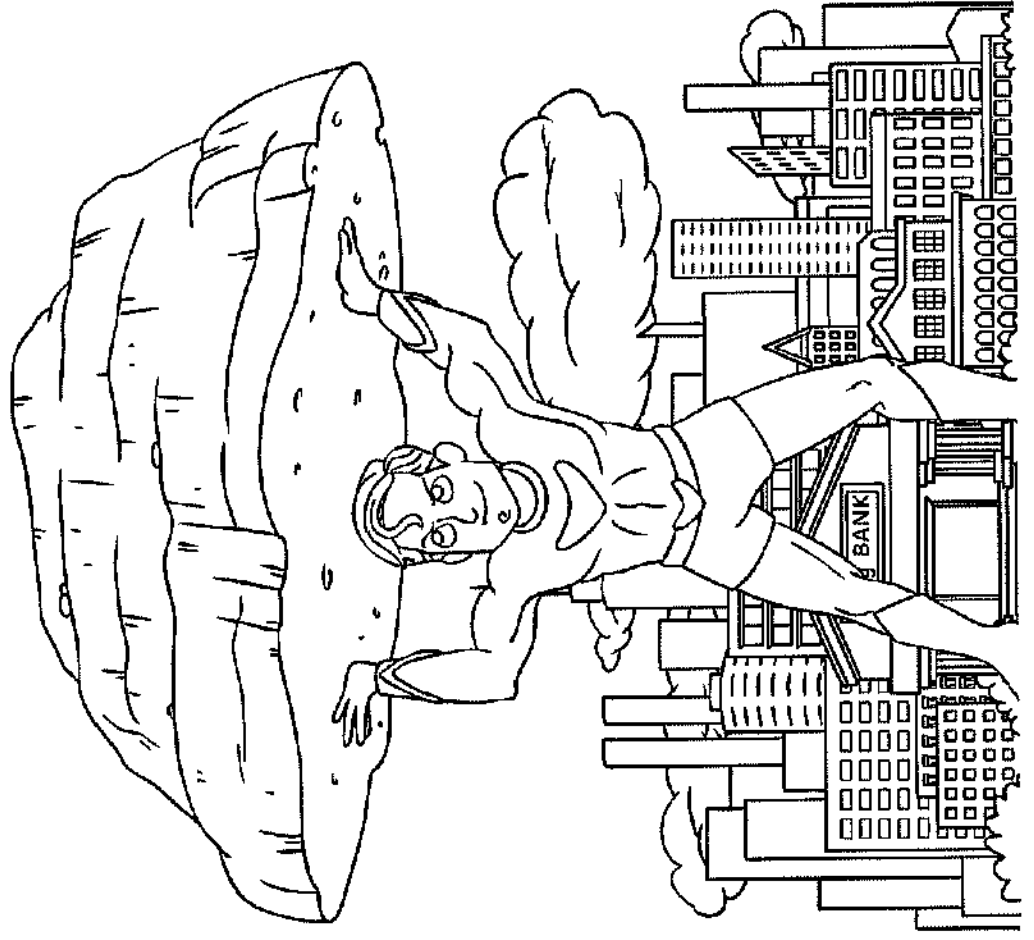
3

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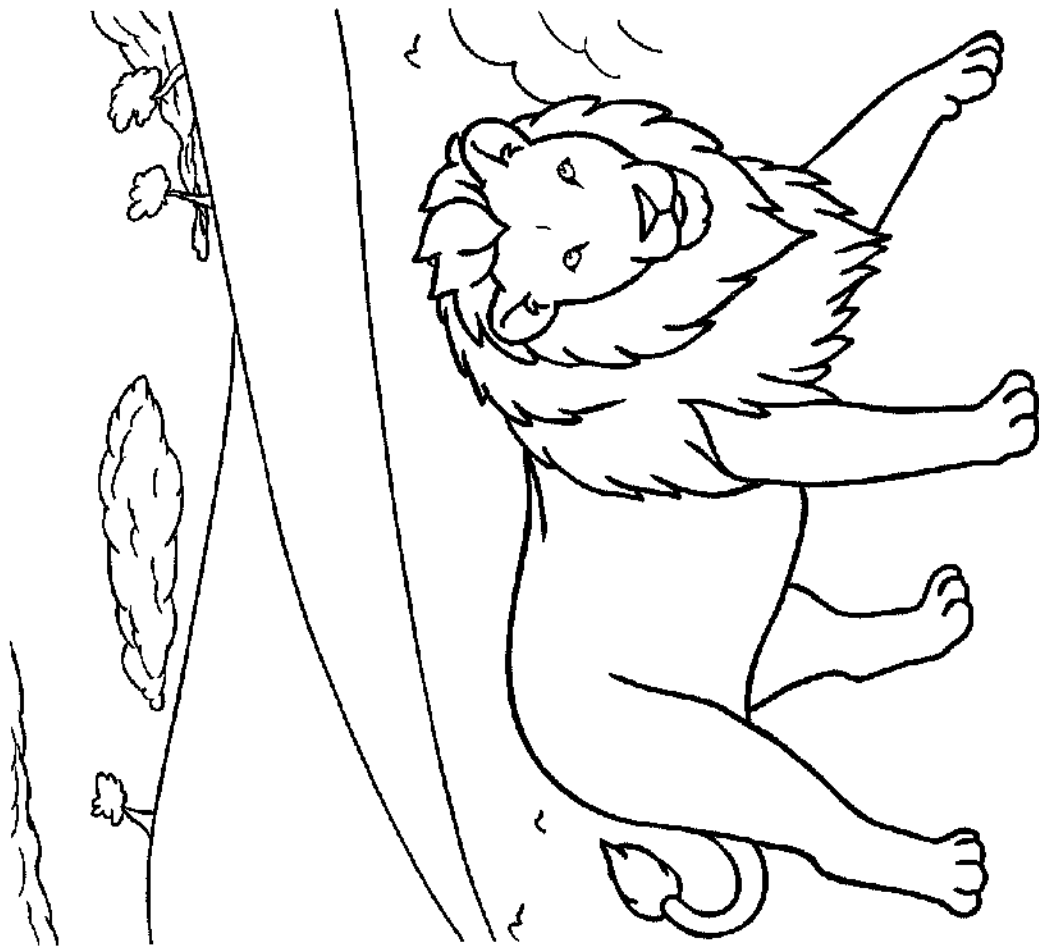
5



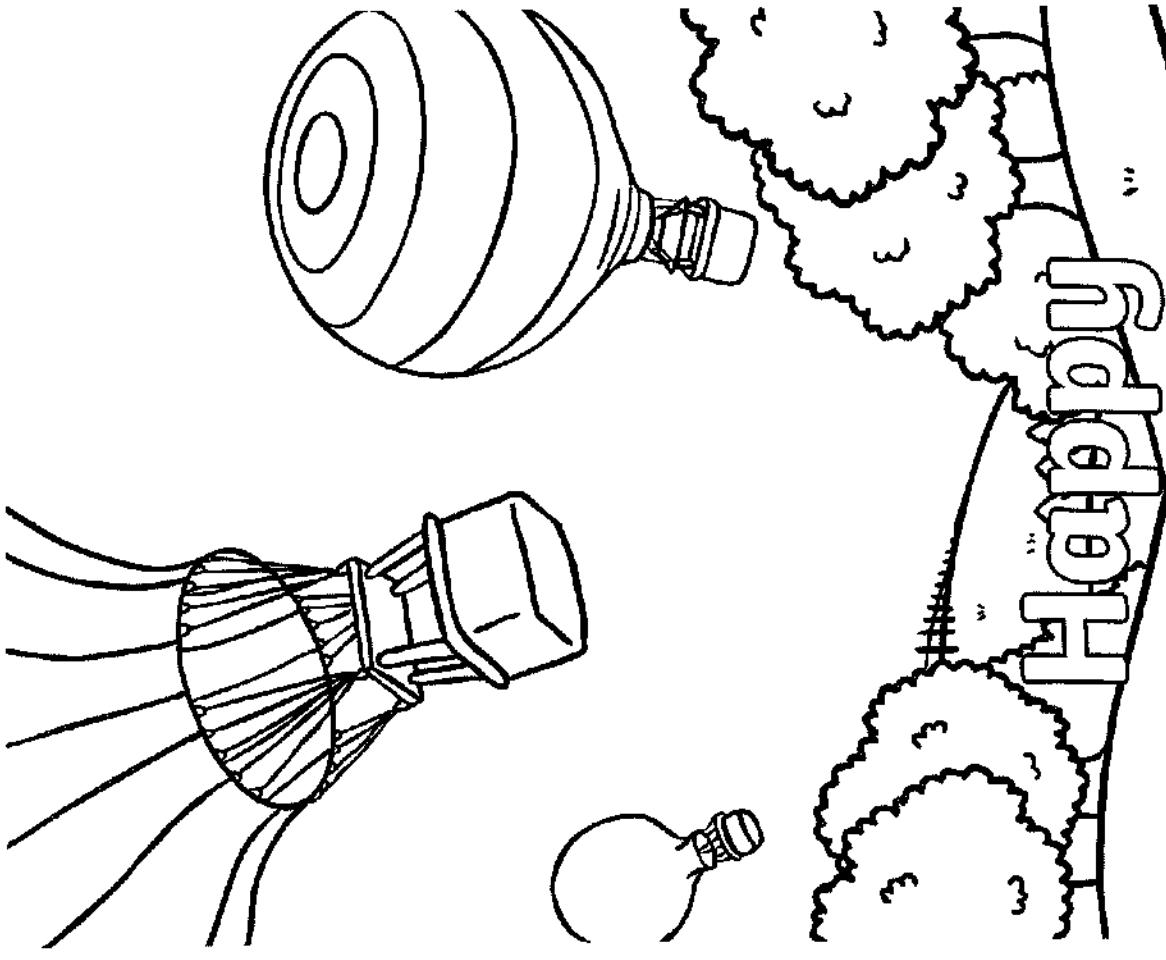
# Happy Father's Day!



# Happy Father's Day!







Happy  
Father's Day!

Happy

Father's Day!

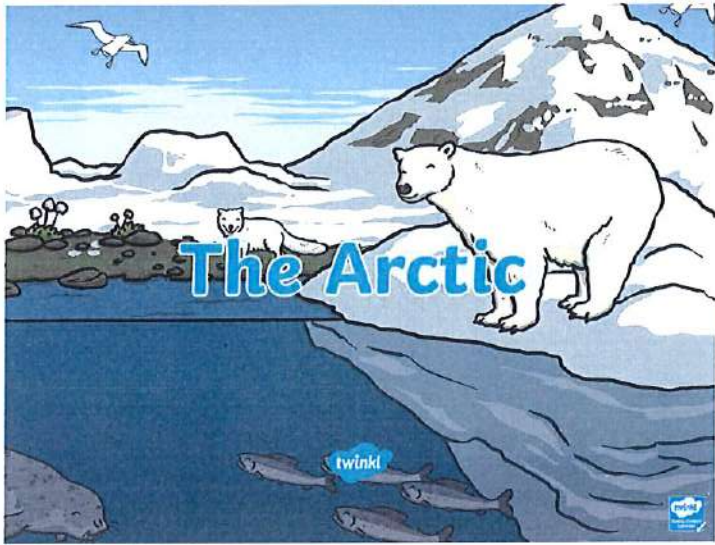
SUPER  
DAD!

# Happy Father's Day!

# Happy Father's Day!

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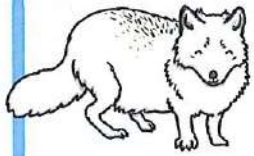


- The Arctic is in the Far North.
- The North Pole is in the Arctic.
- The Arctic has very few plants because it is very cold there.
- Why do you think the Arctic is white?
- What do you know about the Arctic?



- The Arctic is in the Far North.
- The ice acts as land.
- There are also icebergs in the Arctic Ocean.
- Icebergs are pieces of ice which have broken off and are floating in the ocean.

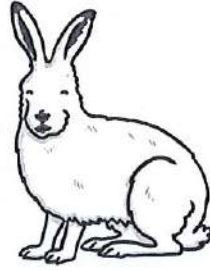
Can you think of any animals that live in the Arctic?



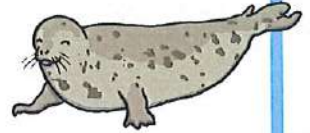
Arctic fox



polar bear



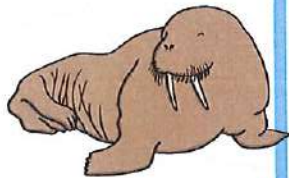
Arctic hare



seal



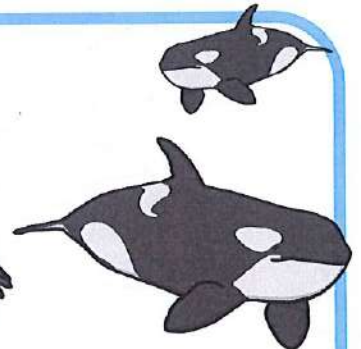
reindeer



walrus



snowy owl



orca



## Do people live in the Arctic?



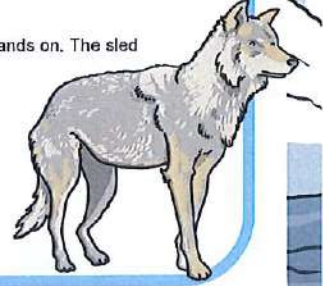
Houses in the Arctic are often raised from the ground.

This prevents people from being snowed in and helps keep them warm.

Some people travel by dog sled in the Arctic.

Dogs pull the sled which the person stands on. The sled glides along the snow.

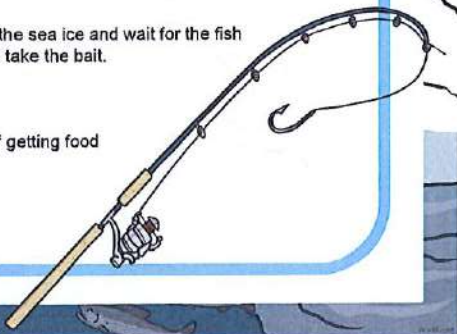
People also travel by snowmobile, which looks like a jet ski on the snow.



Lots of people in the Arctic go ice fishing.

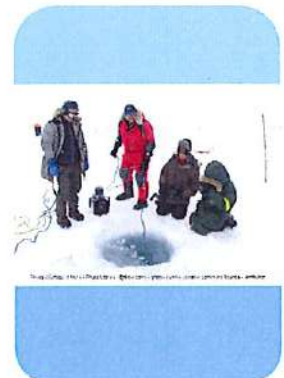
They make a hole in the sea ice and wait for the fish underneath the ice to take the bait.

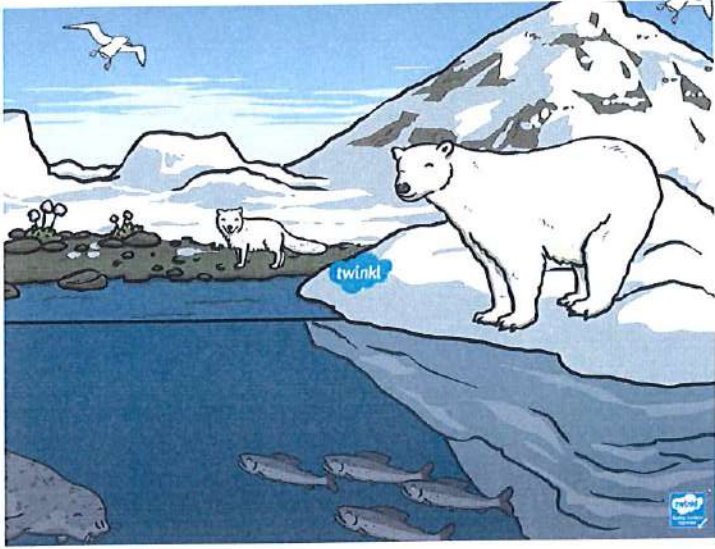
This is a great way of getting food in the Arctic.



Scientists often visit the Arctic to try and find new discoveries as there are lots of places that no one has ever been to.

Also, they measure the amount of sea ice. They do this because the world is getting warmer and this is melting sea ice. This could cause lots of problems in the future.







# Polar Regions Animal Sorting

Arctic Animals

Antarctic Animals





# Polar Regions Animal Sorting Answers

## Arctic Animals



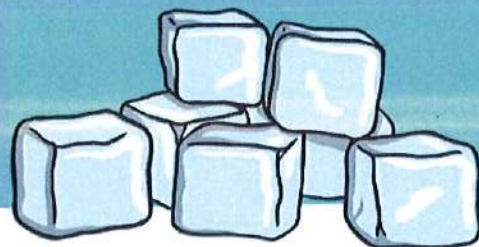
## Antarctic Animals





# Sticky Ice

## Science Experiment



### Method

1. Children are to put on their gloves.
2. Put salt in one bowl, water in another bowl and the ice cubes in the third bowl.
3. Lay out a piece of string next to the bowls.
4. Put some ice cubes in the bowl with the water.
5. Challenge the children to see if they can lift a piece of ice from that bowl using only the string.
6. After several attempts, pass them the bowl of salt ('magic powder').
7. Ask them what they think will happen if they sprinkle the salt onto the ice.
8. Place the string over the ice and sprinkle the salt over the string.
9. Count together to 60, then carefully lift the string up by each end.
10. Hey presto! The ice cube is stuck to the string!

### You will need:

Gloves

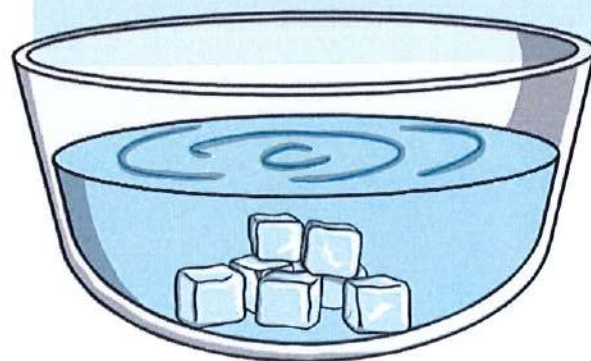
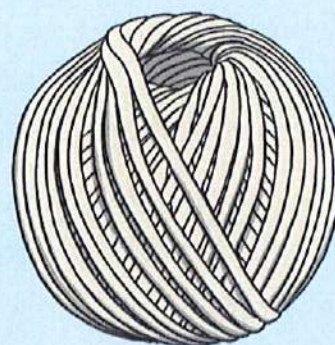
Ice cubes

Water

String

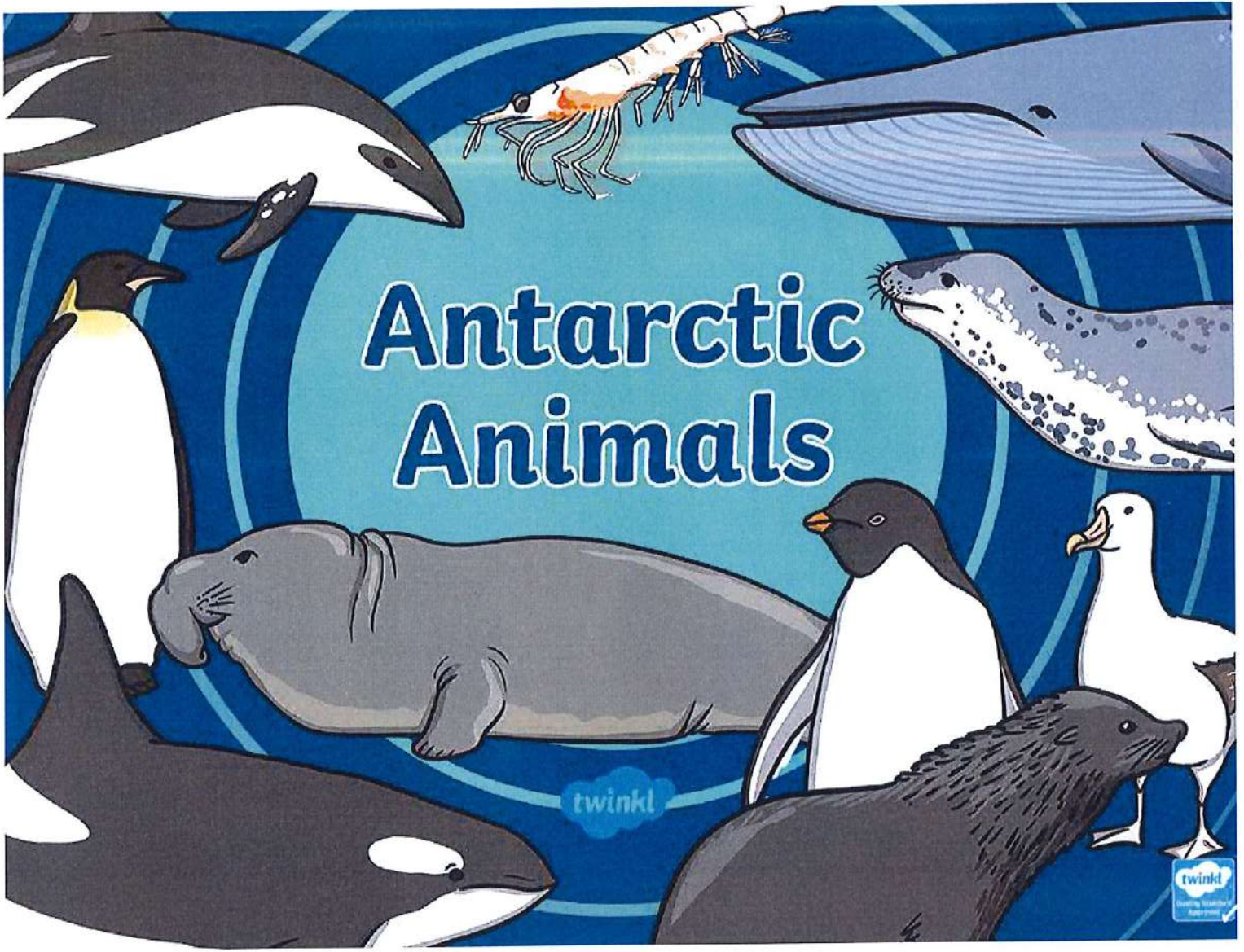
Salt

3 bowls

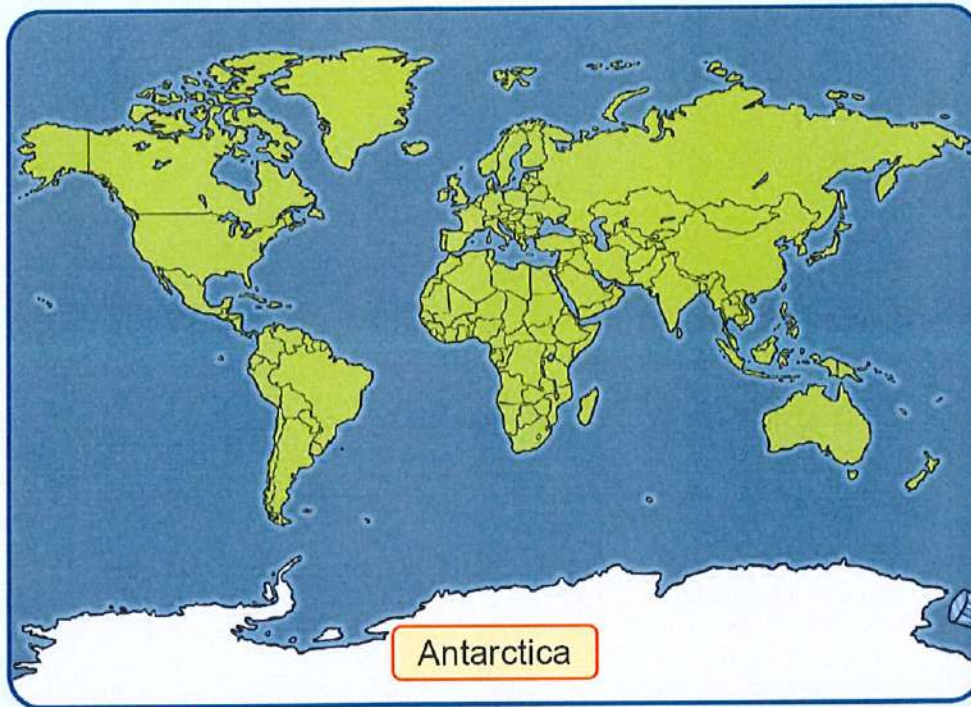




# Antarctic Animals



# Where Is Antarctica?



Do you recognise any other places on the map?





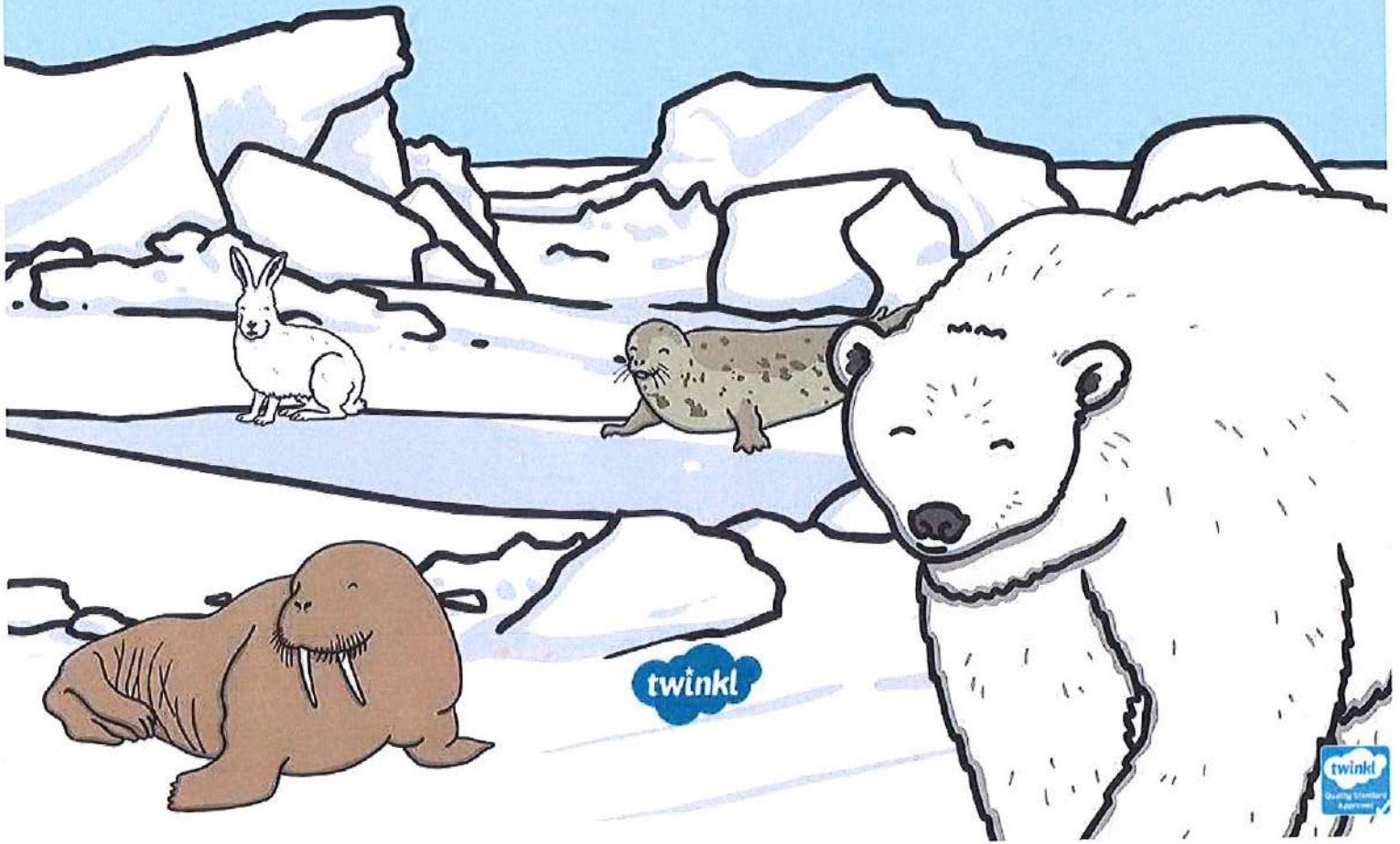
# Antarctic Animals

There are lots of fascinating creatures that call the continent of Antarctica home.



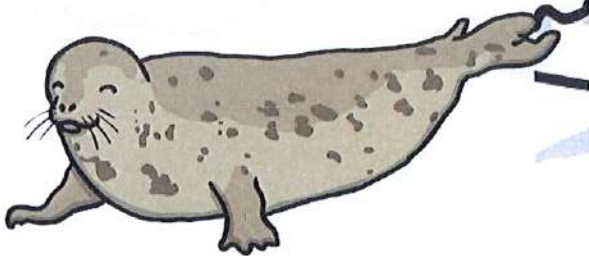
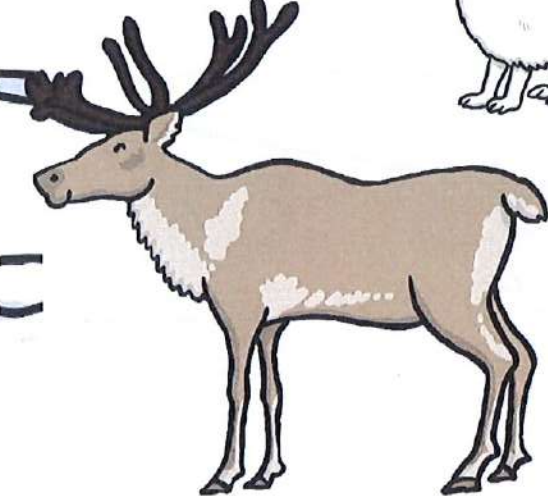
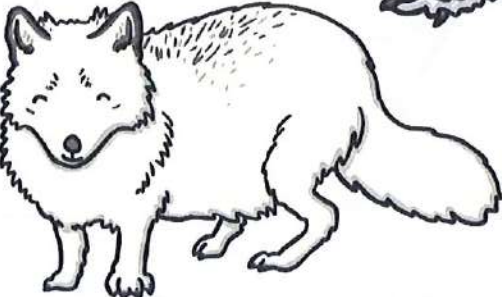
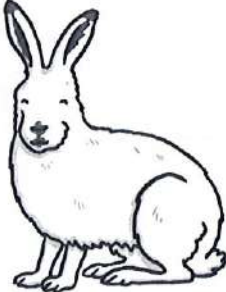
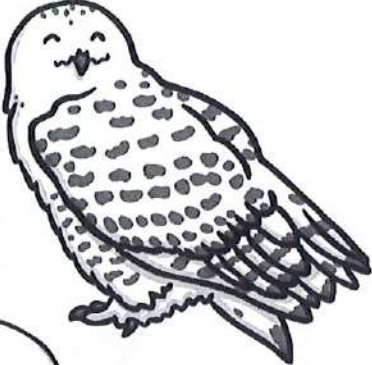
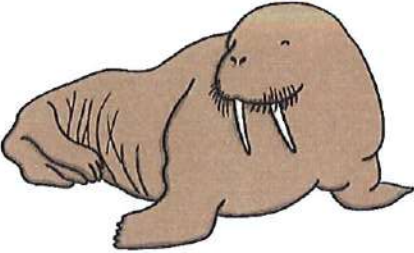
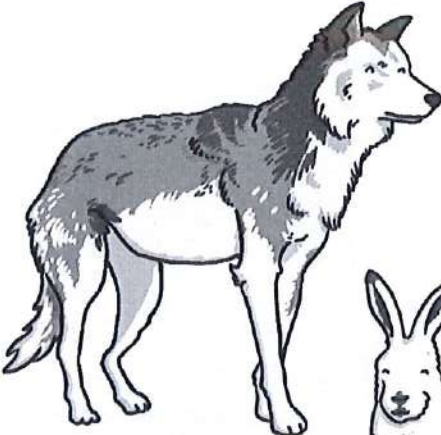
What do you think it would be like to live in Antarctica?

# Arctic Animals





Click on an Arctic animal to find out a little more about it.



# Polar Bear

Polar bears are the largest carnivores (meat eaters) that live on land.

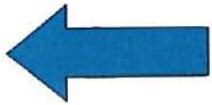
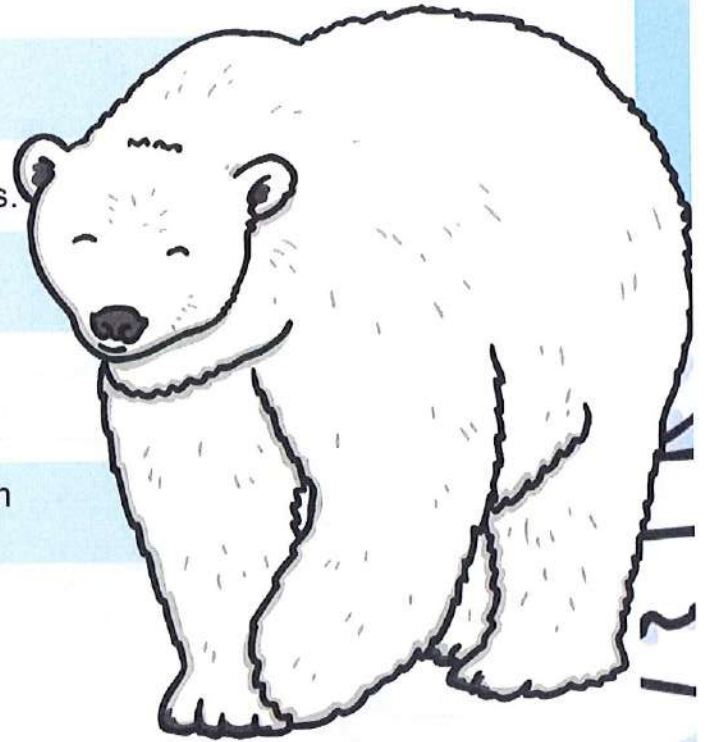
Polar bears use the Arctic sea ice to hunt seals.

Seals make up most of a polar bear's diet.

They have black skin and although their fur appears white, it is actually see through!

They have a layer of blubber beneath their skin to keep them warm.

Young polar bears, called cubs, are born between November and January while their mothers are hibernating in a den.





# Arctic Hare

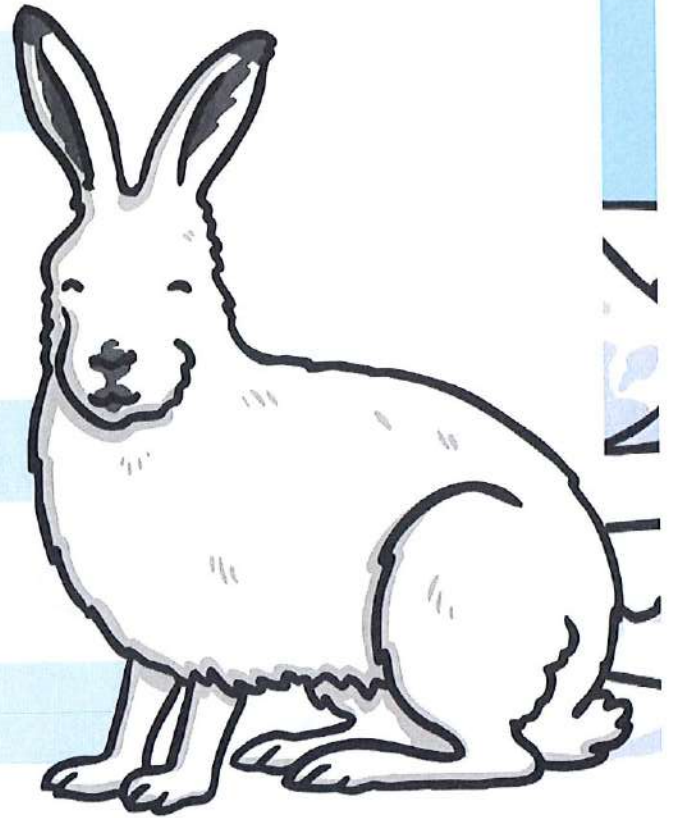
Arctic hares are much bigger than your average pet rabbit and have shorter ears.

They have a very thick fur coat to protect them in the cold. Their fur is blue/grey in the summer so they can blend in with the rocks. In winter their fur turns white to blend with the snow.

They dig burrows beneath the snow

They are hunted by Arctic foxes.

Young arctic hares are called leverets and can see clearly as soon as they are born.



# Arctic Fox

Arctic foxes have the warmest fur on the planet.

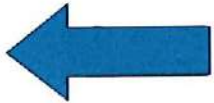
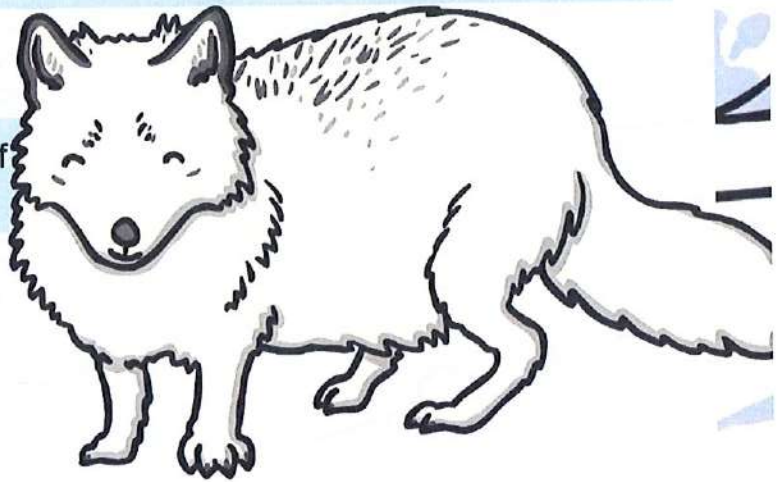
Their fur is brown/grey in the summer so it can blend in with the rocks. In winter their fur turns white to blend with the snow.

They have a round body, short legs and short ears and a big bushy tail which is used as a blanket.

They live in underground burrows.

They have excellent hearing and sense of smell for hunting.

Female arctic foxes give birth to between 6 and 16 pups.



# Snowy Owl

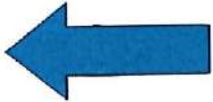
Snowy owls hunt at day and night.

Their favourite food is lemmings (a small rodent) but they also hunt other animals such as the Arctic hare.

They have feathery legs and toes to keep them warm.

They perch on rocks as there are no trees.

Once young owls (owlets) hatch, the male owl provides food for the female and young owls which do not leave their nest for around 25 days. The owlets are able to fly after around 50 days.





# Reindeer

Reindeer are also known as caribou.

They feed on moss, grass and plants.

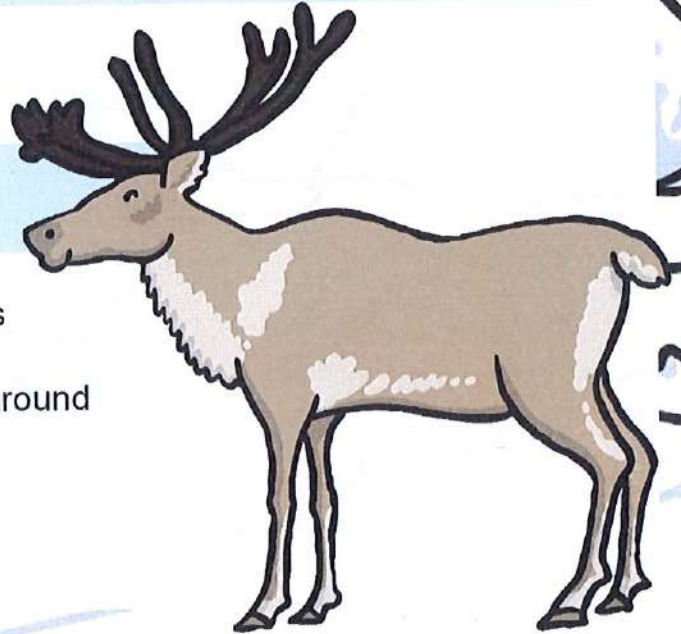
Males and females have very large antlers.

In winter, reindeer travel south to avoid the cold weather.

Their hooves are sharp which help them walk on ice and rocks.

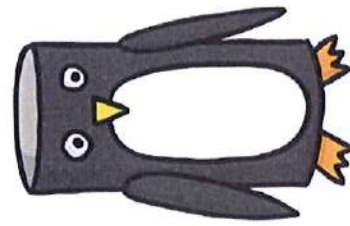
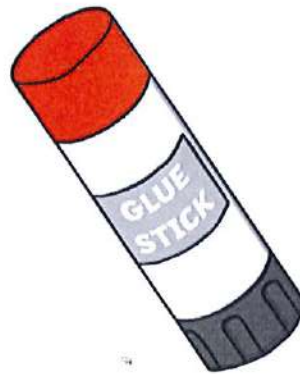
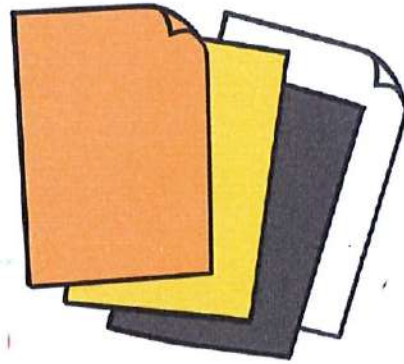
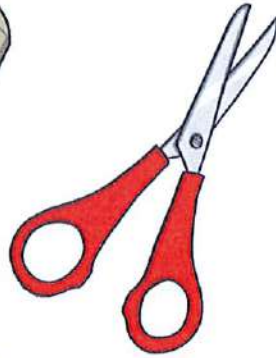
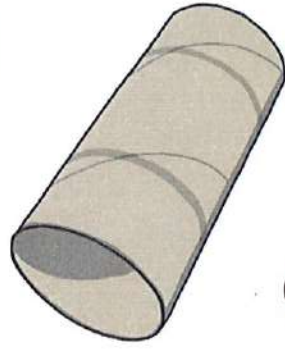
At birth, a baby reindeer, called a calf, weighs 5 to 20 lbs. (2.5 to 9 kg).

Calves start growing their first set of antlers around their second birthday.



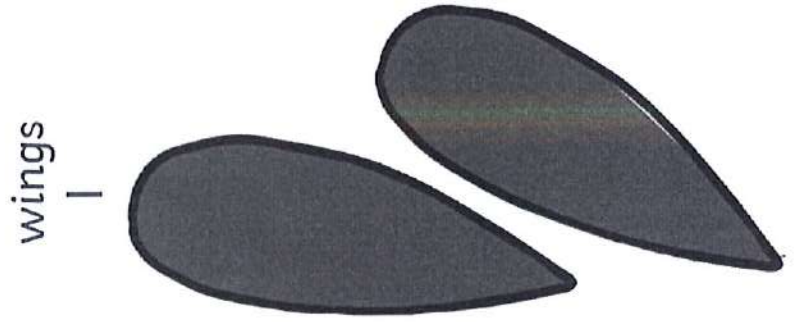
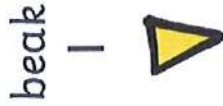
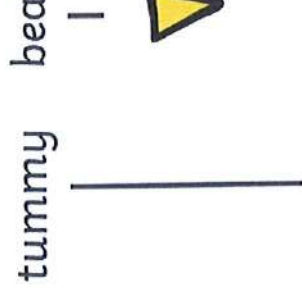
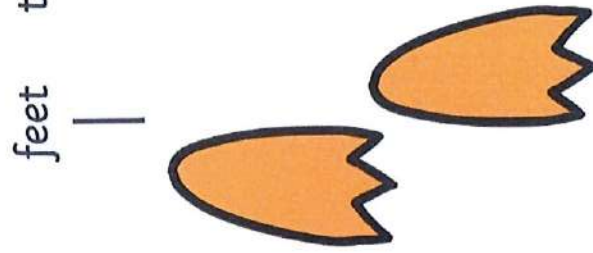
# Make a Penguin

**You will need:**  
a cardboard tube  
coloured paper  
googly eyes  
scissors  
glue



# 1

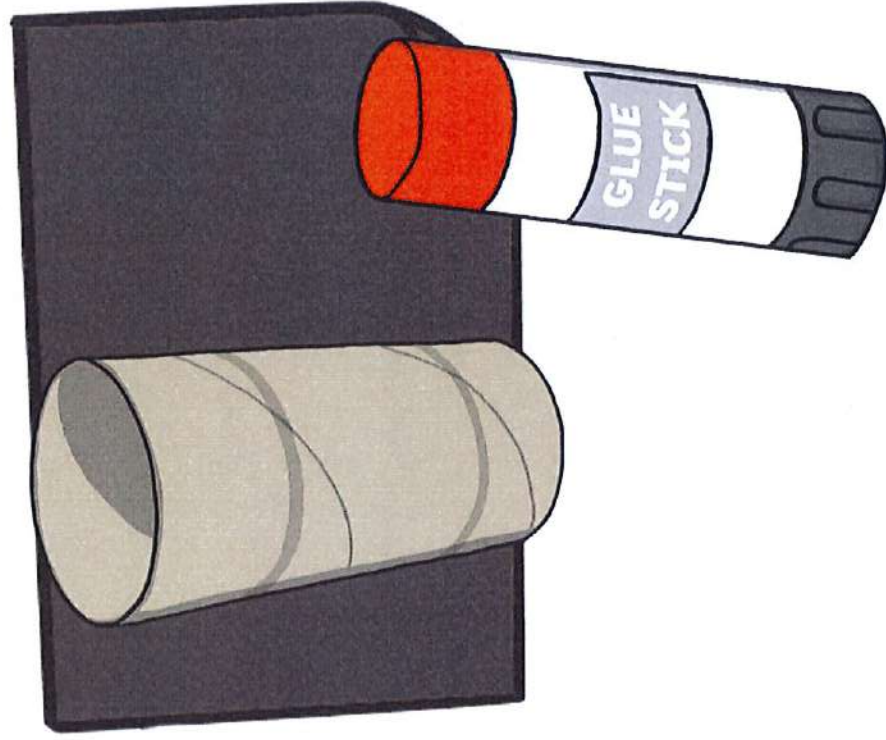
Cut out the shapes for the feet, wings, beak and tummy.





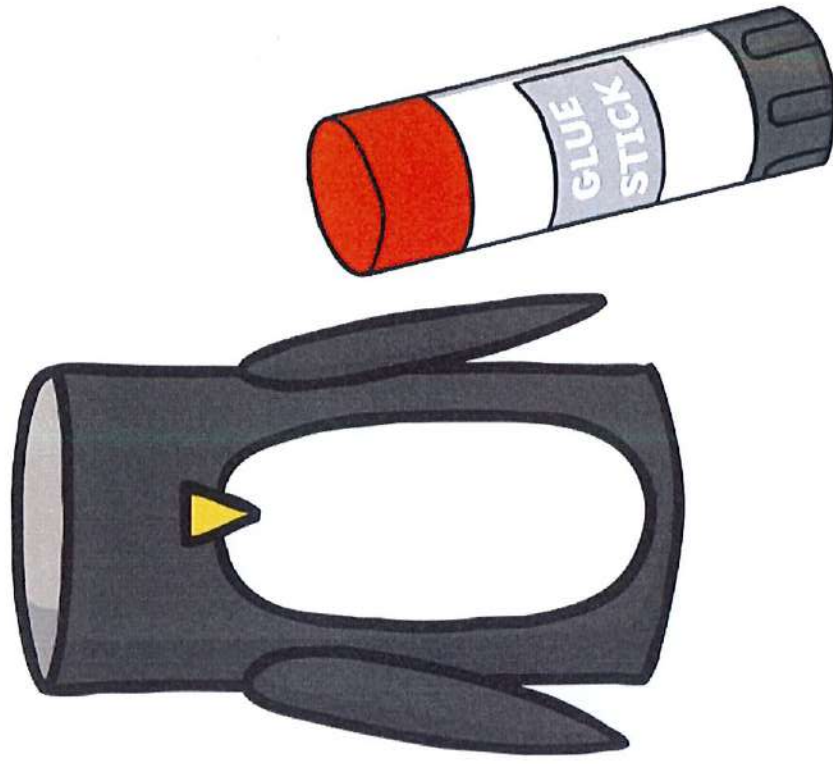
2

Glue some black paper to the outside of the cardboard tube.



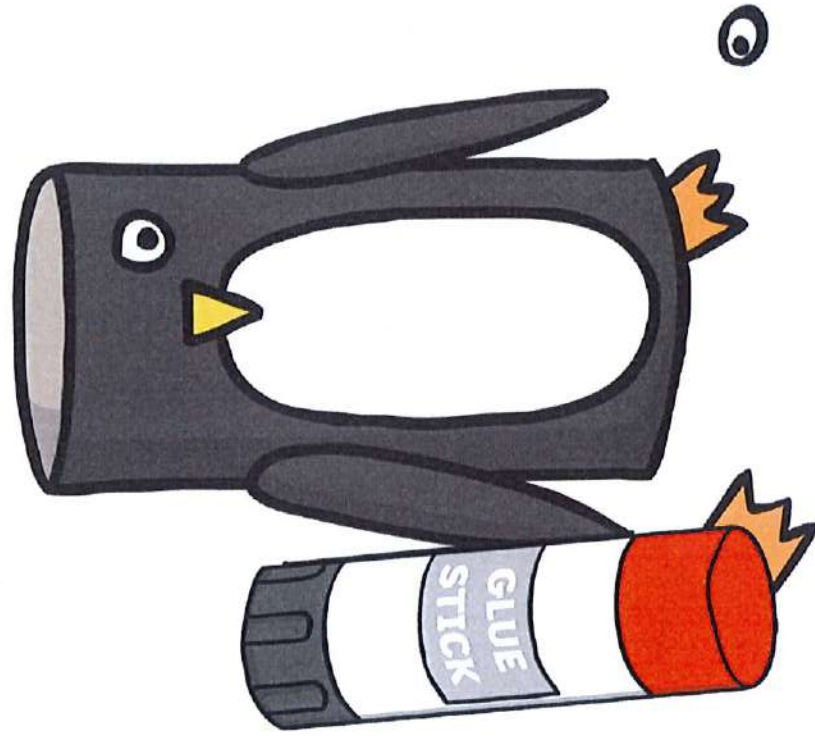
3

Stick the tummy, beak and wings to the tube.



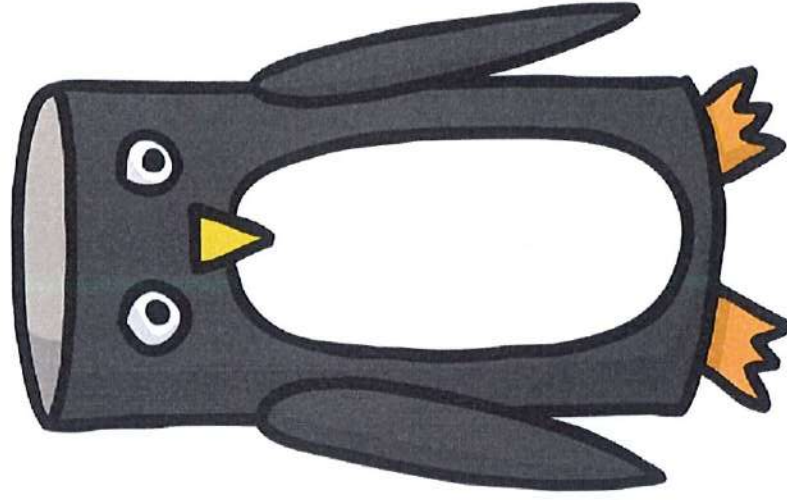
4

Stick the googly eyes and the feet  
onto the tube.



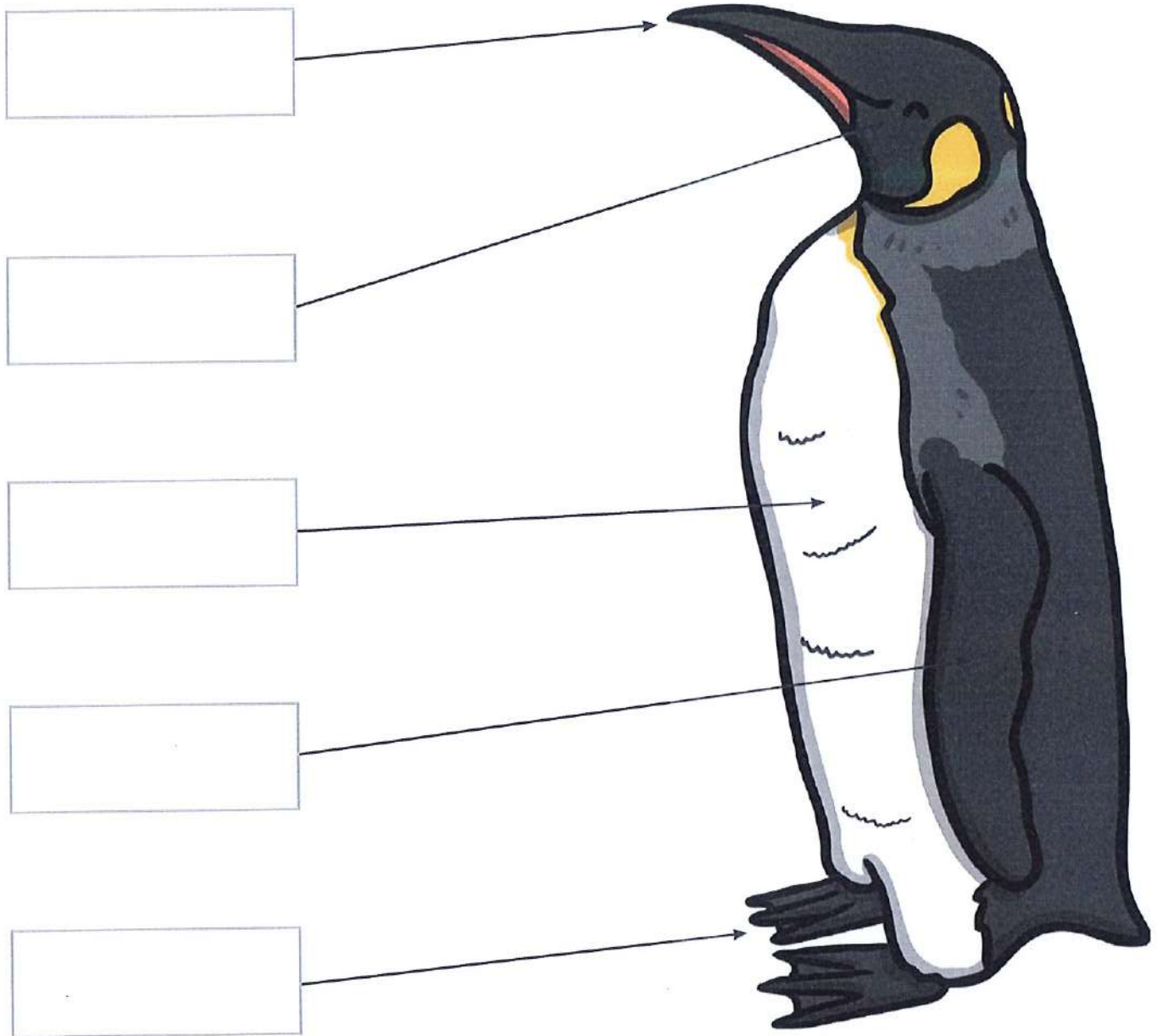
5

Leave your penguin in a safe place  
to dry.



# Label the Penguin

Cut out the labels at the bottom and glue them onto the correct part of the penguin.



|             |          |          |
|-------------|----------|----------|
|             | eyes     | beak     |
| webbed feet | feathers | flippers |



**COLLAR & CUFFS CO PRESENTS**

# Caged & Free

Part 2 of the Strings & Things sensory story suite

Commissioned by



Mainspring  
Arts

Supported by AOK Trust

**time to change  
champion**

helping to end mental health discrimination



Family Arts  
Standards

with Family and Childcare Trust



# 2. Caged & Free

## Resources Required

### *A ball of string*

You will need this for every story in the suite, it doesn't matter what colour or material the string is made from: it just needs to be sufficiently long to wind into a ball and so you can make multiple sensory effects with it by trimming pieces off and still have enough left to keep a ball, and it needs to be reasonably strong too. Alternatively, you could use wool or ribbon.

### *A device to stream audio tracks & sound effects on*

Click the link: <https://soundcloud.com/julia-collar/sets/caged-free>

### *Optional - a device to play a YouTube video on*

Click the link: [https://www.youtube.com/watch?v=SeZoL\\_axCRA](https://www.youtube.com/watch?v=SeZoL_axCRA) If you don't have a suitable device or screen, then just use the audio and your imaginations.

### *A white bin bag or carrier bag, a white or grey sock, dried beans/rice/lentils etc,*

### *2 sticks and a clothes peg or other pinching clip*

These are to make a dove. Fill the sock with the dried beans and tie securely, leave in sunshine/airing cupboard to warm, or cover in foil and place on a low heat in the oven; watch closely to make sure it doesn't burn. Cut a dinner plate-sized circle from the bags and cut in half. Cut lots of slits along the curved edge to create a feathery fringe. Wrap the straight edges around the sticks and tape down to seal it inside a seam, when secured break one of the sticks in the middle to give the feel of a broken wing.

### *A metal grid*

A cooling rack or the grid from a grill pan would work well.

### *A brush*

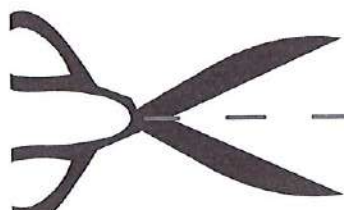
A prickly texture, any size - hairbrush, nailbrush, etc.

### *Black and white fabrics, and a brightly coloured scarf/t-shirt*

Furry would be ideal for the black and white, but any will do - these are to create badger stripes.

### *Cut grass, hay or straw*

If you don't keep animals, then visit a lawn/verge to cut some and let it dry out a bit before using.





# To Start the Story

The preface to every story in the suite

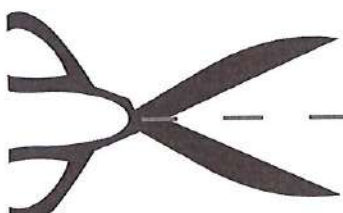
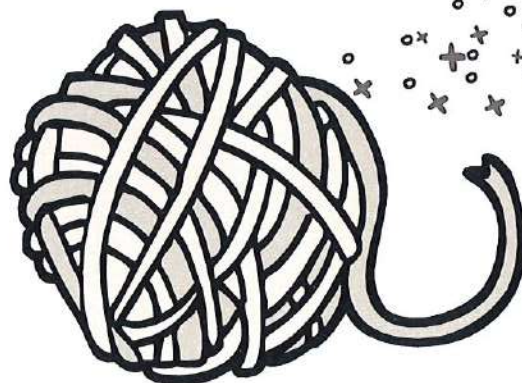
Each story starts and ends the same way, creating routine and consistency that orients the person you're sharing the tale with and supporting transitions in and out of the experience.

If you use Story Massage then download the strokes for the poem by clicking the image:

If you don't, then follow the actions overleaf; the words in **BOLD** are the ones you read, the words in normal are the actions.



**We found a magic ball of string,**  
**It came to us from Who Knows Where.**  
**With it we can make most anything:**  
**A telephone, a flight of stairs.**  
**A hole in a tree, the moon in the sky,**  
**A fishing line, a butterfly.**  
**With our string we explore both**  
**Known and unknown -**  
**The whole world awaits!**  
**But, without leaving our home.**



**We found a magic ball of string,  
It came to us from Who Knows Where.  
With it we can make most anything:**

Roll the ball of string slowly and rhythmically on the person's palm

**A telephone,**

Hold the ball to the person's ear

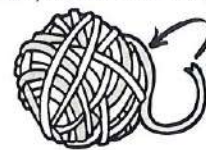
**a flight of stairs.**

Hold a short length of string horizontally between your hands and keeping your left fist stationary, rotate the string 90 degrees left to vertical; then, keeping your right fist stationary, rotate 90 degrees right back to horizontal whilst raising your arms to give the impression of stairs - invite/assist the person to hold the string in the middle while you move. See diagram below.



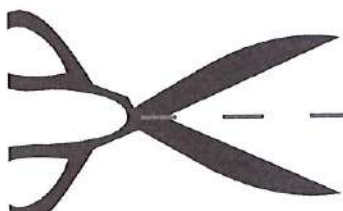
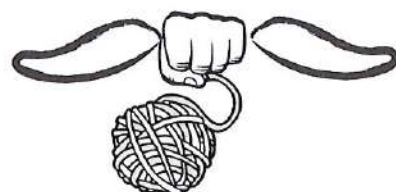
**A hole in a tree, the moon in the sky,**

For the hole, pull some string from the ball and touch the free end back onto it to create a circle; your person may like to feel the circle, or you could peep through it. Vary the size of the circle by making big ones you could fit your whole body through and small ones that slip over a finger like a ring. For the moon, lift a circle up above your heads.



**A fishing line, a butterfly.**

For the fishing line, use the free end and 'cast' the line out across the room or gently on to the person's hand or lap - can they catch it? For the butterfly, take the free ends of the string and make it into two floppy loops. Hold the loops in your fist and flap them like wings.



**With our string we explore both known  
and unknown -  
The whole world awaits!**

Return to rolling the ball of string around your  
person's palm.

**But without leaving our home.**

Close the person's fingers over the ball of string  
with yours over the top, and rest.

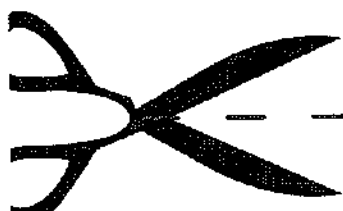
## **Song: We've Got A Tale To Tell**

Clap, tap, bang, or stamp along - focus on rhythm and anticipation; use instruments or pots  
and pans, or just your bodies.

**We're going to tell a tale,  
We've got a tale to tell  
We don't know where it ends,  
We just know that it ends well.**

**It may roll round the sofa,  
It may roll out to sea  
We're going to chase that tale  
And see what we can see!**

**Hey, ho, and let's pretend  
Unravel the tale, see where the yarn ends  
Hey, ho, and let's pretend  
Unravel the tale,  
And see where the yarn ends!**





# Caged & Free

## Sensory Story

The words in **bold** are the ones you read out, the ones in normal describe sensory activities and experiences to support the story.

— — — — —

**One day, everything was different. We had to stay at home. We couldn't go out, not even to school/swimming/day centre, etc. We couldn't see our friends. We couldn't even see our family unless they lived in the same house as us. We missed everyone lot.**

**Staying at home felt strange, but we knew we had our magic ball of string, and with string we can do most anything!**

Roll the ball of string on the person's palm or lap. After a few repetitions, shake the ball on the person's hand, leg or chest to create a vibration, and get ready to add a sound effect.

**What's that sound?**

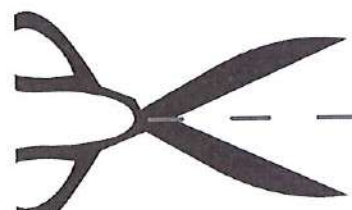
Play the sound effect of the dove cooing.

**That's a funny noise, I wonder what it can be. It seems to be coming from our ball of string - if we make a big loop with the string, perhaps we can go through it and travel to somewhere else?**

Make a big loop and fit yourselves through it. Play the sound effect of the dove again.

**This is a strange place. It's a room full of metal cages.**

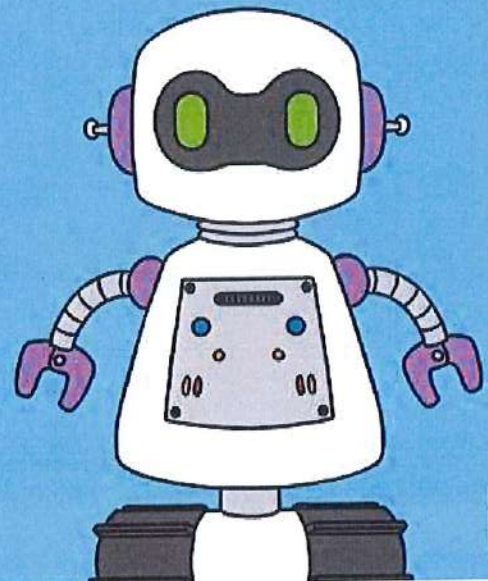
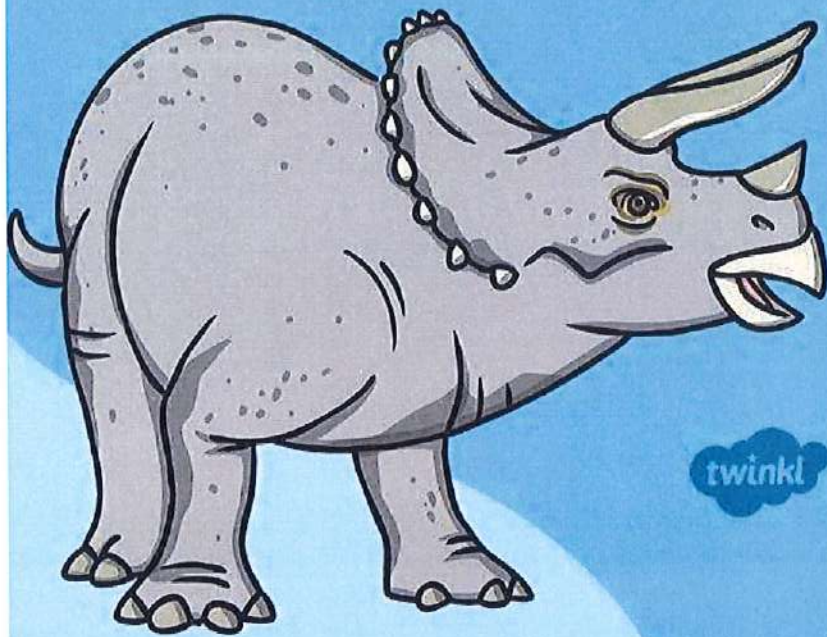
Handle the metal grid together, feeling the shape, temperature, etc.



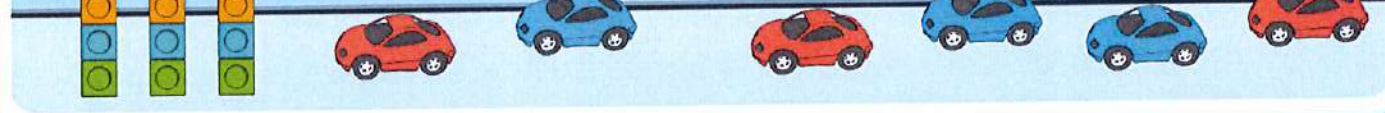
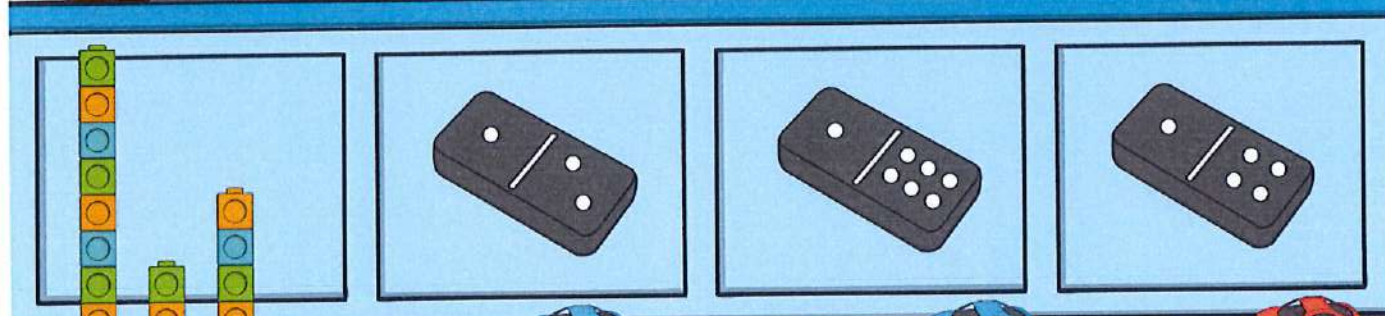
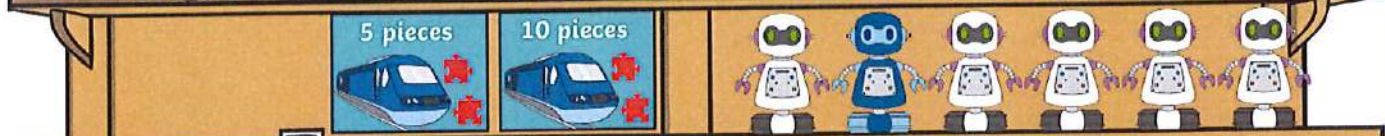
Let's Talk About...

# Comparing Groups

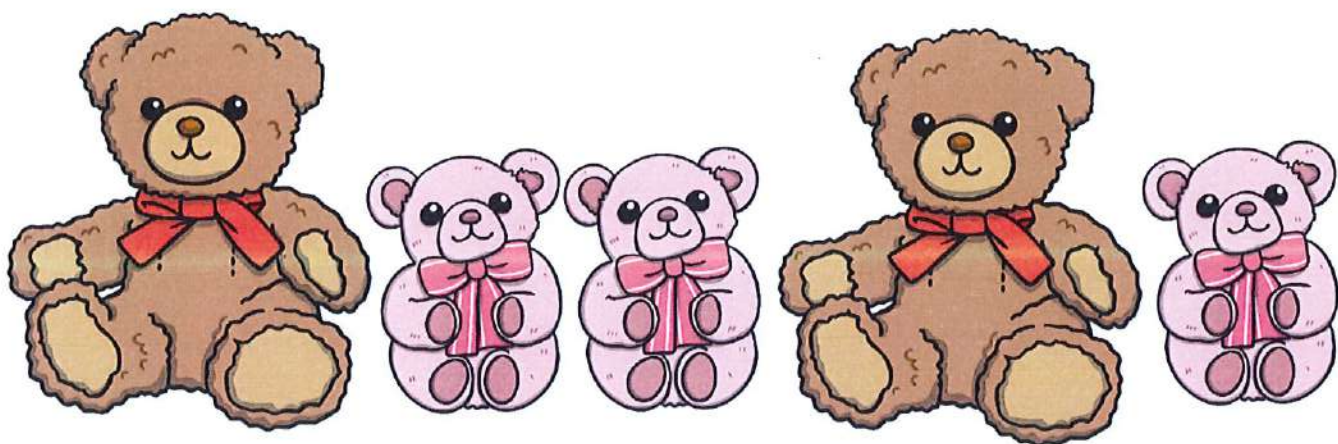
Maths PowerPoint





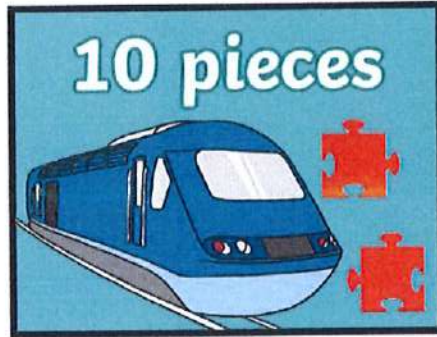
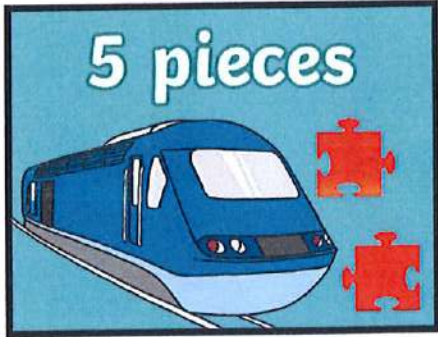






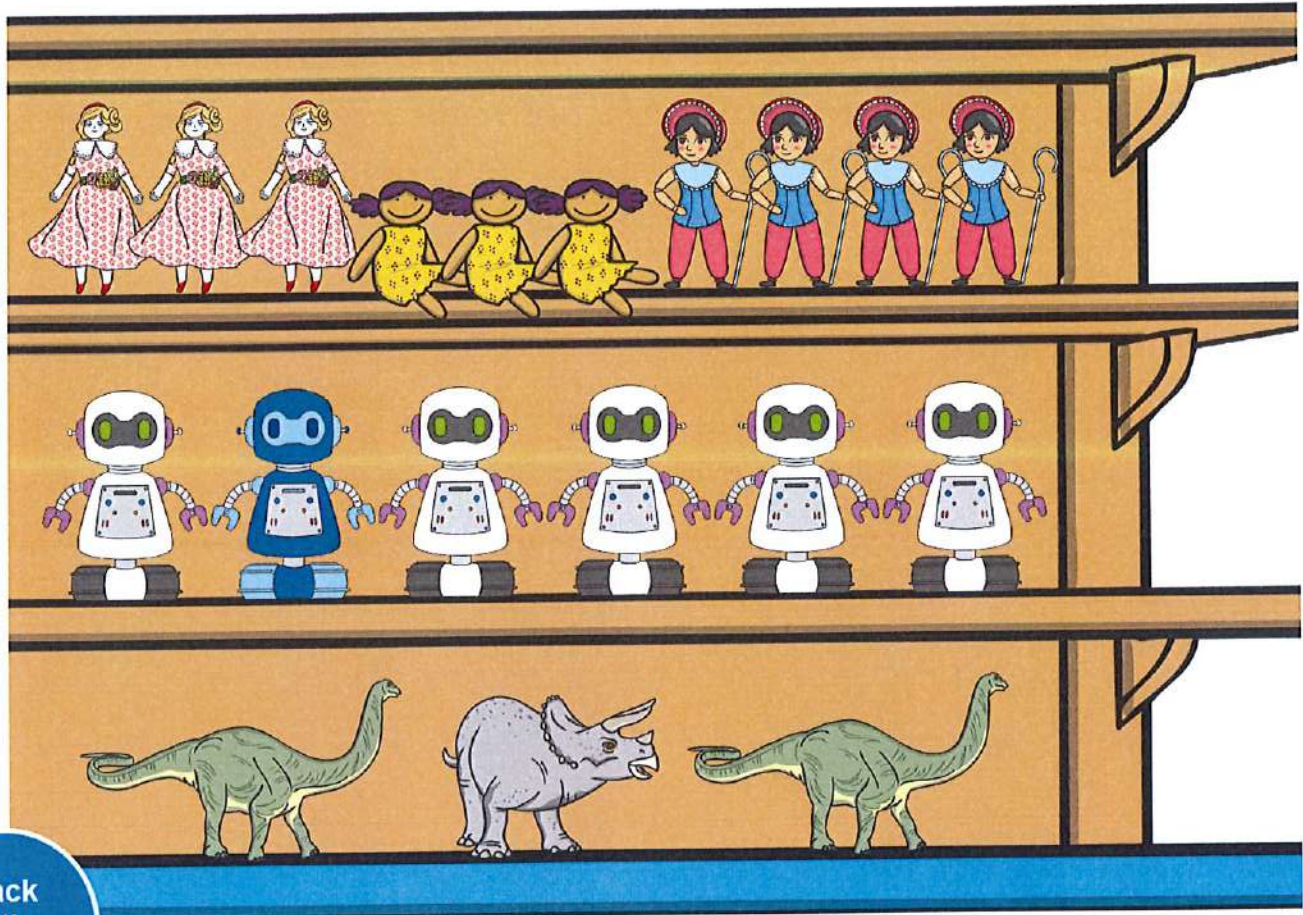
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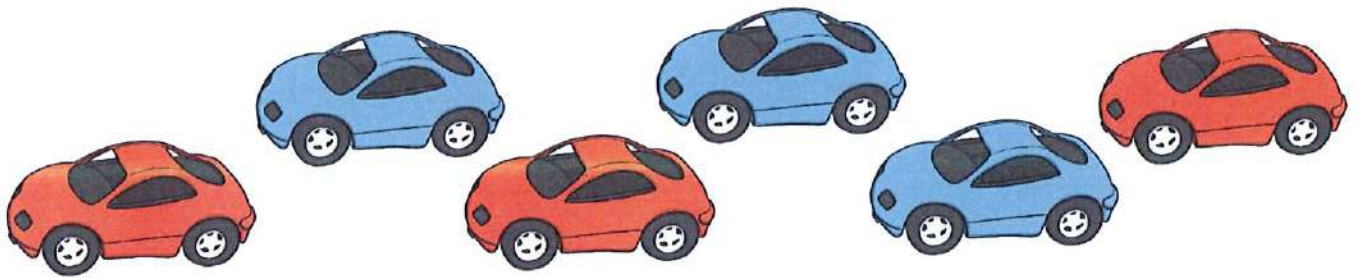
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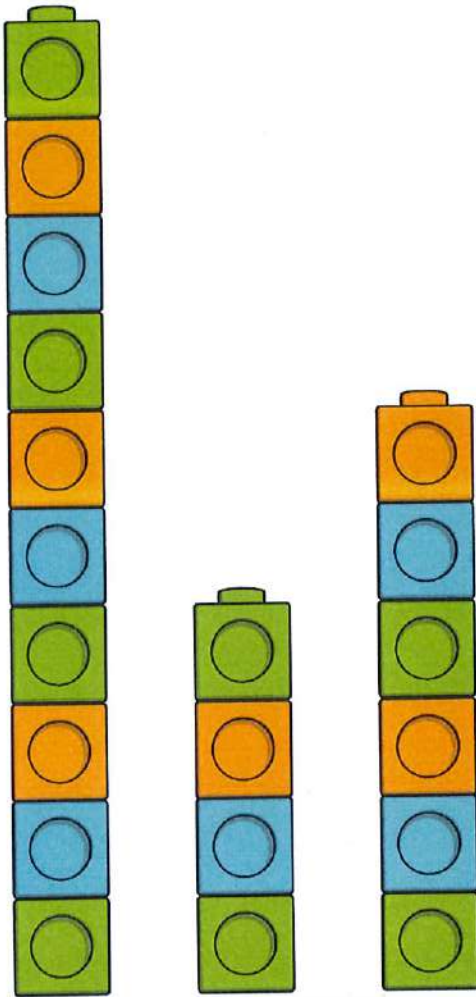
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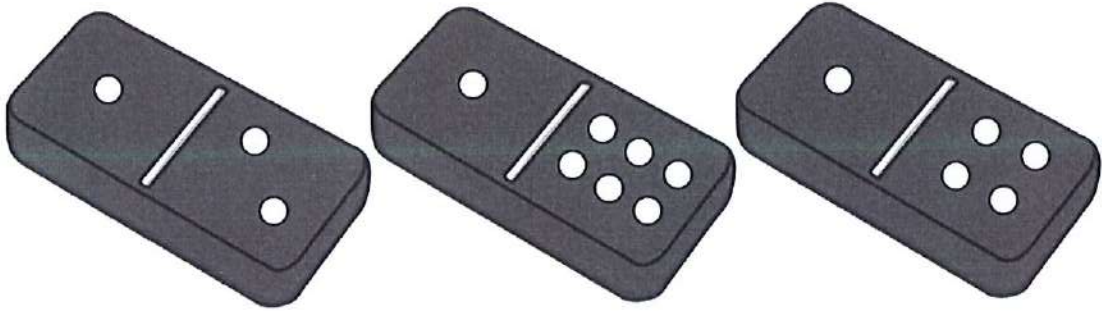
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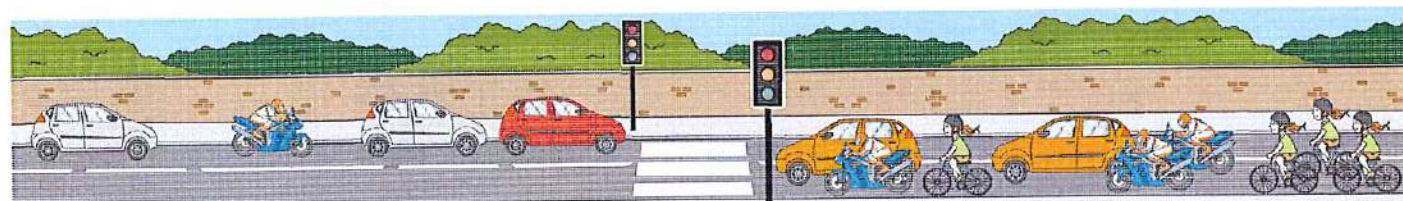
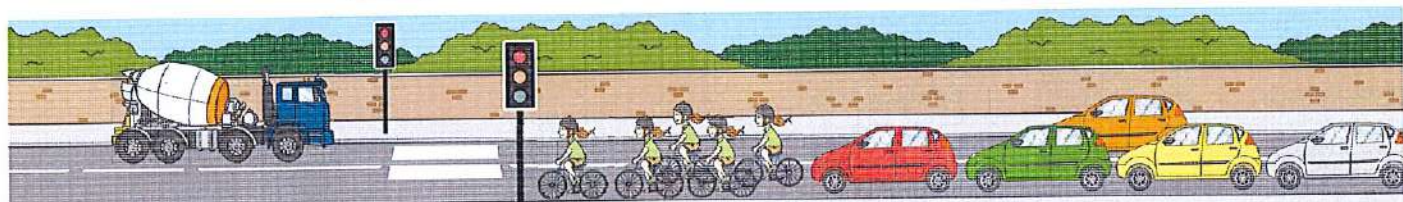
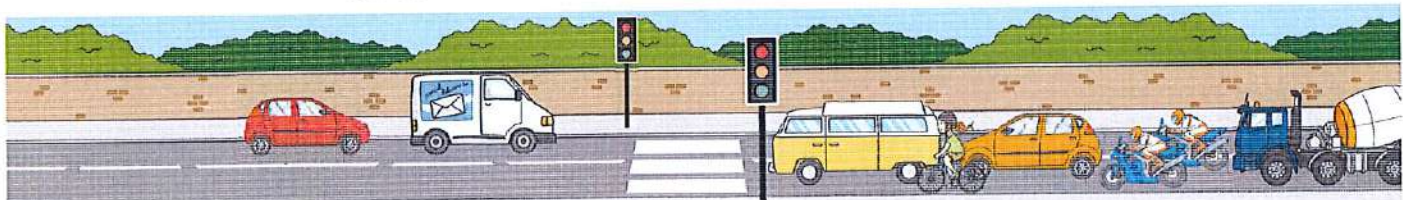
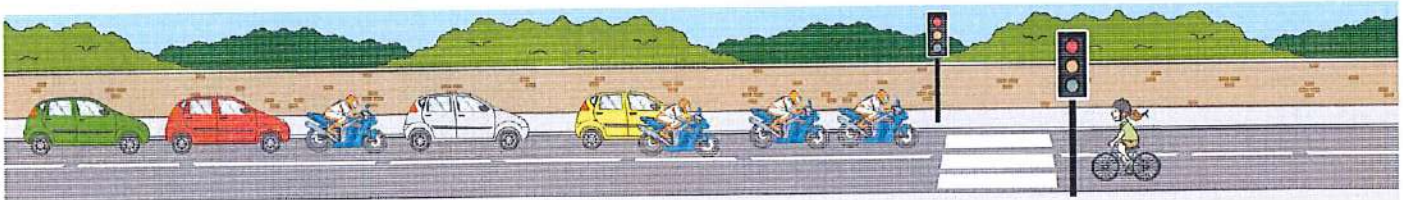
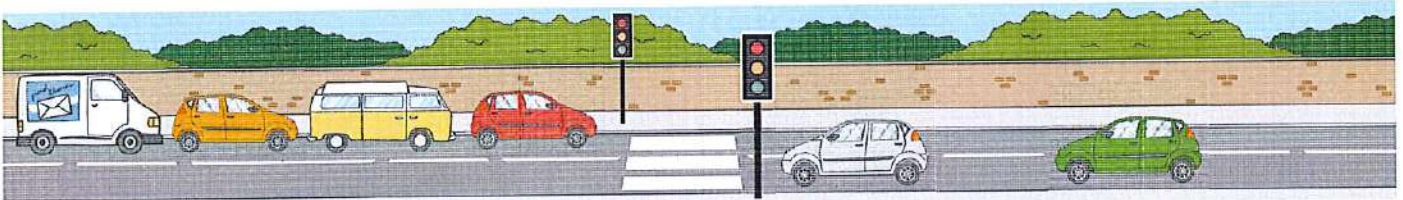






# Comparing Numbers to 10

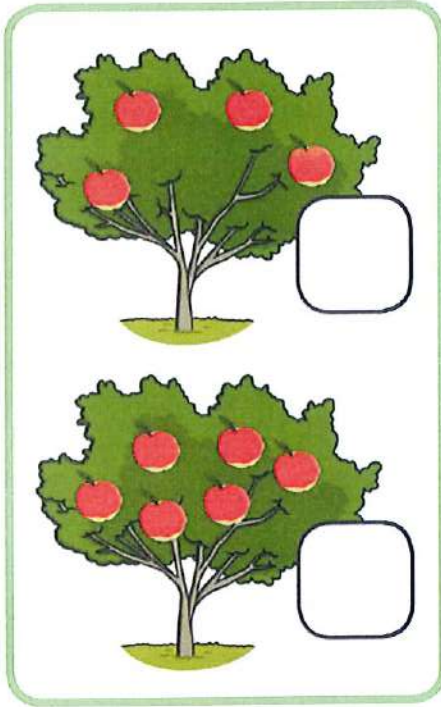
Count how many vehicles are on each side of the road and then write your answers in the boxes. Circle which one has more.



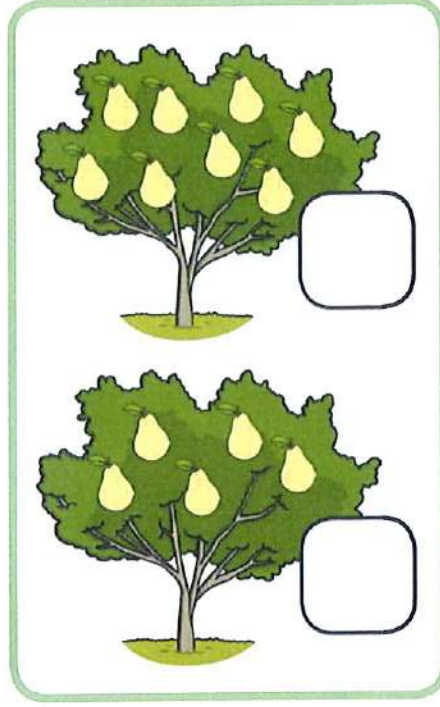


# Comparing Numbers to 10 in the Orchard

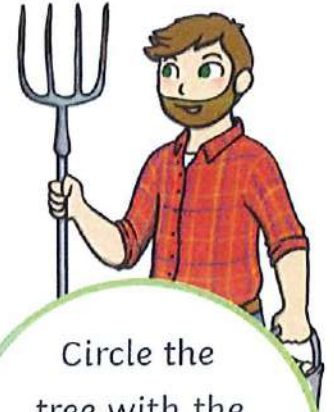
Farmer Joe grows apples and pears in his orchard. Can you look at his trees and count the amount of fruit on each one? Write the totals in the boxes. Then, circle the tree with either the most or fewest.



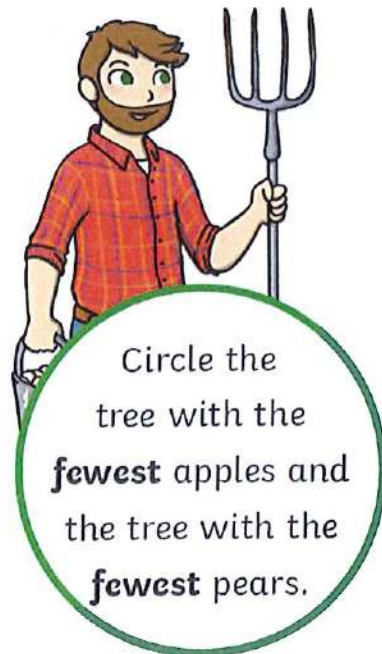
Two apple trees are shown. The top tree has 5 red apples and an empty box next to it. The bottom tree has 7 red apples and an empty box next to it.



Two pear trees are shown. The top tree has 8 yellow pears and an empty box next to it. The bottom tree has 6 yellow pears and an empty box next to it.

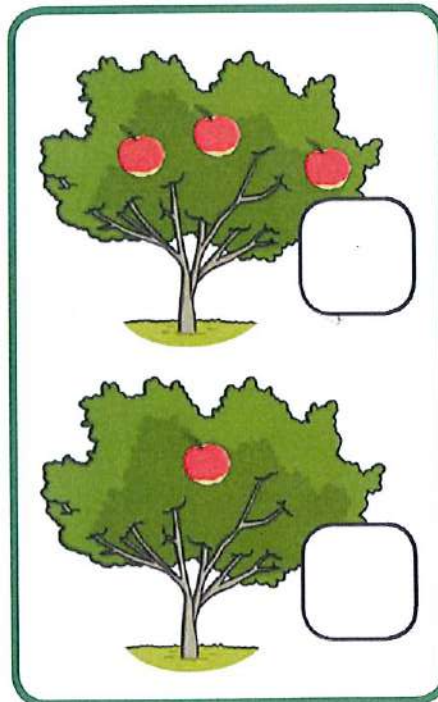


Circle the tree with the **most** apples and the tree with the **most** pears.

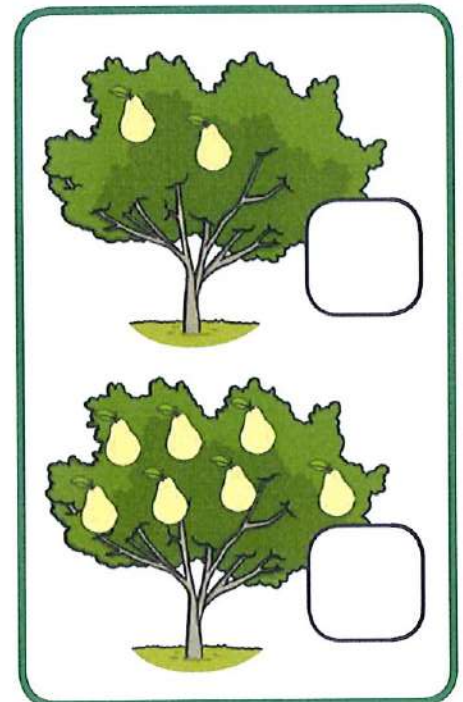


A cartoon illustration of a farmer with a beard, wearing a red plaid shirt, holding a silver pitchfork.

Circle the tree with the **fewest** apples and the tree with the **fewest** pears.



Two apple trees are shown. The top tree has 3 red apples and an empty box next to it. The bottom tree has 1 red apple and an empty box next to it.



Two pear trees are shown. The top tree has 2 yellow pears and an empty box next to it. The bottom tree has 7 yellow pears and an empty box next to it.



# EYFS Maths: Using the Language of 'More' and 'Fewer'

## Home Learning Challenges

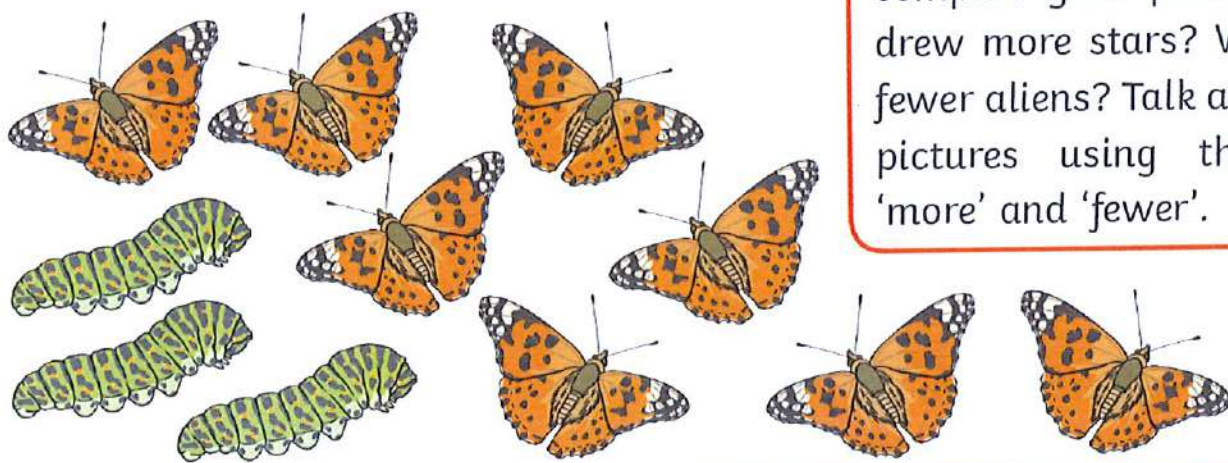
Play a comparison game while having a snack. Open a box of raisins (or other small treats) and give some to your grown-up and some to yourself. Who has more? Who has fewer? Then, eat some of the snack. Does the answer change? Who has more or fewer now?

Use some building bricks to have a tower building competition with a grown-up. Which tower has more bricks? Which tower has fewer bricks? How can you tell?

Ask a grown-up to help you look at some coins. What different ways can you sort the coins? Can you sort them by type or by colour? Which set has more coins? Which set has fewer?

Ask some friends and family which they like best, dragons or unicorns? You could draw pictures to help you work out which creature more people like the best. You could tell us what you find out!

Play a drawing game with a grown-up. On pieces of paper, each draw a space picture. Draw some stars, planets, rockets and aliens. Then, compare your pictures. Who drew more stars? Who drew fewer aliens? Talk about your pictures using the words 'more' and 'fewer'.



Look at the pictures of caterpillars and ladybirds above. Can you tell your grown-up about the pictures using the words 'more' and 'fewer'?

# Maths Activity Mats

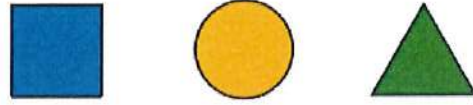
Can you write **one more** and **one less** than 12?



one less

one more

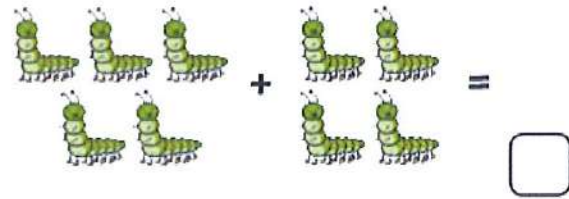
Which shape has **4 sides**? Circle it.



How much money is in the purse?



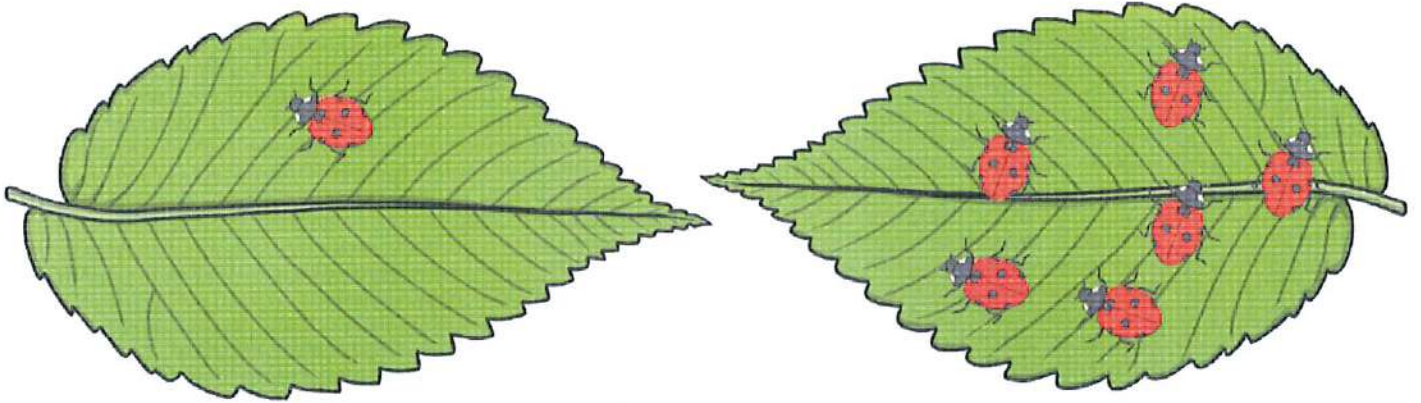
Can you work out the answer?



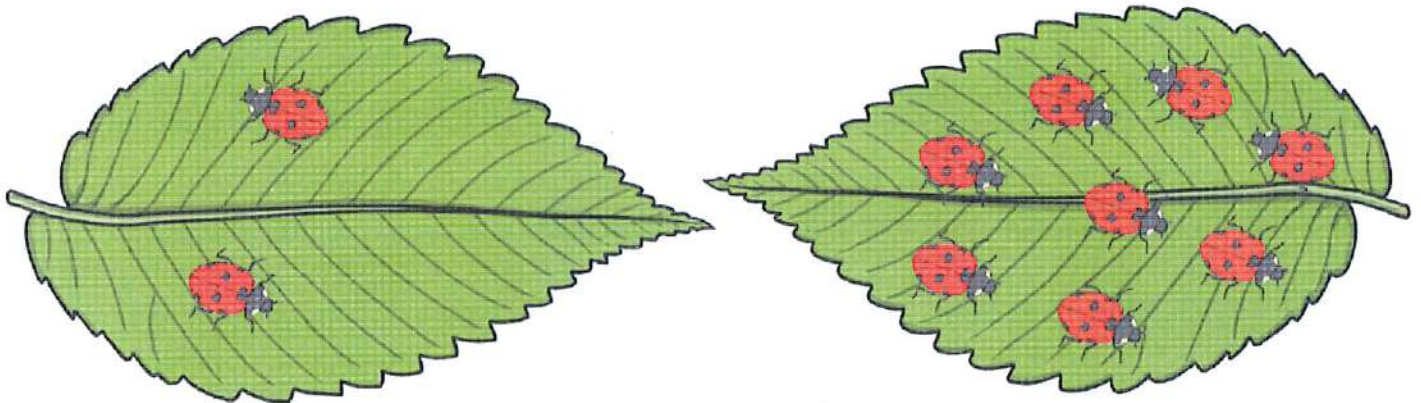
1 2 3 4 5 6 7 8 9 10



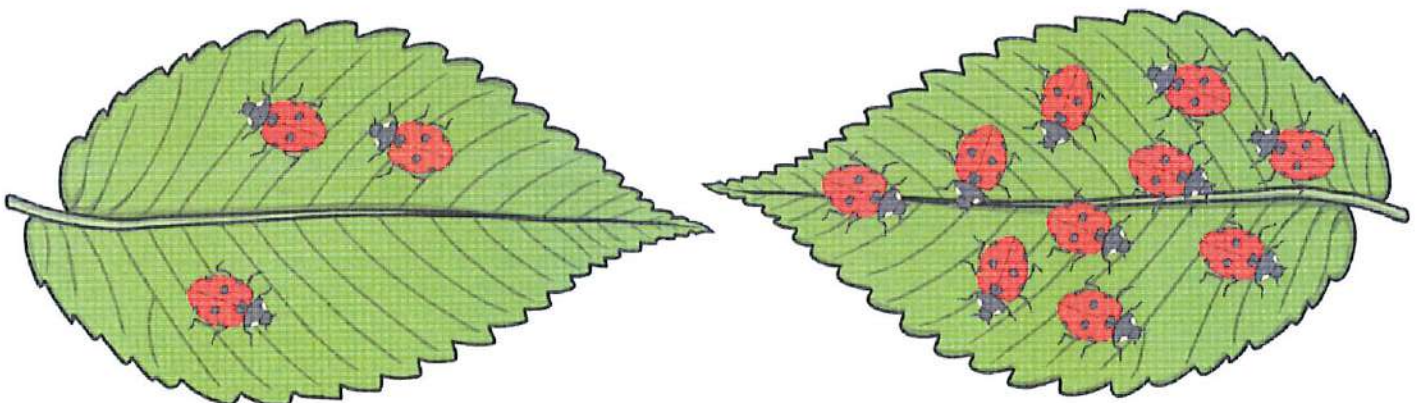
Which leaf has more ladybirds? Which has fewer?



Which leaf has more ladybirds? Which has fewer?

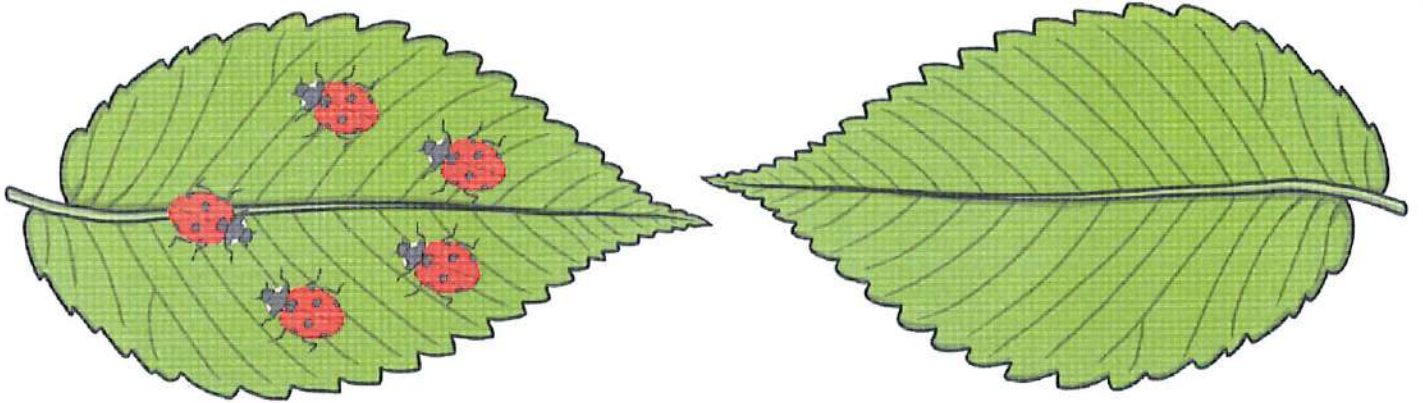


Which leaf has more ladybirds? Which has fewer?

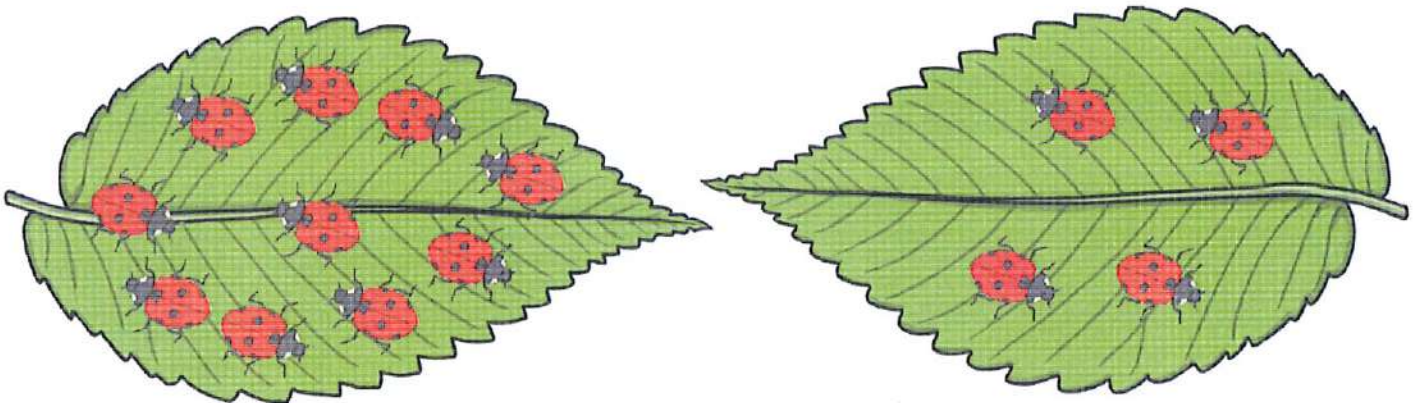




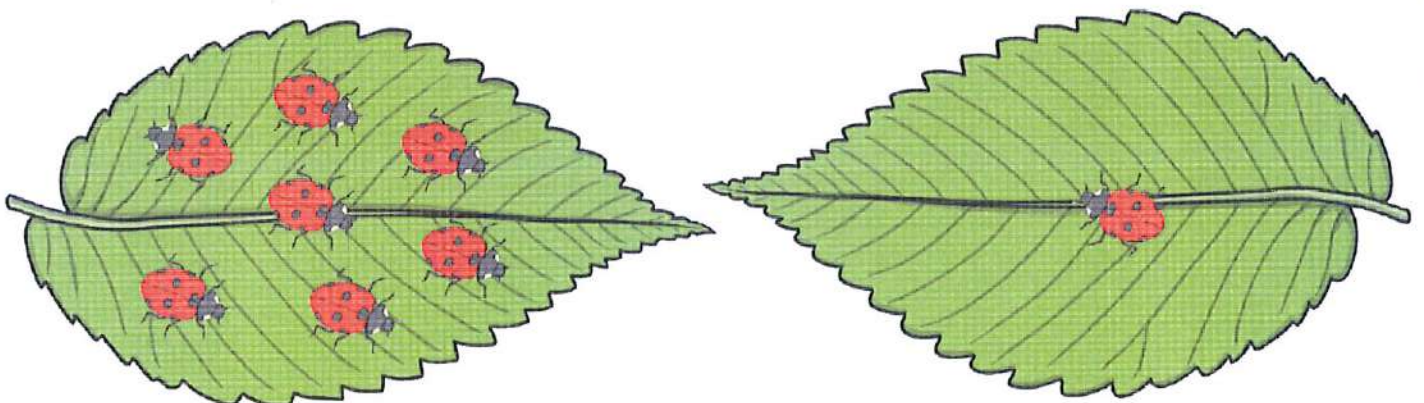
Which leaf has more ladybirds? Which has fewer?



Which leaf has more ladybirds? Which has fewer?

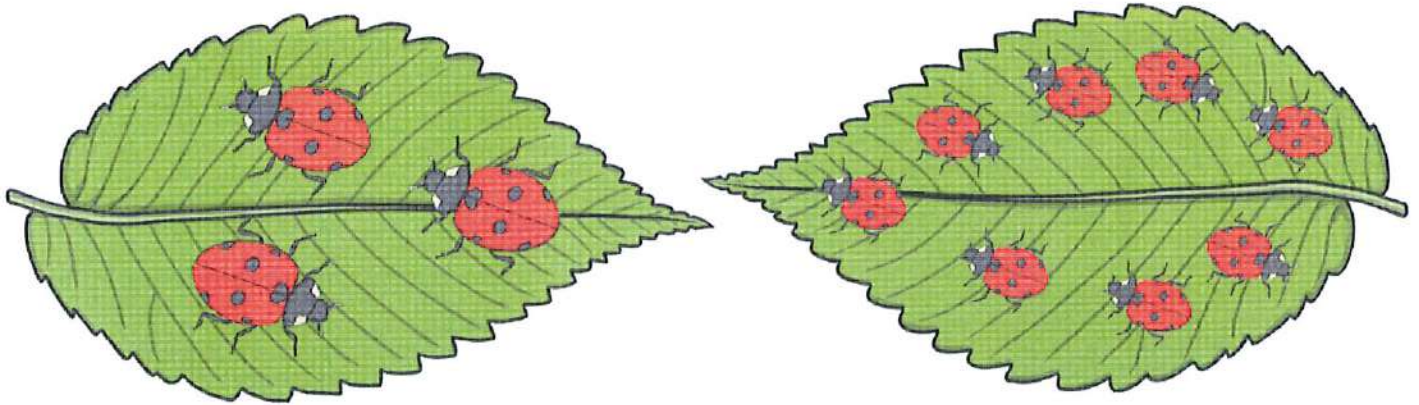


Which leaf has more ladybirds? Which has fewer?



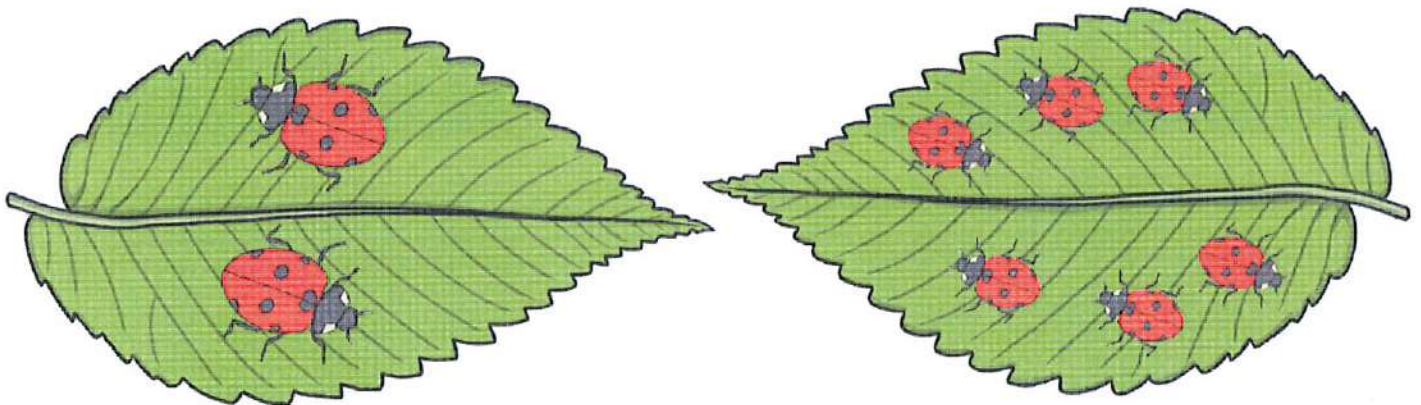


Which leaf has more ladybirds? Which has fewer?



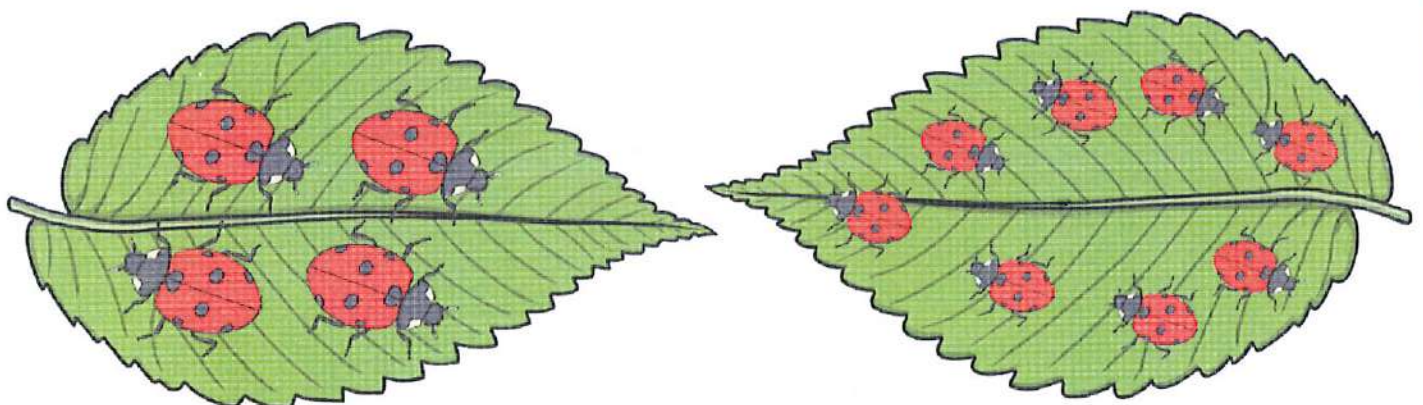
twinkl.com

Which leaf has more ladybirds? Which has fewer?



twinkl.com

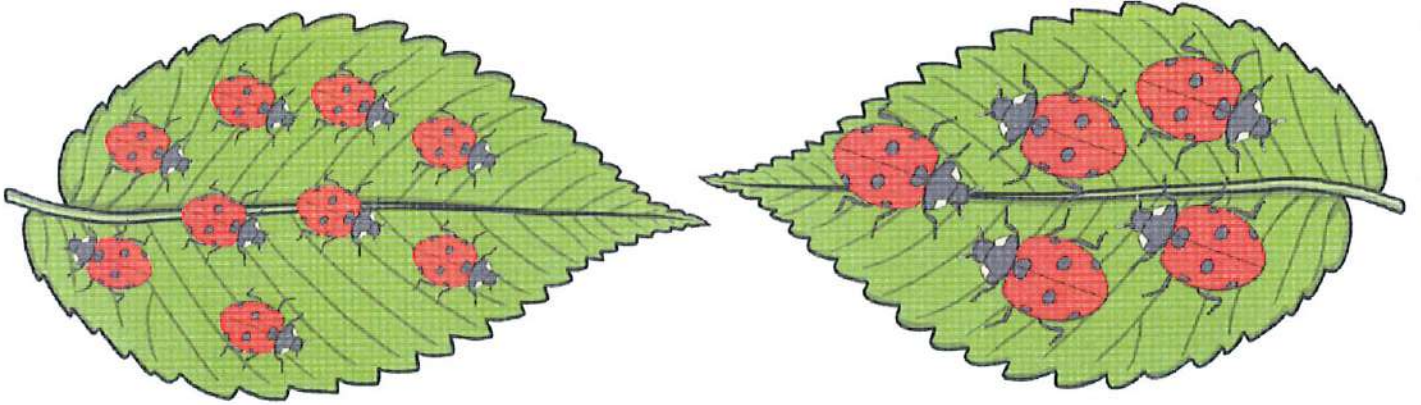
Which leaf has more ladybirds? Which has fewer?



twinkl.com

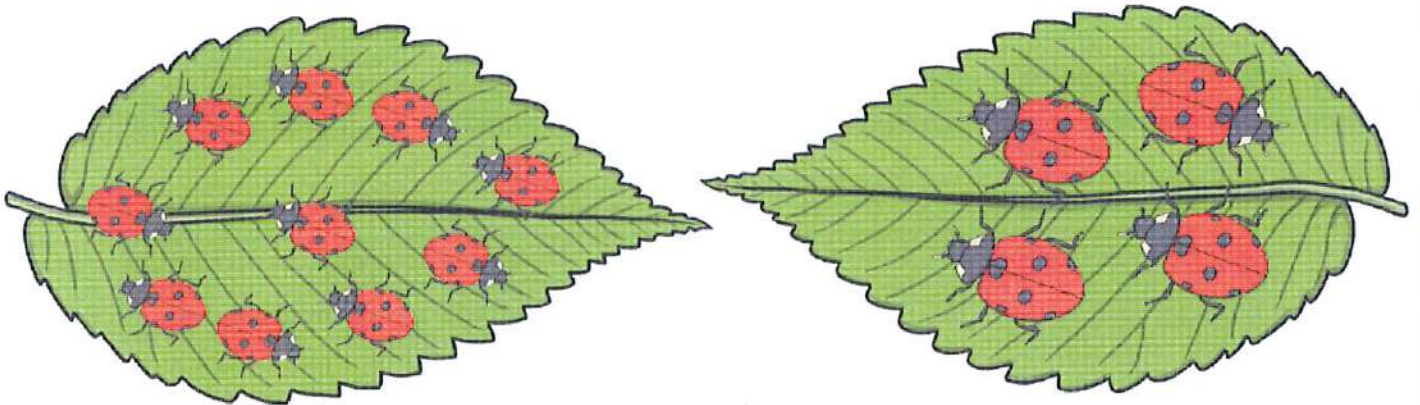


Which leaf has more ladybirds? Which has fewer?



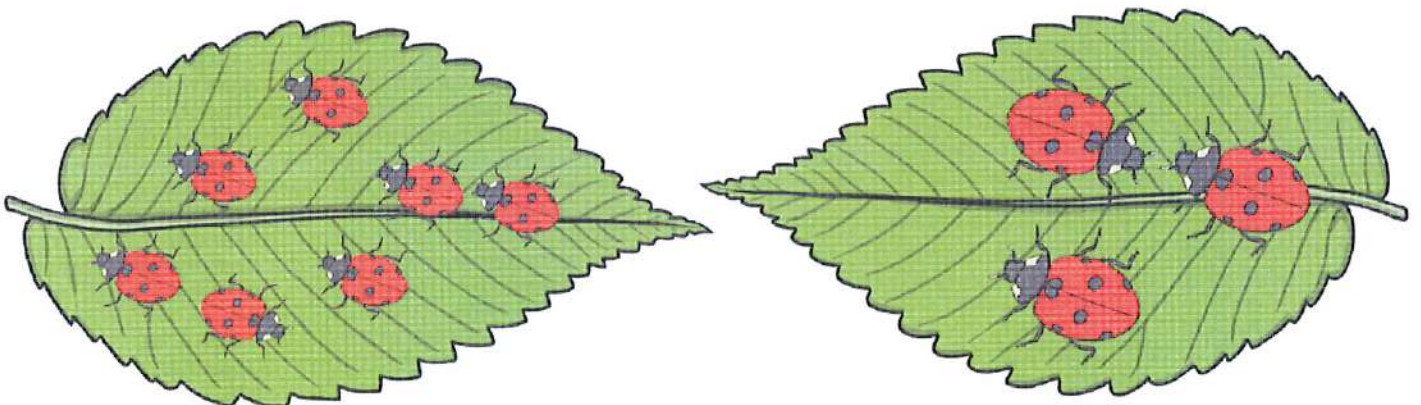
twinkl.com

Which leaf has more ladybirds? Which has fewer?



twinkl.com

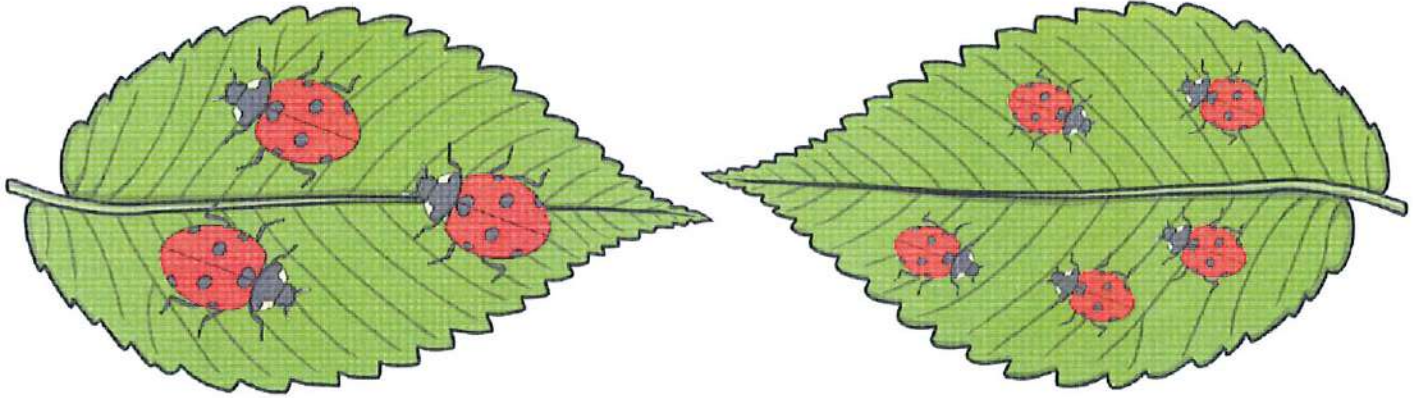
Which leaf has more ladybirds? Which has fewer?



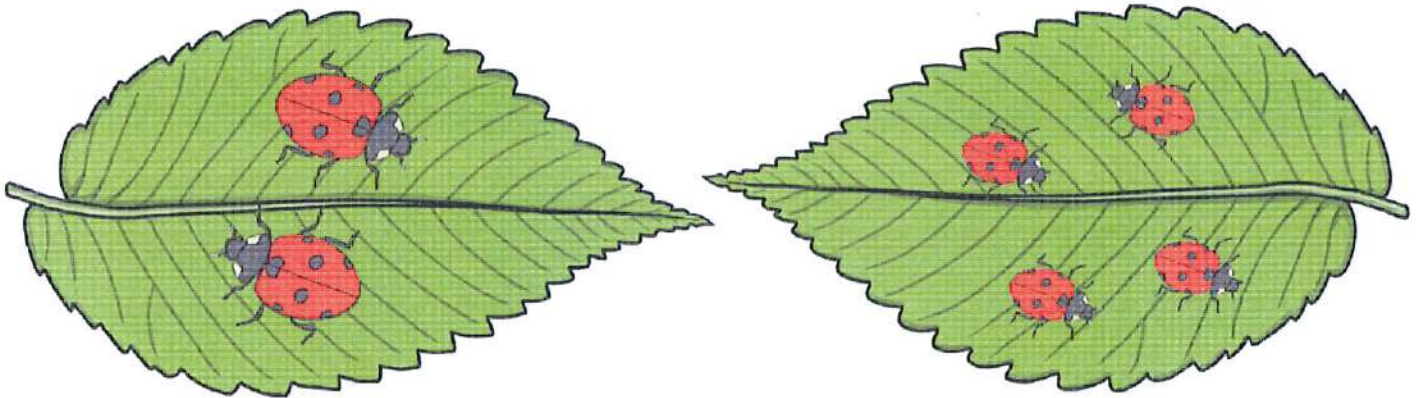
twinkl.com



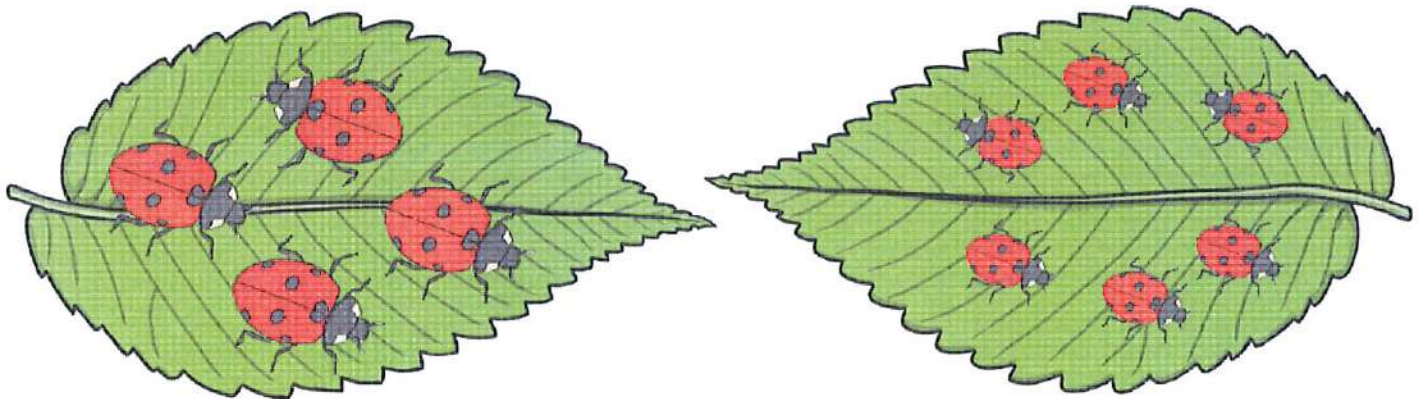
Which leaf has more ladybirds? Which has fewer?



Which leaf has more ladybirds? Which has fewer?

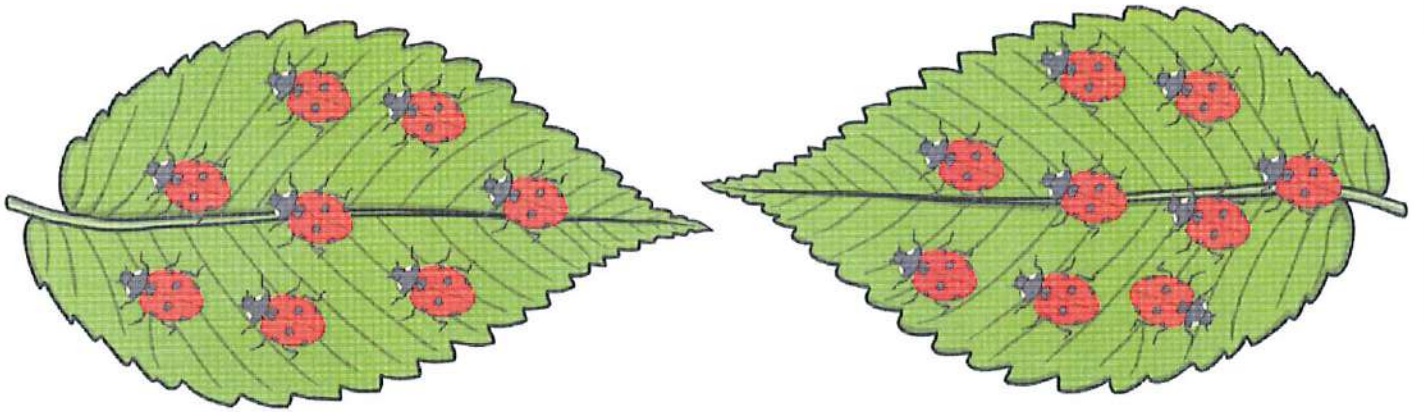


Which leaf has more ladybirds? Which has fewer?

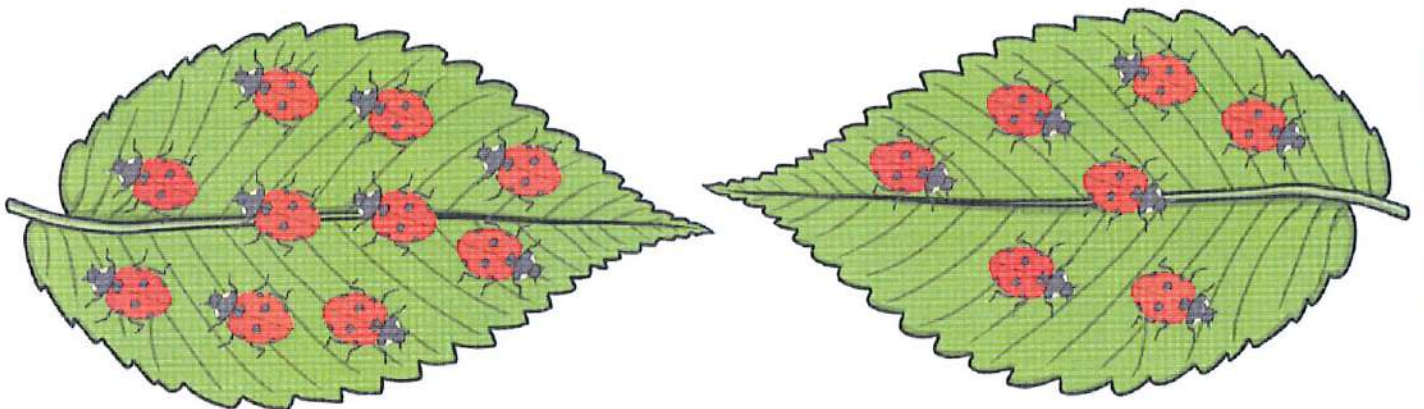




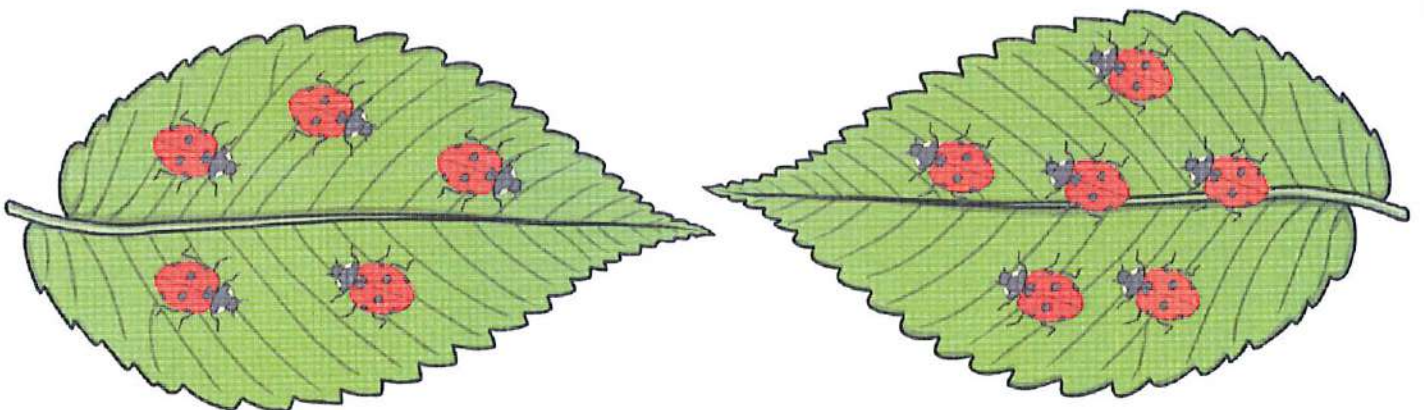
Which leaf has more ladybirds? Which has fewer?



Which leaf has more ladybirds? Which has fewer?



Which leaf has more ladybirds? Which has fewer?



# Phonics Activity Mats

Circle the correct answer.

Do trains run on  
tracks?

yes

no

Draw a picture to match  
the sentence.

The frog jumps in  
the pond.

Circle the word that matches  
the picture.



sheep

shed

ship

Write a sentence about this picture.



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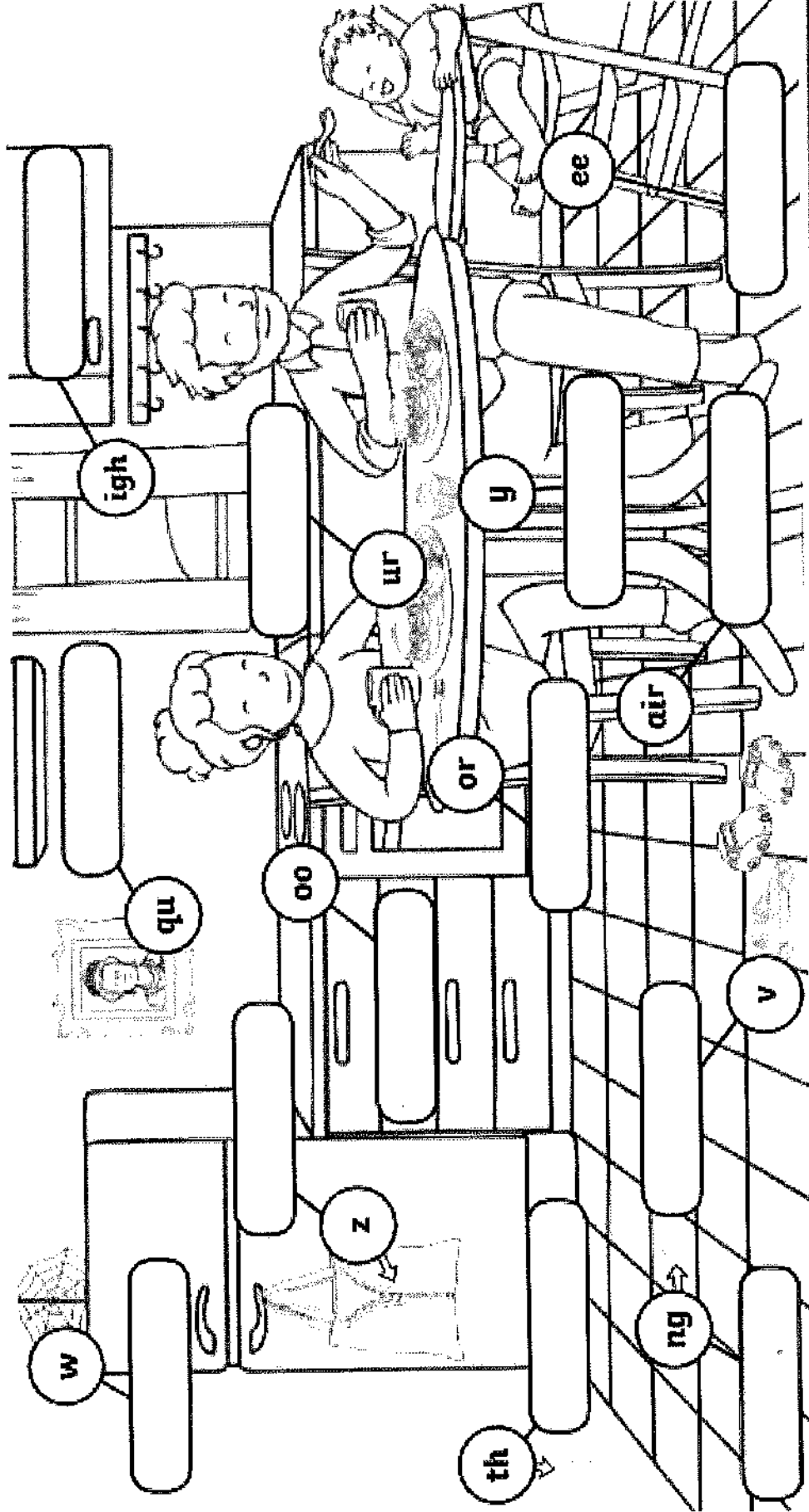
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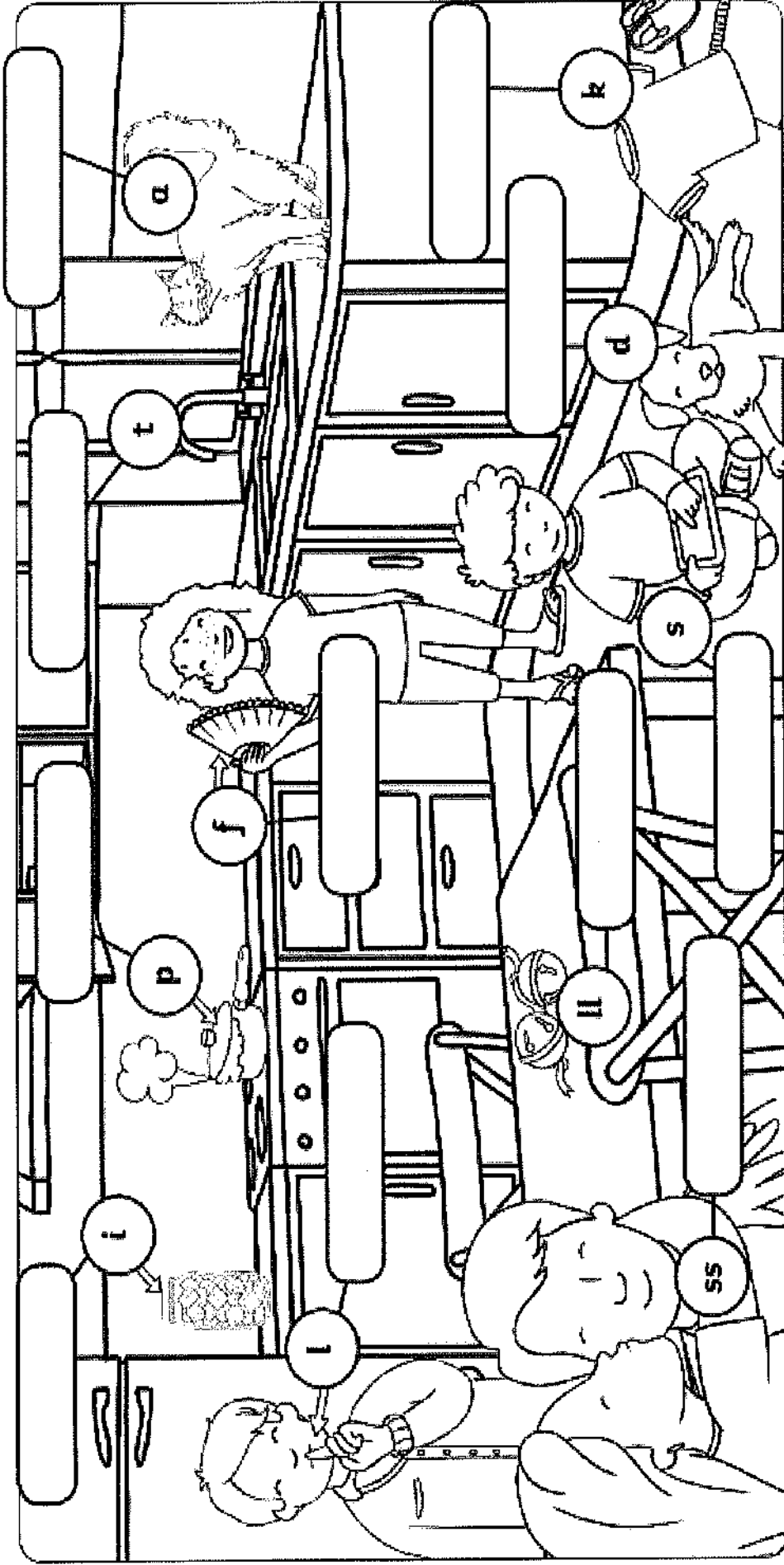
# Phase 3 Phonics Picture Activity

Fill in the missing sounds.



# Phase 2 Phonics Picture Activity

Fill in the missing sounds.



## Phase 2 Pictures and Captions Matching Activity

Name: \_\_\_\_\_

Date: \_\_\_\_\_



pots and  
pans



dad and  
nan



a nap in  
a cot



a kid in  
a cap



## 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.

Name \_\_\_\_\_ Class \_\_\_\_\_

**Key Words- Year 1 and 2 a**

|             | Reading | Spelling |             | Reading | Spelling |
|-------------|---------|----------|-------------|---------|----------|
| <b>an</b>   |         |          | <b>bed</b>  |         |          |
| <b>got</b>  |         |          | <b>him</b>  |         |          |
| <b>if</b>   |         |          | <b>man</b>  |         |          |
| <b>ran</b>  |         |          | <b>too</b>  |         |          |
| <b>us</b>   |         |          | <b>six</b>  |         |          |
| <b>red</b>  |         |          | <b>may</b>  |         |          |
| <b>but</b>  |         |          | <b>had</b>  |         |          |
| <b>as</b>   |         |          | <b>his</b>  |         |          |
| <b>ten</b>  |         |          | <b>dig</b>  |         |          |
| <b>not</b>  |         |          | <b>off</b>  |         |          |
| <b>back</b> |         |          | <b>from</b> |         |          |
| <b>help</b> |         |          | <b>jump</b> |         |          |
| <b>has</b>  |         |          | <b>did</b>  |         |          |
| <b>good</b> |         |          | <b>just</b> |         |          |
| <b>will</b> |         |          | <b>been</b> |         |          |
| <b>be</b>   |         |          | <b>pink</b> |         |          |

Name \_\_\_\_\_ Class \_\_\_\_\_

**Key Words- Year 1 and 2 b**

|              | Reading | Spelling |              | Reading | Spelling |
|--------------|---------|----------|--------------|---------|----------|
| <b>took</b>  |         |          | <b>tree</b>  |         |          |
| <b>boy</b>   |         |          | <b>way</b>   |         |          |
| <b>do</b>    |         |          | <b>with</b>  |         |          |
| <b>ball</b>  |         |          | <b>her</b>   |         |          |
| <b>out</b>   |         |          | <b>so</b>    |         |          |
| <b>or</b>    |         |          | <b>must</b>  |         |          |
| <b>next</b>  |         |          | <b>put</b>   |         |          |
| <b>down</b>  |         |          | <b>blue</b>  |         |          |
| <b>three</b> |         |          | <b>June</b>  |         |          |
| <b>nine</b>  |         |          | <b>green</b> |         |          |
| <b>by</b>    |         |          | <b>call</b>  |         |          |
| <b>home</b>  |         |          | <b>live</b>  |         |          |
| <b>now</b>   |         |          | <b>one</b>   |         |          |
| <b>push</b>  |         |          | <b>seen</b>  |         |          |
| <b>two</b>   |         |          | <b>black</b> |         |          |
| <b>March</b> |         |          | <b>five</b>  |         |          |



Name \_\_\_\_\_ Class \_\_\_\_\_

**Key Words- Year 1 and 2 c**

|              | Reading | Spelling |              | Reading | Spelling |
|--------------|---------|----------|--------------|---------|----------|
| <b>very</b>  |         |          | <b>that</b>  |         |          |
| <b>girl</b>  |         |          | <b>then</b>  |         |          |
| <b>want</b>  |         |          | <b>seven</b> |         |          |
| <b>grey</b>  |         |          | <b>time</b>  |         |          |
| <b>love</b>  |         |          | <b>make</b>  |         |          |
| <b>have</b>  |         |          | <b>came</b>  |         |          |
| <b>how</b>   |         |          | <b>saw</b>   |         |          |
| <b>our</b>   |         |          | <b>four</b>  |         |          |
| <b>than</b>  |         |          | <b>it's</b>  |         |          |
| <b>when</b>  |         |          | <b>them</b>  |         |          |
| <b>your</b>  |         |          | <b>were</b>  |         |          |
| <b>April</b> |         |          | <b>white</b> |         |          |
| <b>made</b>  |         |          | <b>last</b>  |         |          |
| <b>old</b>   |         |          | <b>pull</b>  |         |          |
| <b>some</b>  |         |          | <b>take</b>  |         |          |
| <b>over</b>  |         |          | <b>name</b>  |         |          |

Name \_\_\_\_\_ Class \_\_\_\_\_

**Key Words- Year 1 and 2 d**

|                | Reading | Spelling |               | Reading | Spelling |
|----------------|---------|----------|---------------|---------|----------|
| <b>more</b>    |         |          | <b>lived</b>  |         |          |
| <b>after</b>   |         |          | <b>house</b>  |         |          |
| <b>what</b>    |         |          | <b>eleven</b> |         |          |
| <b>January</b> |         |          | <b>about</b>  |         |          |
| <b>door</b>    |         |          | <b>eight</b>  |         |          |
| <b>yellow</b>  |         |          | September     |         |          |
| <b>Monday</b>  |         |          | <b>called</b> |         |          |
| <b>again</b>   |         |          | <b>don't</b>  |         |          |
| <b>new</b>     |         |          | <b>Sunday</b> |         |          |
| <b>fifteen</b> |         |          | <b>brown</b>  |         |          |
| <b>there</b>   |         |          | <b>once</b>   |         |          |
| <b>sister</b>  |         |          | <b>can't</b>  |         |          |
| <b>where</b>   |         |          | <b>Friday</b> |         |          |
| <b>twelve</b>  |         |          | <b>little</b> |         |          |
| <b>much</b>    |         |          | St George     |         |          |
| <b>October</b> |         |          | <b>people</b> |         |          |

Name \_\_\_\_\_ Class \_\_\_\_\_

**Key Words- Year 1 and 2 e**

|           | Reading | Spelling |            | Reading | Spelling |
|-----------|---------|----------|------------|---------|----------|
| another   |         |          | Toddington |         |          |
| February  |         |          | thirteen   |         |          |
| seventeen |         |          | brother    |         |          |
| who       |         |          | many       |         |          |
| sixteen   |         |          | here       |         |          |
| could     |         |          | November   |         |          |
| fourteen  |         |          | water      |         |          |
| first     |         |          | purple     |         |          |
| school    |         |          | nineteen   |         |          |
| August    |         |          | Thursday   |         |          |
| because   |         |          | half       |         |          |
| Tuesday   |         |          | twenty     |         |          |
| December  |         |          | orange     |         |          |
| laugh     |         |          | should     |         |          |
| eighteen  |         |          | their      |         |          |
| night     |         |          | Wednesday  |         |          |





Name \_\_\_\_\_ Class \_\_\_\_\_

**Recognition of Character Names/ Tricky Words/ Key Words**  
**Phase 2- Reading**

Character Names

|               |             |               |
|---------------|-------------|---------------|
| <b>Biff</b>   | <b>Chip</b> | <b>Kipper</b> |
| <b>Floppy</b> | <b>Mum</b>  | <b>Dad</b>    |

Tricky Words

|           |            |           |
|-----------|------------|-----------|
| <b>to</b> | <b>the</b> | <b>no</b> |
| <b>go</b> | <b>I</b>   |           |

Key Words

|            |             |            |
|------------|-------------|------------|
| <b>a</b>   | <b>an</b>   | <b>as</b>  |
| <b>at</b>  | <b>if</b>   | <b>in</b>  |
| <b>it</b>  | <b>is</b>   | <b>of</b>  |
| <b>off</b> | <b>on</b>   | <b>can</b> |
| <b>had</b> | <b>back</b> | <b>and</b> |
| <b>get</b> | <b>big</b>  | <b>him</b> |
| <b>his</b> | <b>not</b>  | <b>got</b> |
| <b>up</b>  | <b>mum</b>  | <b>but</b> |

(Highlight and date when tested)

Name \_\_\_\_\_ Class \_\_\_\_\_

**Recognition of Tricky Words/ Key Words**  
**Phase 3- Reading**

Tricky Words

|             |            |            |
|-------------|------------|------------|
| <b>he</b>   | <b>she</b> | <b>we</b>  |
| <b>me</b>   | <b>be</b>  | <b>was</b> |
| <b>my</b>   | <b>you</b> | <b>her</b> |
| <b>they</b> | <b>all</b> | <b>are</b> |

Key Words

|             |             |             |
|-------------|-------------|-------------|
| <b>will</b> | <b>that</b> | <b>this</b> |
| <b>then</b> | <b>them</b> | <b>with</b> |
| <b>see</b>  | <b>for</b>  | <b>now</b>  |
| <b>down</b> | <b>look</b> | <b>too</b>  |

(Highlight and date when tested)



Name \_\_\_\_\_ Class \_\_\_\_\_

**Recognition of Tricky Words/ Key Words**  
**Phase 4- Reading**

Tricky Words

|               |             |              |
|---------------|-------------|--------------|
| <b>said</b>   | <b>have</b> | <b>like</b>  |
| <b>so</b>     | <b>do</b>   | <b>some</b>  |
| <b>come</b>   | <b>were</b> | <b>there</b> |
| <b>little</b> | <b>one</b>  | <b>when</b>  |
| <b>out</b>    | <b>what</b> |              |

Key Words

|                 |             |             |
|-----------------|-------------|-------------|
| <b>went</b>     | <b>it's</b> | <b>from</b> |
| <b>children</b> | <b>just</b> | <b>help</b> |

(Highlight and date when tested)

Name \_\_\_\_\_ Class \_\_\_\_\_

**Recognition of Tricky Words/ Key Words**  
**Phase 5- Reading**

Tricky Words

|              |               |               |              |
|--------------|---------------|---------------|--------------|
| <b>oh</b>    | <b>their</b>  | <b>people</b> | <b>Mr</b>    |
| <b>Mrs</b>   | <b>looked</b> | <b>called</b> | <b>asked</b> |
| <b>could</b> | <b>put</b>    |               |              |

Key Words

|              |              |              |             |
|--------------|--------------|--------------|-------------|
| <b>don't</b> | <b>old</b>   | <b>I'm</b>   | <b>by</b>   |
| <b>time</b>  | <b>house</b> | <b>about</b> | <b>your</b> |
| <b>day</b>   | <b>made</b>  | <b>came</b>  | <b>make</b> |
| <b>here</b>  | <b>saw</b>   | <b>very</b>  |             |

(Highlight and date when tested)