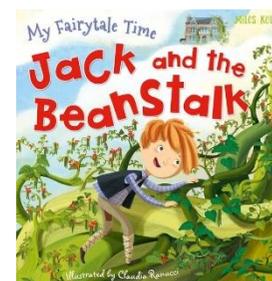
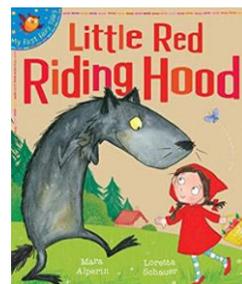
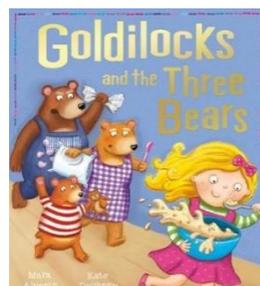


Please see Knowledge organisers in addition to support with learning across this half term topic on Discovery. As always, we welcome any alternative activities. Please keep sending in observations via Evidence me or through our class email addresses. Thank you for your on-going engagement in activities! 😊

This week we are focusing on what makes up a story and becoming confident at identifying the characters, setting, problem and solution in each story. This will support the children to then move on to writing known stories with alternative parts next week.

Please look at Friday Task 3 and 4 as you will need some ingredients to make your cookies.



Book Links:

- Miss Sheen reading The Three Little Pigs – <https://vimeo.com/511056577/a6084a1844>
- Mrs Eardley reading Goldilocks and the three bears - <https://vimeo.com/510589255/482c9f8bd3>
- Mrs Eardley reading Little Red Riding Hood – <https://vimeo.com/510588684/dc6cb20adc>
- Mrs Eardley reading Jack and the Beanstalk - <https://vimeo.com/510588165/63956a218e>
- Hansel and Gretel – <https://www.youtube.com/watch?v=kd8OcNxK158>

Your phonics group may have changed. Please ensure you have checked your email sent by 21/02/21 for the most up to date groupings based on the assessments shared or completed before beginning your daily phonics tasks.

<p>These suggested learning activities can be completed in any order.</p>	<p><u>Day 1- Monday</u> <u>The Three little Pigs</u></p>	<p><u>Day 2- Tuesday</u> <u>Goldilocks</u></p>	<p><u>Day 3- Wednesday</u> <u>Little Red Riding Hood</u></p>	<p><u>Day 4- Thursday</u> <u>Jack and the Beanstalk</u></p>	<p><u>Day 5- Friday</u> <u>Hansel and Gretel</u></p>
	<p><u>Task 1- Phonics</u> Please complete your phonics session for today using the links page and select your child's group.</p>	<p><u>Task 1- Phonics</u> Please complete your phonics session for today using the links page and select your child's group.</p>	<p><u>Task 1- Phonics</u> Please complete your phonics session for today using the links page and select your child's group.</p>	<p><u>Task 1- Phonics</u> Please complete your phonics session for today using the links page and select your child's group.</p>	<p><u>Task 1- Phonics</u> Please complete your phonics and letter formation session for today using the links page.</p>



Task 2-

Watch the video link <https://vimeo.com/511056577/a6084a1844> of the story 'The Three Little Pigs' being told. Discuss with your child any vocabulary they may not understand and their favourite part of the story.

Watch the video below of Miss Sheen: <https://vimeo.com/511052438/f5bc494921>

Use the story mapping resource, or create your own if needed, and support your child to draw and label the characters, setting, problem and solution. Ask your child to label their drawings using their sounds mats for support.

Task 3-

Three Little Pigs sequencing activity. Use the resource that has been sent and ask your child to cut out the pictures.



Task 2-

Watch the video link <https://vimeo.com/510589255/482c9f8bd3> of the story 'Goldilocks' being told. Discuss with your child any vocabulary they may not understand and their favourite part of the story.

Watch the video below of Mrs Eardley: <https://vimeo.com/510609309/1a68a975a>

Use the story mapping resource to discuss and draw the characters, setting, problem and solution for each part of the story. Ask your child to label their drawings with some information e.g. character's name, setting – Bear's house, problem – What Goldilocks has done, solution – she leaves their house. Please remember children should be using their phonics knowledge to spell words e.g. goldilocks would be 'goldeelocks'.

Task 3 – Wanted Poster



Task 2-

Watch the video link of the story 'Little Red Riding Hood' being told. <https://vimeo.com/510588684/dc6cb20adc> Discuss with your child any vocabulary they may not understand and their favourite part of the story.

Use the story mapping resource to discuss and draw the characters, setting, problem and solution for each part of the story. Ask your child to label their drawings with some information e.g. character's name, setting – woods, problem – wolf, solution – woodchopper. Please remember children should be using their phonics knowledge to spell words e.g. castle would be carsll.



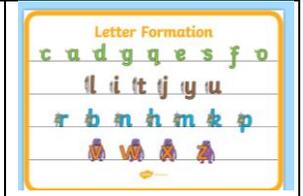
Task 2-

Watch the video link <https://vimeo.com/510588165/63956a218e> of the story 'Jack and the Beanstalk' being told. Discuss with your child any vocabulary they may not understand and their favourite part of the story.

Use the story mapping resource to discuss and draw the characters, setting, problem and solution for each part of the story. Ask your child to label their drawings with some information e.g. character's name, setting – castle, problem – giant, solution – axe. Please remember children should be using their phonics knowledge to spell words e.g. castle would be carsll.

Task 3-

Watch the video below of Mrs Eardley: <https://vimeo.com/510669796/125189a9b6>



Task 2-

Watch the video link above of the story 'Hansel and Gretel' being told. Discuss with your child any vocabulary they may not understand and their favourite part of the story.

Use the story mapping resource to discuss and draw the characters, setting, problem and solution for each part of the story. Ask your child to label their drawings with some information e.g. character's name, setting – gingerbread house, problem – witch, solution – oven. Please remember children should be using their phonics knowledge to spell words e.g. oven would be uven.

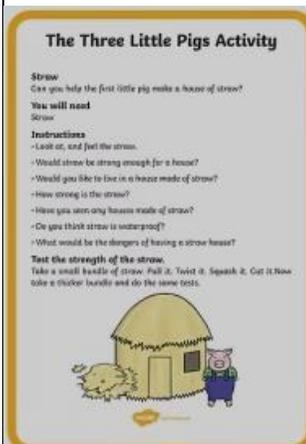
Support your child to retell you the story and as they do follow the path sticking on the correct pictures in order. Alternatively, use the images on the screen and discuss their order if you are unable to print.

The Three Little Pigs Story Map

Cut out the pictures and stick them into the boxes along the path. Can you retell the "Three Little Pigs" story?



Task 4-



For this task we would like the children to think about the 3 materials; straw, sticks and brick. (It would be really helpful to have an example of each). Use the discussion cards and ask your child the questions. You could test the

Watch the video of Miss Sheen below:

<https://vimeo.com/511057739/c1f0c17d19>

Please use the wanted poster provided or if you want an extra challenge create your own. Your child can draw Goldilocks and then write some of the information that is needed to help the three bears find her. Share your posters with us on Evidence Me.

Task 4 – Counting and predicting
Please support your child to complete the math games below:

Teddy Counting Game – Tell children the bear is hungry as Goldilocks ate his porridge. Can they help him by feeding him some cakes?
[Teddy Counting game](#)
Choose numbers to 15.

Challenge: Prediction game. Help daddy bear get dressed in the morning. Can they predict how many different outfits they could make using the clothes that are shown. Test it out to see if they are correct.

[Bears clothes - Predicting](#)

Task 3-
Please watch the lesson input video of Mrs Jerrett:

<https://vimeo.com/511059096/623e24f533>

Support your child to make their own stick puppets for the different characters in Little Red Riding Hood. This could be using the resource sent or you may decide to create your own. Support your child to retell you the story using their puppets. Introduce story language as they retell e.g. once upon a time. Use the traditional story word mat for support and introduce some of the phrases to your child.



Task 4-
Use your cutting skills to create the basket for Little Red riding hood.

Mrs Eardley showed you the activity using Little Red Riding Hood you will now complete it with Jack and the Beanstalk. Print off or draw a picture of Jack and a picture of the giant.



Look at the different word cards sent for this activity. Discuss what each word means and ask your child to decide whether it describes Jack or the giant. Stick the words around the correct picture.

Challenge: Write a sentence about Jack and a sentence about the giant using some of the describing words you have learnt e.g. The gight is big and scairee. (spelt phonetically)

Task 4-
Support your child to make their own stick puppets for the different characters in Jack and the Beanstalk. This could be using the resource sent or you may decide to create your own. Support your child to retell you the story using their puppets. Support them to use some of the story language they

Task 3-
Support your child to write a recipe and equipment list for some cookies that you will be able to make for golden time today.

Watch the video of Mrs Jerrett:
<https://vimeo.com/511060017/e9f0ae737d>

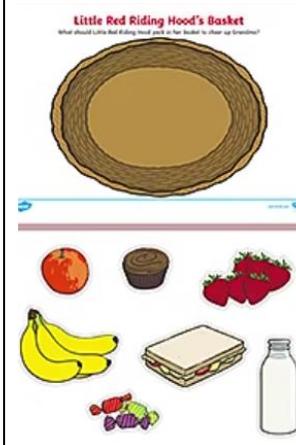
You could use the recipe that Mrs Jerrett will be using or you could find one of your own to use.

Task 4- Golden Time
Please use your equipment list and recipe that you made in task 3 to create your own traditional tale cookies.



materials to see if they are waterproof, if you could break them etc. Your child could then make their own little pigs house indoors. This could be with playdough, Lego, junk modelling etc.

A resource is available for this activity or you could draw the items you want to give to granny and then cut them out carefully. This activity is about working on your child's fine motor skills when cutting. Please support them to do this carefully and accurately.



were introduced to yesterday e.g. once upon a time. Use the traditional story word mat again for support.



Remember to wash your hands and talk about how we stay safe in the kitchen.

Share them with your adults to celebrate all your hard work and send us pictures on Evidence Me.

Additional links

❖ Oxford Owls- <https://www.oxfordowl.co.uk/login?active-tab=students>

Log in- Username: routemaster Password: home Username: clipper Password: home

❖ You can also use the phonics site below to engage with some online games that link to the sounds your child currently knows.

[PhonicsPlay](https://www.phonicsplay.com/) Username: jan21 Password: home

❖ Below are a few links for you to access for reading Phase 2/ 3/ 4 books.

<https://phonicsplaycomics.co.uk/comics.html>

Or go to Collins Connect and click on the Teacher portal and enter:

Username: parents@harpercollins.co.uk

Password: Parents!21

Not all of these books are not fully decodable but the pink levels are appropriate.

- ❖ Please continue to pick a favourite book to read every day (this might be part of your bedtime routine). You may also choose to listen to a pre-recorded story which again can be found on the links document or join the daily live story session.
 - ❖ 2pm -Routemaster class and 2:30pm-Clipper class.

- ❖ Number blocks is an educational maths programme that the children watch in school during their snack time and could be used at home during snack times or in-between tasks. All the episodes are available on BBC iPlayer, the link for this is below:

[BBC iPlayer - Numberblocks](#)

A range of maths games linked to number blocks are available for your child to play on CBeebies. The link for this is:

[Numberblocks - CBeebies - BBC](#)

Learning outcomes children will be working towards throughout the week by completing various activities.

Personal, Social, Emotional Development-Confident to speak to others about own interests and opinions

Communication + Language- 'Speaking'- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

C+L- 'Listening and Attention'- They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments and questions.

Physical Development- Moving and Handling-

-Uses simple tools to effect changes to materials.

-Handles tools, objects, construction and malleable materials safely and with increasing control.

Literacy- 'Writing'- Children write simple sentences that can be read by themselves and others.

Literacy- "Reading"- Enjoys an increasing range of books.

Maths- To identify own mathematical problems based on own interests and fascinations.

Understanding the World- 'Technology'- Children select and use technology for particular purposes.

Expressive Art and Design- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Art and Design- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.

