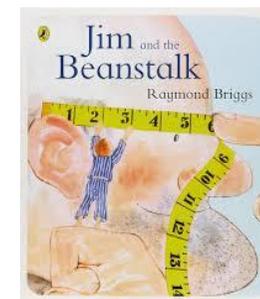
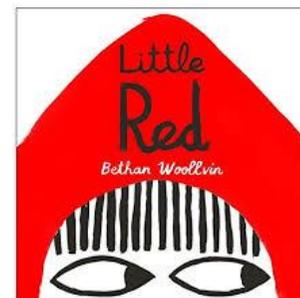


Please see Knowledge organisers in addition to support with learning across this half term topic on Discovery. As always, we welcome any alternative activities. Please keep sending in observations via Evidence me or through our class email addresses. Thank you for your on-going engagement in activities!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

This week we are focusing on alternative stories and understanding how we can change a character, setting or ending to create new stories. This will support the children to then move on to writing their own fairy tales next week.



Book Links:

Miss Sheen reading 'The Three Little Wolves and the Big, Bad Pig' - <https://vimeo.com/515696885/3d6dc08c40>

Miss Sheen reading 'The True Story of the Three Little Pigs' - <https://vimeo.com/515690104/4aa073f25b>

Mrs Ras reading 'The Three Little Pigs and the Big, Bad Book' - <https://vimeo.com/515304865/226407e55d>

Mrs Ras reading 'Little Red' - <https://vimeo.com/515321818/6760c7a8bb>

Jim and the Beanstalk - [Jim and the Beanstalk - YouTube](#)

These suggested learning activities can be completed in any order.

Day 1- Monday
The Three little Wolves and the Big, Bad Pig

Task 1- Phonics
Please complete your phonics session for today using the links page and select your child's group.

Day 2- Tuesday
The True Story of the Three Little Pigs

Task 1- Phonics
Please complete your phonics session for today using the links page and select your child's group.

Day 3- Wednesday
The Three Little Pigs and the Big, Bad Book

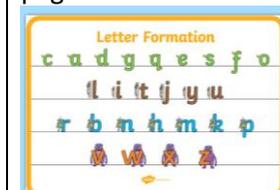
Task 1- Phonics
Please complete your phonics session for today using the links page and select your child's group.

Day 4- Thursday
Little Red

Task 1- Phonics
Please complete your phonics session for today using the links page and select your child's group.

Day 5- Friday
Jim and the Beanstalk

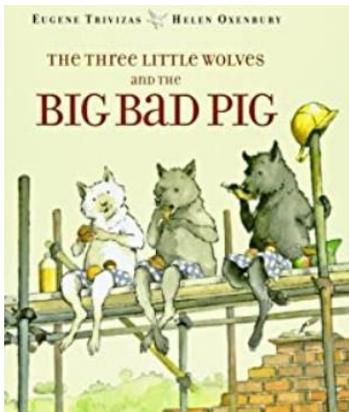
Task 1- Phonics
Please complete your phonics session for today using the links page.





Task 2-

Watch the video link:
<https://vimeo.com/515696885/3d6dc08c40>
 of the story 'The Three Little Wolves and the Big Bad Pig'. Discuss with your child any vocabulary they may not understand and their favourite part of the story. Ask them what story this reminds them off (The Three Little Pigs). Talk to them about how the story has changed and the wolves are now good, and the pig is big and bad.



Task 2-

Watch the video link:
<https://vimeo.com/515690104/4aa073f25b>
 of the story 'The True story of the 3 little pigs!' Discuss with your child any vocabulary they may not understand and their favourite part of this story.

Watch the video below of Miss Sheen:
<https://vimeo.com/515944086/28959cfcc3>

Create two mind maps one for 'Good Wolf' and one for 'Bad Wolf'. Annotate the mind maps with facts your child can remember about the wolf in both stories e.g., for good wolf you may write things that show it was an accident: makes cakes for his Granny, polite, had a cold. For bad wolf you may write: blew down the houses, huffed and puffed, said he would eat them up etc.

Support your child to decide whether they believe the wolf or not. They can then draw the wolf;

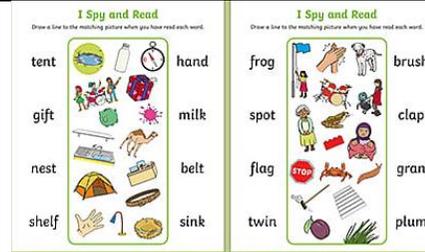


Task 2-

Watch the video link:
<https://vimeo.com/515304865/226407e55d>
 of the story 'The Three Little Pigs and the Big, Bad book.' Discuss with your child any vocabulary they may not understand and their favourite part of this story.

Talk to your child about the three new stories they have learnt this week which are all alternative stories to The Three Little Pigs. Which was their favourite and why?

Tell your child they are going to make their own version of the story. Watch the video below of Miss Sheen using her story map to tell her story:
<https://vimeo.com/515955496/d830f411dc>



Task 2-

Watch the video link:
<https://vimeo.com/515321818/6760c7a8bb>
 of the story 'Little Red'. Discuss with your child any vocabulary they may not understand and their favourite part of the story. What story does this remind them of? (Little Red Riding Hood) Talk to your child about what parts of the story have changed and what has stayed the same. What was Little Red wearing at the end of the story? What does your child predict happened to the wolf?

Where does Little Red go next? Support your child to draw an additional page to the story using their imagination to decide on what may happen next when Little Red leaves Grandma's house. Support your child to draw a picture and write a sentence.

Watch the video below to find out what Miss Sheen predicted:
<https://vimeo.com/515962423/1e5a34e6ee>

Task 2-

Watch the video link:
[Jim and the Beanstalk - YouTube](https://www.youtube.com/watch?v=JimandtheBeanstalk)
 of the story 'Jim and the Beanstalk' being told. Discuss with your child any vocabulary they may not understand and their favourite part of this story. What has changed in this story from the story 'Jack and the Beanstalk.' Discuss how the giant has got old. What did he need Jim to help him with?

Think about how we could change the story and instead make the giant really young. Watch the video of Mrs Sheen below:
<https://vimeo.com/515968766/d0ea1bece4>
 Draw a picture of your new giant and write what your new giant might need Jim to help them with.

Task 3-

Discuss how Jack and Jim both had to be

Watch the video below of Miss Sheen:
<https://vimeo.com/515936299/aceabad1c9>

Support your child to draw a picture of the 'Big Bad Pig'. They could draw big, spiky teeth and claws to make him look mean. Ask your child to write about the pig underneath e.g. The big, bad pig is nasty and he blows up the house. Remember to give your child their sound mats for support and to write the sounds they hear e.g. 'The big bad pig is narstee and he bloas up the hows.'

Task 3- PSED

Discuss with your child how the pig changed at the end of the story. Instead of being big and bad he became kind and was able to be friends with the wolves. Talk about the things he got to do now they are friends e.g. (playing, having dinner and staying at the pig's house).

Make a mind map of all the things that your child can tell you about being a good friend e.g., being kind, helping, taking turns etc.

they may draw him in his suit looking for sugar or they may draw him as the big, bad wolf depending on what version of the story they believe. Give your child their sound mats to support them to write a sentence about whether he is guilty or innocent and why they think that e.g. 'The wolf had a cold and is a nighs (nice phonetically) wolf.'

Task 3 – PSED

Talk to your children about Mr Wolf's story. Was it a good choice to eat the little pigs? Why/why not?

Please read through the PowerPoint that has been sent that discusses making good choices. Complete the activity shown where your child needs to draw and write about a time, they made a bad choice e.g., not listening to their adult and to discuss how that made them feel. They might say 'I felt sad because I had to have some thinking time'. Then your child will draw and write about a time they made a good choice and discuss how this made them feel. Talk to them about how when we make good choices, we get good consequences e.g. when they are kind to others, others want to play with them etc.

Use the story map from last week. Support your child to change the characters and the settings but keep the same beginning, middle and end e.g. The three, fluffy bunnies and the sly, sneaky fox.

Once they have drawn and labelled their story map record your child telling their story and share them with us via Evidence Me or via the class emails. We can not wait to hear their versions of the story!

Task 3-

Support your child to create their own book cover for the story they told above. Have a look at some books you have indoors and talk about what they can see on the book cover.

Think about who the main characters are in their story that they might want to have on their cover and where their story is set. Make sure they write the name or the author on the front (their name).

Task 3- Yoga

Complete the Little Red Riding Hood yoga using the link below:
[Little Red Riding Hood | Kids Fairytale Fitness / Yoga \(2019\) - YouTube](https://www.youtube.com/watch?v=6UjKjKjKjK)



Task 4- Maths

Use different items in your house e.g. apples, book, drink etc to make a shop where Little Red can buy the items she needs to take to Granny.

Before you start use the money mat resource to go over the different coins and their value.



Have each coin available for your child to hold and look at, ask them

extremely healthy to be able to climb up the beanstalk and run away from the giants. Tell them that we are going to do some exercise to keep ourselves healthy, especially in case we find a beanstalk.

[Five Minute Move for Early Years - YouTube](#)

Let your child choose a physical activity that they would like to spend some time doing today. This may be riding their bike/scooter, going on a trampoline, football etc.

Task 4- Golden Time

Decide with your child how you would like to spend your last golden time together. Make sure you celebrate all the hard work you have both done to make their home learning a success!

We look forward to seeing you all back in school on Monday!

Ask your child to draw a picture of themselves and their friends. Support your child to use their sound mats to write a sentence underneath about how they are a good friend e.g. I am a good friend because I share my toys. (children will write this phonetically)

Task 4- Math

Watch the video below of Mrs Jerrett:
<https://vimeo.com/515937901/0e843f6727>

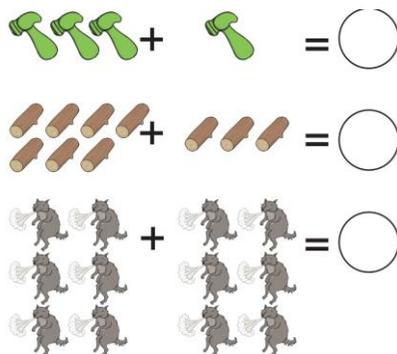
Use the number formation sheet that has been sent to practise recognising and forming numbers to 10. Look at how your child forms each number and ensure they start at the correct point to accurately form the number. Extend to 20 if your child is confident at forming their numbers.

Complete the counting sheet that has been sent ensuring your child has counted the pictures accurately.

Task 4 – Addition

Watch the video below of Mrs Jerrett going through some of the different methods we can use to help us add amounts together:
<https://vimeo.com/515707862/deac17dbf3>

Complete addition sheet that has been sent.
Extend by writing your own addition sentences and using some of the methods we have practised to find the answers e.g., 15 + 3 using the method of placing 15 in your head and counting on 3. Please write down the method your child used to solve the answers and send this with their work via Evidence Me.



They can use colouring pens, pencils, paint, chalk etc to create their book cover.

Task 4- Subtraction

Watch the video below of Mrs Jerrett going through some of the different methods we can use to help us subtract amounts:
<https://vimeo.com/515710116/ea7a05cf78>

Complete subtraction sheet that has been sent.
Extend by writing your own subtraction sentences and using some of the methods we have practised to find the answers. Please write down the method your child used to solve the answers and send this with their work via Evidence Me.

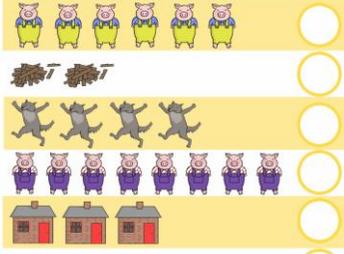
to match it to the picture and remind your child of the amount e.g. 1p

Take turns pretending to be Little Red or the Shop Keeper. Support your child to use terminology surrounding money e.g. how much, change, pound, pence etc.

Task 5

As it is World Book Day, can you share your favourite story with your grown up today. Can you tell us about the story? What do you like about it? Who is your favourite character? Perhaps you have a favourite author instead?
Can you take a picture with your favourite book and share it with us with either a description of the story or with a blurb about why you like it. You could also draw a picture of the story like we have been working on using a story map. We will be celebrating World Book Day fully in school next term.

Write your answers in the circles.



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](#) 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](#)

<p>Learning outcomes children will be working towards throughout the week by completing various activities.</p>	<p>Personal, Social, Emotional Development- 'Feelings and Behaviour' - Children are able to talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>Personal, Social, Emotional Development- 'Making Relationships' – Form positive attachments to adults and friendships with peers.</p> <p>Communication + Language- 'Speaking'- Children create their own narratives and explanations by connecting ideas or events.</p> <p>C+L- 'Listening and Attention'- They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments and questions.</p> <p>C+L- 'Understanding'- They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Physical Development- 'Moving and Handling'- Children show good control in large and small movements.</p> <p>Physical Development- 'Health and Self-Care'- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>Literacy- 'Writing'- Children write simple sentences that can be read by themselves and others. They also write some irregular common words.</p> <p>Literacy- "Reading"- Enjoys an increasing range of books. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Maths- Using quantities and objects, children can add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>Understanding the World- 'Technology'- Children recognise that a range of technology is used in places such as at school and at home.</p> <p>Expressive Art and Design- 'Media and Materials' Children make use of props and materials when role playing characters in narratives and stories.</p>
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