



W/C 15.06.20 Learning Project - Famous & Significant People Online

Age Range: EYFS

Weekly Reading Tasks	Weekly Phonics Tasks
<p>Monday- Ask your child to think about their favourite books and read one of them together. Find out about the famous authors and encourage your child to think about why they like these books? Information about Julia Donaldson is included at the end of the pack. Practise reading the following words. Write them onto flash cards to use at home. Out, what, their, people, looked and called.</p>	<p>Monday- Sound Sprint - Make some sound cards (you could use paper). Place and spread them out across the floor. Ask your child to run and stand on the sound you call out. Say simple words as a challenge e.g. f-o-x. <ul style="list-style-type: none"> • Daily phonics - Practise the sounds your child is working on and blend words. This can be oral blending (e.g. spoken out loud c-a-t) or written if appropriate. Follow this link: https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIlg9GdxtQ?app=desktop We are focusing on Set 2 sounds which is live at 10.00am. If your child is finding Set 2 challenging please use Set 1 focusing on blending the sounds and writing cvc words. </p>
<p>Tuesday- Read stories written by the famous author, Julia Donaldson. You can also listen to them if you click on the following links: Room on the Broom / Gruffalo. Read keywords for this week (see Monday).</p>	<p>Tuesday- Play Online Buried Treasure - Click on the sounds your child is learning. CHALLENGE: If you think it is a real word can you explain what the word means?</p>
<p>Wednesday- Ask your child to draw pictures showing what happened at the beginning, middle and the end of Room on the Broom or The Gruffalo. Or choose a different story. Read keywords for this week (see Monday).</p>	<p>Wednesday- Ask your child to use their phonic knowledge to spell some of the names of the characters from the 'The Gruffalo'? E.g. f-o-x, ow-l. If this is too tricky, can they say the sounds that make up the words instead? <ul style="list-style-type: none"> • Daily phonics - Practise the sounds your child is working on and blend words. This can be oral blending (e.g. spoken out loud c-a-t) or written if appropriate. Follow this link: https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIlg9GdxtQ?app=desktop We are focusing on Set 2 sounds which is live at 10.00am. If your child is finding Set 2 challenging please use Set 1 focusing on blending the sounds and writing cvc words. </p>
<p>Thursday- Ask your child questions about the books that you have shared- Who are the main characters? How are the characters feeling? Who is your favourite character? Why? What did you like/dislike about this story? Read keywords for this week (see Monday).</p>	<p>Thursday- Play Viking Full Circle - Click on the set of sounds your child is learning. Listen carefully to the word and have a go at choosing the correct letters to make the word.</p>
<p>Friday- Your child can continue to read a story from the free eBook library at Oxford Owl. Repeat as you would your class reading books.</p>	<p>Friday- Choose a letter of the alphabet. How many famous people or book characters can your child think of that start with this letter?</p>

Read keywords for this week (see Monday).

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Weekly Writing Tasks

Monday- Watch 'The Gruffalo' [here](#). Ask your child to draw a picture of their favourite character. Can they write words/sentences to describe their character, i.e. furry body, knobbly knees and black teeth.

Weekly Maths Tasks- Adding

Monday- Monday- Ask your child to counting on from any given number to 10 or 20 – e.g. 1,2,?,?,? or 3,4,?,? or 5,6,?,? etc

Comparing numbers to 10 - Make some skittles using plastic bottles with water/sand or soil in them.

Play skittles.

Ask the children to record how many skittles they knock down each time.

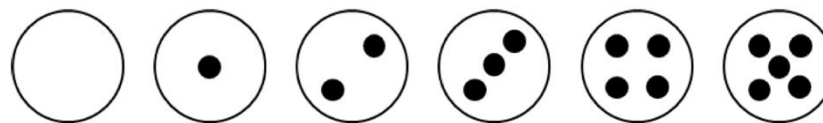
Did they knock more down this time or last time? Did they knock down more or fewer skittles than their friend?

Are there more skittles still standing or more knocked over? 🍷🍷🍷🍷🍷🍷

Tuesday- Can your child make a wanted poster for the Gruffalo. Can they draw a picture of the Gruffalo? Can they describe him?

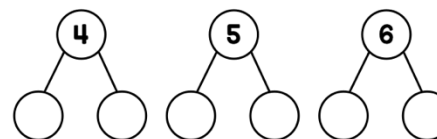
Tuesday- - Number and place value to 10.

Provide your child with dot plates or cards with numbers 0 to 5



Ask your child to arrange the 6 plates onto the part whole models so that they have a pair of plates with a total of 4 dots, a pair of plates with a total of 5 dots and a pair of plates with a total of 6 dots.

Key questions



Is there more than one way to solve the problem?

How many dots does each plate have?
How many dots are there on these 2 plates together?
Can you find 2 plates which have (4, 5, 6) dots?
Is there more than one way to make (4, 5, 6) dots?
Can you find more than one way to arrange your 6 plates on the part-whole model?

Wednesday- Practise writing the following letters, can you write them onto a line? g,r,u,f,f,a,l,o Take care with the letter 'f' and 'g' make sure the 'tail' comes below the line.

Practise writing your full name, can you form all the letters correctly? Can you write the key words from this week forming all the letters Correctly?

Pretend you have forgotten how to write the letters for Gruffalo. Ask your child to teach you how to write them. Children love playing teachers!

Can a child:

- state which group of objects has more? Can they do this with a large or small visual difference?
- compare two numbers and say which is the larger?
- predict how many there will be if you add or take away one?

Wednesday- Adding numbers: Watch [Numberblocks](#) (clip 1) to support with adding. You can also click on [clip 2](#) or [clip 3](#).

Provide the children with a collection of items to sort. Encourage the children to sort the items into sets and then compare the quantity in each set.

Can you find a set with more than this one? Can you find 2 sets with the same quantity?

Thursday- Ask your child to think about who they believe to be important people – such as the Queen. How would your child describe them? Why do they think they are important? Your child could list important people.

Thursday- Generate your own addition number stories: First, there are 3 people on the bus. Then, 2 more people get on the bus. How many people are on the bus? Now there are 5 people on the bus.

Spot the mistake

Make deliberate errors whilst counting up and down.
(A puppet is great for this)
Ask the children to listen carefully and stop you if they hear something wrong.
Errors can include omitted numbers, repeated numbers or numbers in the wrong place.
You could also play this game by asking children to watch carefully as you write number sequences.

12, 13, 41, 15, 16
18, 17, 16, 14, 13

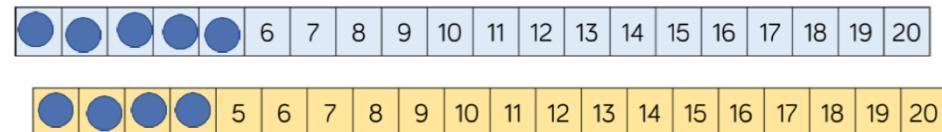
Friday- Ask your child to think about and draw someone who is very important to **them**. Can your child say or write a simple sentence describing why this person is so important.

Friday

Provide different collections of loose parts such as shells, buttons, beads or pebbles for the children to count. Encourage the children to estimate how many first and to arrange the items onto 10 frames as they count to help them see the full 10 and part of the next ten.

Race to 20

Provide a number track from 1-20 for each child. Children take turns to roll a dice. If they roll 1-5, they collect the corresponding counters to fill their track. If they roll a 6 they go back to the start.



Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about famous or significant people. Learning may focus on past or present

inventors, explorers or scientists and how they influence society today.

<https://drive.google.com/drive/folders/1HMPvXHgdtv9qpVZ47v4v0Sph-fAvUf5h>

Make your Favourite Characters-

- **Make a puppet of a famous story character. Use a toilet roll and draw, colour and stick other bits of material onto the tube to make your own character puppet. This can be a character from the Gruffalo or a character from another story written by a different famous author.**
- Paint your hand and make handprints and decorate to make your very own Gruffalo.



Can you Name the Famous Characters?

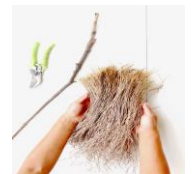
- Take part in the quiz -Who Do You Know? You will need help from your grown - ups. Have a go at [Quiz 1](#) and [Quiz 2](#). Or, you could also describe famous book characters to your child and they have to guess who it is you're describing.

Play Snake

- The Gruffalo features a snake. Click [here](#) to play snake - Use the arrows on the keyboard to move the snake around - count how many apples you can collect. Or, play a family game of Snakes and Ladders.

Create your own Broomstick

- Create your own broomstick like the witch in 'Room on the Broom'. You could gather up sticks from the garden and tie them on to the end of a large stick using elastic bands, string or garden twine. How could you make improvements to your broom? Encourage your child to act out the story. Take a photograph of your finished broomstick and upload to Twitter at [#TheLearningProject](#).



Visit 'The Gruffalo' website

- Listen to the Gruffalo [song](#), learn the 'Monkey Puzzle' [song](#) in makaton and dance along to the 'Gruffalo's Child' [song](#). There are also some great interactive games in the [play and explore](#) area. Colour your own Gruffalo using the paint game, create your own monster on monster maker and much more.

Mindfulness

- Help your child find a quiet space where they can sit comfortably. Encourage them to close their eyes, reminding them they are safe; this is their special mindfulness time which helps to keep their brain and body healthy.
- Ask your child to think of a famous person they admire (it could be a superhero or a family member if that is easier) and ask them to think about what they admire / like about that person. Are they strong? Are they kind?
- Help your child to turn this into positive affirmation such as 'I am strong', 'I am kind', or 'I am helpful'. Explain to your child they can say these words inside their head every time they take a breath in. Every time they breathe out, they can relax their body a little bit more.
- Keep breathing and saying the words silently for a minute or so.

STEM Learning Opportunities #sciencefromhome

Rose Mitchtom and Margarette Steife

- Over 120 years ago two women came up with the idea to make a teddy bear. Collect all your teddy bears. Are they all the same? What do you think makes a good teddy bear? If you were going to invent a new teddy bear what would it look like?

Additional learning resources parents may wish to engage with

[White Rose Maths](#) online maths lessons. Watch a lesson video and complete the worksheet (can be downloaded and completed digitally).

[Numbots](#). Your child can access this programme with their school login.

[IXL](#) Click on Maths, Reception. There are interactive games to play and guides for parents.

[Talk for Writing Home-school Booklets](#) are an excellent resource to support your child's speaking and listening, reading and writing skills.

#TheLearningProjects in collaboration with



Information about Julia Donaldson - <https://www.juliadonaldson.co.uk/about.htm>



Busking and books

Before Malcolm and I had our family, we used to go busking together and I would write special songs for each country; the best one was in Italian about pasta.

The busking led to a career in singing and songwriting, mainly for children's television. I became an expert at writing to order on such subjects as guinea pigs, window-cleaning and horrible smells. "We want a song about throwing crumpled-up wrapping paper into the bin" was a typical request from the BBC.

I also continued to write "grown-up" songs and perform them in folk clubs and on the radio, and have recently released [two CDs of these songs](#). One of these songs, sung by Malcolm and called "Cochon Blues" was played as one of my choices when I was on the Radio 4 programme, Desert Island Discs.

One of my television songs, A SQUASH AND A SQUEEZE, was made into a book in 1993, with illustrations by the wonderful Axel Scheffler. It was great to hold the book in my hand without it vanishing in the air the way the songs did. This prompted me to