

Home Learning for Foundation Stage

A Monster Surprise

Week Beginning 18.5.20

Literacy	Maths	Physical Development	Expressive Arts and Design	Understanding of the World	Communication and Language	PSED
Describe the monster. Make a list of adjectives to describe the monster in the story. Use the adjectives to write descriptive sentences about him. Draw a picture to accompany your description	<p><u>Story Problems</u></p> <p>How many legs do the animals have altogether?</p> <p>How many legs do the monster, rabbit and the boar have altogether?</p> <p>Boar goes home, how many legs now?</p> <p>How many legs would 2 monsters have altogether?</p> <p>How many legs would 3 rabbits have altogether?</p> <p>How many legs would 4 squirrels have altogether?</p> <p>Write some of these problems as number sentences, ask a grown up to help you, e.g. 3 rabbits $4+4+4=12$ (Please don't introduce the multiplication sign yet.)</p>	<p>Can you move like a rabbit? (bunny hops)</p> <p>Can you move like a squirrel? (fast, on tiptoe)</p> <p>Can you move like a monster? (big, slow steps)</p> <p>Can you put your movements together as a sequence?</p>	<p>Paint or draw a picture of the monster or your favourite character in the story. Write a caption to go with your picture.</p>	<p>Find out some facts about the animals in the story. You could use the internet or look in any animal books you might have at home:</p> <p>Rabbit Squirrel Beaver Boar</p> <p>What are the similarities and differences between the animals?</p>	<p>Guess the character. Describe one of the characters to someone. Can they guess which character you are describing?</p>	<p>Discuss some issues raised by the story. Is it OK to accuse someone of stealing if you didn't see what happened? Why were the animals scared of the monster? Why did the monster want to have a party? Was he right to take the animals food? What would you do if you could see that someone felt lonely?</p>
Find all the rhyming words in the story. Can you think of any more words that rhyme with the ones in the story?	<p>2D Shape Revision (Rectangle is one that needs practise!)</p> <p>Go on a 2D shape hunt around your house or garden. Draw some of the shapes you find.</p>	<p>Continue Joe Wickes PE and Cosmic Yoga.</p>	<p>Can you create some Monster Music? You could use one of the music programs on Purple Mash or anything that makes a sound, be creative!</p> <p>Learn some of the songs on www.gruffalo.com/songs</p>	<p>Talk about a party you have been to. What was your favourite part? Who was there? What food did you eat? What games did you play?</p>	<p>Retell the main parts of the story.</p>	<p>Talk about ways to be a good friend.</p>
Ask your child comprehension questions about the story to check their understanding, e.g. can they remember all the animals in the story in the right order?	<p>Practise ways of making 10 (number bonds to 10). How many ways can you make 10? Use objects to help you. e.g. lego bricks, counters etc. $10+0, 9+1, 8+2, 7+3, 6+4, 5+5, 4+6, 3+7, 2+8, 1+9, 0+10$</p> <p>Twinkl has a 'Ten Green Bottles Number Bonds to 10' Powerpoint which shows the pattern quite nicely.</p>	<p>Target Games</p> <p>Can you throw a paper ball into a waste paper basket 10 times in a row?</p> <p>Now increase the distance and the number of times you have to hit the target. You could use a ball and a bucket if you have a garden.</p>	<p>Make a collage or junk model monster using things in your house, e.g. bottle tops, toilet rolls, sweet wrappers etc.</p>	<p>Compare the features you would find in a wood like the one the animals live in with the features found in Crowthorne High Street, e.g. trees, grass, shops, roads. Can you list them?</p>	<p>Listen to other stories about monsters: The Gruffalo The Gruffalo's Child Where the Wild Things Are</p>	<p>Continue to be helpful around the house or in the garden.</p>
Write a menu for monster's party or an invitation from monster to the other animals. Remember to write your menu as a list.	<p>Practise your number formation. You could do it outside using chalk or water and a paintbrush.</p>	<p>If you have a skipping rope learn to skip or practise your skipping if you already can.</p>	<p>If you have any playdough or plasticine make a monster. You can make your own playdough, there are lots of websites with recipes on them.</p>	<p>Make a pizza with a monster face using pizza toppings, peppers, mushrooms etc. Look at the changes that occur when you mix ingredients for the dough.</p>	<p>Play 'Simon Says' to practise your listening skills.</p>	<p>Continue to wash your hands and sing 'Thank you Baked Potato' by Matt Lucas!</p>

PHONICS WILL BE ON A SEPARATE PLAN ON TAPESTRY AND WILL INCLUDE BOTH READING AND WRITING TASKS.

Tips for helping your child with writing:

- If you are writing for your child to read or copy please make sure it is lower case letters and not all written in capitals
- Your child should be having a go at writing independently and not getting you to spell all of the words for them. They need to be using their phonics. They are not expected to spell every word correctly. For example, if they are writing the word 'space' we would expect to see it spelt phonetically like 'spais'. This is the normal level of development. Of course, if they know the correct spelling independently that is fine. They will all try it on and say they can't but try and encourage them to be a 'have a go Holly' because they need to be able to have a go independently when in school. This independence will really boost their confidence too! The expectation in Foundation Stage is that some of the tricky and high frequency words taught in phonics are spelt correctly and that they make phonetically plausible attempts at other words.
- Please try and ensure your child uses the correct pencil grip.
- Try and encourage correct letter formation.
- Please only focus on one of these corrections each time your child writes. If you start correcting everything it will knock their confidence. You can always focus on a different correction the next time your child is writing.

There are some things on the previous plan which can be ongoing such as:

- Show your parents how independent you are when dressing and looking after your things
- Do something helpful around the house
- Play board games
- Look at a non-fiction book. Look at the contents page and what it is used for
- Share and read books at home
- Phoneme frames
- Sing Songs and Nursery rhymes (<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-medleys/zf2792p>)
- Phone/Video call a relative and read them a story
- Practise letter formation
- Build models using construction kits (label them!) See 30 day Lego challenge ideas on Tapestry
- Refer to school website, English zone for fine motor activity ideas
- Use chalk to write letters and words outside
- Write a letter to a family member
- Keep a diary
- Teach your family "Calm me time" and have sessions together

* 5 sentence stories. Make up a story using the following sentence starters. Initially come up with the ideas together and the adult to scribe. As the children become more confident you can write it together with some words being written by the child. As the children get better at writing simple sentences they can do the writing themselves.

Once upon a time.....

One day.....

Unfortunately.....

Luckily.....

Eventually.....