



# Foundation

## Learning Grid for week beginning: 27.4.20



All of our activities have been designed to try to avoid the need for printing of any kind, although of course you can print if you want to. Remember, you should always check with an adult before using the internet and remember to tell an adult if you see something that makes you feel uncomfortable. There's further guidance from the NSPCC [here](#).

Maths		English		Theme	Physical	Social
Arithmetic	Further tasks	Reading	Writing			
<p>Arithmetic: keep building your fluency in mathematics by answering 1 part of the arithmetic pack each day. Remember, you can copy the equations on to some scrap paper before you answer each one.</p> <p>The focuses for this week are:</p> <p>Arithmetic 1 - Addition</p> <p>Arithmetic 2 - Subtraction</p> <p>Arithmetic 3 – One more/one less</p> <p>Arithmetic 4 – Number bonds to 10</p> <p>Arithmetic 5 – Counting forwards and backwards to/from 30.</p>	<p>Complete the doubling sheets below, using the bar models to help you find the answers.</p> <p>Ladybirds are great for practising our doubling. Draw a picture of a ladybird and decide how many spots they will have on one wing. Draw the same amount of spots on the other wing, so that you have doubled. Can you write an equation to show what you have found?</p> <p>Have a go at completing the doubling word problem sheet below.</p>	<p>Aim to read for 25 minutes every day, with an adult when you can.</p> <p>Ebooks links: MyOn – <a href="#">click here</a> Collins – <a href="#">click here</a> Oxford – <a href="#">click here</a></p> <p><b>Phonics and tricky words:</b></p> <p>Phonics sounds of the week: 'ow' ('fowl brown cow') 'oi' ('coin in the soil') 'er' ('letter on the ladder')</p> <p>Encouraging children to read words with these sounds in initially would be great, moving on to encouraging children to write words with these sounds in, once they are confident in reading them.</p> <p>Following on from introducing our phonics sounds of the week, we will also be having 3 focus tricky words each week. This week's tricky words are: <b>he she we</b></p> <p>Encouraging children to read these words individually first would be great, moving on to reading them in simple sentences, and then to writing the tricky words individually and then in sentences.</p>	<p>Keep practising orally retelling 'The Dinosaur Party', with your chosen accompanying actions.</p> <p>Draw a story map for 'The Dinosaur Party'. You can use the template below or draw your own. Remember to have 5 'parts' to your story.</p> <p>Complete the 'What can you see in the dinosaur scene' sheet below, or, if you would rather, draw your own dinosaur scene and write about that.</p> <p>Dinosaur names are tricky to spell. Work with an adult to produce a dinosaur name word bank that you can refer to when writing about dinosaurs.</p>	<p>Dinosaurs: Make your own dinosaur eggs! You will find the instructions below.</p> <p>Can you then open the eggs? How might you do it? (Hint: you might need some vinegar!) (If you don't have the resources to make the eggs per the instructions, can you think of any other ways to make them?)</p> <p>Dinosaurs: Did you know that dinosaurs laid eggs? Eggs need nests, so why not have a go at making a nest for those dinosaur eggs that you made. You will find instructions for how to do this below.</p> <p>Dinosaurs/science: Make your own volcano! You can find the instructions below.</p> <p>RE: Last week you thought about what makes you special. Christians believe that all children are special to God. Watch a short video about this <a href="#">here</a>. In what way do you think Jesus wanted the disciples to be like the children? Discuss this with an adult at home.</p>	 <p>The Olympics may have been postponed but we can compete against each year group to see who can travel the furthest.</p> <p>Our school has been set up on the "Get Set Travel to Tokyo" so don't forget to log your family's activity!</p> <p>This week, complete at least two from:</p> <ul style="list-style-type: none"> <li>• Be Boulder</li> <li>• Listen Up!</li> <li>• House Workout</li> </ul> <p>Keep working your way through the 'Physical Activity Cards Booklet' that we shared last week.</p> <p>If you enjoyed dancing to 'Dinosaur Stomp' last week, you will find some more Dinosaur dancing ideas below.</p>	 <p>Create a family memory box of things around the house that will remind you of being four or five years old.</p> <p>Have you heard about Captain Tom Moore and his amazing fundraising achievements? Make him a birthday card or write him a letter to say 'well done!' Send it to: Captain Tom Moore C/O Marston Moretaine Post Office 67 Bedford Road Marston Mortaine Bedford MK43 0LA</p> <p>Draw a 'thank you' poster for your post person, delivery workers and bin collectors. Stick it somewhere that they will be able to see it. It's sure to make them smile!</p>



# Arithmetic 1

## Part 1 - Addition

a.)  $4 + 5 =$

b.)  $3 + 8 =$

c.)  $2 + 6 =$

d.)  $9 + 4 =$

e.)  $4 + 7 =$

f.)  $6 + 5 =$

g.)  $4 + 10 =$

h.)  $11 + 3 =$

i.)  $6 + 7 =$

j.)  $12 + 2 =$



# Arithmetic 2

## Part 2 - Subtraction

a.)  $5 - 4 =$

b.)  $8 - 3 =$

c.)  $6 - 2 =$

d.)  $10 - 3 =$

e.)  $7 - 4 =$

f.)  $9 - 5 =$

g.)  $8 - 5 =$

h.)  $12 - 4 =$

i.)  $7 - 6 =$

j.)  $11 - 5 =$



# Arithmetic 3

## Part 3 – One more and one less

a.)  $5 + 1 =$

b.)  $4 + 1 =$

c.)  $6 + 1 =$

d.)  $3 + 1 =$

e.)  $7 + 1 =$

f.)  $2 + 1 =$

g.)  $9 + 1 =$

h.)  $8 + 1 =$

i.)  $10 + 1 =$

j.)  $11 + 1 =$

k.)  $4 - 1 =$

l.)  $3 - 1 =$

m.)  $5 - 1 =$

n.)  $2 - 1 =$

o.)  $6 - 1 =$

p.)  $8 - 1 =$

q.)  $7 - 1 =$

r.)  $9 - 1 =$

s.)  $11 - 1 =$

t.)  $10 - 1 =$



# Arithmetic 4

## Part 4 – Number Bonds to 10

Have a go at learning this song, which will help you remember the number bonds to 10.  
Sing to the tune of Frere Jacques.

### Number bonds to 10 song

$$0 + 10$$

$$0 + 10$$

$$10 + 0$$

$$10 + 0$$

Add them altogether

Add them altogether

They make 10

They make 10

$$1 + 9$$

$$1 + 9$$

$$9 + 1$$

$$9 + 1$$

Add them altogether

Add them altogether

They make 10

They make 10

$$2 + 8$$

$$2 + 8$$

$$8 + 2$$

$$8 + 2$$

Add them altogether

Add them altogether

They make 10

They make 10

$3 + 7$

$3 + 7$

$7 + 3$

$7 + 3$

Add them altogether

Add them altogether

They make 10

They make 10

$4 + 6$

$4 + 6$

$6 + 4$

$6 + 4$

Add them altogether

Add them altogether

They make 10

They make 10

$5 + 5$

$5 + 5$

They are twins

They are twins

Add them altogether

Add them altogether

They make 10

They make 10



# Arithmetic 5

## Part 5 – Counting forwards and backwards

It is important that we continue to practise our counting.

Count forwards, from 0 to 30.

Now count backwards, from 30 to 0.

Extension: Write numbers in the correct order from 0 to 30.

Now write numbers in the correct order from 30 to 0.



# Further Maths Tasks

What is double 5?


What is double 6?


What is double 7?


What is double 9?

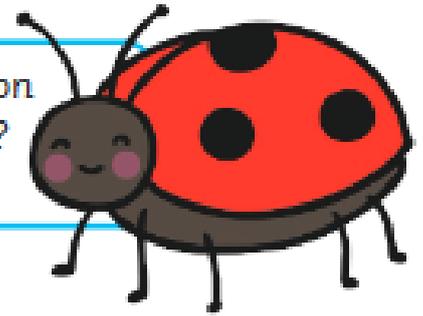

What is double 10?


What is double 8?


# Solving Problems - Doubling

## Home Learning Challenges

If a ladybird has 4 spots on one side and 4 spots on the other side, how many does she have in total?  
Double 4.

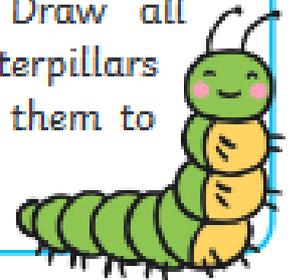


Collect 9 sticks. If you found 9 more, how many would you have altogether?



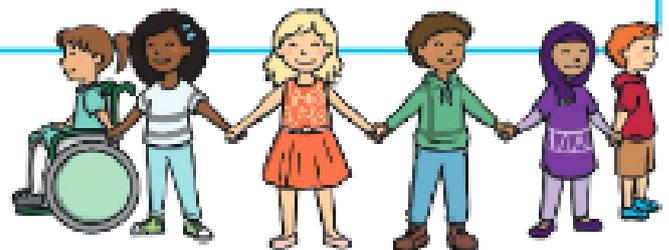
Draw 7 caterpillars on a large leaf. Double the amount. How many caterpillars are there in total? Draw all the caterpillars and count them to check.

Collect 3 leaves outside. Collect 3 more. How many do you have altogether?



Jordan made 6 cupcakes for her class, but she needs to make more. There are double that number of children in her class. How many cupcakes does she need in total? Can you make that many cupcakes?

Some preschool children visit your class for an afternoon. There are usually 10 children in your class but today there are double that amount. How many children are there altogether?



# Writing Tasks and Resources

## Talk for Writing Guidance

We have received some questions about the process that we follow at school to teach the model text to children, from Cold Task (when the children are initially introduced to a story), through to Hot Task (which the children complete at the end of a unit of writing). This process usually spans a 3 - 5 week period, depending on the length of the term and how well the children are progressing with learning the story and achieving their targets.

This is the process that we follow:

1. Introduce the children to the model text, reading it to them twice.
2. Cold Task: Immediately after hearing the story, the children complete their Cold Task, writing and drawing everything they can remember from the story they have just heard. This might just be 'Dinosaurs had a party', or it might include more information, such as 'The T-Rex had sharp teeth. The Pterodactyl knocked over the cake' etc. Anything that the children record here is fine. Children work on their Cold Tasks independently, without adult intervention (apart from encouragement and praise, of course :)), using the phonics they have learnt to help them sound out the words they would like to write.
3. Imitation: We then spend 2 or 3 lessons just learning to tell the story verbally. We listen to the story lots and begin to add actions for key words and events, as doing the actions can help the children to remember what happens next. Initially the teacher will lead the story, but bit by bit the children begin to lead this, so the teacher may start a sentence and the children finish it, or the teacher just does the actions and the children say the words. Usually within these 2 or 3 days the children are able to tell most of the story with only a little prompting.
4. Story maps: We draw story maps, as a visual reminder of the key events of the story and the order they occur. We usually have a lesson where the teacher draws a story map and talks the children through it, and the children practise on whiteboards, and then the next day the children independently draw their own story map on paper. The adult's story map remains displayed whilst we continue to learn the story, as a constant visual reminder.
5. Innovation: Once the children know the story well, we 'innovate', which is where we change something about the story. As the children go up through the school this may be that they change the perspective that the story is written from etc., but we keep it nice and simple and usually change a character name or an item in the story. For example, for The Dinosaur Party, we usually change the cake into something different that may be found at a birthday party (e.g. jelly) -we let the children decide what they would like to change it to, reminding them that they are authors and it is their story, so they can make their own choice. After we have innovated, we continue to practise telling the story verbally, ensuring that we remember the change that we have made (e.g. saying 'jelly' instead of 'cake'.)
6. Box-it up: This is the time when the children work on writing one part of the story every day. The lessons are structured in a way that allows for 'shared writing' first: this is when the teacher models how to write the sentences the children will then write, with the children's help (e.g. the children suggest the sounds needed for particular words and remind the teacher to use capital letters, finger spaces and full stops in the appropriate places). The children then have a go at writing that part of the story themselves on paper. (We usually cover our shared writing up at this point, to prevent the children from simply copying what we have written).

7. Hot Task: Similar to the Cold Task, the children independently write everything they can remember from the story, using all of the previous learning to help them.

(When we are at school, in between the Cold Task and Hot Task we also have target-focus lessons. Class teachers give children targets to work on, based on their Cold Task, and we focus on these throughout the rest of the learning and hope to see the targets being achieved in the Hot Task. These are varied and differ for different children, but may include things such as remembering capital letters at the beginning of sentences, ensuring that there is a finger space between every word, spelling phase 3 tricky words correctly etc.)

# Model Text

## The Dinosaur Party

Once upon a time there were three dinosaurs. It was Pterodactyl's birthday so they decided to have a party.

First, T-Rex arrived at the party with a thud, thud, thud. He was the biggest dinosaur and he had very sharp teeth.

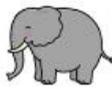
Next, Triceratops stomped into the party. He had three pointy horns to scare off attackers.

Suddenly, the Pterodactyl flew in. He was so big he knocked over the cake! Oh no! The Pterodactyl felt very sad about the mess he had made but his friends kindly helped him to clear it up.

Finally, they were all able to enjoy the party. The carnivores ate meat and the herbivores crunched on leaves. They all had a fantastic time and lived happily ever after.

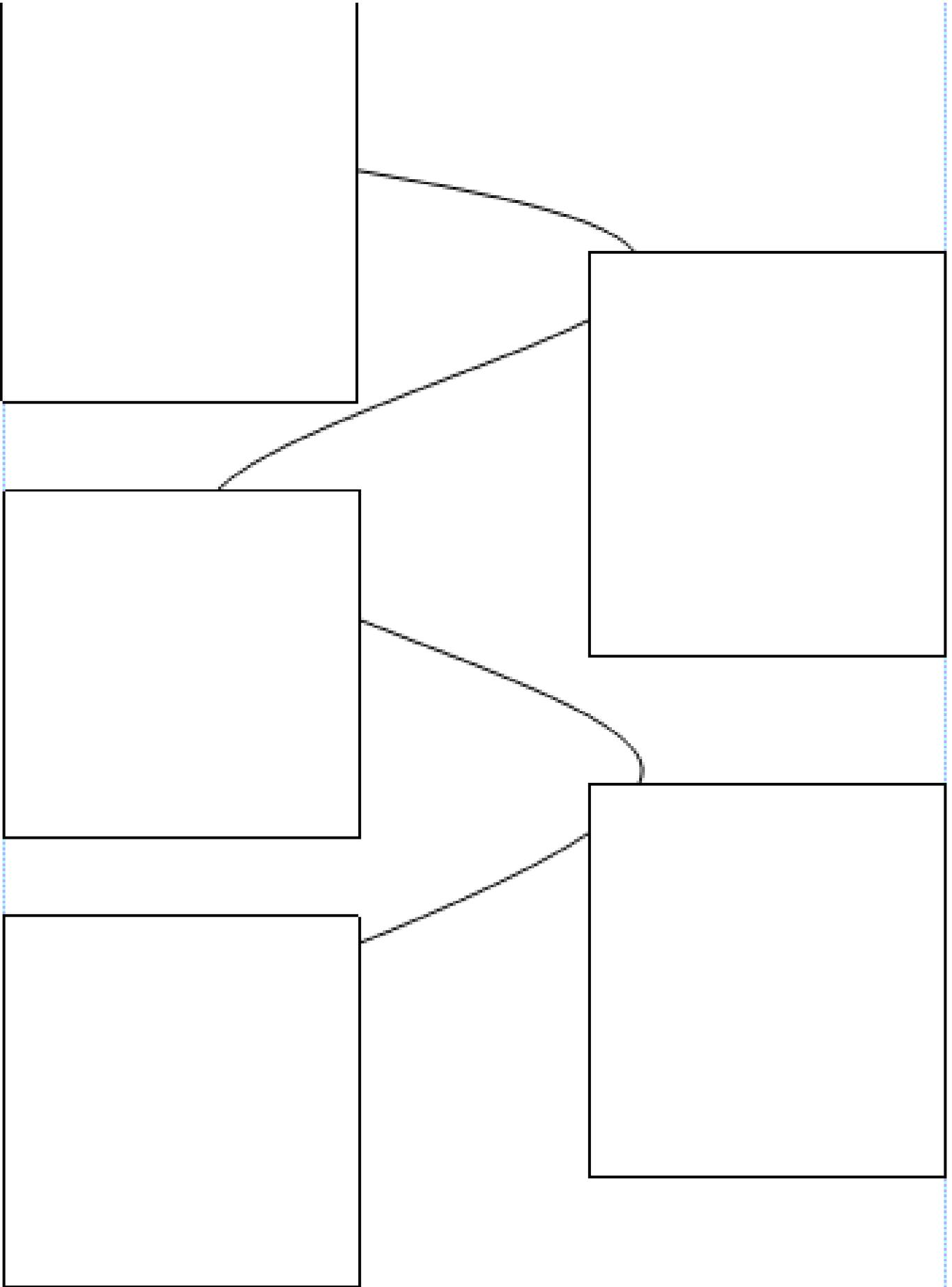
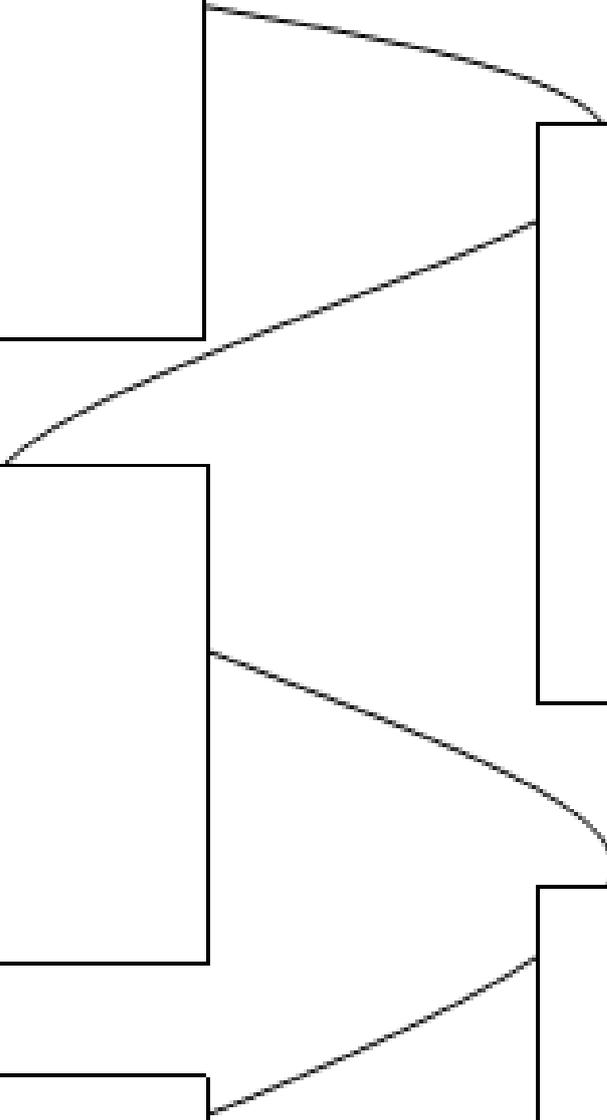
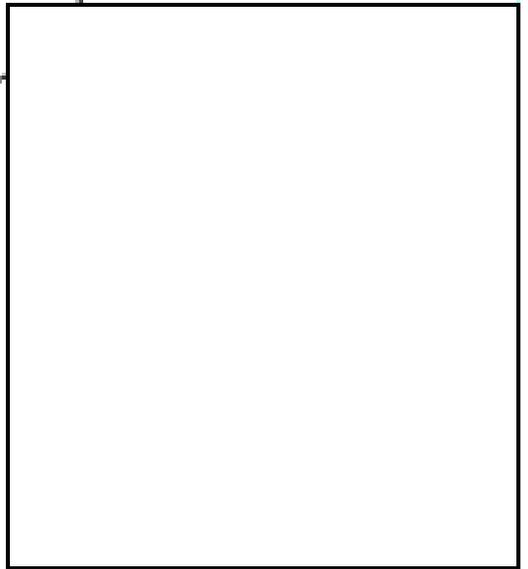
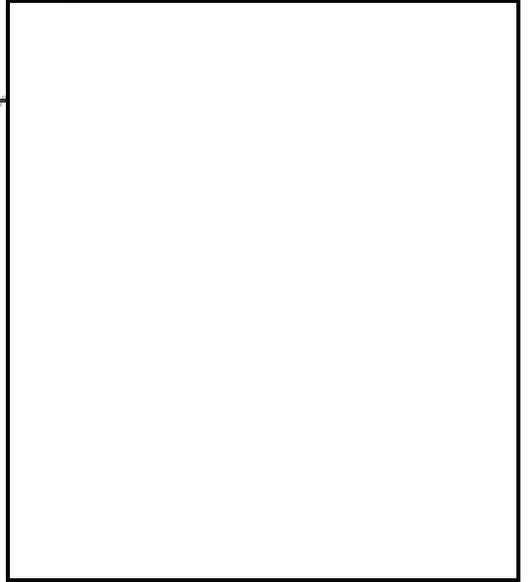
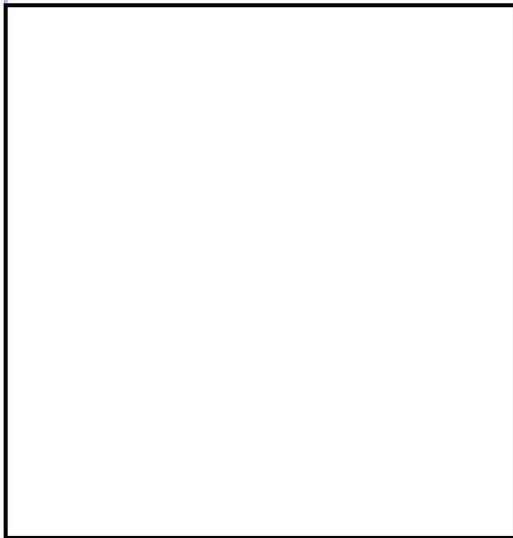
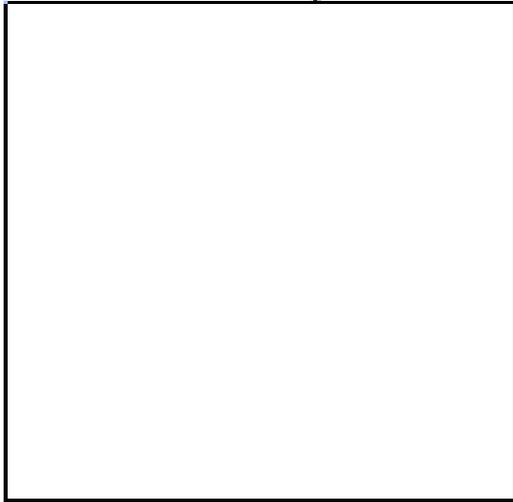
## Sound Mats

# Phase 2 Sound Mat

s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
h 	b 	f 	ff 	l 	ll 	ss 	

# Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					





# Theme Tasks

## Make Your Own Dinosaur Eggs

(Instructions and photographs from:

<https://www.growingajeweledrose.com/2013/04/dinosaur-activities-for-kids-eggs.html>)

### Materials

- [Miniature dinosaurs](#), if you have them
- [1 large box of baking soda](#) (to make 8-10 eggs)
- A large bowl
- Water
- [Vinegar](#)
- [Food colouring](#) (optional)

### Mixing the Dough

- Add [the baking soda](#) to the bowl. Add several drops of food colouring if colour is desired (brown would be a great colour, to make the eggs look more realistic.)
- Add water in small amounts and mix. SLOWLY add more water and mix until the desired consistency is reached. You want the mixture to be damp and easy to mould, but not too wet.



### Making the Dinosaur Eggs

- Place some of the dough in your hand, and then lay [a mini dinosaur](#) on top. Cover the dinosaur with more of the baking soda mixture and then form it into an egg shape in your hands, tightly securing the dinosaur inside.
- Once you have formed the desired amount of dinosaur eggs lay them on a baking sheet or similar to dry overnight. The dough dries hard- the end result being perfect dinosaur eggs.



## Make Your Own Dinosaur Nest

(Instructions and photographs from: <https://parentingchaos.com/dinosaur-nests-exploring-science-nature/>)



This science activity for kids is a great way to get outdoors and connect with nature while exploring how and why dinosaurs built their nests the way that they did. This is also a fabulous activity for introducing the concept that dinosaurs laid eggs — it's so easy to forget that those giant creatures started as babies too!

### Items Needed for Dinosaur Nests:

- Buckets
- Mud
- Items from a Nature Hunt (grass, sticks, leaves, etc)

### How to Make Dinosaur Nests:

To start out we talked about what a nest is and the two different styles of nests that Dinosaurs are known to have made (holes burrowed into the ground or raised mud nests). One thing I love about this project is that it really requires the child to stop and think like a dinosaur would as they decide what type of nest they want to build and why.

Ask your child how they think a dinosaur went about building their nests.

Before it came time to add in the grass and other items from our nature hunt we did take a brief moment to sort through what we had found and discuss why or why not such items would work well for a nest. Then it is time to mix, mould, and find a safe place for your Dinosaur nests to call home!



# Volcano Science Experiment Instructions

## Volcano

### Science Experiment



#### Method

1. Cut out and assemble the Volcano Cone.
2. Fill the cup half-full with water, add a couple of drops of food colouring and stir in the baking soda.
3. Add the washing-up liquid to the cup.
4. Place the Volcano Cone over the cup.
5. Quickly pour a tablespoon of vinegar into the cup, through the top of the Volcano Cone.
6. Watch the eruption happen. Keep adding vinegar to the cup, a tablespoon at a time, until the reaction has finished.

#### You will need:

- 2 tsps washing-up liquid
- Vinegar
- 3 tsps baking soda
- Water
- Plastic cup
- Red food colouring
- Volcano Cone



# Volcano Cone Template

(Feel free to draw or make your own)



# Physical Tasks



**TRAVEL  
TOKYO**



The Tokyo 2020 Games may not be happening this year but we can still get active.

The Tokyo 2020 Games may not be happening this year but we can still get active.

Get Ready! Our school is getting active with Team GB and Paralympics GB by joining the Travel to Tokyo challenge. We want you to travel the distance to Tokyo by getting active as a family. There are weekly school prizes to be won too!

**FIND OUT MORE** – [here](#)

**LOG ACTIVITY** – [here](#)

**KEEP TRACK OF PROGRESS** – [here](#)

We will be encouraging the entire school community to travel the distance to Tokyo by getting active.

We have turned each year into a **Travel to Tokyo team** (EYFS Team, Year 1 Team, Year 2, Year 3, Year 4, Year 5 and Year 6). All the physical activity your family does at home will count towards their journey to Tokyo. All they need to do is record their activity on our easy-to use **Log Activity page**. Which team can travel the furthest?

There are lots of ideas for getting active on the **Travel to Tokyo website**. You don't need lots of equipment or space – playing in the garden or having a dance off to your favourite song – if it gets their heart pumping, it all counts!

This week, pick at least two of the following activities to have a go at:

<b>Be Boulder</b>	<b>Listen Up!</b>	<b>House Workout</b>
-------------------	-------------------	----------------------

10 Mins



# BE BOULDER

じっと我慢

Jitto Gaman

Adventure



## Activity type

Home

Away

Indoor

Outdoor

## Equipment

Dice



## How to play

**2**  
The climbers crouch on their hands and feet (no knees) - this is the rest position.

**1**  
Pick one person to be the dice thrower, the rest will be climbers and agree what the numbers on the dice mean. For example:  
1 = left hand  
2 = right hand  
3 = left foot  
4 = right foot  
5 = rest  
6 = change thrower

**3**  
The thrower throws the dice. The climbers lift the matching body part off the floor and try to stay balanced. Keep throwing until someone falls over or a 6 is thrown, then change the thrower. Who can follow the correct moves and stay balanced longest?

**4**  
Keep going to see who can balance for the longest time! Speed up the game so climbers must change positions faster!

**5**  
Lift up two body parts at once to make it more challenging. For example:  
1 = left hand and right foot  
2 = right hand and left foot  
3 = left hand and left foot  
4 = right hand and right foot

## Variations

- Play sitting on a chair or standing and raise arms and legs.
- Follow a trail around the floor, alternating hands and feet to touch each trail marker.

## Challenge yourself

- Can you balance without wobbling?
- Can you stretch out your lifted arm or leg?
- Can you keep going for longer than last time?

## What next?



### Try something similar

Bouldering, indoor climbing, adaptive climbing, adventure playground, monkey bars, balance beam



### Try something different

Swimming, water polo, diving, sailing



Log your activity and find more Tokyo Ten activities and resources at [getset.co.uk/travel-tokyo](https://getset.co.uk/travel-tokyo)

[getset.co.uk/travel-tokyo](https://getset.co.uk/travel-tokyo)



TRAVEL  
TOKYO



SPORT  
ENGLAND  
LOTTERY FUNDED

#TravelToTokyo

10 Mins



# LISTEN UP!

よく聞いて!

Yoku kiite!

Ball Games



## Activity type

Home

Away

Indoor

Outdoor

## Equipment

- A jingle jar: a clean jam jar containing two handfuls of dried peas, lentils, rice or pasta (something that rattles)
- Blindfold

## How to play

2

Player A sits on the floor at one end of the room. Player B moves to different places in the room and rattles the jingle jar. Player A points to where Player B is. Are you correct?

4

Player A sits in the middle of the room, with the jingle jar behind them. Player B moves along the floor to 'steal' the jingle jar. Player A points to Player B if they hear them coming or going. If correct, Player B must start again.

1

Ask Player A to wear a blindfold. Player B rattles the 'jingle jar'. Try these challenges to test your goalball skills. You'll need to listen carefully!

3

Player A sits in the middle of the room. Player B tries to roll the jingle jar past Player A - to the left or the right. Can Player A stop it?

5

Swap roles so both players have a go at wearing the blindfold.

## Variations

- With more players, roll the jingle jar across a circle. Player A sits in the middle and tries to stop the jar.
- With more players, more than one Player can try to 'steal' the jingle jar.
- Player B guides Player A across the room by rattling the jingle jar.

## Challenge yourself

- Can you point to the correct place or stop the jingle jar more often?
- Can you play with more people moving about?
- Can you play in a larger space?

## What next?



### Try something similar

Goalball, five-a-side football, target shooting, cricket (for visually impaired players)



### Try something different

Tandem cycling, guide running, swimming, judo (for visually impaired players)



Log your activity and find more Tokyo Ten activities and resources at [getset.co.uk/travel-tokyo](http://getset.co.uk/travel-tokyo)

10 Mins



# HOUSE WORKOUT

## かじたいそう | Kaji taisō

Move & Dance



Tokyo Ten activities are 10-minute activities designed to get everyone moving. Try this activity out in school as part of a whole-school active assembly, or as an energiser for the class. Set it as an active homework challenge for families, and see if they can add new moves to the routine!

### Activity type

Home

Away

Indoor

Outdoor

### Equipment

Music



## How to play

### 1. Super Sweeper

Pretend to sweep the floor. Push forward with right hand and right foot 4 times. Do the same on the left 4 times. Repeat.

### 2. Window Wiper

Pretend to clean the windows. Reach up with right hand and make 4 big circles. Do the same with the left hand. Repeat.

### 3. Washing-up Wiggler

Pretend to reach for dishes. Step right with right foot and stretch right with both hands. Do the same on the left. Repeat 8 times.

### 4. Laundry Linger

Pretend to hang out the washing. Bend knees and touch the floor. Stand up and stretch both hands high. Repeat 4 times.

### 5. Play some music

Play some music. Create a routine using all 4 moves. Repeat as many times as you can!

### Variations

- Make up your own moves for other housework chores.
- Hold a tin of beans in each hand to act as weights.

### Challenge yourself

- Can you work faster?
- Can you push and stretch further?
- Can you move for longer?

### What next?



#### Try something similar

Aerobics, cheerleading, boxercise, salsa, Zumba®



#### Try something different

Basketball, volleyball, football, rugby, hockey



Log your activity and find more Tokyo Ten activities and resources at [getset.co.uk/travel-tokyo](http://getset.co.uk/travel-tokyo)

# PE Reception - Dancing

## Home Learning Challenge Sheet

At school we are learning to dance well. Please help me at home. The following activities will help us to become good at dancing.

### Activities to Support Learning

#### Dinosaur Freeze

Pretend to be a dinosaur. Play some music and dance with everyone around you. When the music stops, see if you can freeze like a dinosaur. See how many different dinosaur poses you can do.

#### Fast, Slow, Stop

How might a dinosaur move? Can you stomp like a Triceratops, glide like a Pterodactyl or roar like a Tyrannosaurus? Ask someone to shout out 'fast', 'slow' or 'stop.' Move like a dinosaur, listening out for the instruction - you should then move faster, slower or stop and freeze.

#### Copy That Move

Ask someone to play this game with you. You should take it in turns to think of a dinosaur move. You should then teach your moves to each other, copying the actions. Can you get the dinosaur moves exactly the same?

#### Dinosaur Moves

Work with someone to create a list of different ways dinosaurs move e.g. stomp, slide, glide, roar or pounce. When you have about 6 different words, think about a movement for each word. Play some music and shout out the different moves - can you remember the different movements you came up with?

You could take a photo or draw a picture of you practising the different activities to show us at school. You could tell us about how you have improved your dance skills!

#### How to Dance:

1. Can you move in time with the music?
2. Everyone dances differently. You can move however you want to the music, even if it's different to the people around you.
3. Remember to tell everyone how great they are at dancing.
4. Ask for lots of different music to move/dance to.
5. Enjoy dancing/moving with everyone around you.

