



# Foundation

## Learning Grid for week beginning: 1.6.20



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 – Mixed addition and subtraction</p> <p>Arithmetic 4 – Sharing between 3</p> <p>Arithmetic 5 – Speedy number recognition</p>	<p>Before half-term you learnt how to share between 2 (halving) and how to share between 3. This week we are going to focus on sharing between 4.</p> <p>Activities:</p> <p>1. Share some food (e.g. 8 biscuits or 12 raisins) onto 4 plates, making sure that the 4 plates have the same amount on them, so that it is fair. Pretend that one plate is for "me" and the other plates are for 3 other people ("you"), saying "one for me, one for you, one for you and one for you", as you share.</p> <p>Extension: Share 7 items of food. Can all numbers be equally shared between 4? What do you notice?</p> <p>2. Now have a go at sharing between 4 using a Bar Model. You will find more details about this below.</p> <p>3. Give the 'sharing between 4' word problems below a try.</p>	<p>Aim to read for 20 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> Phonics sounds of the week: 'oa' ('goat in a boat') 'ee' ('what can you see') Have a go at reading and writing words and sentences containing these sounds.</p> <p>You can watch a video lesson focusing on the 'oa' sound <a href="#">here</a> and one focusing on the 'ee' sound <a href="#">here</a>.</p> <p>Tricky words: This week we would like you to <b>recap all phase 3 tricky words (he, she, we, me, be, was, you, they, all)</b>. Have a go at reading and writing these words, individually and in sentences.</p> <p><b>Reading activity:</b> Ask someone at home to read you The Three Billy Goats Gruff model text (below), than have a go at answering the comprehension questions below.</p>	<p>This week you have a new model text to begin to learn: The Three Billy Goats Gruff (this can be found below). Ask someone at home to read this text to you twice; listen carefully both times, then have a go at writing and drawing everything that you can remember from the story, just like we do for our Cold Tasks at school.</p> <p>Begin to orally retell the model text version of 'The Three Billy Goats Gruff'. Can you think of some actions to accompany the key words and events in the story? Practise retelling the model text every day.</p> <p>Choose your favourite activity from the theme column (making stick puppets, making masks, building bridges, or growing grass) and write some instructions for how to complete the activity, to share with a friend or family member, so they can have a go at doing the activity too.</p>	<p>Animals/The Three Billy Goat's Gruff: Our new topic this term is animals, beginning with a focus on The Three Billy Goats Gruff. This week have a go at making your own Billy Goat stick puppets. There are some pictures below to help you, but rather than printing them, try to draw and cut them yourself and then attach them to lollysticks, straws, or even pencils, to help you act out the story.</p> <p>The Three Billy Goat's Gruff: Make your own goat mask using a paper plate or some paper or card. You will find some examples below.</p> <p>The Three Billy Goat's Gruff: Make a bridge for the goats to cross, using different materials you can find at home. For example, you might like to give this a try with cardboard boxes, bricks, Lego etc. Make sure your bridge is strong enough for a (toy) goat to cross.</p> <p>The Three Billy Goats Gruff/science: Grow some grass for the billy goats to eat. You will find the instructions for this experiment below.</p>	<p><b>TRAVEL TOKYO</b></p> <p>Keep logging your family's activity <a href="#">here!</a></p> <p>This week, complete at least two from: -Sofa Serve -Radio Taiso -TV triathlon</p> <p>Have a go at making an obstacle course in your house or garden. Try to include a bridge, like the one that the goats have to cross in The Three Billy Goats Gruff. Can you balance and cross your bridge safely?</p> <p>Try the Sevens Ball Game (instructions below).</p>	<p><b>people: connect</b></p> <p>Photographs are a great way of remembering special times and special people. Ask your grown-ups at home if they have any photos of themselves when they were little and have a look through them together. You might also like to video call a grandparent, if possible, and have a look at some of their old photographs.</p> <p>Lots of you have been doing lots of helpful jobs around the house. This week can you help set the table for dinner? Think carefully about what you need to put on the table and where it all needs to go.</p> <p>Draw a picture or make a card for a neighbour and pop it through their letterbox, to brighten their day.</p>



# Arithmetic 1

## Part 1 - Addition

a.)  $2 + 8 =$

b.)  $5 + 6 =$

c.)  $7 + 4 =$

d.)  $9 + 5 =$

e.)  $5 + 11 =$

f.)  $8 + 3 =$

g.)  $4 + 4 =$

h.)  $11 + 4 =$

i.)  $10 + 6 =$

j.)  $6 + 7 =$



# Arithmetic 2

## Part 2 - Subtraction

a.)  $5 - 4 =$

b.)  $10 - 3 =$

c.)  $6 - 6 =$

d.)  $8 - 7 =$

e.)  $11 - 5 =$

f.)  $7 - 4 =$

g.)  $12 - 2 =$

h.)  $11 - 9 =$

i.)  $9 - 4 =$

j.)  $10 - 7 =$



# Arithmetic 3

## Part 3 – Addition and subtraction

a.)  $6 - 3 =$

b.)  $10 - 5 =$

c.)  $9 + 4 =$

d.)  $7 - 6 =$

e.)  $6 + 7 =$

f.)  $11 + 3 =$

g.)  $9 - 8 =$

h.)  $8 + 8 =$

i.)  $12 - 6 =$

j.)  $9 + 7 =$



# Arithmetic 4

## Part 4 – Sharing between 3

a.) 9 shared between 3 is:

b.) 3 shared between 3 is:

c.) 12 shared between 3 is:

d.) 6 shared between 3 is:

e.) 18 shared between 3 is:

f.) 15 shared between 3 is:



# Arithmetic 5

## Part 5 – Speedy number recognition

Write numbers 0 to 20 on separate pieces of paper, or use number flashcards if you already have these. Ask an adult to mix them up and then flash them quickly: what number are they showing you? How quickly can you make your way through the pack, naming numbers 0-20?

Extension: If you are confident with recognising your numbers to 20, can you also recognise numbers 20-30? Can you go even higher? What's the largest number you can recognise?



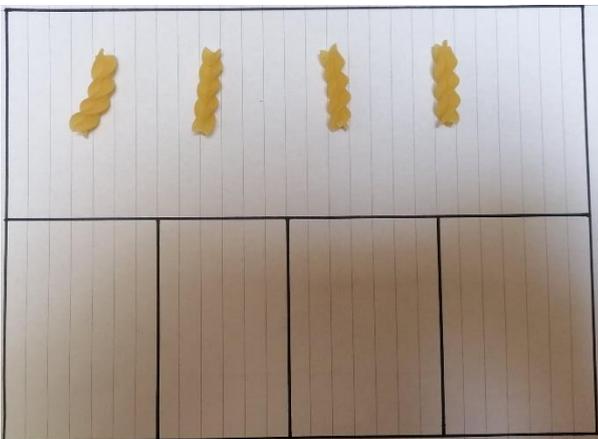
# Further Maths Tasks

This week we are continuing our focus on sharing. Sharing means splitting an amount equally between a given number. This week we are going to focus on sharing between 4. As with halving and with sharing between 3, we can use a Bar Model to help us, but we have to turn it upside down (with the 'whole' on top and the other 'parts' underneath). When we share we are going to start with the 'whole' amount and share it into four equal 'parts' (in contrast to adding, where we start with one 'part', add another 'part', and then count to see how many we have together as a 'whole').

In the same way that we can still use a Bar Model for sharing, we can also still 'make it' and 'draw it'. (We don't worry too much about the 'write it' stage at this point.)

First, try to 'make it'. Begin with trying to share 4 between 4. 4 is the whole amount that you are beginning with, so you will need to place 4 manipulatives into the 'whole' on your Bar Model [see picture 1, below]. You then need to share your 4 manipulatives equally between the four 'parts' of your Bar Model. When we share, we pretend that one part is for "me" and the other three parts are for other people ("you"). So we say "one for me" [whilst placing one manipulative from the 'whole' into the first 'part'], "one for you" [whilst placing another manipulative from the 'whole' into the second 'part']", "one for you" [whilst placing another manipulative from the 'whole' into the third 'part'], and "one for you" [whilst placing the last manipulative into the final 'part']. When you have done that you can how many are in each 'part' of your Bar Model. If you have shared 4 equally, each 'part' should contain 1 [see picture 2]. When you share 4 between 4 it is 1. Try this for numbers 8, 12, 16, and 20.

Picture 1

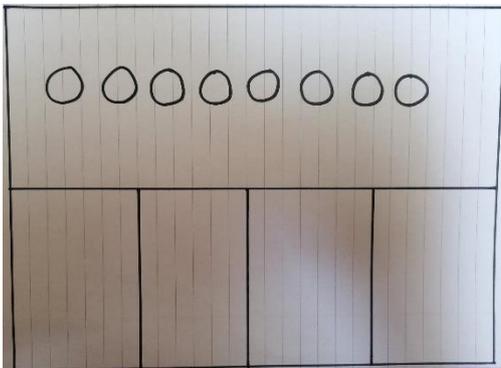


Picture 2

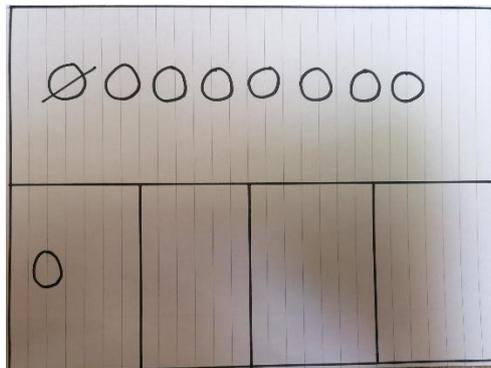


Next, you can 'draw it', again working with numbers 4, 8, 12, 16, and 20. When you 'draw it' it is important that you cross out one circle at a time, as you draw it down into the 'parts', saying "one for me, one for you, one for you and one for you". For example, if you were sharing 8 between 4, you would begin by drawing 8 circles in the 'whole' [see picture 3, below], then you would cross the first one out whilst saying "one for me", and draw it in the first 'part' [see picture 4]. Next, cross the second circle out whilst saying "one for you", and draw it in the second part [see picture 5]. Then, cross the third circle out whilst saying "one for you", and draw it in the third 'part' [see picture 6]. After that, cross the fourth circle out whilst saying "one for you", and draw it in the final 'part' [see picture 7]. Then repeat for circles 5, 6, 7 and 8, crossing them off and drawing them in the first, second, third and fourth parts, one at a time. Finally, count how many circles are in each part. Each part has 2 circles [see picture 8]. Therefore, if you share 8 between 4 the answer is 2.

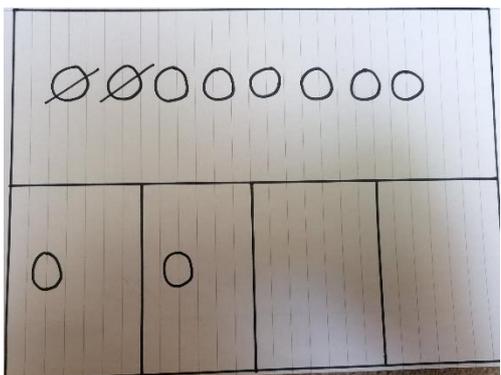
Picture 3



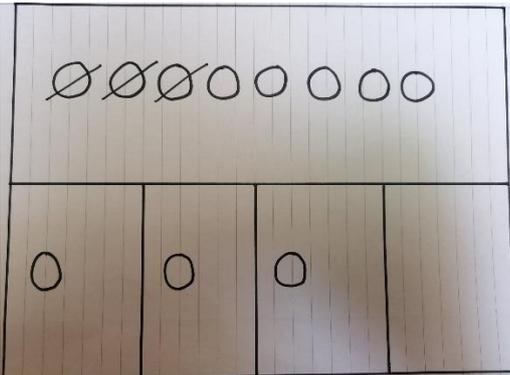
Picture 4



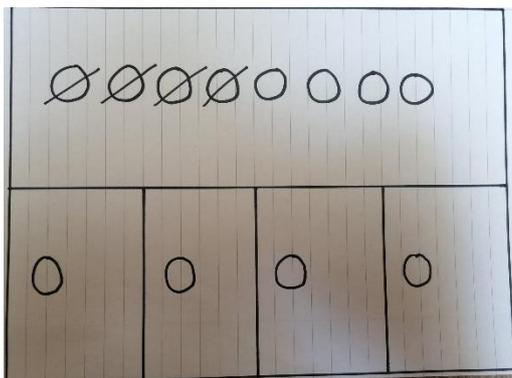
Picture 5



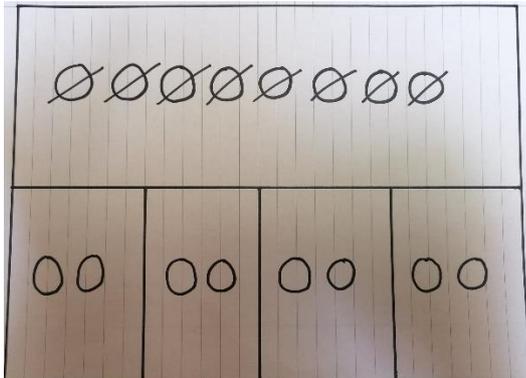
Picture 6



Picture 7



Picture 8



## Sharing between 4 – word problems

Can you share 8 apples  
between 4 people?


Can you share 4 bananas  
between 4 people?


Can you share 16 bouncy  
balls between 4 people?


Can you share 20 biscuits  
between 4 people?


Can you share 12 sweets  
between 4 people?




# Reading Task

## The Three Billy Goats Gruff Questions

1. Where did the three Billy Goats Gruff want to go?

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2. Write down one thing that the troll says over and over again.

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3. Who lived under the bridge?

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4. Which Billy Goat Gruff went first?

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5. What could the troll hear as the goats crossed the bridge?

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6. What did the first two goats say to the troll to make him wait?

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7. Do you like that the biggest goat butted the troll over the bridge? Why?

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8. Which is your favourite part of the story?

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# Writing Tasks and Resources

## Model Text

### Three Billy Goats Gruff

Once upon a time there were three Billy Goats Gruff.

Early one morning they woke up and wanted to cross the bridge to eat some fresh green grass.

First Baby Goat went trip trap over the bridge.

“Who goes trip trap over my bridge? I’ll eat you up!” growled the Troll.

“I’m Baby Goat. Wait for my older brother, he is far fatter than I.”

So the Troll let Baby Goat pass by.

Next Middle Goat went trip trap over the bridge.

“Who goes trip trap over my bridge? I’ll eat you up!” growled the Troll.

“I’m Middle Goat. Wait for my older brother, he is far fatter than I.”

So the Troll let Middle Goat pass by.

Finally, Big Goat went trip trap over the bridge.

“Who goes trip trap over my bridge? I’ll eat you up!” growled the Troll.

“Oh no you won’t!” said Big Goat.

Big Goat pushed the troll into the water with a mighty SPLASH!

Finally, the three Billy Goats ate the fresh green grass and lived happily ever after.

### 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 'There were three goats', or it might include more information, such as 'There were three billy goats. Baby goat went trip trap over the bridge.' etc. Anything that the children record here is fine. Children work on their Cold Tasks

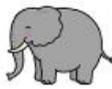
independently, without adult intervention (apart from encouragement and praise, of course :)), using the phonics they have learnt to help them sound out the words they would like to write.

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 Three Billy Goats Gruff, we usually change the troll into something different that may live under the bridge (e.g. a goblin) -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 'goblin' instead of 'troll'.)
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.)

## **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 	

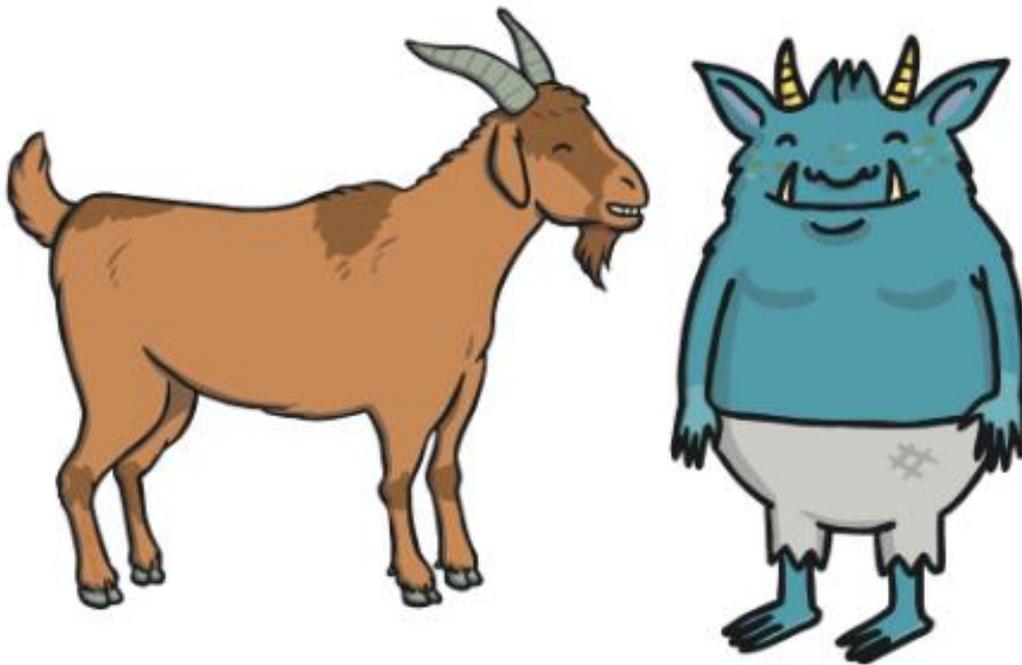
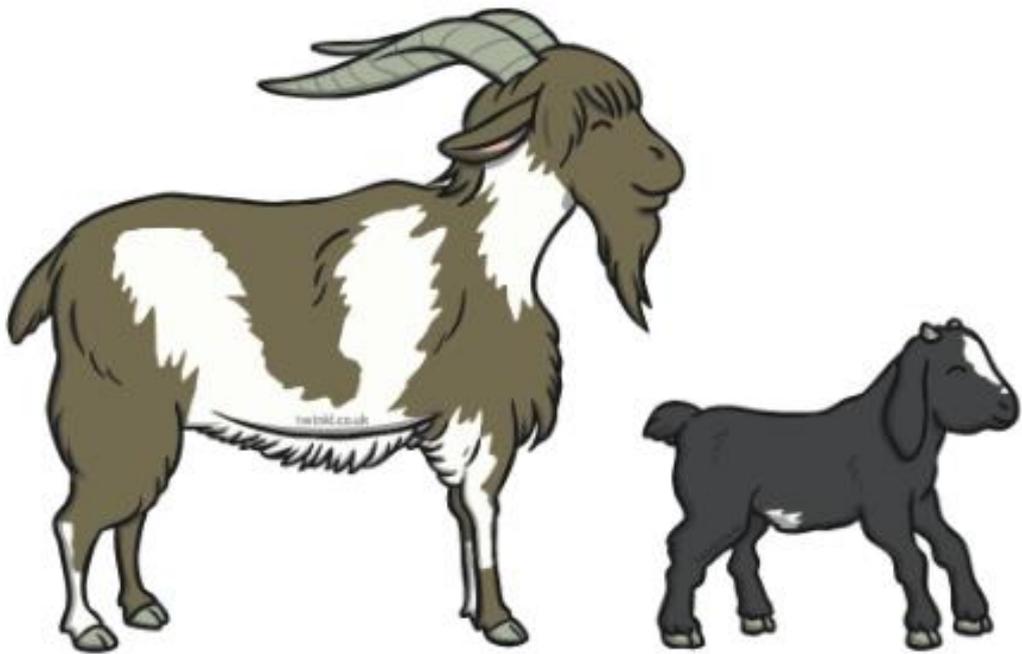
# Phase 3 Sound Mat

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

## Inspiration for Billy Goat Gruff stick puppets



## Inspiration for paper plate goat masks



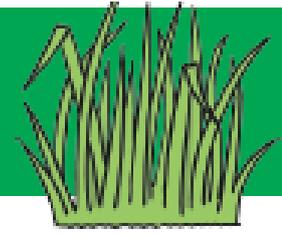
### Inspiration for homemade bridges



# The Three Billy Goats Gruff science experiment

## Growing Green Grass

### Science Experiment



#### Method

1. Briefly review the story of 'The Three Billy Goats Gruff'. Ask the children what the goats like to eat – green grass.
2. Tell the children that we are going to grow some grass for the goats to eat.
3. Show the children the grass seeds and ask them what they think the seeds need to grow.
4. Plant some seeds into different pots and place in different conditions e.g. in a sunny place with water, in a sunny place without water, somewhere dark etc.
5. Encourage the children to see what happens to the grass seeds over the next few days.
6. Once some of the grass seeds have grown, look again at all the pots and decide which ones the goats would like to eat and why. Discuss the best conditions for growing the seeds.

#### You will need:

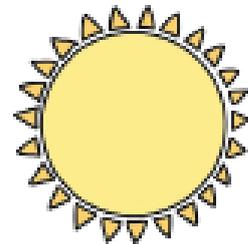
'The Three Billy Goats Gruff' storybook

Grass seeds

Small trays or pots

Soil

Water



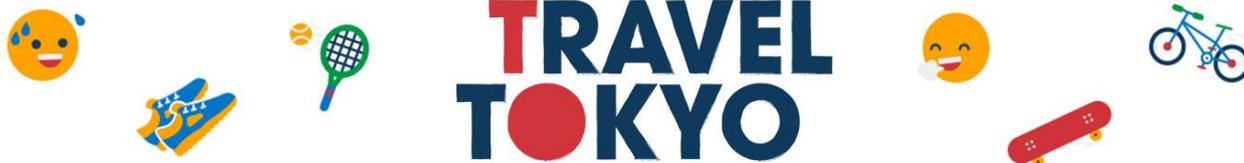
twinkl.co.uk



If you don't have grass seeds but you do have another type of seed, you can use those for the experiment instead.



# Physical Tasks



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

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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!

10 Mins



# SOFA SERVES

ソファサーブ  
Sofa sābu

Ball Games



## Activity type

Indoor

Outdoor

Home

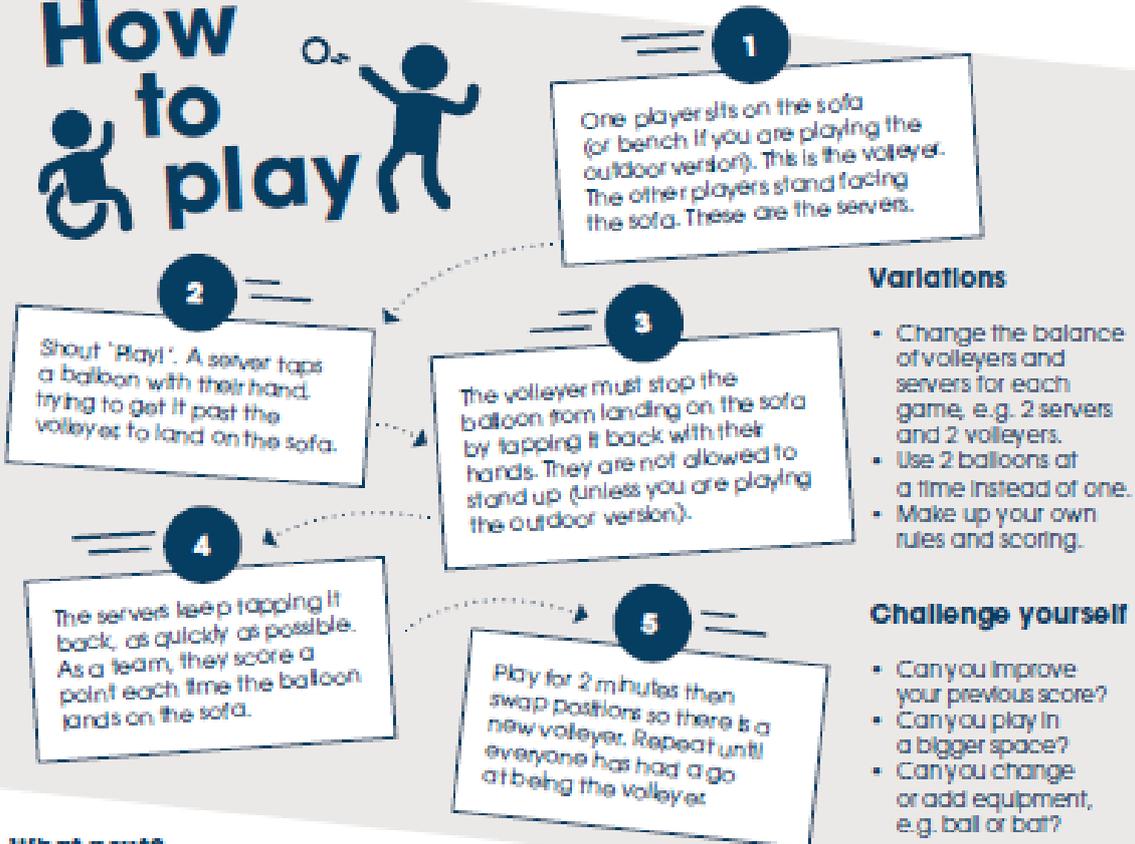
Away

## Equipment

At least 1 balloon  
(or a beach ball)



# How to play



## Variations

- Change the balance of volleyers and servers for each game, e.g. 2 servers and 2 volleyers.
- Use 2 balloons at a time instead of one.
- Make up your own rules and scoring.

## Challenge yourself

- Can you improve your previous score?
- Can you play in a bigger space?
- Can you change or add equipment, e.g. ball or bat?

## What next?



### Try something similar

Tennis, badminton, table tennis, volleyball



### Try something different

Climbing, orienteering, canoeing, equestrian



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



TRAVEL



10 Mins



# RADIO TAISO

ラジオ体操

Rajio taisō

Move & Dance



## Activity type

Home

Away

Indoor

Outdoor

## Equipment

Video player and connection to the Internet, e.g. TV or smartphone



## How to play



## Variations

- Make up your own moves and routines.
- Sit or stand.
- Do them in a peaceful place outdoors.

## Challenge yourself

- Can your movements become more fluent?
- Can you improve your posture?
- Can you keep going for longer?

## What next?



### Try something similar

Tai chi, yoga, cheerleading, aerobics, gymnastics, synchro swimming



### Try something different

Problem-solving tasks, orienteering, geo-caching, hill walking, climbing



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

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TRAVEL  
TOKYO



SPORT  
ENGLAND  
LOTTERY FUNDED

#TravelToTokyo

10 Mins



# TV TRIATHLON

テレビトライアスロン  
Terebi toraiasuron

Walk & Run



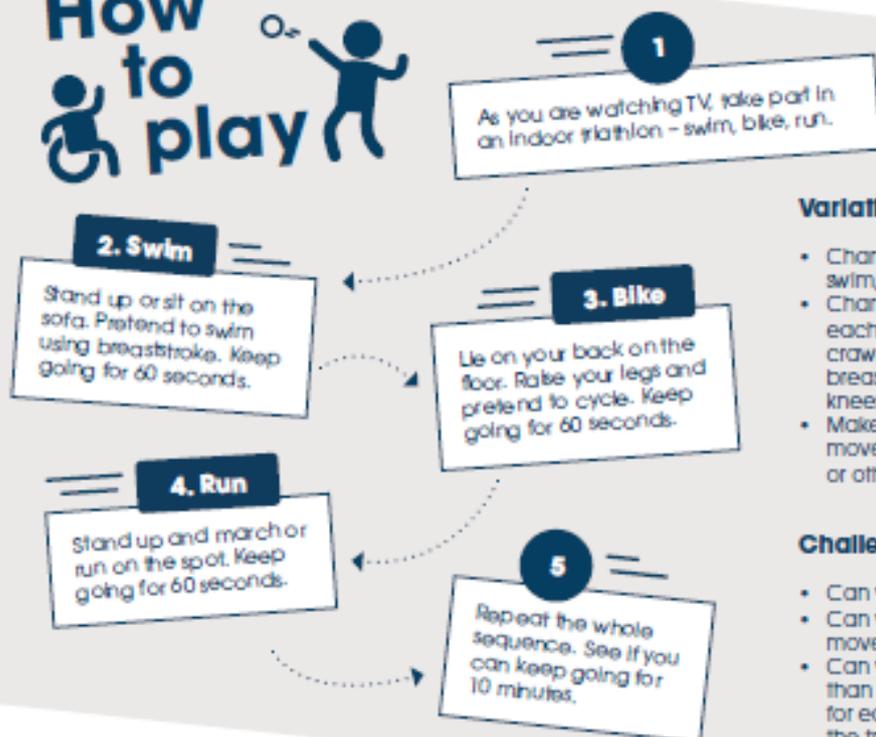
### Activity type

Home  Away  Indoor  Outdoor

### Equipment

None

## How to play



### Variations

- Change the order of swim, bike and run.
- Change how you do each movement, e.g. crawl instead of breaststroke, high knees for run.
- Make up your own movements for these or other sports.

### Challenge yourself

- Can you move faster?
- Can you make the movements bigger?
- Can you last longer than 60 seconds for each part of the triathlon?

### What next?



#### Try something similar

A children's triathlon, athletics, cross-country running, power walking, hill walking



#### Try something different

Judo, karate, boxing, taekwondo, wrestling



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



LOTTERY FUNDED

#TravelToTokyo

Any size ball will do. The bigger it is the easier it is. If you do not have a ball then most can be done with a rolled up pair of socks or a soft toy.

## Sevens Ball Game

You will need a ball.

Practise your throwing and catching skills with this Sevens Ball Game challenge. Starting at 7 and working down to 1, complete each throwing and catching activity in order without dropping the ball. If you make a mistake, you must start back at number 7 again.



7

Throw the ball up in the air, let it bounce once and catch it.

Complete 7 times.



6

Throw the ball up in the air and catch it, without a bounce.

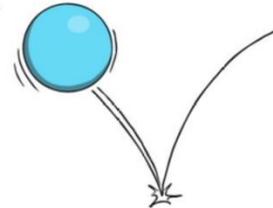
Complete 6 times.



5

Bounce the ball on the ground five times and catch it.

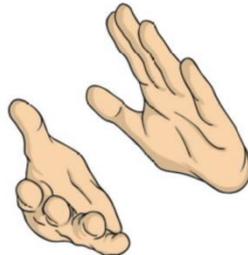
Complete 5 times.



4

Throw the ball up in the air, clap once and catch it.

Complete 4 times.



3

Throw the ball under one leg, up in the air and catch it.

Complete 3 times.



2

Throw the ball up in the air, do a 360° turn, let the ball bounce once and catch it.

Complete twice.



1

Throw the ball up in the air, do a 360° turn and catch it, without a bounce.

Complete once.

