



Foundation

Learning Grid for week beginning: 22.6.20



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 and subtraction</p> <p>Arithmetic 2 – One more and one less</p> <p>Arithmetic 3 – Number bonds to 10</p> <p>Arithmetic 4 – Halving</p> <p>Arithmetic 5 – Counting in 2s</p>	<p>This week we are learning to count in fives. Counting in fives means we are adding five each time.</p> <p>Activities:</p> <ol style="list-style-type: none"> Have a go at counting in fives using a number line to help you (you will find a number line below, along with some more information about this). We can also use hundred squares to help us count in fives. You will find a hundred square below, or you can find an interactive one here. Have a go at 'splatting' or colouring in the numbers you would say if you were counting in fives, starting with five. Listen and sing along to a counting in fives song here. Now have a go at the counting in fives word problems below. (A great idea if you find this a bit tricky is to draw pictures to help you; for example, if the question is about aliens with five eyes, draw the given amount of aliens and count all of their eyes. Try to count them in fives if you can.) 	<p>Aim to read for 20 minutes every day, with an adult when you can.</p> <p>Ebooks links: MyOn – click here Collins – click here Oxford – click here</p> <p>Phonics and tricky words: Phonics sounds of the week: 'ue' ('give us a clue' and rescue the statue') 'ew' ('few in a pew' and 'it grew and grew') You will find some words that contain these sounds below, to practise reading.</p> <p>Tricky words of the week: come little one Have a go at reading and writing these words, individually and in sentences.</p> <p>Reading activity: Recap Max's jungle adventure here, then have a go at Max's add-a-word challenge on page 9, thinking of words to describe your favourite toy or other items from around your house. (We call these describing words 'adjectives'.)</p>	<p>Keep practising orally retelling 'The Three Billy Goats Gruff', with your chosen accompanying actions. Try to do this every day.</p> <p>This week it is time to 'box it up', this means having a go at writing one part of 'The Three Billy Goats Gruff' each day. Remember to write about the change you made to your story last week, on the appropriate day or days. It doesn't matter if you can't remember every word and we certainly don't expect perfect spelling: just use your phonics and have your best try each day! (See the Model Text below for more information).</p> <p>This week we have included some tramline paper and the school handwriting guidance, so that you can continue to practise using the tramline paper correctly. Remember we always start on the baseline, which is the second black line.</p>	<p>The Three Billy Goats Gruff: Some of you drew fantastic pictures of goats last week: well done! This week, have a go at drawing a goat, or a whole scene from The Three Billy Goats Gruff, on a computer or tablet, if you have one.</p> <p>Print and cut the role play masks below and use them to act out The Three Billy Goats Gruff. If you do not want to print them you can draw your own and use those.</p> <p>Ask someone at home to help you learn the two Billy Goats Gruff songs below. They are both sung to tunes you will recognise! Can you use an instrument you have at home, or make your own, to add some music?</p> <p>PSHE: The world would be very boring if we were all the same. Luckily for us, we're all different: we all look different, we're all good at different things, and we all like different things. Use the Venn diagram activity below with someone at home, or a friend via video call, to find out what different things you like. You can add your own pictures and statements too. Don't forget, even though we're all different, in many ways we are all the same: we all have the same rights and we are all special and deserving of love and respect. You might like to remind yourself of the song Everyone Belongs, which we often sing in assembly. You can listen to it here.</p>	 <p>Keep logging your family's activity here!</p> <p>This week join in with our SANDGATE VIRTUAL SPORTS DAY!</p> <p>You should have received an email containing information about your house and the Google Form required to send your results. You will find all of the other information that you need to take part below.</p>	<p>This week can you come up with a secret greeting for you and one other person that lives in your house? An example of this might be a nod of the head, a hop and two clicks of your fingers.</p> <p>Make a den with someone else at home. You might like to make this indoors or outside. Can you make it nice and comfy inside with some cushions and maybe some cuddly toys too?</p> <p>Have a go at creating your close family tree with an adult at home. You might like to use the template below, or design your own.</p>



Arithmetic 1

Part 1 – Addition and subtraction

a.) $5 + 4 =$

b.) $9 - 3 =$

c.) $7 + 2 =$

d.) $4 + 5 =$

e.) $11 - 6 =$

f.) $7 + 6 =$

g.) $10 - 9 =$

h.) $13 + 4 =$

i.) $9 + 7 =$

j.) $12 - 3 =$



Arithmetic 2

Part 2 – One more and one less

a.) $6 + 1 =$

b.) $4 + 1 =$

c.) $5 + 1 =$

d.) $7 + 1 =$

e.) $3 + 1 =$

f.) $2 + 1 =$

g.) $9 + 1 =$

h.) $11 + 1 =$

i.) $10 + 1 =$

j.) $8 + 1 =$

k.) $2 - 1 =$

l.) $7 - 1 =$

m.) $5 - 1 =$

n.) $4 - 1 =$

o.) $9 - 1 =$

p.) $8 - 1 =$

q.) $3 - 1 =$

r.) $6 - 1 =$

s.) $11 - 1 =$

t.) $10 - 1 =$



Arithmetic 3

Part 3 – Number Bonds to 10

a.) + 2 = 10

b.) + 7 = 10

c.) + 5 = 10

d.) + 0 = 10

e.) + 10 = 10

f.) + 4 = 10

g.) + 8 = 10

h.) + 3 = 10

i.) + 6 = 10

j.) + 9 = 10

k.) + 1 = 10



Arithmetic 4

Part 4 – Halving

a.) Half of 6 is:

b.) Half of 8 is:

c.) Half of 2 is:

d.) Half of 10 is:

e.) Half of 4 is:

f.) Half of 14 is:

g.) Half of 12 is:



Arithmetic 5

Part 5 – Counting in 2s

Use a set of flashcards from 0-20 (if you don't have any at home, make your own): mix the cards up then order them from 0-20. Now select the numbers that you would say if you were counting in 2s and ensure that these are in the correct order from 0-20.

Extension: Ask an adult to take some of the cards away from your sequence: which cards are missing?

If you were to continue your sequence, counting in 2s, what numbers would come next? How high can you go?



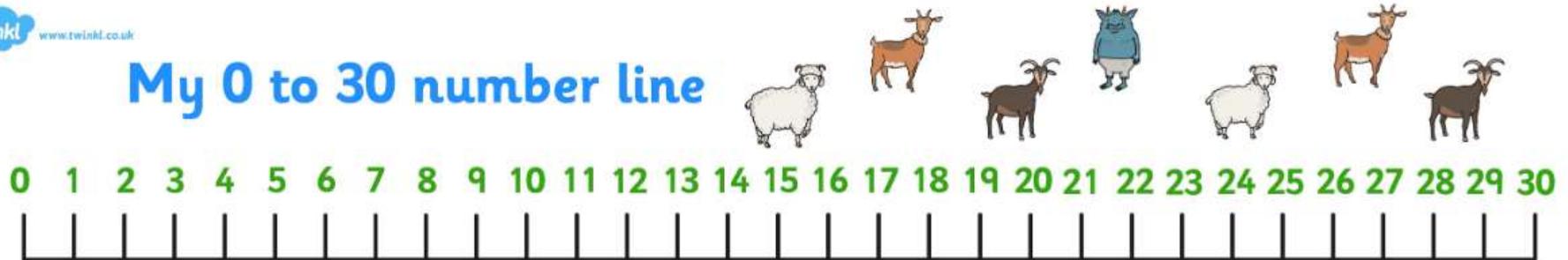
Further Maths Tasks

Using a number line to count in fives

When we count in fives we are adding five each time, which means instead of doing one jump to the next number on the number line, as we did when we were adding one to find the number one more than a given number, we have to do five jumps on the number line. Start with your finger on 0, then jump it five times: the number that your finger lands on is the next number you will say when counting in fives. Keep going until you reach the end of the number line.



My 0 to 30 number line



Now have another go: this time write down the numbers that your finger lands on.

If the number line continues, which number do you think your finger would land on next, if you continued to count in fives?

Using a hundred square to count in fives

We can also use a hundred square to help us count in fives. However, with a hundred square, there is no zero, so we can start with our finger on the number five, then do five jumps to the next number. When we reach the end of the line we have to go down to the next line and back over to the left (remembering that we are doing five jumps. One jump from 10 takes us down and across to 11, but five jumps from 10 takes us to 15). This takes a little bit of practise. Give it a try.

100 Square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

 visit [twinkl.com](https://www.twinkl.com)

Counting in fives– word problems

- 1.) A dog has 5 spots. How many spots do 3 dogs have?
- 2.) An alien has 5 eyes. How many eyes do 6 aliens have?
- 3.) A robot has 5 arms. How many arms to 5 aliens have?
- 4.) There are 5 apples in a bag. How many apples are there in 4 bags?
- 5.) There are 5 t-shirts in a pack. How many t-shirts are there in 2 packs?



Phonics

Words using 'ue' and 'ew'

Please be aware that both 'ue' and 'ew' can make two slightly different sounds: each can sound like 'oo' (as in **clue** and **grew**) and 'you' (as in **rescue** and **few**).

ue	ue	ew	ew
clue	cue	grew	few
blue	due	chew	new
glue	venue	blew	dew
true	value	drew	pew
rue	persue	crew	knew
issue	queue	screw	nephew
tissue	rescue	brew	renew
Sue	statue	flew	Matthew

Writing Tasks and Resources

Model Text

Three Billy Goats Gruff

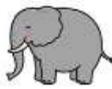
Once upon a time there were three Billy Goats Gruff. Early one morning they woke up and wanted to cross the bridge to eat some fresh green grass.	Part 1 (/Day 1)
First Baby Goat went trip trap over the bridge. "Who goes trip trap over my bridge? I'll eat you up!" growled the Troll. "I'm Baby Goat. Wait for my older brother, he is far fatter than I." So the Troll let Baby Goat pass by.	Part 2 (/Day 2) If you changed the troll to a different villain, remember to write about your new villain here. If you made other changes to your story, remember to write about those too.
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.	Part 3 (/Day 3) If you changed the troll to a different villain, remember to write about your new villain here. If you made other changes to your story, remember to write about those too.
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!	Part 4 (/Day 4) If you changed the troll to a different villain, remember to write about your new villain here. If you made other changes to your story, remember to write about those too.
Finally, the three Billy Goats ate the fresh green grass and lived happily ever after.	Part 5 (/Day 5)

Children should have a go at writing one part of the story each day. How this looks will differ between children. For example, for part one, some children may attempt to write "There were three goats.", whilst others may attempt to write "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." We hope that all children will be able to record a caption or a simple sentence or two with some key information from that part of the story.

If your child tries to write 'There were three goats' independently and it looks a bit like this: 'Thair wer free goats', this is absolutely fine because they have used the phonics that they have learnt so far! ☺ You may then like to have a discussion about the tricky words 'there' and 'were', as well as the 'th' sound in 'three', for example. Similarly, if you notice that they forget their capital letters or full stops, it would be great to discuss this at the end and remind them about it before they begin writing the next part of the story the following day.

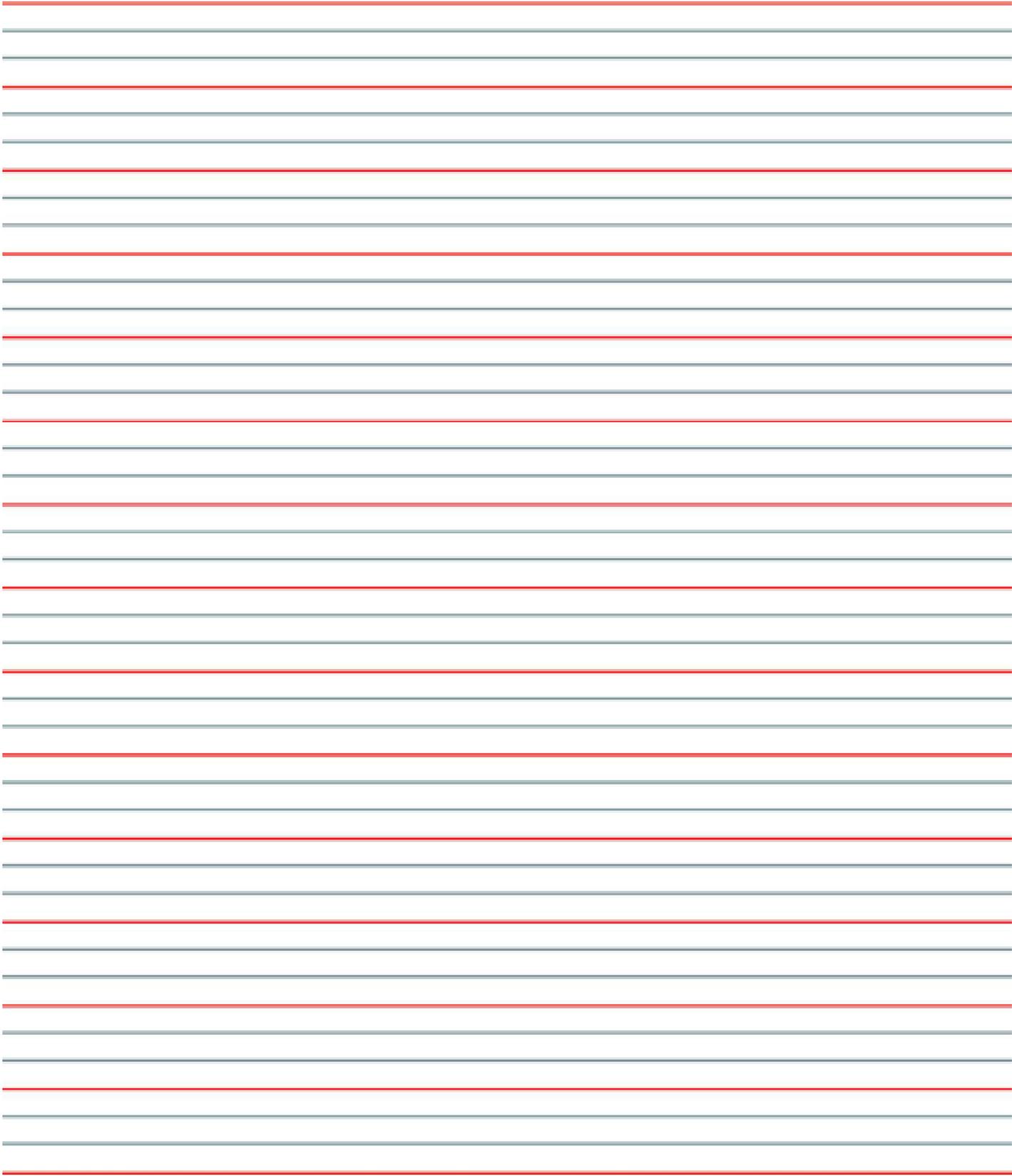
Sound Mats

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 					



Handwriting guidance

Letter formation

[Contents](#)

				Start on the base-line; up the lead-in line; hook over; back and round; catch the hook; straight down; and flick.
				Start on the base-line; up the lead-in line; straight up; straight down; up to form a bridge; hook round; and flick.
				Start on the base-line; up the lead-in line; hook over; back and round.
				Start on the base-line; up the lead-in line; hook over; back and round; catch the hook; straight up; straight down; and flick.
				Start on the base-line; diagonal up; loop back round; and flick.
				Start on the base-line; up the lead-in line; continue to the top; hook over; back and round; straight down through the base-line; thin loop to the base-line.
				Start on the base-line; up the lead-in line; hook over; back and round; catch the hook; straight down through the base-line; thin loop up to the base-line.
				Start on the base-line; up the lead-in line; straight up; straight down; up to form a bridge; and flick.
				Start on the base-line; up the lead-in line; straight down; and flick; dot the 'i.'
				Start on the base-line; up the lead-in line; straight down through the base-line; thin loop up to the base-line; dot the 'j.'
				Start on the base-line; up the lead-in line; straight up; straight down; up and hook round to form a bow-shape; diagonal line down to the base-line; and flick.
				Start on the base-line; up the lead-in line; straight up; straight down; and flick.
				Start on the base-line; up the lead-in line; straight down; back up to form a bridge; back up to form another bridge; and flick.
				Start on the base-line; up the lead-in line; straight down; back up to form a bridge; and flick.
				Start on the base-line; up the lead-in line; hook over; back and round; catch the hook; washing line join.
				Start on the base-line; up the lead-in line; straight down through the base-line; back up; hook round to form a bow-shape, and flick.
				<i>('qu' should be taught together to avoid re-teaching.)</i> Start on the base-line; up the lead-in line; hook over; back and round; catch the hook; straight down through the line; kick; up to the base-line; up the lead-in line; down to form the 'bowl'; straight down; and flick.
				Start on the base-line; up the lead-in line; straight down; back up; hook round; washing line join.
				Start on the base-line; up the lead-in line; hook over; back and curl round (like a snake); and flick.
				Start on the base-line; up the lead-in line; straight up; straight down; and flick; cross the t from left to right (in a full word, this will be once the rest of the word is written).
				<i>(See 'q')</i> Start on the base-line; up the lead-in line; down to form the 'bowl'; straight down; and flick.
				Start on the base-line; up the lead-in line; down diagonally; up diagonally; washing-line join.
				Start on the base-line; up the lead-in line; down diagonally; up diagonally; and again; down diagonally; up diagonally; washing-line join.
				Start on the base-line; up the lead-in line; hook back to the base line; pencil point off; complete the second 'c' shape; and flick.
				Start on the base-line; up the lead-in line; straight down to form a bowl; straight down through the base-line; thin loop up to the base-line.
				Start on the base-line; up the lead-in line; straight line from left to right; diagonal line back to the base-line; curved line from left to right with a flick.



Theme Tasks

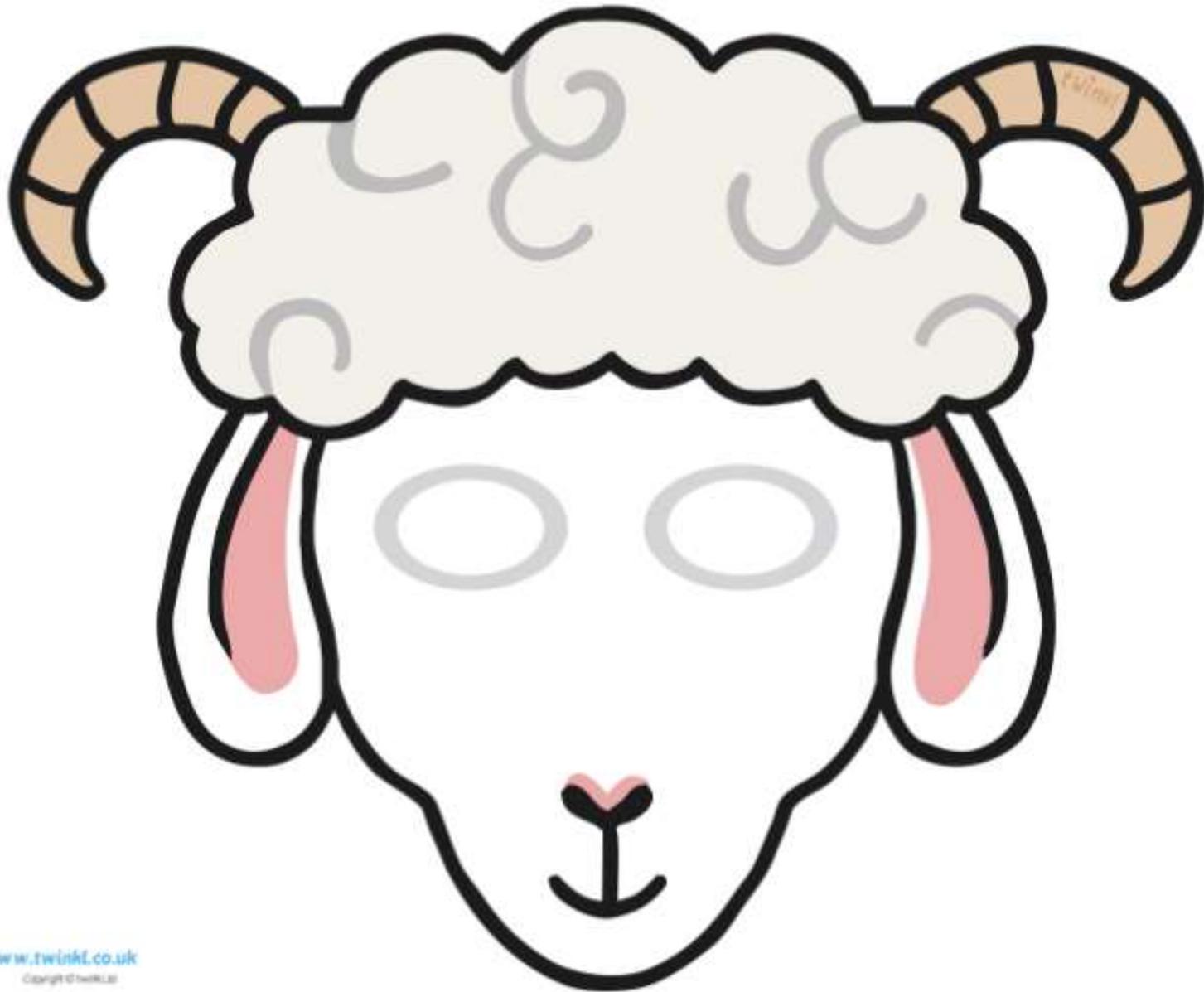
Big Billy Goat Gruff



Medium Billy Goat Gruff



Small Billy Goat Gruff



Troll



Out Jumps Troll Song

(Sing to the tune of 'Frère Jacques'/'Are You Sleeping?')

Billy Goats Gruff, Billy Goats Gruff,
Like green grass, like green grass.
Trotting over the bridge,
Trotting over the bridge,
Out jumps the troll! Out jumps the troll!

Billy Goats Gruff, Billy Goats Gruff,
Want to pass, want to pass.
They push troll in the river,
They push troll in the river,
And eat the grass, eat the grass!



Over the Bridge Song

(Sing to the tune of 'Here We Go Round the Mulberry Bush'.)

Little Goat trots over the bridge,
Over the bridge, over the bridge.
Little Goat trots over the bridge,
The troll doesn't eat him!

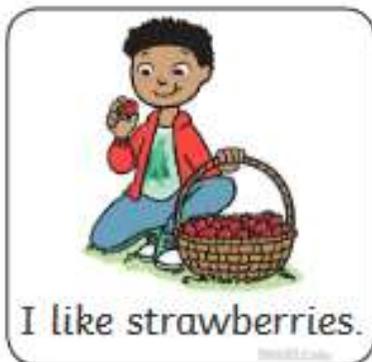
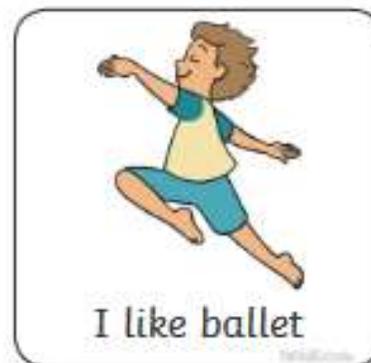
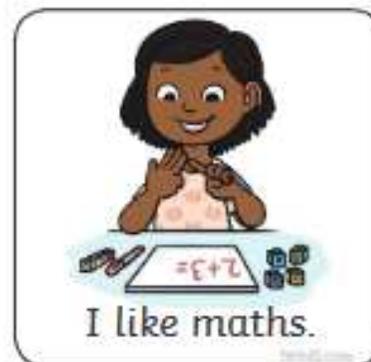
Middle Goat trots over the bridge,
Over the bridge, over the bridge.
Middle Goat trots over the bridge,
The troll doesn't eat him!

Big Goat trots over the bridge,
Over the bridge, over the bridge.
Big Goat trots over the bridge,
And pushes the troll in the water!



We Are All Different: You and Me Venn Diagram

Work with a partner. Each choose the cards that show some things you like and add them to your circle on the Venn diagram. Anything you both like goes in the middle. Anything that neither of you like goes outside of the circles. You can also add your own ideas.



Name: _____

Name: _____



Physical Tasks



**TRAVEL
TOKYO**



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

Sandgate Virtual Sports Day. Week beginning 22nd June 2020.

Monday 22nd June - EYFS
Tuesday 23rd June - YEAR 1
Wednesday 24th June - YEARS 2 & 3
Thursday 25th June - YEARS 4 & 5
Friday 26th June - YEAR 6

If you have children in more than one year group they can compete together on your chosen day, but remember to record all of their scores.

Either follow our timetable below so that your school friends are all competing at the same time OR complete the 6 activities at your convenience throughout the day.

9.30hrs-10.00hrs	EVENT 1
10.00hrs-10.30hrs	EVENT 2
BREAK	
11.00hrs-11.30hrs	EVENT 3
11.30hrs-12.00hrs	EVENT 4
LUNCH	
13.30hrs-14.00hrs	EVENT 5
14.00hrs-14.30hrs	EVENT 6

15.30hrs - All results to be submitted by Google Form by 15.30hrs.

Sports Day Event 1 – Stork Balance

How to conduct the test

- The athlete [warms up](#) for 10 minutes.
- The athlete stands comfortably on both feet with their hands on their hips.
- The athlete lifts the right leg and places the sole of the right foot against the side of the left kneecap.
- The assistant gives the command “GO”, starts the stopwatch, and the athlete raises the heel of the left foot to stand on their toes.
- The athlete is to hold this position for as long as possible.
- The assistant stops the stopwatch when the athlete's left heel touches the ground, or the right foot moves away from the left knee.
- The assistance records the time.



Remember to lift the heel of your standing foot to make it a fair test.

Event 2 – Speed Bounce

How to conduct the test

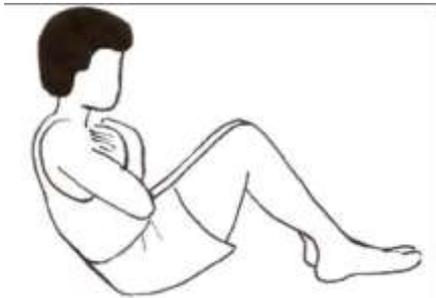
- The athlete [warms up](#) for 10 minutes.
- Use a rolled up towel OR jumper as a wedge.
- The assistant gives the command “GO”, starts the stopwatch, and the athlete with two feet together, jumps side to side over the wedge, with soft knee landings.
- Use your arms to help you jump.
- On 30 secs the assistant gives the command “STOP”.
- The assistant counts and records the number of correct jumps (2 feet to 2 feet) completed in the 30 seconds and records this.



Event 3 – Sit ups

How to conduct the test

- The athlete [warms up](#) for 10 minutes.
- The athlete lies on the floor with the knees bent, feet flat on the floor and their arms crossed across their chest where they must stay throughout the test.
- The assistant holds the athlete's feet on the ground.
- The assistant gives the command "GO" and starts the stopwatch.
- The athlete sits up touching the knees with their elbows, then returns to the floor and continues to perform as many sit-ups as possible in 30 seconds (EYFS – YR2) 60 seconds (YR3 – YR6).
- The assistant keeps the athlete informed of the time remaining.
- The assistant counts and records the number of correct sit-ups completed in the 30 seconds and uses this recorded value to assess the athlete's performance.

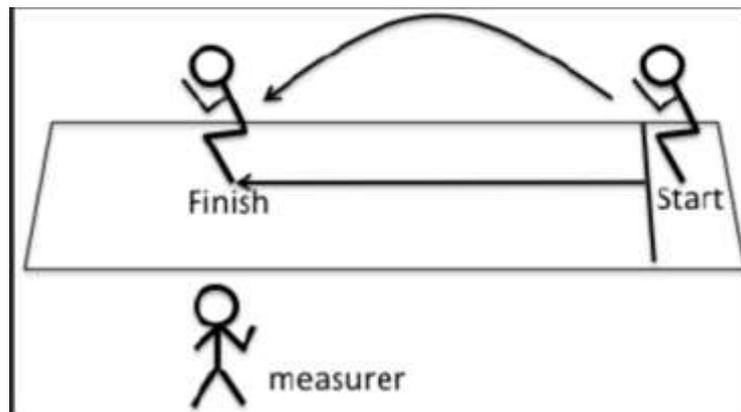


Remember to lay your back flat on the floor each time and elbows to touch the top of your knees when sitting, to make the test fair.

Event 4 – Standing Long Jump (best of 3)

How to conduct the test

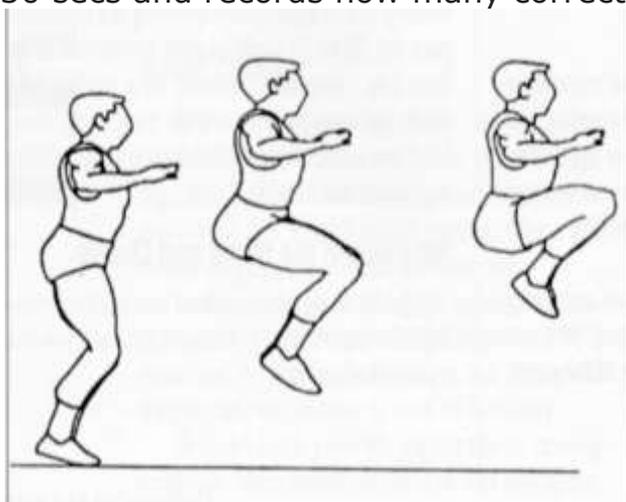
- The athlete [warms up](#) for 10 minutes.
- The athlete places their toes on a line (chalk OR 2 markers), crouches down and using their arms and legs jumps horizontally as far as possible landing with bent knees.
- The assistant measures and records the distance from the edge of the line to the landing of the heel landing closest to the line OR hand if they fall back.
- The athlete repeats the test 3 times.
- The assistant uses the longest recorded distance to record.



Event 5 – Tuck Jumps

How to conduct the test

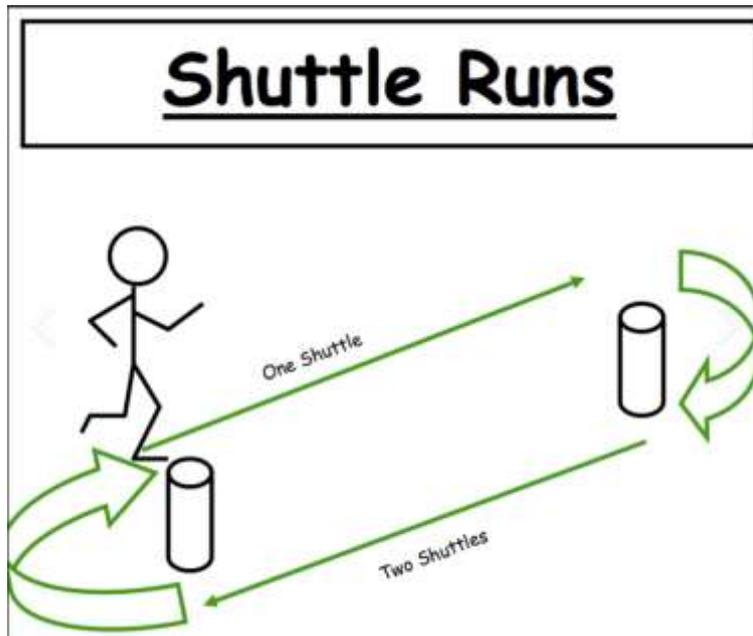
- The athlete [warms up](#) for 10 minutes.
- The assistant gives the command "GO" and starts the stopwatch.
- Start in a standing position with your knees slightly bent.
- Hold your hands out at chest height.
- Lower your body in a squat position and then explode upwards bringing your knees up towards your chest.
 - The assistant times 30 secs and records how many correct jumps are achieved.



Event 6 – 5 Metre Shuttle Run

How to conduct the test

- The athlete [warms up](#) for 10 minutes.
- Put 2 markers 5 metres apart. You can use anything soft toys, cushions.
- The assistant gives the command “GO” and starts the stopwatch.
- The athlete starts at marker 1 and runs towards and around marker 2.
- The assistant records how many shuttles the athlete does in 30 secs and records this.





Social Tasks



MY FAMILY TREE

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
GRANDMOTHER	GRANDFATHER	GRANDMOTHER	GRANDFATHER
<input type="text"/>		<input type="text"/>	
MOTHER		FATHER	
<input type="text"/>			
ME			

