



# Year R

**Home Learning Pack**

**Week 13**

**Monday 6<sup>th</sup> July – Friday 10<sup>th</sup> July**

**Daily jobs: -**

- ❖ Phonics sounds and key words
- ❖ Counting , number work
- ❖ Reading

<b>Monday</b>	<p>Daily jobs +</p> <ul style="list-style-type: none"> <li>• One maths task- to be recorded in their books. This may be drawing, taking a picture, or recording their answers.</li> <li>• One writing task to be written in their books.</li> </ul>
<b>Tuesday</b>	<p>Daily jobs +</p> <ul style="list-style-type: none"> <li>• One maths task- to be recorded in their books. This may be drawing, taking a picture or recording their answers.</li> <li>• One writing task to be written in their books.</li> </ul>
<b>Wednesday</b>	<p>Daily jobs +</p> <ul style="list-style-type: none"> <li>• One maths task- to be recorded in their books. This may be drawing, taking a picture or recording their answers.</li> <li>• One writing task to be written in their books.</li> </ul>
<b>Thursday</b>	<p>Daily jobs +</p> <ul style="list-style-type: none"> <li>• One maths task- to be recorded in their books. This may be drawing, taking a picture, or recording their answers.</li> <li>• One writing task to be written in their books.</li> </ul>
<b>Friday</b>	<p>Daily jobs +</p> <ul style="list-style-type: none"> <li>• One maths task- to be recorded in their books. This may be drawing, taking a picture, or recording their answers.</li> <li>• One writing task to be written in their books.</li> </ul>

There are suggestions at the end of other activities you could do with your children. Thank you for your continued support during this difficult period.

## Phonics

**Day 1** Complete the words and then write the correct spelling in the box.

### Vowel Combinations

oo ai ea ou

1. b \_ \_ k 

2. m \_ \_ se 

3. ch \_ \_ r 

4. h \_ \_ se 

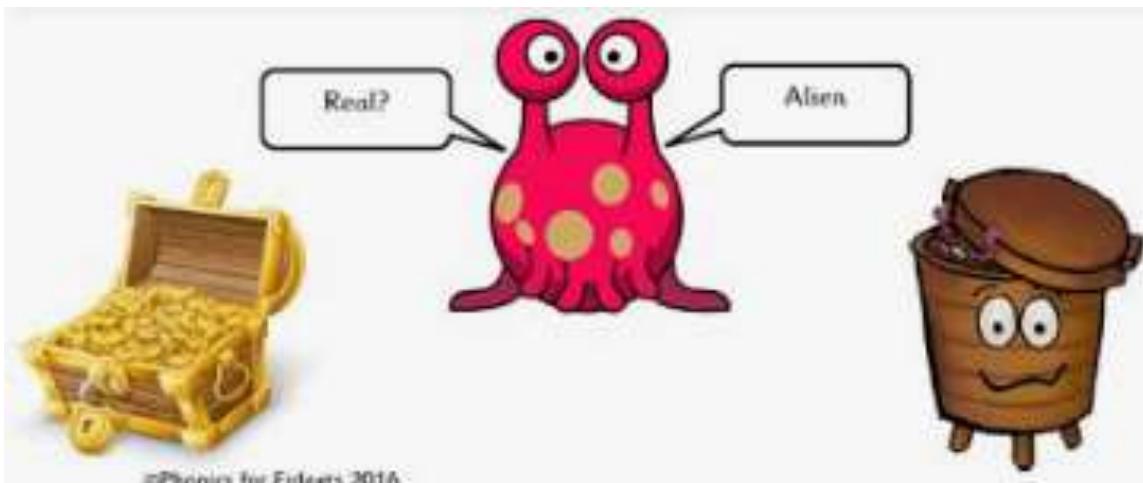
5. l \_ \_ f 

6. tr \_ \_ n 

7. f \_ \_ t 

8. b \_ \_ ch 

- Day 2** Following on from last week and focusing on the 'ay' sound can they sort the words below? Which ones are real, which ones are alien words?



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ray	day	glay	tray
blay	dray	fay	pay
crayon	play	pray	tay

Day  
3

Can they do the 'ou' quiz below?

'ou' quiz

1. \_\_\_\_\_ A building that people live in.
2. \_\_\_\_\_ Musical instruments make this.
3. \_\_\_\_\_ Not lost anymore.
4. \_\_\_\_\_ The worm lives here.
5. \_\_\_\_\_ Not in.
6. \_\_\_\_\_ Belongs to us.
7. \_\_\_\_\_ The county where we live.
8. \_\_\_\_\_ When you have tried your best you feel .....
9. \_\_\_\_\_ A part of your body used for eating.
10. \_\_\_\_\_ The clock tells us the ..... of the day.
11. \_\_\_\_\_ Opposite of sweet.
12. \_\_\_\_\_ To use a loud voice.

hour	sour	Louth	mouth	ours
	sound	shout	found	
out	house		ground	proud

Day  
4

Read the sentences and fill in the missing words.

die lies pie tie friend

1. Do not tell \_\_\_\_\_ to us.



2. Water the plant or it will \_\_\_\_\_.

3. He ate a slice of \_\_\_\_\_.

4. I will \_\_\_\_\_ a bow on the gift.



5. I like to visit my best \_\_\_\_\_.

cried lied tied dried fried

1. She \_\_\_\_\_ her shoe laces.

2. He \_\_\_\_\_ about his age.

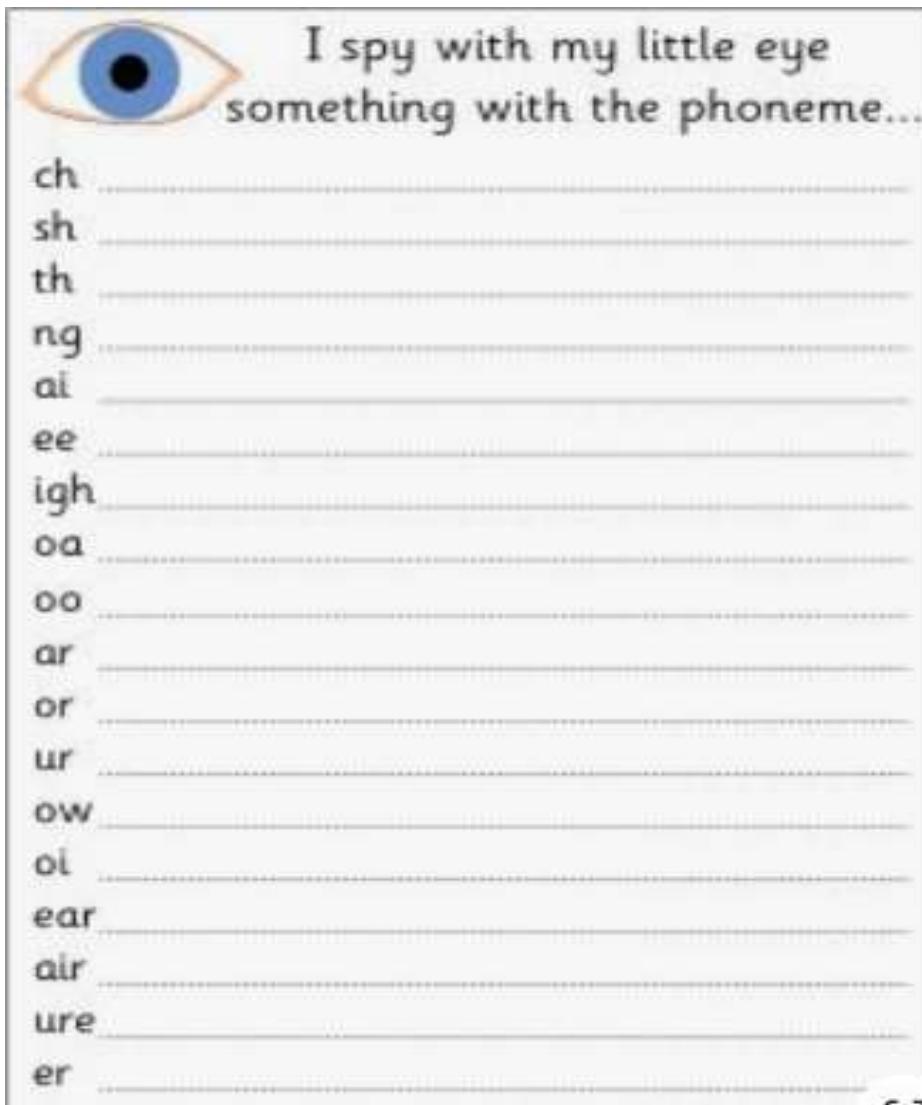
3. I \_\_\_\_\_ my hands.

4. Dad \_\_\_\_\_ the meat.

5. The baby \_\_\_\_\_ for his milk.

Day  
5

They need to know all phase 3 sounds confidently and consistently in their writing. Play a game of eye spy with them to help consolidate their learning and encourage new vocabulary.



Websites below to consolidate their learning.

<https://learn.readwithphonics.com/school/phonics-games/sound-buttoning?phase=4>

<http://www.scootle.edu.au/ec/viewing/L7860/index.html#>

## **Literacy**

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We have gone off topic a little and have been following the children's interests.  
This week we are looking at the story 'Jack and the FlumFlum Tree'

**Day 1** Recap the story of Jack and the FlumFlum Tree you can listen to the story by using the link below. Talk about the different problems that Jack encountered on his journey to the island of Blowyernose.

<https://www.youtube.com/watch?v=55BIP3s7Sjl>

Using the pictures below write a sentence to describe what the object was used for in the story.



## **Day 2 –**

Instead of a FlumFlum tree can you think of your own made up cure for the moozles? Think of different types of fruit and vegetables and combine the names to make some funny fruit. Draw a picture of your own tree with your own made up fruit.

## **Day 3**

Using your picture from yesterday of your own tree can you write the name of your new fruit (can be made up and silly) and describe what your tree and fruit look like. The Flumflum tree was very smooth with no branches which made it difficult for Jack to climb. What will your tree look like? What colour will your fruit be? Try to be as imaginative as you can.

## Day 4/5

Using the original story as a guide re-write part of the story. Create your own problem and a solution for Jack that he can find in his patchwork sack. Talk first about the different problems that Jack might face on his journey. You can be as creative as you like. Write a list of things that could go wrong, for example the sails rip, the mast breaks, and a huge octopus is seen. What objects could Jack use to solve the problems? Try to think of things he could carry in his patchwork sack. What could he do if the sails rip? Once you have discussed lots of possibilities then write about one of them. You could use some of the parts of the original story, “Don’t get your knickers in a twist!” said Jack, “Let’s have a look in the patchwork sack”

## **Maths**

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### **Day 1**

Start the week with an exploratory activity which challenges them to make links between things in the outdoor environment and Maths e.g. Look around you. What can you see that has a mathematical connection? Write or draw any mathematical words or shapes in and around the space you are in. Write your ideas down in words or draw a mathematical calculation. This helps them to start making connections with the work they have done in class/home and how it connects with the real world.

### **Day 2**

Working with an adult or sibling throw and catch a ball. Each time a successful catch is made they count up in a particular multiple or the next consecutive number. If they drop the ball they have to go back to the start. You can make this more of a competition by setting a time limit and seeing how many times they can catch the ball without dropping it.

### **Day 3**

#### **TREASURE HUNT**

Hide a set of interesting objects (e.g. pretend jewels) around your house or garden, then take the children on a hunt to find them. After a set amount of time, meet back together to talk about the ‘treasure’.

Questions could include:

- How might you count your jewels?
- How many jewels have you found?
- How can you be sure you have counted all of the jewels? Could you check in a different way?
- Who has collected the most / least? How do you know?
- How could we sort the jewels?

## **Day 4**

### **❖ WRITING NUMERALS**

Provide children with different resources to practise writing numerals. These could include large paintbrushes and buckets of water, chalk, paint (to use on large rolls of wallpaper). Numerals could also be traced in sand/talc or made out of playdough/pieces of string. Children should work on a large as well as a small scale. Also providing children with access to clipboards and paper outside will encourage them to record any mathematical work they are doing.

## **Day 5**

### **❖ SCORING GAMES**

Games could include:

- Hoopla – throw 5 beanbags towards a hoop and score one point for every beanbag that lands in it (extend the game by placing a bucket inside the hoop – score two points for a beanbag in the bucket and one point for a beanbag in the hoop).
- Skittles – throw 2 balls to try to knock down 6 skittles – score a point for every skittle knocked down (make the scoring more difficult by numbering each skittle).
- Target – draw a number of shapes on a wall – throw a ball against the wall and score a point each time a shape is hit (change the scoring system by writing a number in each shape).

Encourage the children to record their scores in some way e.g. by using numerals or tally marks or by drawing pictures.

### **Good website to help with counting:-**

<https://www.topmarks.co.uk/Search.aspx?q=counting%20to%2020>

**Please continue to share your work on ClassDojo so we can see how you are getting on. Also, it is nice to share with the other children who are in school so they can celebrate your learning too!**

**Extra activities:-**

You could make a FlumFlum tree from our story.

Build a boat outside using recycled materials.

Make a patchwork sack, good for focusing on fine motor skills.

Draw your favourite part of the story.