

# Online Learning

## Week Beginning 13<sup>th</sup> June 2022

Dear Parents/Carers,

We would love to hear from you about your child's learning at home; to share this, please use the following email address: [fshomelearning@exwickheights.devon.sch.uk](mailto:fshomelearning@exwickheights.devon.sch.uk). Thank you.

---

### **Communication & Language (C&L) and Literacy: Writing (L)**

#### **Key focus: Narrative – 'The Little Red Hen'**

#### **Activities:**

- Explain to your child that the story of 'The Little Red Hen' is a traditional tale, which has been retold and repeated for many years. There are many different versions of the story; you will be watching and listening to a few of these. Some of the stories even have different characters!

Some versions:

- **PDF –Little Red Hen (attached)**
- **PDF –Little Red Hen 2 (attached)**
  - CBeebies- Listening story : <https://www.bbc.co.uk/cbeebies/radio/floellas-story-sack-the-little-red-hen>
- Once you have watched and listened to the different versions, try and compare the stories. Are they exactly the same? What was different and what was similar? Talking about the following 4 components of narrative may help your discussions: Who? Where? When? What happens next?
  - Who are the main characters in the story?
  - Where did the characters live?
  - When did the Little Red Hen plant her seeds? When did she make the bread?
  - What happened next? What happened after the Little Red Hen made her bread?

Talk about how the story of The Little Red Hen would have changed if the animals willingly helped from the beginning of the story? How would the story have changed if just one of the characters helped the Little Red Hen but the other characters would not?

Can you think of you own alternative ending for the story of The Little Red Hen?



Read your home reading book each night. Use the guide on the inside of the front book cover to give you ideas about how to support your reading at home. You can also access the reading book you read in class this week by logging into the Big Cat library resource.

*Your child may come home with a book that they have previously read. This is to help support their fluency with reading and building their confidence.*

There is an attached PDF called 'Phonics practise'. This is an extra reading resource to help you practise become more fluent when reading words with digraphs and trigraphs in them.

There are some videos that have been uploaded to the school website that show all the sounds that we have learnt. Access the videos via the school website:

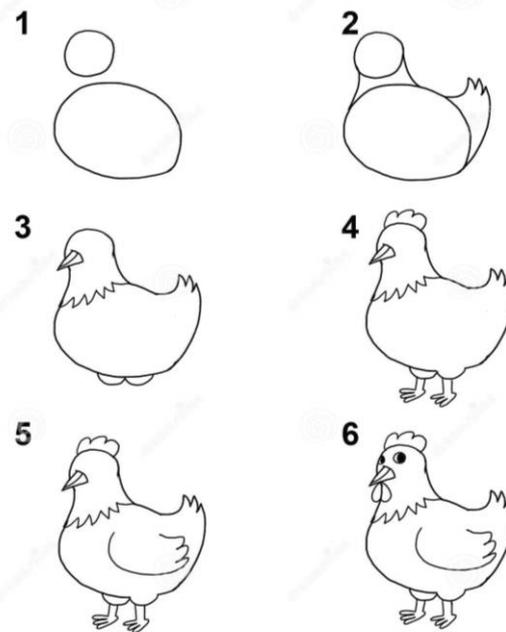
<https://exwickheights.devon.sch.uk/>

### **Physical Development (PD): fine motor movement**

**Key focus: developing fine motor control** – use mark making equipment to produce circles, lines and recognisable shapes.

Activities:

Using the guidance below, support your child to try and draw a hen.



### **Understanding the World (UW)**

Key focus:

- Talk about differences and changes observed whilst baking and cooking.
- Develop an understanding of growth and changes over time (as the bread rises).

Activities:

Do: can you be like the Little Red Hen and bake some bread.

- Think: how is bread made? Have a look at the enclosed **PDF The Journey of Bread** to help your discussion
- Before you begin to bake your bread, think about if you will bake rolls or a loaf?
- What shape will you make your bread?



- Can you make a list of the ingredients that you will need?
  - Use this recipe to try and make some bread (or use your own recipe if you prefer!) <https://www.bbcgoodfood.com/recipes/collection/kids-bread-recipes>
  - Bread takes quite a while to make as it needs time to rest. However, many changes can be seen during bread making. Talk with your adult, as you bake, about how your bread is changing.
  - (N.B.: if you cannot find yeast, there is a child- friendly non- yeast recipe and making steps at: <https://www.cookingwithmykids.co.uk/quick-and-easy-naan-bread/> )
- Once your bread is made, what will you eat it with?
    - What fillings or spreads do you like on your bread?
    - Make a list of all the different fillings the people in your family like.
    - Is there a filling that you have not tried before? Perhaps you could have a try with it on your home-made bread?

Further activities include:

- There are different types of bread eaten all over the world.
  - Can you research some of the different types of bread?
  - How many of these breads have you tried? If there are some that you have not tried perhaps they could be included in your lunch sometime?

Send photographs of your baking to school using the home learning email address.

## Mathematics (M)

Please see below for some activity ideas:

### Doubling

#### Maths Area

Play snap or matching pairs games using pictorial playing cards or dot cards. Encourage the children to say the doubles as they make them. The person with the most doubles or pairs of cards at the end wins the game.



#### Art Area

Provide large paper with a fold down the middle. Encourage the children to make doubles by adding blobs of paint to one side of the paper only. Then fold the paper over to make the double. Can they predict how many blobs of paint there will be altogether if they start with 3 blobs?

Enhancements to areas of learning

#### Outdoors

Have number shapes hidden around the outdoor area.

Give each child a number shape and ask them to find another one the same to make a double. Encourage them to say the double they have found, e.g. Double 5 is 10



#### Finger Gym

Provide ladybird or butterfly templates and ask the children to use the tweezers to make doubles by adding the same number of pompoms to each side. How many different doubles can they make? Can they make one which is not a double and tell you why?

