

Home Learning	W/C: 23.2.21	Year: Reception
<b>Theme: Jack and the Beanstalk</b>		
<b>Zoom Meetings</b>		
<p>Each Monday, there will be a Maths focus. On Tuesdays and Thursdays, we will recap the sounds you have been learning in Phonics and have a go at reading and writing some sounds and words. Wednesday will be known as 'Well-Being Wednesday', the children can show everyone something special to them and tell everyone about it. We will also do lots of other fun activities. On Fridays we will recap the week's learning with a quiz where you can earn marbles – Will your team be the winner? We will also share stories and songs throughout the week. Please bring with you some work that you have been completing at home; we may ask you to bring a specific piece of work for the next meeting.</p> <p>You can raise any questions about the remote learning during these Zoom sessions or email us at <a href="mailto:class1@fairways.southend.sch.uk">class1@fairways.southend.sch.uk</a> or <a href="mailto:class2@fairways.southend.sch.uk">class2@fairways.southend.sch.uk</a></p>		
Monday	<b>INSET DAY</b>	
Tuesday	<p><b>Phonics:</b>  <i>Resources Needed: pencil and paper; Tuesday – Phonics; Tuesday – Phonics 2; Super Sentences Poster. Group 3: 5 pieces of card (or paper if you do not have card); 5 coloured pencils and a black pen</i></p> <p><b><u>Groups 1 &amp; 2</u></b>  Sing songs up to the phoneme 'or':  <a href="https://www.dailymotion.com/video/x2wpdvv">https://www.dailymotion.com/video/x2wpdvv</a> Pause after 'or' and introduce 'ur' (as in fur). Explain that we will learn another digraph today. Play the song for 'ur' several times over and ask your child to sing along. Point to the 'ur' spelling at the top of the screen – that is what we will learn today.</p> <p>Watch this video and follow the Phonics lesson on 'ur'. Encourage your child to write down the words and join in with the lesson. Pause the video to allow your child time to read the words on the screen and write them down. Please stop the video at 7.18 once the 'ur' sound has been taught. We will revisit another part of the video later on.  <a href="#">Lesson 3 - ur fur - YouTube</a></p> <p>Look at the resource <b>Tuesday – Phonics</b> (either printed or on the screen) and ask your child to write the words to match each picture. If you can, hide the words on the bottom of the page so your child must segment the words themselves.</p> <p>Return to the video and begin at 10.30, point out the capital letter at the start of the sentence and remind your child that we always use a capital letter when starting a sentence. Pause the video after the word</p>	

'turn' has been written. [Lesson 3 - ur fur - YouTube](#) Ask your child to think of a sentence that contains the word 'turn' (encourage them to make this short! Such as 'The car can turn.'). Ask your child to write down that sentence with your help, encourage them to identify the first word, then write it down – did they remember a capital letter? Continue writing the sentence each word at a time referring to the [Super Sentences Poster](#) (sent through ParentMail).

Look at the resource [Tuesday – Phonics 2](#) and read all of the 'ur' words. Choose 3 of them, think of a sentence for each, say it then have a go at writing it down – don't forget your capital letters!

Watch the tricky word song and sing along! [Tricky Words Song Phase 3 - YouTube](#)

### **Group 3**

Sing songs up to 'f': <https://www.dailymotion.com/video/x2wpdvv>  
Pause after 'f'. Tell your child that we are going to learn a new phoneme today. It makes the 'l' sound, explain that it is a stretchy sound (make sure you are saying // not 'luh'). Say some words that begin with 'l' with your child: lip, lot, like, lad, lost, lap. Now, un-pause the video and play the song for 'l'. Play this song a couple of times, sing along and do the actions – pretend to be licking a lollipop. Practise writing 'l' using 'sky writing' by writing it in the air with your finger and as big and small letters on paper – remember to nip, flip and grip to hold your pencil correctly. It's a long-legged giraffe letter – you can use the handwriting patter to help with letter formation.

Watch this video teaching you to read the grapheme 'l' [Lesson 24 \(part 1\) - Reception - YouTube](#) Encourage your child to join in, read the words aloud and even have a go at writing some down. Feel free to pause the video half way through to give your child a break if they need it.

Follow this link to play the game with your child <https://www.phonicsplay.co.uk/resources/phase/2/tricky-word-trucks> you may need to sign in with the username: jan21 and password: home. Choose the option: Phase 2 tricky words.

Ask your child to draw 5 large trucks of their own on card, if you have it, or paper. They can colour them in different colours. Ask them to help you write the 5 tricky words onto the trucks by arm-tapping to spell each one. The words are: l, no, go, the, to. Write the words clearly in the middle of the truck, we will use these again so keep them safe.

If you get time it would be really beneficial to your child to practice

blending words for reading. This video can help with that [Lesson 24 \(part 2\) - Reception - YouTube](#) Encourage your child to join in and read the words on the screen.

**Theme:**

This week we are going to be thinking about the story of 'Jack and the Beanstalk'! Before watching Miss Bradley read the story below, discuss with your child what they already know about the story. Create a 'mind map' together, writing 'Jack and the Beanstalk' in a bubble in the middle of a piece of A4, and then scribing around the outside anything your child can tell you. Let them have a go at writing some words if they want to!

Watch the video of the story: <https://youtu.be/zKocuZweGjA>

Once you have watched it, re-visit your mind map and add to it. Use the following questions to prompt discussion:

Can they tell you more about the story? Can they remember character names? Where did it happen? What happens in the story? Discuss the characters in the story, why did they behave the way they did? How does that make you feel?

Encourage your child to add words to their mind map (ie names of characters, items in the story such as the cow and magic beans), what the characters looked like, and how they felt. Support them with any tricky words.

They will be using their mind map for other activities this week so keep it safe!

**Maths:** *Resources Needed: Either 5 or 10 beans with one side coloured; Tuesday – Maths (if you don't have beans)*

**Groups 1 & 2:**

Watch Mrs Muir introduce Number Bonds to 10:

<https://youtu.be/a2ISXZlIsu8>

To link in with 'Jack and the Beanstalk', find 10 flat, dried beans (kidney beans work best) and paint one side of each one in the same colour. If you don't have any beans then either print or copy Tuesday - Maths, cut out the beans and colour one side of each one in the same colour. Alternatively, you could use counters that have a different colour on each side but you have to have 10 with exactly the same colours on each side for this to work. Next, get your child to throw all of their beans or counters up in the air. Get them to count how many have landed with the coloured side up and write this number down. Then write +, count how many have the coloured side down and write this number after the +. Then write '= 10' at the end. Repeat to create different number sentences. If your child is really confident then move onto using 20 beans.

**Group 3:**

Watch Mrs Muir introduce Number Bonds to 5:

<https://youtu.be/uZoxswHS-Y8>

To link in with 'Jack and the Beanstalk', find 5 flat, dried beans (kidney beans work best) and paint one side of each one in the same colour. If you don't have any beans then either print or copy Wednesday - Maths, cut out five of the beans and colour one side of each one in the same colour. Alternatively, you could use counters that have a different colour on each side but you have to have 5 with exactly the same colours on each side for this to work. Next, get your child to throw all of their beans or counters up in the air. Get them to count how many have landed with the coloured side up and write this number down. Then write +, count how many have the coloured side down and write this number after the +. Then write '= 5' at the end. Repeat to create different number sentences. If your child is confident then repeat with 10 beans.

Wednesday

**Phonics:** Resources Needed: pencil and paper; either the resource Phonics Sight Words with the orange (Group 3) or orange & purple (Groups 1&2) words printed and cut out or handwritten on separate pieces of paper. You will need two copies of each word so please do this twice. Save these for tomorrow! Groups 1&2 will also need the resources: Wednesday – Phonics (printed if possible and 2 coloured pencils); Wednesday – Phonics 2 (either printed or written and cut up into words); Tuesday – Phonics 2; Super Sentences Poster

**Groups 1&2**

Sing songs up to the letter 'ur':

<https://www.dailymotion.com/video/x2wpdvv> Pause after 'ur'

Watch this short clip of the Alphablocks making two 'ur' words. Pause the video when each word is formed and ask your child to segment and blend it to read it to you. [Alphablocks - Word Magic "S-UR-F" & "T-UR-F" \(Yellow Level Step 10\) - YouTube](#)

Look at the resource Wednesday – Phonics (if you were able to print this then you will also need two coloured pencils) and ask your child to read the story. Ask your child to find all of the 'ur' digraphs. If you have printed this ask them to use one colour to highlight all the words containing 'ur', if not ask them to point to them on the screen. Now ask your child to find all the capital letters and colour those in with a different colour (again if this is not printed then ask them to point to each word). Discuss with your child which words have capital letters and why (beginning of a sentence or a name).

Look at the resource Wednesday – Phonics 2, either print these sentences out or write them and then carefully cut them up so that

each word is on a separate piece of paper. It may be easier to do this one sentence at a time so they do not get jumbled. Hand your child all the words from one sentence and explain that the sentence has been jumbled up and they need to figure out how to put it back together! Ask them to read each word and decide which comes first – they can use the clue of the capital letter to help them. Then ask them to put the words in the right order and read the sentence back to check it makes sense. Talk about how to work out the right order for the words and how a capital letter must come at the beginning of a sentence but can also appear in a sentence if it is someone's name. Repeat for all the sentences (if your child is finding this tricky then just do the first three sentences).

Follow this link to play the game

<https://www.ictgames.com/mobilePage/tellATREx/index.html> click on the option 'ur'.

Using the sight words you have printed or written from **Phonics Sight Words**, turn them all face down on the table to play a game of 'pairs' with your child. You must read each word you uncover and can only keep the pair if you can read the words! The winner is the person with the most matching pairs at the end.

### **Group 3**

Sing songs up to 'l': <https://www.dailymotion.com/video/x2wpdvv>

Pause after 'l'. Tell your child that we are going to learn a new phoneme today. It makes the same sound as yesterday! The 'll' sound, remember that it makes the 'llll' sound (be sure to say // not 'luh'). Say some words that have the 'll' sound in the middle or at the end with your child: pull, bell, smelling, wellies, belly, ball, small. Ask your child to tell you where in the word this sound comes. Play the 'l' song a couple of times again sing along and do the action. Practice writing the double l sound and explain it is a digraph because there are two letters but it only makes one sound.

Watch this video teaching you to read the grapheme 'll' [Lesson 27 \(part 1\) - Reception - YouTube](#) Encourage your child to join in, read the words aloud and even have a go at writing some down. Remember, if your child needs to take a break you can pause this video whenever you need to.

Using the sight words you have printed or written from **Phonics Sight Words** turn them all face down on the table to play a game of 'pairs' with your child. You must read each word you uncover and can only keep the pair if you can read the words! The winner is the person with the most matching pairs at the end.

If you get time it would be really beneficial to your child to practice blending words for reading. This video can help with that [Lesson 27 \(part 2\) - Reception - YouTube](#) Encourage your child to join in and read the words on the screen.

**Theme:** Resources needed: Pencils and paper; **Wednesday – Theme; Super Sentence Poster**

Today you are going to think about the characters in the ‘Jack and the Beanstalk’ story. If you want to, you can re-watch Miss Bradley telling the story here: <https://youtu.be/zKocuZweGjA>

### **Groups 1&2**

Ask your child to choose their favourite character from the story. Fold a piece of A4 paper in half and on one side ask them to draw a picture of the character.

On the other half of the paper, they are going to write a sentence about their chosen character! Revisit what makes a super sentence with your child, refer to the **Super Sentence Poster** on the website if needed. Refer to your mind map that you made yesterday, and think about what you have written down for your chosen character. You might want to have a look at the **Wednesday – Theme** resource for some descriptive word ideas!

Encourage your child to tell you their sentence first, and repeat it several times. How many words does it have? Count them on your fingers. When they can say the sentence clearly, then have a go at writing it. Eg The Giant was big. Jack was poor. The beanstalk was tall. The Giant was scary.

Encourage your child to sound out each word, supporting them where necessary. They might like to have more than one go at writing the sentence – seeing if they can improve it on the second attempt.

### **Group 3**

Ask your child to choose their favourite character from the story. Fold a piece of A4 paper in half and on one side ask them to draw a picture of the character.

Using your mind map you created yesterday, think about your child’s chosen character together. What words did you use to describe them? Have a go at writing some of the words that you have thought of on the other half of the paper. You might want to refer to the **Wednesday – Theme** resource for some descriptive word ideas. Encourage your child to tell you the initial sound they can hear in the word and have a go at writing it, if they are able, continue to sound out the word together and write it. If they need more support, they could write the initial sound and you complete the word for them to copy underneath.

**Maths:** Resources Needed: Either Lego, building blocks, pasta,

	<p><i>buttons or coins</i></p> <p><b><u>Groups 1 &amp; 2:</u></b> Remind your child that this week they are learning about number bonds to 10.</p> <p>Give your child 10 Lego pieces or make a tower of 10 blocks and break them up in different ways. If you don't have these resources then you could use 10 coins, buttons or pieces of pasta and separate them in different ways. Get your child to record as addition number sentences i.e. <math>1 + 9 = 10</math>. If your child is really confident then repeat using 20 blocks to break up in different ways.</p> <p><b><u>Group 3:</u></b> Remind your child that this week they are learning about number bonds to 5. Give your child 5 Lego pieces or make a tower of 5 blocks and break them up in different ways. If you don't have these resources then you could use 5 coins, buttons or pieces of pasta and separate them in different ways. Get your child to record as addition number sentences. If your child is struggling then write the number sentence for them to fill in the blanks. i.e. <math>\_ + \_ = 5</math>. If your child finds this really easy then follow the work for Groups 1 and 2.</p>
Thursday	<p><b>Phonics:</b> <i>Resources Needed: pencil and paper; a ball; Groups 1&amp;2: the resources <b>Thursday - Phonics</b> (printed or copied out as a grid if easier), the following words written on separate small pieces of paper: down, brown, cow, the, a, train, well, track, on, is, green, owl, fur, turn, can, go. A full stop also on a separate piece of paper. Smaller pieces of blank paper. The sight words printed or written yesterday.</i></p> <p><b><u>Group 1 &amp; 2</u></b> Sing songs up to the letter 'ur': <a href="https://www.dailymotion.com/video/x2wpdvv">https://www.dailymotion.com/video/x2wpdvv</a> Pause after 'ur' and introduce 'ow' (as in owl). Explain that we will learn another digraph today. Play the song for 'ow' several times over and ask your child to sing along and do the action. Point to the 'ow' spelling at the top of the screen – that is what we will learn today.</p> <p>Watch this video and follow along with the Phonics lesson on 'ow'. Encourage your child to write down the words and join in with the lesson. Pause the video to allow your child time to read the words on the screen and write them down. Start the video at 2.55 and pause at 7.25. We will return to the video later. <a href="#">Lesson 4 - ow owl - YouTube</a></p> <p>Look at the resource <b>Thursday – Phonics</b> either the printed or written copy. Ask your child to read each of the words and ask them to colour in all the words that contain the 'ow' sound.</p> <p>Return to the video and start it at 10.40 and watch until 14.50 (after</p>

writing 'town') and encourage your child to add sound buttons to their word. [Lesson 4 - ow owl - YouTube](#)

Use the ball, paper and pen. Create the start of a mind map by writing 'ow' in a circle in the middle of the paper. Sit opposite your child so you are both at either end of the room. Take it in turns to call out an 'ow' word then roll the ball to each other as you take it in turns to segment the word. EG 'down' 'd' -'ow'- 'n'. Ask your child to add that word to the mind map. This would be a great activity to play in the garden if the weather is nice enough, you could throw the ball to each other and even write on the pavement in chalk if you have it! Some ideas for ow words: owl, clown, down, town, brown, frown, crown, cow, how, now, howl, fowl, gown, pow, bow.

Using the words and full stop you wrote down (listed under 'resources needed' at the top of today) ask your child to create some sentences using some of the words. When they have ordered them ask them to read it back to you and tell you what is missing from the sentence (capital letter). On the smaller pieces of paper ask them to write the capital letter and place it over the top of the lowercase at the start of the sentence. Repeat this several times to make different sentences.

Using the 2 copies of the sight words you wrote or printed yesterday, place one set face down on a table and give one set to your child. With your child, hide these words around the house or garden and read each one as you hide it. Return to the pile face down and take it in turns to turn one over, read it and try and remember where you hid it! Whoever can find the most is the winner!

### **Group 3**

Sing songs up to 'l': <https://www.dailymotion.com/video/x2wpdvv>  
Pause after 'l'. Tell your child that we are going to learn a new phoneme today. It makes the 'ss' sound, explain that it is a stretchy sound (make sure you are saying /ssss/ not 'suh'). Hang on! We know this sound, don't we? Ask your child to write down the 's' sound they already know.

Explain that this time we are going to learn the digraph 'ss'. Say some words that contain the double s sound with your child: grass, fuss, flossing, moss, boss. Ask your child to tell you where in the word the 'ss' sound comes. Play this song for 's' a couple of times, sing along and do the actions and point out the double s spelling at the top. Practise writing 'ss' using 'sky writing' by writing it in the air with your finger and in big and small letters on paper – remember to nip, flip and grip to hold your pencil correctly. It's a curly caterpillar letter –you can use the handwriting patten to help with letter formation.

Watch this video teaching you to read the grapheme 'ss'  
[Lesson 28 \(part 1\) - Reception - YouTube](#)

Using the ball, 2 pieces of paper and pen. Create the start of a mind map on each piece of paper by writing 'ss' in a circle in the middle of one piece of paper and 's' in the middle of the other. Sit opposite your child so you are both at either end of the room. Take it in turns to call out an 'ss' or 's' word then roll the ball to each other as you take it in turns to segment the word. EG 'sat' 's'-'a'-'t' or 'moss' 'm'-'o'-'ss'. Help your child to add that word to the correct mind map. This would be a great activity to play in the garden if the weather is nice enough, you could throw the ball to each other and even write on the pavement in chalk if you have it! Some ideas for words: sat, sit, sip, soft, step, sap, snap, moss, boss, floss, less, hiss, mass, kiss, fuss.

Using the 2 copies of the sight words you wrote or printed yesterday, place one set face down on a table and give one set to your child. With your child, hide these words around the house or garden and read each one as you hide it. Return to the pile face down and take it in turns to turn one over, read it and try and remember where you hid it! Whoever can find the most is the winner!

**Theme:** Resources: Paper; pencils; optional paint for finger painting.

Today you are going to use your imaginations to create your own beanstalk – and decide what is at the top! They can either use pens/pencils to draw their beanstalk, or green paint to paint a long stalk and then use their fingertips to print the leaves! Make sure they leave space at the top to draw what they can see – or alternatively you could use two pieces of A4 paper stuck together.

Once they have drawn/painted their beanstalk, discuss with your child what they think is living at the top! The only limit for this is their imaginations so let them have fun thinking about what it could be!

Once they have decided, they can then draw this too.

Optional: If your child wants to, they could write some words or a sentence or two describing what they have drawn at the top of their beanstalk!

### **Now>Press>Play**

Now>Press>Play is a fantastic drama resource that we use in school. The company have very kindly created some home learning opportunities for us to use! We think you will love joining in too. It is a good idea to listen to this in a room with lots of space as you will need to move around and act out the story – if the weather is nice this can even be played in the garden!

	<p>Please follow the link below and use the password: nowpressplay to take part in the 'Jack and the Beanstalk' experience. Simply press play on the audio file (feel free to read the set-up guide if you wish to) and listen to the instructions. You will be taken on a journey where you will act out the story of 'Jack and the Beanstalk', becoming different characters along the way!</p> <p><a href="#">now&gt;press&gt;play At Home - Go on an Audio Adventure Now!   now&gt;press&gt;play</a></p> <p>Once you have listened to the audio and acted out the story, click on the 'story board' link and sit with your child looking through the pictures. See if they can tell you the story again using the pictures as clues. Encourage them to talk about how the characters might have felt at different stages of the story and how they would feel if they found magic beans, a giant beanstalk or even a giant!</p> <p><b>Maths:</b> <i>Resources Needed:</i> <b>Thursday – Maths (Groups 1 and 2 or Group 3)</b>, coloured pencils</p> <p><b><u>Groups 1 &amp; 2:</u></b> Remind your child that this week they are learning about number bonds to 10. Get your child to colour the rainbow in <b>Thursday - Maths Groups 1 and 2</b>. Make sure that they colour within the lines so that the correct numbers match up! If you don't have a printer then just get them to draw different coloured lines in the shape of a rainbow and write the numbers at the bottom in the same way as the sheet. Get your child to use this rainbow to complete the number sentences at the bottom. Start with <math>0+10=10</math> and work progressively through them all. When they reach <math>5+5=10</math>, start looking backwards on the rainbow i.e. <math>6+4=10</math>. If your child is really confident then you could draw them a rainbow that uses numbers up to 20.</p> <p>Join in with the number bonds song: <a href="https://www.youtube.com/watch?v=ID9tjBUiXs0">https://www.youtube.com/watch?v=ID9tjBUiXs0</a></p> <p><b><u>Group 3:</u></b> Remind your child that this week they are learning about number bonds to 5. Either print <b>Thursday - Maths Group 3</b> or look at it on screen. The number sentences at the bottom are colour coded so that your child can look at that colour on the rainbow to fill in the missing numbers. Remember that the number sentences need to be written both ways i.e. <math>0+5=5</math> and <math>5+0=5</math>. If your child is confident then complete the work for Groups 1 and 2.</p> <p>Join in with the number bonds song: <a href="https://www.youtube.com/watch?v=y1oa6o0fMKk">https://www.youtube.com/watch?v=y1oa6o0fMKk</a></p>
Friday	<p><b>Phonics:</b> <i>Resources Needed:</i> Pencil; paper; a magnifying glass or camera on a smartphone or similar (something to look through – a normal glass could work or even a cardboard tube); <b>Groups 1 &amp; 2: Friday – Phonics printed if possible; Friday – Phonics 2; Tuesday –</b></p>

**Phonics; Super Sentences Poster** Group 3: **Friday – Phonics 3** printed if possible, tricky word trucks from Tuesday

### **Groups 1 & 2**

Sing songs up to the phoneme 'ow':

<https://www.dailymotion.com/video/x2wpdvv> Pause after 'ow'.

Look at the resource **Friday – Phonics** and using the magnifying glass if you have it or the camera on a smart phone, look through it and hunt around the picture to find all the 'ow' words. When you find one read it aloud and then write it down!

Watch the Alphablocks learning about the 'ow' sound [Alphablocks Series 3 - How Now Brown Cow - YouTube](#)

Follow the link

<https://www.phonicsplay.co.uk/resources/phase/3/matching-ph3w6>

and log in with the username: jan21 and password: home. Play the matching pairs game. Please help your child as this game contains the 'oi' sound which they will learn next week so read these words for them. Encourage them to name all the pictures themselves and read all other words.

Look at the resource **Friday – Phonics 2**. Ask your child to read the sentences and decide which picture matches best.

Referring back to the 'ur' words from Tuesday found in the resource **Tuesday – Phonics 2** ask your child to choose three different words and repeat the sentence writing activity from Tuesday. Support them in writing the first sentence but ask them to write the next two independently – did they remember the capital letters? Ask them to check their sentences using the **Super Sentences Poster** and decide if their sentences can be made even better. Remember to use lots of praise as this is a new concept and your child may find this tricky, we want them to feel confident in having a go and not worried about getting things wrong.

Sing the tricky word song: [Tricky Words Song Phase 3 - YouTube](#)

### **Group 3**

Watch this video of the Alphablocks learning about ff, ll, and ss

[#Stayathome - Alphablocks Level Two | Letter Sounds - FF LL SS | #HomeSchooling - YouTube](#)

Follow this link and use the log in username: jan21 password: home.

[Make a Match - Phase 2 \(Week 5\) \(phonicsplay.co.uk\)](#) Play the game to match all the pairs.

Use this link [A hug - Phase 2 decodable comic \(phonicsplaycomics.co.uk\)](https://www.phonicsplaycomics.co.uk) and ask your child to read the comic.

Look at the resource **Friday - Phonics 3** and play I-spy by reading the words and finding the pictures. It can be fun to play this game by looking through a magnifying glass (if you have one) or a camera on a smart phone. Can you have a go at writing some of the words down?

Using the truck sight words you made on Tuesday and the car park you have drawn, practice parking the trucks. Call out a word for your child, they must find the correct truck and park it in the car park. If the weather is nice you could play this game outside

**Theme:** Resources needed: paper/long strip of material; sticks; leaves; paper; card; **Friday – Theme**

### **Activity 1**

You are going to make your own beanstalk artwork! Take a large piece of paper/card or a long strip of material and lay it out on the floor – if it isn't wet outside, then it would be great to do this in the garden! Go on a scavenger hunt for twigs, leaves, and other natural materials and create your own beanstalk! You can add to this if you want to by crafting clouds/leaves etc. Act out the story of 'Jack and the Beanstalk', pretending to climb the beanstalk and finding the Giant at the top. What happens next in your story?

### **Activity 2**

Look at the **Friday – Theme** Story Map. You can either print and use this one, or create one of your own. Talk through the story together, use your mind map, and re-watch the video from Tuesday if you wish. <https://youtu.be/zKocuZweGjA>

Cut up the pictures on the second page and discuss what is happening in each picture. Then have a look at the story map and talk through where each picture might fit. Once they have decided, they can then stick each picture in place. If you are unable to print this, look at the images on screen, and then draw your own story map!

**Maths:** Resources Needed: **Friday - Maths**; scissors; glue

### **Groups 1 & 2:**

Watch Mrs Muir read through the PowerPoint about Number Bonds to 10: <https://youtu.be/vUZm37RliZ4>

Get your child to use their fingers to match the leaves on either side of Jack's Beanstalk in **Friday - Maths**. If you don't have a printer then you can draw this out for them. If your child is really confident then make leaves up to 20.

**Group 3:**

Watch Mrs Muir read through the PowerPoint about Number Bonds to 5: <https://youtu.be/Y99O9vvC-gk>

Get your child to use their fingers to match the leaves on either side of Jack's Beanstalk in **Friday - Maths**. Change the number at the top to 5 and only use the numbers 0-5. The leaves will all end up on one side of the beanstalk but this doesn't matter. If you don't have a printer then you can draw this out for them.