

**MATHS****Loose Parts**

Provide a range of loose parts such as buttons, beads, pebbles, shells and some ten frames. Ask the children to count 6, 7, and 8 items onto the 10 frames. How many do they have? Can they see without counting? The children may also enjoy filling large 10 frames outside.

**Dominoes**

Make your own dominoes with totals to 10. Practise carefully counting the groups of spots as you draw them.

*Which side has more/less?*

*How many spots are there altogether on one domino?*

**Small World**

Provide a set of dominoes and a large 'parking area' with numbered garages. Ask the children to find the total amount of spots on the dominoes and park them into the correct garage!

**Finger Gym**

Provide a coat hanger and a basket of pegs. Ask the children to put the pegs onto the hanger and to explore how their numbers can be partitioned in different ways and recombined to see how many altogether.

**Measuring**

Support each child to make a paper 'footprint'. Can they find items which are longer than their foot, shorter, about the same size? Can a small group arrange their footprints in size order by making direct comparisons?

**One-minute challenges**

Challenge the children to see how many tasks they can complete in one minute. For example how many times can they write their name in one minute.

How high can they count in one minute?

How many star jumps can they do in one minute?

**How far can you throw?**

Give your child a ball or a rolled-up sock if you're indoors. Challenge your child to throw their object as far as they can.

Who has thrown their item the furthest?  
How could we check?



Encourage the children to discuss and try different ways to find this out.

For example they could count strides or heel-to-toe footsteps or use a trundle wheel.

Prompt them to use the language of further, nearer and closer. Encourage them to record their distances using their own methods.

Have another throw - did they manage to throw their item further this time?

**Number formation**

You can practice forming numbers 0-9 correctly.



### Counting

Practise counting to 20 and beyond.  
*Can you count backwards from 20-0?*  
*Can you start your counting from different numbers?*  
You could count actions as you are performing them e.g. *Can you do 9 jumps? Pat your head 12 times Etc.*



### Ordering by size

Choose 5 objects from around your home. *Can you order these objects by size? Which is the smallest/biggest/medium sized?*  
Choose one of the objects and see if you can find something else that is the same size.



### Capacity






Choose 3 or 4 different sized containers. *Can you fill them all up with water so that they are full?*  
*Next can you make these containers empty and then half full?*  
Choose another small container e.g. a small pot or egg cup. *How many of these does it take to fill each container.* Record the number for each. *Which container holds the most/least?*  
You might want to do this activity when you are in the bath!

### Weight

Look at the picture below. *Which animal do you think is heavier the cat or the mouse? Why?*  
*Which do you think is going to be lighter the red chair or the yellow table? Why?*  
Find some more objects to compare the weight of from around your home. Use the language *heavier* and *lighter*. *Can your child use these words when comparing their objects?*  
You might even want to try weighing them on a set of scales. Look at the number of grams each object weighs and compare. *Which is the heaviest/lightest?*

### Shape hunt

*Can you find the following 3D shapes around your home?*

1. Sphere 
2. Cylinder 
3. Cube 
4. Cuboid 
5. Cone 

*How can you describe these shapes?*  
*Is it flat, curved? How many edges/corners/faces does it have?*

### Using mathematical language to describe position (1)

Discuss the following vocabulary



Use the picture below to answer the following questions:

*What animal is on top of the house?*  
*What is below the drainpipe?*  
*Are the fish under or over the bridge?*  
*How can you describe the spider that's away from the web?*  
*How can you describe the person and the bridge?*  
*How could you describe the 2 children in the house?*

### Using mathematical language to describe position (2)

You will need a soft toy and an adult to give you some instructions using positional language  
e.g. *Put your toy next to your nose.*  
*Put your toy on top of your head.*  
*Put your toy under your foot etc.*  
Now can you draw a picture of a park?



## LITERACY

### Dinosaur writing

Can you write a sentence about the dinosaur picture below?

*What colour is it*

*Where does it live?*

*What does it like to eat? Etc*



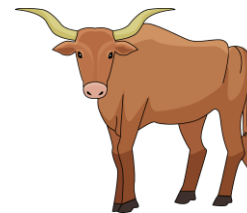
### Create your own dinosaur

Draw your own dinosaur. It doesn't have to be a real dinosaur- let your imagination go wild! 😊

Write a sentence about your dinosaur.

### Chinese New Year

2021 is the year of the ox. Research this animal and write some facts that you find out. You could look in a book or on the internet as well as asking an adult.



### A forest adventure

Look at the picture below and talk about the following questions.

*What do you think the girl can see in the forest?*

*How do you think she is feeling?*

*What might happen next?*

*What would you do if you were with the girl in the forest?*

*Have you been in a forest/woods?*

### Dinosaur footprints

Draw a set of large dinosaur footprints and copy one of the tricky 'red' words on to each. Lay these on the floor and when you jump/stomp on them you need to read the 'red' word which is on the footprint.

**Red words-** I, to, the, no, go, he, she, we, me, be

### Little Red Riding Hood

Read 'Little Red Riding Hood' (See below) Answer the accompanying comprehension questions.



### Little Red Riding Hood story map

Draw a story map to include the key parts of the story. You could also add labels.



### Letter sound flashcards

Use your letter sound flashcards to practise reading and spelling simple words

e.g.

mad	at
dad	sad
mat	sat

### My favourite story (1)- re-telling

Choose one of your favourite stories at home for an adult to read with you.

*Can you retell the story?* You can use the pictures in the book to help you. You could re-tell your story to a favourite toy or a family member.



### My favourite story (2)- choose your favourite part

Draw a picture and write at least one sentence about your favourite part of the story.

Remember to

- Sound out words
- Use a sound mat so you can copy the letters you need (available on school website or make your own by writing the letters of the alphabet)
- Leave a finger space between each word
- Start your sentence with a capital letter and end it with a full stop

### Tigers (1)- reading

If you have been able to access the Oak Academy lessons we hope you have enjoyed the story 'The Mouse Deer and Tiger.'

Here is also a link to watch an animated version of this story.  
<https://www.youtube.com/watch?v=9uoaA5YYaiQ>

We thought that you would also enjoy finding out more about tigers. An adult will need to read the tiger information sheet to you (see below) You might be able to have a go at reading some of the simple words. You can then talk about and answer the accompanying questions.

### Tigers (2)- writing

Choose at least one interesting thing you found out about tigers to write a sentence about.

You might want to write 2 or 3 facts and present your work as a simple poster which includes some pictures too.



### Phonics- special friends

In the phonics scheme we use at Whitnash (Read, Write, Inc) Special friends are a combination of 2 or 3 letters representing one sound. Please practise the following sounds:

**Sh-** as in **ship** and **wish**

**Ch-** as in **chat** and **bench**

**Th-** as in **them** and **with**

**Ng-** as in **ring**

**Nk-** as in **sink**

Practise recognising the sounds and writing them.

*Can you think of some words which contain each of the sounds?* You could try and add 1 or 2 more words to your word lists for each sound everyday.

### Phonics bingo

Create a 3 x 3 grid on a piece of paper and write one sound in each box including some of the 2 letter sounds you have been practicing i.e. **sh, ch, th, ng, nk.**

Use your letter sound flashcards (provided earlier in the year or simply make your own) Pull out a card at random, if your child has this sound on their grid they can cross it off. When they have crossed out all of the sounds on their board they can shout BINGO!

### Word hunt

Write a selection of high frequency words and tricky words on to paper and hide these around your home for your child to find and read.

Phase 2 High Frequency Word Mat			
a	on	his	go
dad	up	to	an
I	back	him	as
mum	if	had	can
big	but	in	off
it	of	no	not
at	into	got	get
is		the	and

Your child could also write each word as they find them.

Please note these words lists are also available in a larger format to view on the Holly & Ivy pages in the Home Learning area of the website.

Phase 2 Tricky Words Word Mat			
I	no	to	
	the		
into		go	



## What Do Tigers Look Like?

Tigers are the biggest of the big cats. Most tigers have orange fur with black stripes. Some tigers have black or white fur with light brown stripes. The stripes help the tigers to hide from other animals when they are hunting. They have long legs to help them run fast and sharp claws to catch and kill their food. They also have a very long tail.

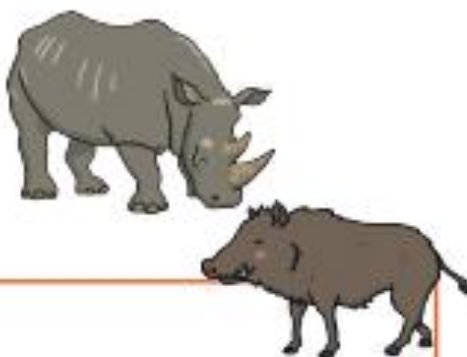


## Where Do Tigers Live?

Most tigers live in Asia. Some live in the cold parts of the north, others live in the south where it is hotter. Tigers live in forests. They like to be on their own.

## What Do Tigers Eat?

Tigers eat meat. They hunt for food at night. They creep up on the animal and bite it with their strong, sharp teeth. Tigers eat rhinos, horses and other animals.



**Did You Know...?**  
Baby tigers are called cubs.

## Questions

1. What do tigers have on their fur? Tick one.  
☐ stripes  
☐ spots  
☐ flowers
2. Which word describes a tiger's tail? Tick one.  
☐ curly  
☐ short  
☐ long
3. Where do most tigers live? Tick one.  
☐ Africa  
☐ America  
☐ Asia
4. What is a baby tiger called? Tick one.  
☐ a piglet  
☐ a calf  
☐ a cub
5. What do tigers eat? Tick one.  
☐ meat  
☐ fish  
☐ eggs

## A forest adventure





# For use with the Weight and Position maths activities

## Weight activity



## Position activity



Are you ready to have a go?

# Little Red Riding Hood

Once upon a time, there was a girl called Little Red Riding Hood. She lived with her mother. One day, Little Red Riding Hood went to visit her grandmother.

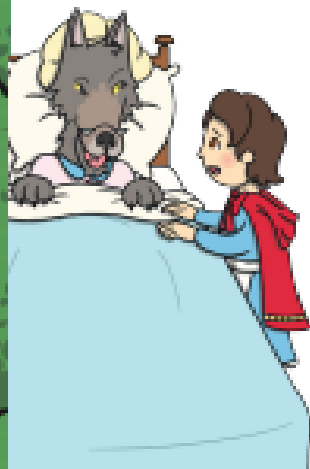
On her way, she met a wolf.

He asked where she was going.

"I'm going to visit my grandmother," she said.



When Little Red Riding Hood came to the house she said, "Oh Granny, what big ears you have."



"All the better to hear you with," answered the wolf.

"Oh Granny, what big eyes you have," said Little Red Riding Hood.

"All the better to see you with," replied the wolf.

"Oh Granny, what big teeth you have," gasped Little Red Riding Hood.

"All the better to eat you with!" replied the wolf.

Little Red Riding Hood shouted, "Help!"

A woodcutter heard her scream and ran to the house.

He hit the wolf and let Granny out of the wardrobe.

The wolf ran away and they never saw him again.



## Questions

1. Who does Little Red Riding Hood live with? Tick one.

- ☐ her grandmother
- ☐ her mother
- ☐ the woodcutter

2. What did the wolf do to Granny? Tick one.

- ☐ He hid her under the stairs.
- ☐ He locked her in the wardrobe.
- ☐ He ate her up.

3. What did Little Red Riding Hood say to the wolf first? Tick one.

- ☐ "Oh Granny, what big eyes you have,"
- ☐ "Oh Granny, what big teeth you have,"
- ☐ "Oh Granny, what big ears you have,"

4. Who did the woodcutter hear scream? Tick one.

- ☐ Granny
- ☐ the wolf
- ☐ Little Red Riding Hood

5. What happened to the wolf? Tick one.

- ☐ He said sorry and became friends with everyone.
- ☐ He ran away and was never seen again.
- ☐ He stomped his feet and cried.