

## **Home learning activities 01/06/20 : Goldilocks**

**Monday:** *Look at the first page of the Goldilocks story together. (You can use a storybook if you have one!) Tell your child it is a traditional tale and discuss what this means. Encourage your child to ask relatives if they can remember the story and what happens in it. Can the children guess what may happen in the story by looking at the front picture or book cover? Read the story with the children stopping at the repeated refrains. Can your child talk about what happened when you have finished the story? Can they recall what happened at the beginning/middle and end?*

*The language of size is repeated throughout the story, therefore use the Goldilocks size pictures if you can print out, or find a selection of items (such as different sized buttons) which are small, medium sized and large, and encourage your child to order them by size or group all of the same sized items together and talk to your child about their decisions. If you have different coloured stones or buttons your child could try to make a simple repeating pattern with the colours!*

*Practise sounds we know (m,a,s,d,t,l,n,p,g,o,c,k,u,b,f,e,l) and look at 'h' 'Down the horse's head, to his hooves and over his back.' Practise formation in the air (look at the letter formation sheet for guidance on starting points in **week 1** resources) Don't forget if you can print off the worksheet for the letter 'h' to practice the 'sound of the week', or practice using different media at home.*

**Tuesday:** *Look at the story again and talk about it together. Discuss the choices and actions of the characters. For example, Goldilocks went into a stranger's house. Was that a good idea? Why not? Should she have gone into someone's house without their permission? Talk about the importance of saying sorry. Discuss how the bears felt/reacted to what Goldilocks did. Why? How would you feel? What do you think Goldilocks should say to the three Bears and why? Encourage your child to draw a picture in their Home Learning Book and write down what they say. Can they remember a time when they had to say sorry for something they did?*

*Complete the '3 Bears' sorting game where you have to sort the bears food and clothes according to the correct size!*

<https://www.topmarks.co.uk/Flash.aspx?f=ThreeBears>

Practise sound 'h' and letter formation with the rhyme. Look at the phonics video again to reinforce the sounds they know. Practise 'How to say the sounds' on the reading page and see if your child recognises and says the sound up to 'h'. It is also great for practising teaching the sounds at home!

<https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/>

**Wednesday:** Can your child recall the story of Goldilocks? Can they sequence the events in the story correctly? What happened at the beginning/middle/end/next/after that? Discuss what happened to certain items in the house and how the breakages could have been avoided. Encourage the children to express their opinions. Model how to write a letter to the bears from Goldilocks to say sorry and use the letter template or make your own. Can your child copy or trace over words in their letter with help?

Continue practising number writing on the number formation worksheet on the class page on our website under **week 1** resources. Can your child say the number rhyme independently? Can they find the correct amount of objects for each number? (focus on 1 or 2 a week until your child is confident)

Practise 'h' sound and other sounds your child knows. Can they write it on your back saying the rhyme? Look at the 'One Armed Robots' letter formation video on BBC Bitesize and see how many of these letters your child recognises and can copy either in the air or on paper.

<https://www.bbc.co.uk/bitesize/topics/zdyppg8/articles/zffgrj6>

**Thursday:** Encourage your child to act out the Goldilocks story with the stick puppet pictures, or if you can't print them out use cardboard (sides of boxes etc) to draw the characters on and cut them out or use toys. Can your child make up a different ending for the story?

Make porridge with your child encouraging them to try it and then express their likes and dislikes. Use lots of adjectives to model describing the porridge (i.e hard, soft, salty, sweet) Discuss why porridge is a healthy food. Talk about other foods that are healthy or unhealthy. Can the children think of examples? You could use a selection of bowls and some porridge oats to explore quantity. Which bowl has most/least porridge?

*Can you fill the porridge bowl? Can you make it half full? You can use other cereals if you like!*

*Play the 'Painting Game'. This is good practise for reinforcing letter sounds and letter recognition through matching the initial sound to the correct picture.*

[http://www.literactive.com/Download/live.asp?swf=story\\_files/easel\\_US.swf](http://www.literactive.com/Download/live.asp?swf=story_files/easel_US.swf)

**Friday:** *Look at the 'Bears' power point together and read the facts with your child. Encourage your child to describe what each bear looks like and model using good adjectives first! Can your child talk about the similarities and differences between the bears? Which one is their favourite and why? Can they draw a picture of their favourite bear using the correct colours and write down what they say in their Home Learning Books.*

*Use some teddy bears from home to go on a 'Bear Hunt' together! Give your child instructions and clues on where they may be hiding, either inside or outside! You can make a story map for other members of the family to follow to find the missing bears! Encourage your child to count all the bears and discuss how many are left to find when each one is discovered! You could make a simple tally chart or checklist beforehand so your child can tick them off when they are found! Play this 'Teddy Bear' counting game!*

<https://www.topmarks.co.uk/learning-to-count/teddy-numbers>

*Sing some of our Goldilocks songs together and make up some actions to go with the songs. Encourage other members of the family to join in and Face Time them to show them your songs! Send me a clip on Dojo!*

*Thank you for all your beautiful messages for your friends. I hoped you enjoyed seeing everyone!*

**PLEASE REMEMBER TAKE YOUR TIME DOING ACTIVITIES AND DO THEM AT YOUR LEISURE OVER THE COMING WEEKS. THESE ARE**

**ACTIVITIES FOR YOU TO COMPLETE IF YOU NEED IDEAS AND RESOURCES AND ALL ARE NOT EXPECTED TO BE FINISHED EVERY WEEK!**