



Hello Oaks!

We hope you have had a nice week away from some home learning suggestions and that you have safely enjoyed some of the lovely sunshine we have had.

Due to some changes from the Government, from this week, we will be welcoming back Year 6 as well as our Key Worker Children who have been in all the way through the whole school closure. We hope to see Oaks and Acorns back soon but we will have to wait and see.

With all teaching staff returning to full-time teaching, we are changing the way that we set Home Learning. It will now be on the website (and emailed to you on a Monday) every two weeks. On each set of Home Learning, there will be activities from all the areas of the Foundation Stage curriculum. As always, you can upload anything that you have been doing to tapestry.

Our activities are based around the story of Jaspers Beanstalk.

Have you listened to Mrs Keeping and Mrs Clarke reading the story on Tapestry?

Take Care, Stay safe and we are looking forward to seeing you as soon as it is safe to do so.

Foundation Stage suggested activities for Week 01.06.2020

Listen to the story of Jaspers Beanstalk. This could be one online (there are lots of different versions on You Tube) or the one read by Mrs Keeping / Mrs Clarke.

Discuss with you child the following questions -

Who is the main character? What is the setting? What happens first?

What happened at the end? How do think Jasper felt when his seed didn't grow? Why?

How do you think Jasper felt when he saw the beanstalk?

What was your favourite part of the story? Why?

Role play:



Ask your grown-up to read the story aloud. As they do this, pretend to be Jasper and act out the story. Make sure you use good facial expressions and make it clear with your hands what you are doing.

You could add some lines that Jasper might say. For example "Come on beanstalk, grow, please grow."

You might even have a cat costume at home to wear???

Jasper's Beanstalk

(Sing to the tune of 'Are You Sleeping?'/Frère Jacques')

On a Monday, on a Monday,
Found a bean, found a bean,
Put it in the soil, put it in the soil,
Will it grow? Will it grow?

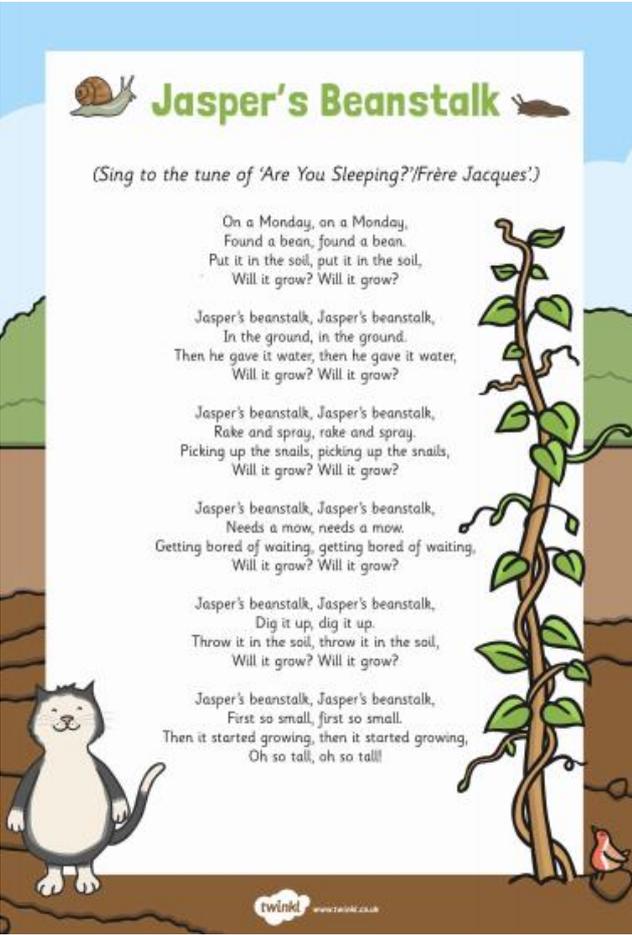
Jasper's beanstalk, Jasper's beanstalk,
In the ground, in the ground,
Then he gave it water, then he gave it water,
Will it grow? Will it grow?

Jasper's beanstalk, Jasper's beanstalk,
Rake and spray, rake and spray,
Picking up the snails, picking up the snails,
Will it grow? Will it grow?

Jasper's beanstalk, Jasper's beanstalk,
Needs a mow, needs a mow,
Getting bored of waiting, getting bored of waiting,
Will it grow? Will it grow?

Jasper's beanstalk, Jasper's beanstalk,
Dig it up, dig it up,
Throw it in the soil, throw it in the soil,
Will it grow? Will it grow?

Jasper's beanstalk, Jasper's beanstalk,
First so small, first so small,
Then it started growing, then it started growing,
Oh so tall, oh so tall!



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Have a go at singing
Jasper's Beanstalk
song!



Remember our days of the week song –
Jasper did different things on the different
days.

Sing this song to remind you of the order
of the days of the week. Click on the
picture below to take you to the website
where I have saved it



Measuring - Using the attached file - Cut out and order the beanstalk pictures, starting with the shortest beanstalk? Which beanstalk is the shortest? Which is the tallest? Can they draw their own beanstalk that is taller than all the others to add to the picture?

If you don't have a printer then just use objects from around your house.

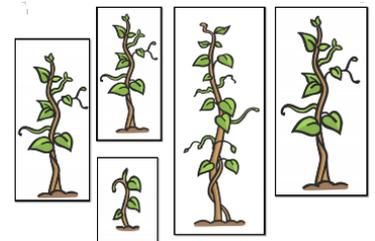
Find 3 objects and put them in order according to their length. Then repeat with 5 objects. Please use vocabulary such as longest, shortest, longer than, and shorter than. Remind your child that they should speak in full sentences. E.g. the pencil is shorter than the table.

Then please find things that are taller or shorter than parts of your body.

When comparing lengths make sure that all objects start from the same point

Measure your arm and cut a strip of paper to match - this will help you measure.

Now Measure Detective....Go and find things that are longer or shorter than your arm.



On the sheet attached or in your book draw a picture and write a sentence about what happened in the story. Don't forget to sound out each word in turn. Remember your finger spaces, capital letter and full stop. You can use your tricky word bookmark for any of the tricky words.

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Jasper's Beanstalk

Name _____ Date _____

What is the setting?

Who is the main character?

What happens first?

What happens next?

What happens last?

Making a Film:



Jasper's Beanstalk is a relatively simple story that only contains one character and is based in one location, which makes it an ideal choice to make into a film.

All you need is a camera with the capacity to record video, a toy cat and a selection of garden tools (and a garden of course!). You can easily edit the film together using Microsoft Movie Maker, which is free and comes with most Microsoft computers; Or I use iMovie which is free on iPhones.

You could adapt the story to your own Character and plant -

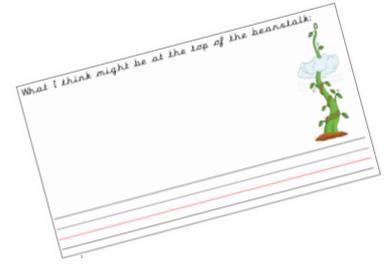
e.g. Mouse's Sunflower or Doggy's tomato plant.

On Monday Mouse found a seed. On Tuesday he planted it etc... etc..

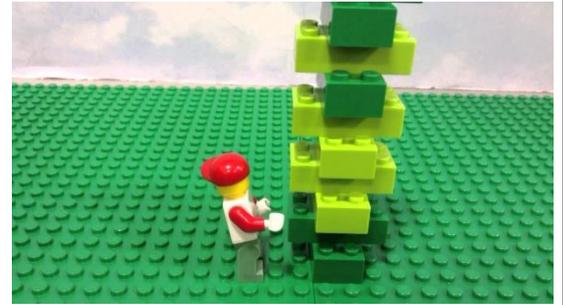
What do you think is at the top of Jasper's Beanstalk?

Draw / write / describe it to your grown-up

You could do this in your book or on the page attached.



Using lego / Duplo / newspaper / paper / boxes / anything you can find in your house - Can you make your own beanstalk? How tall will your beanstalk be?



Maths:

Present your child with the following maths problem: Jasper's beanstalk grew 1cm on Monday, it then continued to grow 2cm every day. On what day will it reach 17cm? Depending on your child, this activity can be made as easy or as difficult as you like simply by changing the numbers i.e. the beanstalk grew 1cm a day for 4 days, on which day did it stop growing?

Days of the Week:

Read through the story a couple of times so the children know it relatively well and then discuss what Jasper does on each day of the week. You will need 7 pieces of paper to draw a picture of what Jasper did on each day i.e. found a bean, dug a hole, watered the beanstalk.

Muddle up the pictures and then reorder them according to the days of the week.

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Bean addition:

Get two circles or two hoops or something similar and also a handful of beans (baking beans are good), raisins, basically anything that you can count and move!



Give your child a scenario for example Jasper had 3 beans, he then was given 2 more - How many does he have altogether?

They should put 3 beans in one hoop and then 2 beans in the next hoop - Try to encourage your child to hold the first number in their head and then count on so for the above example it would be 3 then count on 4,5. (We call it the magic tap on the head trick)

To extend this you could choose a number e.g 10 and find different ways of making 10, then choose 9 and find different ways of making 9.

We call this the story of 9 or number bonds of 9.



Letter / Number diving!

Whilst enjoying time in the paddling pool put in some letters or numbers (the ones you usually have in your bath!)

You could make words - Words with phase 3 sounds in them e.g coin, shop, chip, car,

You could spell out the tricky words - go, no, to, he, was, you, all, they

You could put the numbers into order or make some bigger two digit numbers.

Funky fingers -

Painting with water - Fill a small pot with water, provide a range of paint brushes and rollers and let your child get creative on your fence or pavement.

You could draw a picture You could write individual letters You could draw shapes You could write your name

You could write some tricky words



Don't forget about a dough disco -

<https://www.youtube.com/watch?v=zJQ2CaA7E50>

a b c d e f g h i

Start with a dot then go straight up, then go straight down, repeat the same for the bottom, to make an 'a'.
 Go straight down, then go straight up, then go straight down, then go straight up, then go straight down, to make an 'a'.
 Start drawing a circle and then go straight down, then go straight up, then go straight down, to make an 'a'.
 Start with a dot, then go straight up, then go straight down, then go straight up, then go straight down, to make an 'a'.
 Start at the middle and go down, then go straight up, then go straight down, to make an 'a'.
 Start at the top, go straight down, then go straight up, then go straight down, to make an 'a'.
 To begin writing a 'g', go straight down, then go straight up, then go straight down, to make an 'a'.
 Start at the top, go straight down, then go straight up, then go straight down, to make an 'a'.
 Start with a dot, then go straight up, then go straight down, then go straight up, then go straight down, to make an 'a'.

j k l m n o p q r

Go straight down, then go straight up, then go straight down, to make an 'a'.
 Start at the top, go straight down, then go straight up, then go straight down, to make an 'a'.
 Start at the top, go straight down, then go straight up, then go straight down, to make an 'a'.
 Start at the top, go straight down, then go straight up, then go straight down, to make an 'a'.
 Start at the top, go straight down, then go straight up, then go straight down, to make an 'a'.
 Start at the top, go straight down, then go straight up, then go straight down, to make an 'a'.
 Start at the top, go straight down, then go straight up, then go straight down, to make an 'a'.
 Start at the top, go straight down, then go straight up, then go straight down, to make an 'a'.

s t u v w x y z

Start with a dot, then go straight up, then go straight down, then go straight up, then go straight down, to make an 'a'.
 Start at the top, go straight down, then go straight up, then go straight down, to make an 'a'.
 Start at the top, go straight down, then go straight up, then go straight down, to make an 'a'.
 Start at the top, go straight down, then go straight up, then go straight down, to make an 'a'.
 Start at the top, go straight down, then go straight up, then go straight down, to make an 'a'.
 Start at the top, go straight down, then go straight up, then go straight down, to make an 'a'.
 Start at the top, go straight down, then go straight up, then go straight down, to make an 'a'.

Don't forget to use the correct formation.

Nature Ice Balls/cubes

Go on a nature walk or collect natural objects from your garden, place them in a tub, leave them in your freezer overnight. This is a great opportunity for your child to use all of their senses – What does it smell like? Does it feel hot or cold? How has it changed overnight?

Place your nature balls in a tray and observe it as it begins to melt.

You can also do this with toy dinosaurs, plastic letters, numbers!



Keep up the reading –

Oxford reading books (used in school) are available to read online

https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=Age+4-5&level=&level_select=&book_type=&series=#



https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=Age+5-6&level=&level_select=&book_type=&series=#

A few suggestions from previous weeks that you might not yet have done or that you might want to repeat:

Staying active –

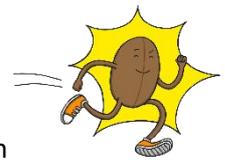
- Tell the children they are going to be beans. Explain that they need to listen to which type of bean they will be and then move like that type of bean.
- Start off with about 3 different types of beans. This can be increased as the children get used to playing the game.
- Choose from:



Runner bean
Run on the spot.



Jumping bean
Moving jump.



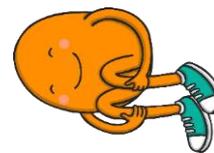
Coffee bean
Fast running.



French bean
Walk up on tiptoes and say 'ooh la la.'



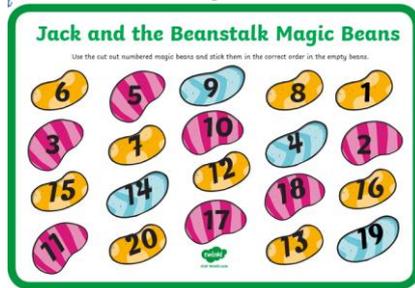
Jelly bean
Shake like jelly.



Baked bean
Curl up very small on the ground.

Number hide and seek –

Ask your grown-up to hide the numbers 1-20 around the house / garden. See if you can find all 20 and then put them into the right order.



You could either make some bean shaped number cards yourself or you could use the ones attached.

Subtraction Problems

Use real objects (to represent the beans) to support calculations.

Jack has 5 magic beans. Put them on top of the purse. Can you answer the subtraction number sentences using the beans?



$$5 - 1 = \underline{\quad}$$

$$5 - 3 = \underline{\quad}$$

$$5 - 5 = \underline{\quad}$$

$$5 - 2 = \underline{\quad}$$

$$5 - 4 = \underline{\quad}$$

$$5 - 0 = \underline{\quad}$$

0 1 2 3 4

Jack has 8 magic beans. Put them on top of the purse.

Can you answer the subtraction number sentences using the beans?



$$8 - 1 = \underline{\quad}$$

$$8 - 3 = \underline{\quad}$$

$$8 - 5 = \underline{\quad}$$

$$8 - 7 = \underline{\quad}$$

$$8 - 4 = \underline{\quad}$$

$$8 - 6 = \underline{\quad}$$

$$8 - 2 = \underline{\quad}$$

$$8 - 8 = \underline{\quad}$$

$$8 - 0 = \underline{\quad}$$

0 1 2 3 4 5 6 7 8

This could be tried with any quantity depending on how confident your child works through subtraction problems.

Ensure objects are made available for counting a number track may also be useful.



Remember when recording your child may be challenged with writing numbers correctly. When working on maths skills it is the understanding of the calculation which is the main focus. Writing numbers could later be practiced in a handwriting activity.