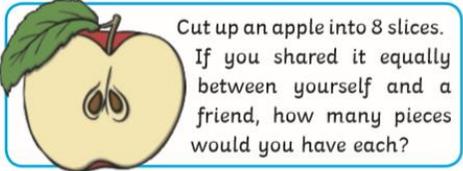




School Closure Learning Planner - The Three Little Pigs

Class:	Silver and Gold
Week beginning:	4 th May 2020
A message from my teachers:	
<p>Hello Year R!</p> <p>Firstly we would really like to say a huge thank you to all of your parents and carers for the brilliant work they are doing with you at home. We know how difficult it can be at times and we think they are doing brilliantly - so please tell them a big well done from us!</p> <p>We are so impressed by all of the amazing work you are doing with your families. Not just the work that we are planning for you but all the extra things that you are doing with your families. We have seen some of you learning to ride your bike and others of you having a cinema in the garden. There have been lots of you cooking up a storm in the kitchen and so many of you having fun in the garden! Well done for all of this extra learning you are doing.</p> <p>Our story this week is 'The Three Little Pigs.' As with our previous weeks planning, please pick and choose the activities that you think your children will enjoy the most. There is absolutely no pressure from us for you to complete all of the learning challenges we have planned. We are in no doubt that we will be just as 'blown away' with all of your work this week, we know you are all far too brave to be afraid of The Big Bad Wolf.</p> <p>Please continue to keep in touch via Tapestry or by sending examples of your work to our class email addresses, silver@queenborough.kent.sch.uk / gold@queenborough.kent.sch.uk We love seeing your smiling faces showing us what you have been doing at home!</p> <p>Have a fabulous week Gold and Silver Class.</p> <p>Mrs Glass, Mrs Heckley Smith and Miss O'Connor</p>	

Subject:	Activity:	Parental guidance:	Key resources:
Monday 4th May 2020			
Communication, Language and Literacy	Key Learning: Your child should be able to: <ul style="list-style-type: none"> • create a simple picture of a pig using the correct colours • hear and record sounds in words to write about pigs • form recognisable letters, holding a pencil effectively. 		
	Understanding the World	Start by showing the pig fact file link . Today we are going to be thinking all about pigs. Can you remember any of the key information about pigs? Do you know anything else about pigs? Can you remember	Could you model how to draw a pig for your child? Talk to the children about using the correct colours and shapes. Can you then support your child to write a sentence about

	<p>anything about the pigs at Curly's Farm? With an adult, create a mind map/thought shower with all the information we have learnt about pigs. Your adult might like to write your ideas down here. Can you draw a simple picture of a pig in your book and write something that you have remembered about pigs from what you have spoken about with your adults?</p>	<p>pigs? What can they remember about pigs? You might want to do some further research about pigs using the internet or any books you might have at home.</p>	<p>Sound Mat</p>
<p>Mathematical Development</p>	<p>Key Learning: Your child should be able to:</p> <ul style="list-style-type: none"> • solve problems, including sharing. <p>What happens to numbers when we share? Do they get smaller or bigger?</p> 	<p>Cut other pieces of fruit or your sandwiches. Make sure that the pieces are equal. Ask your child what equal means. Share the food between some of your child's favourite toys. Extend them with higher numbers by using dry cereal hoops etc.</p>	<p>Various food items to share.</p>
<p>Physical Development</p>	<p>Key Learning: Your child should be able to:</p> <ul style="list-style-type: none"> • Understand the basic principals of Inhale and Exhale and why this is good for our bodies • Make links to key texts in a story • Use their creativity to design an obstacle course • Use their PD skills to put the course to the test (throwing, catching, balancing, running, climbing) <p>PE</p> <p>Can you remember what words the Big Bag Wolf uses in the story?</p> <p>What is huff and puff- inhale/exhale Talk with your adult about huff meaning inhaling and puff meaning exhaling. Can you guess what these might mean? That's right, breathing in... and out.</p> <p>Time to play a game: This little piggy ran all the way home game Using household/garden items, can you make an obstacle course that you (little piggy) can run all the way home along, from the Big Bad Wolf. Could you make a tunnel, jump over cushions or use toys as cones. Remember to think about how you can do this safely, as you don't want to fall over. Your adults will help you think about this.</p> <p>Once you have finished your obstacle course, can you test it out? Do you have a volunteer to pretend to be the Big Bad Wolf?</p>	<p>PE: Starter: Ask your children if they can remember the words that the Big Bad Wolf uses (huff and puff) tell them that huff means inhaling. Model/show them how to inhale talking about how our chest/tummy fill up with air....can they feel this? The air goes into our lungs and this gives our body the oxygen it needs. The puff means exhaling where we push the air out so our chest/tummy gets smaller. - We are puffing out carbon dioxide Can your child remember what trees breath in and out, is it different to us? (In: Carbon dioxide, Out: Oxygen) This is why it's important we look after trees and plants.</p>	<p>Household/garden items/toys That can be used to make an obstacle course. This could simply be plastic cups as cones, Chairs and a blanket to make a tunnel, masking tape to tape out a funny shape to balance along on the ground.</p>

	 <p>9 OBSTACLE COURSES for kids (that are super easy to make)</p>	<p>Activity: Help your child think about how they can safely build an obstacle course and sensible things they could use.</p>	<p>Anything goes 😊</p>
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Tuesday 5th May 2020

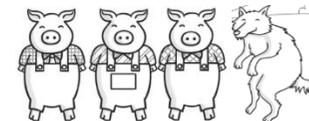
	<p>Key Learning: Your child should to be able to:</p> <ul style="list-style-type: none"> • create an image of the three little pigs houses • hear and record sounds in words to write words and simple sentences • enjoy reading/listening to a familiar story, using vocabulary from the story. • form recognisable letters, holding a pencil effectively. 		
<p>Communication, Language and Literacy</p>	<p>Watch the story of The Three Little Pigs - https://www.youtube.com/watch?v=QLR2pLUsl-Y Have you heard this story before? What did the three little pigs build their houses of? Which house was the strongest? Why do you think this? In your home learning books, can you draw each of the three little pigs houses and label what they were made of? Can you sound talk the words straw, sticks and bricks and then write them down?</p> 	<p>Divide your child's book into three sections. Can they draw each of the houses so that they look like are made from the real materials? You might choose you use different materials to stick on the houses rather than just using colouring pencils. Can your child then write straw, sticks and bricks? If you think your child could write more than this then maybe they could write 'I made my house of straw. I made my house of sticks, I made my house of bricks.</p>	<p>A copy of the story or the video link Home Learning Book Coloured Pencils or craft materials Writing Pencil Sound mat</p>
<p>Mathematical Development</p>	<p>Key Learning: Your child should to be able to:</p> <ul style="list-style-type: none"> • solve problems including sharing 		

Make 12 cakes. You can make real cakes, delicious! Or you can make cakes using play dough or felt tip pens and paper. Imagine sharing the cakes between two of the three little pigs. Then imagine sharing with all three pigs. How about sharing between the three pigs and the big bad wolf? What happens to the numbers when you share? Draw pictures of the characters and share the cakes!



- The big bad wolf has given the three little pigs a box of 12 cakes.
- Can you help the three little pigs to share the cakes fairly?
- Does each little pig have the same number of cakes?
- When the cakes are shared fairly, how many cakes does each little pig get?

Cakes, real or pretend. Simple pictures of the pigs and the wolf.



Key Learning:

Your child should be able to:

- Experiment with wind force
- Predict what might happen in an experiment
- Use phonics knowledge to write/record their findings.

How can we use our breath to move things?

Can you remember our breathing in and out that we did in the PE session on Monday?

We are going to test which things do and don't blow in the wind. Use a range of different materials and explore using, your breath, a hairdryer or even outside (if it's windy), to test which things do and don't blow in the wind.

If it's not windy, or you can't go into your garden, just stick to the breath and hairdryer/fan

In your book, can you make a table to recording your findings? Don't forget to use your sound mat to help you write the material you are experimenting with.

I wonder if you can test between 5-10 different materials/items.

Will the wind blow it?			
Item	Breath	Hairdryer	Wind
pen	x	tick	x
foil	tick	tick	tick

Provide/gather a wide range of materials/things with your child that they can experiment with.

A few ideas could be:

- Feathers
- Ping pong balls in water
- Bubbles
- Pen, pencil, rubber
- Foil
- Leaves
- A straw
- Lego brick/Wooden block

The possibilities are endless, there is no right or wrong.

Use different methods to test your materials, from breath, hairdryer/fan to actual wind. Talk to your child before you test different materials to see if they can predict what they think will happen.

Help your child by drawing a table in their book (example in activity box)

You could write the title and each testing method, or challenge your child to write it.

Variety of materials your child can test with

Home learning book
Pencil
Sound mat
Colouring pencils

Hairdryer/fan
Windy day. (if weather permits, if not, this activity could be indoors with hairdryer/fan and breath)

Understanding the world

Communication, Language and Literacy

		Encourage your child to write their own words in the table using their sound mat E.g Pen They can then tick or cross which/if any wind made it move or colour the box green and red for yes/no	
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Wednesday 6th May 2020

Communication Language and Literacy Expressive Arts and Design	Key Learning: Your child should be able to: <ul style="list-style-type: none"> • use different craft materials to create story characters • understand how characters might be feeling • enjoy retelling the story using vocabulary 		
	Using craft materials such as egg boxes / cardboard tubes can you make The Three Little Pigs and the big bad wolf? Can you use your characters to retell the story? What do the pigs say to the wolf? What does the wolf say to the pigs? 	Once your child has made their characters, can they retell the story of The Three Little Pigs using them? Help them to structure their story, thinking about what happens at the beginning in the middle and at the end of the story. Can they recall the phrases, 'Little pig, little pig, let me come in, not by the hair on my chinny chin chin.' Could you record your child acting this story out putting this on Tapestry?	Craft materials - anything!!

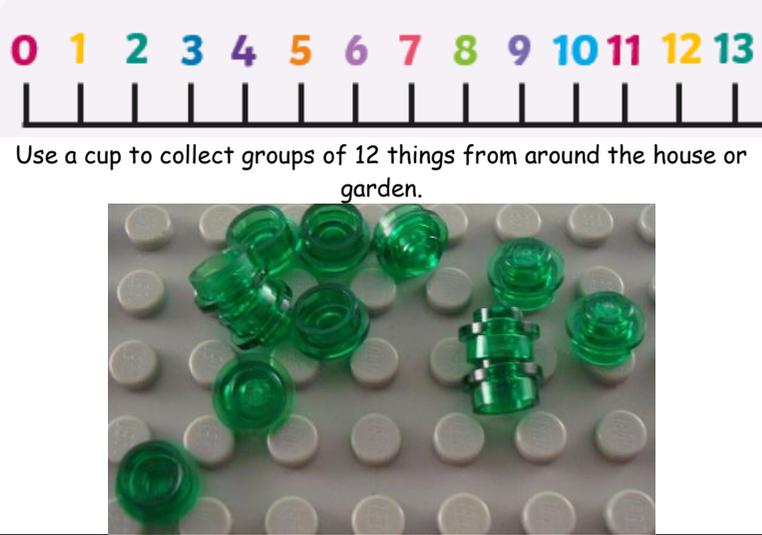
Mathematical Development	Key Learning: Your child should be able to: <ul style="list-style-type: none"> • order objects from shortest to longest. 		
	 <p>Collect some sticks from your garden, talk about how the second little pig built his house with sticks. You could draw some sticks on paper and cut them out or make them with play dough.</p>	Ask your child how they ordered the sticks, how did they know which stick was the shortest or longest? Challenge them to measure the sticks using cubes or a ruler.	Sticks, cubes, rulers.

Mathematical	Key Learning:		
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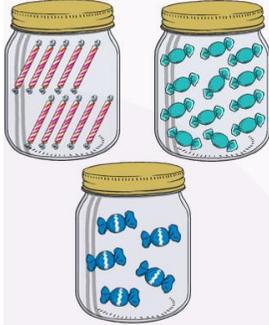
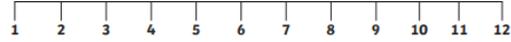
<p>Development</p> <p>Expressive Arts and Design</p>	<p>Your child should to be able to:</p> <ul style="list-style-type: none"> compare according to size <p>Encourage your children to build the houses for the pigs using blocks or recycled materials. Talk about the different sizes of the finished buildings.</p> 	 <p>How can we compare the houses, which one is the tallest? Shortest? Talk about the widest and the narrowest boxes.</p>	<p>Lego, building bricks or recycled materials.</p>
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Thursday 7th May 2020

<p>Communication Language and Literacy</p>	<p>Key Learning: Your child should to be able to:</p> <ul style="list-style-type: none"> pretend to be a little pig and draw what they think their house should be made of hear and record sounds in words to write words and simple sentences form recognisable letters, holding a pencil effectively. <p>Today you are going to pretend to be a little pig. We know that one little pig built his out of straw, one out of sticks and one out of bricks. What would you have built your house out of?</p> <p>In your home learning books can you draw a picture of what you would have made your house of? Can you write a sentence telling us what you would make your house out of? E.g. My house is made of flowers. Can you explain to your adult why you have chosen that type of material?</p>	<p>For this activity you might need to give your child some suggestions as to what they might use to make their house. Ideas could be wood, glass, trees, blocks, metal, an electric fence. Can they explain why they have chosen this material? E.g. flowers because it will make the wolf sneeze.</p>	<p>Home Learning Book Colouring Pencils Writing Pencil</p>
<p>Mathematical Development</p>	<p>Key Learning: Your child should to be able to:</p> <ul style="list-style-type: none"> count from 0-12 understand that 12 is one more than 11 and 1 less than 13 <p>Write out a number line to 13 and talk about where the number 12 is on the number line.</p>	<p>Ask your child what one more than any number on the number line is, extend by asking for one more, try mixing these questions up.</p>	<p>Paper, pencil, pen. Cups to collect 12 items.</p>

	 <p>Use a cup to collect groups of 12 things from around the house or garden.</p>	<p>Ask your child if they can remember what the ping pong game is, have a go! Adult says ping child says pong (repeat until you give a number and they say one more) e.g. ping/pong ping/pong ping/pong ping/pong 6/7 ping/pong ping/pong 11/12.</p>	
<p>Expressive Arts and Design</p>	<p>Key Learning: Your child should to be able to:</p> <ul style="list-style-type: none"> Use their imagination to construct houses for each of the three pigs, using the same/similar materials. <p>Make houses for each of the three pigs. See if you can use your huff and puff to blow them down.</p> <p>You could use your characters you made earlier in the week as props to put inside your houses.</p> <p>Think about what you could use to make each house</p> <p>Try to blow each house down with your huff and puff.</p> <p>Talk about the materials you have used, can you think of any describing words for them? You could try to write some of these words on small pieces of paper or postit notes.</p>	<p>Help your child with ideas of things they could use to make each house</p> <p>Do you have the real materials available at home</p> <p>Straw Sticks Bricks</p> <p>If not, you could use shredded paper in place of straw, Pencils or paper straws in place of sticks, Lego, sugar cubes or construction blocks instead of bricks.</p> <p>Ask your child to talk about their findings, was it easy to blow down, difficult? If they think it's a good material or not and why? Can they describe the materials with adjectives Hard, soft, smooth, tough, light, rough.</p>	<p>Household/Building/garden materials Paper/Post it note Pencil</p> <p>Sound mat</p>
<p>Friday 8th May 2020</p>			
<p>Communication Language and Literacy</p>	<p>Key Learning: Your child should to be able to:</p> <ul style="list-style-type: none"> describe a character hear and record sounds in words to write words and simple sentences form recognisable letters, holding a pencil effectively. <p>Have a look at a picture of the Big Bad Wolf. Can you look at the picture and describe what the wolf looks like? Can</p>	<p>At the top of a page in your child's home learning book, you could write WANTED in capital letters or get your</p>	<p>Home Learning Book Picture of the Big Bad Wolf</p>

	<p>you tell your parent /carer all about the wolf? What does he look like? Why is he wanted? What has he done that is wrong? Can you create a WANTED poster warning people all about the big bad wolf? Can you describe the wolf using some simple sentences? Maybe you could practice saying them to your adults before you try and write them down?</p>	<p>children to write it. Underneath the heading can the children draw a picture of the big bad wolf? Support your child to write some repeated sentences. E.g. He has sharp teeth. He has a long, pointy nose. He has big ears. Encourage the children to sound out each of the words slowly and use their sound mat to hear and record sounds in words.</p>	<p>Colouring Pencils / Writing Pencil</p> 
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<p>Mathematical Development</p>	<p>Key Learning: Your child should to be able to:</p> <ul style="list-style-type: none"> Count from 0-12 Understand that 12 is one more than 11 and 1 less than 13 													
	<p>Place different amounts in bowls and cups. Challenge your child to find the jars that contain 12. Once this is completed place the bowls with less than twelve to one side and the ones with more than to the other.</p> 	<p>Can they add more to make 12? Can they take away to leave 12?</p> <p style="text-align: center;">Making the Number 12</p>  <p>1. Using two different colours, show how the number 12 can be made. Write the number sentence.</p> <table border="1" data-bbox="1131 762 1720 853"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table> <p style="text-align: center;"> <input type="text"/> + <input type="text"/> = 12 </p>												

<p>Understanding the world Expressive Arts and Design</p>	<p>Key Learning: Your child should to be able to:</p> <ul style="list-style-type: none"> recall key vocabulary from the story 'Three Little Pigs.' use different tools to make art notice what happens when they use their breath to make art. 		
	<p>Recap the key phrases used in the story, what can you remember what the wolf says to the little pigs? "Oh little pig, let me come in." "No Mr Wolf, not by the hairs on my chinny chin chin." "Then I'll huff and I'll puff and I'll blow your house down." Talk about the different amounts of huffing and puffing the wolf did for each house Straw - Small Sticks - Medium</p>	<p>Encourage your child to think about what they can remember from the story, ask them what the main things each character says. Re read the story with them if they aren't sure. Talk about the Wolfs famous line "I'll huff..." Ask your child if the wolf needed to huff and puff much to blow down the straw house Ask again for the sticks:</p>	<p>Straw/s Poster paint Paper/Card</p>

	<p>Bricks - Big but it wouldn't blow down.</p> <p>Using a straw and slightly watered down paint can you pretend to be the wolf and blow (huff and puff) the paint over the page to make some amazing art! You could even say his famous " I'll huff and I'll puff." Before you blow down the straw.</p> <p>Experiment with different colours and different length breaths, just like the wolf did in the story for each house.</p>	<p>Do you think he needed more huff and puff for the sticks? Why did the wold need more puffs? (they might make the link with the sticks being heavier) Ask about the bricks</p> <p>Encourage your child to experiment with different breaths, short and long, big and little when using the straw to manipulate the paint. Ask your child's thoughts on the technique, when you blow harder, does the paint go further? Etc.</p> <p>An extension could be : Could they use colours from the story/main characters, could they blow pictures of the characters using the straws?</p>	<p>Phone to record any amazing snaps!</p>
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<p>Phonics</p>	<p>In Reception we have covered all sounds in Phase 2 (check the sound mats sent home-all orange sounds and are working through set 3). In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:</p> <p>Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss</p> <p>As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words.</p> <p>In Phase 3 we have covered:</p> <p>Set 6: j, v, w, x Set 7: y, z, zz, qu</p> <p>Consonant digraphs: ch, sh, th, ng Vowel digraphs: ai, ee Vowel digraphs and trigraphs covered at home: igh, oa, oo</p> <p>Begin each phonics session by revisiting all sounds covered so far using sound mats and websites, look for songs on you tube and objects in your home. Then introduce the next set of sounds, take your time with the new sounds as they are trickier that the early one in set 2. Use the links in the resources section to help you introduce, recap and introduce the next set. The next set to introduce and cover are as followed: ar, or, ur, ow, oi, ear, air, ure, er. Even though there are 2 or three letters in each new phoneme only one sound is made. These are called digraphs (one sound made of two letters) and trigraphs (one sound made of three letters) Look at the letters and sounds website for more detail.</p> <p>http://www.letters-and-sounds.com/phase-3.html</p>

When these sounds are covered, we have completed all sounds needed. The next step is blending them to read and write.

Phonics 1

At home hold phoneme cards from all sounds so far or use the Mrs Glass link on Tapestry to revisit these sounds as the children say each sound and make actions.

Revisit sounds in jolly phonics songs.

Phonics 2

Introduce the digraph: **ar**

Teach the tricky word: **my**

Orally rehearse using **my** in a sentence as you the sentences on an empty page.

Recap on all vowel digraphs covered so far: ai, ee, oa, oo.

Introduce the new vowel digraph: **ar**. Look at your mouth shape for the ar phoneme. Demonstrate how to write the **ar** digraph.

Teach the jolly phonics song for **ar**.

Phonics 3

Revisit **ar**

Children to look at you and make the mouth shape for **ar**.

Practise writing **ar** using the Queenborough font on each other's backs and in the air.

Practise writing the **ar** digraph.

Show some images (opposite) that contain the ar vowel digraph.

End by attempting to read:

A card was sent.

Phonics 4

Introduce the digraph: **or**

Ask the children if they can remember the new phoneme from yesterday **ar**. Introduce the digraph: **or**.

Introduce jolly phonics song **or**. Look at your mouth shape for the new phoneme. Demonstrate how to write the **or** digraph.

Phonics 5

Revisit **or**

Practise writing or using the Queenborough font on each other's backs and in the air.

Practise writing the **or** digraph on cut up sugar paper using different coloured chalks (on tables).

End by attempting to read:

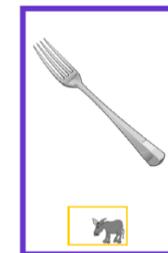
It was torn.

Jolly Phonics songs

<https://www.youtube.com/watch?v=1Qpn2839Kro>



ar



or



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Other possible activities:



explore wind with
Straw Races



Use an old plastic container with a twist lid/bottle to paper mache with kitchen roll and decorate like a pig. Cut a hole in the top to make a piggy bank. (don't forget to decorate the lid and the container separately, so you are able to access your piggy bank money still)

Songs:

Who's afraid of the big bad wolf - Disney

https://www.youtube.com/watch?v=ShE27Hst_NM

This little piggy

<https://www.youtube.com/watch?v=bmZAAkjur3w>

Learn about Pigs/Wolves:

Pig facts

<https://www.youtube.com/watch?v=06sDgp3wZUc>

WILDWOOD Wild boar

<https://www.youtube.com/watch?v=aH7MFa-Leeo>

Wolves

<https://www.youtube.com/watch?v=VYKsI5ILiaQ>

WILDWOOD Wolves

<https://www.youtube.com/watch?v=e2-iuK40WHE>

Films with pigs/wolves in

Charlotte's web

Babe

Toy story - Ham

Peppa pig

Jungle book

Balto

Stories with pigs/wolves in.

[Mr wolfs pancakes](#)