



School Closure Learning Planner - Little Red Riding Hood

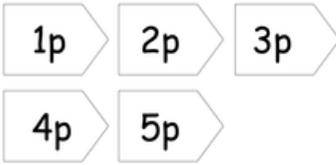
Class:	Silver and Gold
Week beginning:	11 th May 2020
A message from my teachers:	
<p>Hello Year R!</p> <p>Last week we were so impressed to see all of your learning at home! We really enjoyed seeing your pictures of the three little pigs and the big bad wolf! Your art creations were fantastic and we loved seeing all of your learning on Tapestry. Please say a big thank you to your adults at home for all of their hard work too!</p> <p>This week we will be looking at the story of 'Little Red Riding Hood.' Watch out for a special video on Tapestry this week... I think Little Red Riding Hood might be making a surprise visit! We have attached some other sheets this week for you to print off at home if you can to help you sequence the story and to think about what the characters might be saying in the story. If you don't have a printer at home, you can just draw your own pictures! We love to see your drawings and how hard you are trying to use the right colours.</p> <p>Keep going everyone, we know it's sometimes difficult completing your school work at home but we are so impressed with all of the wonderful learning you are doing. Don't forget a big part of what we do in Silver and Gold Class is learning through play so make sure you spend time during the day playing with your toys too. This is really important and we want to see this side of your learning too!</p> <p>Well done everyone... we miss you all so much and cannot wait to see you all again soon!</p> <p>Mrs Glass, Mrs Heckley Smith and Miss O'Connor</p>	

Subject:	Activity:	Parental guidance:	Key resources:
Monday 11th May 2020			
<p style="background-color: yellow; padding: 2px;">Communication Language and Literacy Development</p> <p style="background-color: red; color: white; padding: 2px;">Personal, Social and Emotional Development</p>	<p>Key Learning: Your child should be able to:</p> <ul style="list-style-type: none"> concentrate whilst sitting and listening to a story. respond to a story with relevant comments hear and record sounds in words show sensitivity to others' needs and feelings 		
	<p>Read / Watch or retell the story of 'Little Red Riding Hood.'</p> <p>https://www.worldbookday.com/videos/little-red-riding-hood-2/ https://youtu.be/eBQ9IMj6ing https://www.youtube.com/watch?v=OFiEvZC5jU</p> <p>Talk to your child about how kind it is to look after other people especially if they are not feeling very well.</p> <p>What would you put in Grandma's basket of goodies? In your books can you either, draw a basket in your home learning books and draw or cut out pictures of things you would like to give grandma?</p> <p style="text-align: center;">OR</p>	<p>Encourage your child to draw a basket in their books. They can then draw different types of food in the basket that they might want to take to Grandma e.g. cupcakes, grapes etc. Try to encourage them to use the correct colours for their pictures. Can they then label their pictures? Some of your children will be able to write lots of the letters in the words and some might be able to write a couple of letters. Just encourage them to write as much as they can.</p>	<p>Home Learning Book Colouring Pencils Writing Pencil Sound mat Picture of a basket Pictures of food to cut out and stick in or to copy from</p>

	<p>You could write a shopping list of things that you might buy at the shops to put in the basket for grandma.</p>		
<p>Mathematical Development</p>	<p>Key Learning:</p> <ul style="list-style-type: none"> Your child should be able to: order items according to their weight.  <p>Imagine Little Red Riding Hood is packing her basket of food for Grandma. Choose a bag, basket or box and choose some food for Grandma from your own kitchen. Place them in your basket. When you have selected your food can you place them in order from the lightest to the heaviest? Maybe a grown up can help you use some kitchen scales to weigh them. We would love to see you doing this on Tapestry!</p>		
<p>Understanding the world</p> <p>Literacy</p>	<p>Key Learning: Your child should be able to:</p> <ul style="list-style-type: none"> name the five senses and the body part associated with this sense understand which sense they are using to explore different things write simple sentences about what they have discovered with their senses in the garden/outside. <p>The senses All the better to... Venture out into your garden. What can you see, smell, touch and hear? Do you have anything you can taste in your garden, like herbs? If not you might like to enjoy a piece of fruit that you might find growing on a tree, like an apple. As you work your way through, what body parts are you using for each of your senses, tell your adult. Sitting in your garden, use your sound mat to write simple sentences about each sense. E.g. My eyes can see the trees My hands can feel the grass My nose can smell the flowers My mouth can taste the mint My ears can hear the birds</p> <p>You might want to draw a picture of each sense, or stick in cuttings of what you discovered with each sense to help you write your sentences.</p> <p>An extra challenge: can you add any Adjectives (interesting/describing words) into your sentences e.g. My eyes can see the tall trees My hands can feel the soft grass</p>	<p>Before you head into the garden: Talk with your child about the story, can they remember any phrases from the book? Talk about when the wolf says All the better to hear, see, smell, taste. We have visited the senses in term 2, therefore your child should be familiar with some or all of the senses. This activity is to extend their learning and to demonstrate they can identify and reason which sense they are using to understand the world around them.</p> <p>If your child finds writing simple sentences easy, you can offer them a challenge- can they use a simple adjective in their sentence. Explain to your child that an adjective is a describing word, they make our sentences more interesting.</p> <p>You may need to encourage your child to think about what interesting words they can use to tell us about grass (for example) before they write their sentence. Ask them what the grass felt like, if they need prompting, ask, was it hard, soft, scratchy or tickly? They might need to revisit touching the grass to help them.</p>	<p>Sound mat Pencil Colouring pencils Home Learning Book</p>

	<p>My nose can smell the sweet flowers My mouth can taste the yummy, green mint My ears can hear the chirpy birds</p>		
Tuesday 12th May 2020			
<p>Communication Language and Literacy Development</p> <p>Personal, Social and Emotional Development</p>	<p>Key Learning: Your child should be able to:</p> <ul style="list-style-type: none"> • talk about how other people might be feeling and the reasons why • show sensitivity to others' needs and feelings • hear and record sounds in words <p>Can you remember what happens in the story of Little Red Riding Hood? What is wrong with Grandma? One of the kind things we can do for someone when they are poorly is to make them a card to make them smile. Today we are going to make a 'Get Well Soon' card for Grandma. Ask your adult to show you some pictures of 'Get Well Soon' cards on the internet. Talk to your adult about the different pictures that we might draw on our card. What do you think we could draw on the front of our card? Can you write 'Get Well Soon Grandma' on the front of your card? Pretend you are Little Red Riding Hood when you write the inside of your card. What message would you write?</p>	<p>Work with your child, model how to make a card and demonstrate how they might organise the front of the card e.g. writing at the top and the picture in the middle. Encourage them to try and write 'get well soon grandma' It doesn't have to be spelt correctly - they can write the sounds they can hear.</p> <p>Children can draw anything on the front of the card that they think will make Grandma happy. Encourage them to use the correct colours for their pictures. Inside the card they have a go at writing a message to Grandma pretending they are Little Riding Hood. It might say something like, 'To Grandma, I hope you get better soon. Lots of love Little Red Riding Hood. 'The choice is theirs!</p>	<p>A piece of white paper Colouring pencils Writing pencil Sound Mat</p> <p>Google search of 'Get Well Soon' cards.</p>
<p>Mathematical development</p>	<p>Key Learning:</p> <ul style="list-style-type: none"> • Your child should be able to: look at different coins and sort them into groups. <div data-bbox="280 906 669 1145" data-label="Image"> </div> <p>Look for some coins at home with the help of an adult. Can you look at the numbers on the coins? Tell a grown up how the coins look different. Are they different sizes and colours? Can you sort the coins into different pots or draw a sorting grid like the one above. Have a go at counting the 1p coins. If you would like a challenge can you find the same number of 1p coins to match amounts on the other coins? Try a 2p, 5p, 10p or 20p. If you can't find coins at home maybe you can print some from the Twinkl site or online or even make some of your own! There are some good coin games on Top Marks maths. Top Marks maths coin games link</p>		
	<p>Key Learning: Your child should be able to:</p> <ul style="list-style-type: none"> • follow a simple recipe • help to weigh, distribute and mix • know and understand cooking and safety rules in the kitchen 		

	<ul style="list-style-type: none"> • show increasing control over utensils and experiment with moving in different directions - e.g. mixing in clockwise and anticlockwise directions. • be imaginative when decorating/deciding what additions they could put into their cookies. <p>Muffins for Grandma Little Red Riding Hood is off to grandma's house and needs to take a yummy basket of treats with her. With your adult/s can you help Little Red Riding Hood make muffins for grandma? What could you add to your muffins to make them extra yummy? (Cherries, chocolate chips, raspberries, icing, red smarty's, red food colouring, pipe wolf footprints on the top) Be as creative as you like! You can find a simple recipe here https://www.bbcgoodfood.com/recipes/collection/easy-muffin</p>	<p>Encourage your child to help you gather the ingredients and equipment needed for your muffin recipe. Your child should help you weigh out and mix the ingredients to make the cake batter. Let your child be as hands on as possible with this. Whilst you bake, you might want to talk about what you can smell, see, hear, taste, and touch whilst they cook. Talk to your child about safe kitchen rules, can they remember any from the last time you cooked/baked together. When thinking about what you could add to your muffins/decorating them, get your child thinking about the story, features and colours of the characters and discuss how you could represent that in your muffins.</p>	<p>Baking ingredients</p>
Wednesday 13th May 2020			
Communication Language and Literacy Development	<p>Key Learning: Your child should be able to:</p> <ul style="list-style-type: none"> • sequence pictures from the story of Little Red Riding Hood. • hear and record sounds in words • write a simple sentence that can be read by themselves and others • talk about what happens at the beginning, middle and end of the story. <p>Watch or read a version of the story 'Little Red Riding Hood.' Use the sheet, 'Little Red Riding Hood sequencing sheet' on our home learning page of our school website or it is attached to our weekly planning memo on Tapestry. If you can print the pictures off then we would like you to see if you can cut them out and stick the pictures in the correct order? If you are feeling really clever then you might want to try and write a sentence about something that happens at the beginning of the story, something that happens in the middle of the story and then something that happens at the end of the story. If you cannot print the pages off then don't worry. We would like you to try and draw your favourite part of the story and write a sentence to go with it.</p>	<p>Your child should be able to use the pictures to retell the story of Little Red Riding Hood. They can stick the picture in the correct order on a page in their book and then maybe you could draw a couple of lines for them to try and write a couple of sentences on. Again, most of your children can have a go at writing a sentence, hearing and recording the sounds they can hear in words, it doesn't have to be spelt perfectly, it is their work.</p> <p>Can your child retell the story using the pictures? Could you film it for us and post to Tapestry?</p>	<p>Little Red Riding Hood story Home Learning Book Sequencing Sheet Glue / Scissors Colouring Pencils Pencil</p>
Mathematical Development	<p>Key Learning: Your child should be able to:</p> <ul style="list-style-type: none"> • Use everyday language to talk about money. 		



Imagine that you are Little Red Riding Hood and you need to go to the shops for Grandma! Can you put some coins in a purse and visit a shop that you make at home? It can be a food shop or even a toy shop! You will need to set up a shop and you could even make some money labels. Maybe ask a brother, sister or a grown up at home to be the shop keeper!

Key Learning:

Your child should to be able to:

- name the main characters in the story
- look at key features of the character/s and talk about what they look like.
- use their creativity and imagination to recreate simple representations of the character/s
- use a dominant hand
- use a range of materials that can involve cutting, sticking and joining

Creative time

Can you use a paper towel/toilet roll tube, to decorate into one or more of the little red riding hood characters?
Super challenge: How many can you make?

Think about all the different characters in the story, how many can you name?

Assist your child in thinking about how many characters are in the story, how many can they name.
Who are the main characters?

With the resources available, allow your child to be as creative as possible with their character/s
If they need reminders, get them to think about the character, what they look like and their features.

They should think about what colours they are using, do they stay true to the character in the story?

Where possible, allow them to practice using scissors, gluing, sticking and joining their character together. This is fantastic for their fine motor and control skills.

- Cardboard tube/s
- Craft materials
- Colouring pens
- Pencils
- Paint
- Anything goes with crafting ☺



Expressive arts and design

Physical development

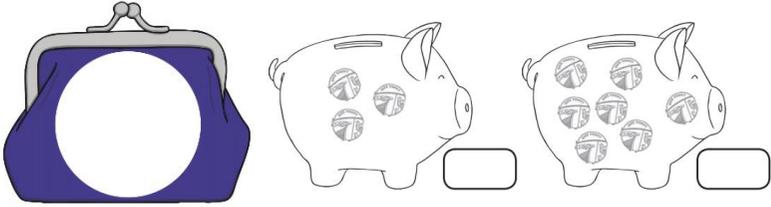
Thursday 14th May 2020

Communication Language and Literacy Development

Key Learning:

Your child should to be able to:

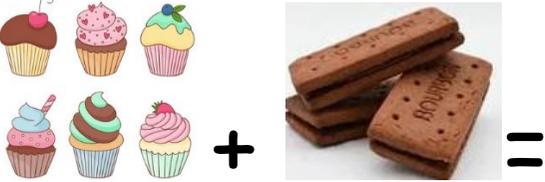
- hear and record sounds in words
- write a simple sentence that can be read by themselves and others
- use vocabulary and forms of speech from the story, Little Red Riding Hood.

	<p>In our story of Little Red Riding Hood, there are good characters and a bad character. Who is the bad character? Remind the children of the Big Bad Wolf. Can you find a picture of the Big Bad Wolf on the Internet dressed up as Grandma? What does Little Red Riding Hood say to Grandma? What does Grandma reply? In your book, can you draw a picture of Little Red Riding Hood on one page of your book? On the next page can you draw a picture of the wolf dressed as Grandma? Can you ask an adult to draw a big speech bubble coming out of the characters mouths? In Little Red Riding Hoods speech bubble, can you write something she said to the wolf, dressed as grandma, e.g. Grandma, what big teeth you have? In the wolf's speech bubble, can you write his reply? E.g. all the better to eat you with!</p>	<p>During this activity you could pretend to be the wolf dressed as grandma and carry out some drama activities with your child being Little Red Riding Hood or vice versa. Can you ask and answer the questions together? If your child is struggling with drawing the pictures of the characters there is a resource sheet they can use to simply add the writing to the speech bubbles. As always some of your children will be able to write most of the letters in the words and some might be able to write one or two words. This is absolutely fine...do what you think your child can cope with.</p>	<p>Home Learning Book Colouring Pencils Writing Pencil Speech Bubble sheet if needed Phase 2 and 3 sound mat</p> 
<p>Mathematical Development</p>	<p>Key Learning: Your child should to be able to:</p> <ul style="list-style-type: none"> • Make different amounts using 1p coins • Challenge: Make different amounts using a mix of different coins 2p, 5p and 10p  <p>Play with the coins and challenge yourself to make different amounts. Can you record this by writing the total? Maybe you could have a go at writing some simple number sentences using 1p coins? Try $3p + 2p =$ Maybe you could try some of your own?</p>		
<p>Understanding the world Physical development Communication and language</p>	<p>Key Learning: Your child should to be able to:</p> <ul style="list-style-type: none"> • Follow simple directions involving one or two actions at a time • Begin to understand Left and right. • Give simple instructions • Listen and do for a short amount of time • Answer how and why questions in response to a story. <p>Following directions/Giving directions HELP, Little Red is lost! Little Red Riding Hood has lost her way in the woods, she needs to make it to make it back safely, and can you help find her? It is time to practice your left and right, forwards, backwards, over, under and around. Listen super carefully to your adult, they will give you instructions as to</p>	<p>Using your junk model little red riding hood, a printed picture of Little Red, or a picture your child can draw of her, hide it somewhere in your house/garden. (you could also use a toy/teddy) Talk to your child about different pre-positions and</p>	<p>Representation of Little Red Riding Hood/a toy Your house/Garden</p>

	<p>where she is! Follow the instructions to find her. When you've finished, it is your turn to hide Little Red Riding Hood. Can you give your adult instructions to help find her?</p> <p>Story talk Talk with your adults about how Little Red might be feeling if she is lost in the woods? How might Grandma/Her mum feel if they knew she was lost? What do you think the wolf would be thinking when he sees Little Red is lost? Do you think Little Red should have gone out alone? Should she have spoken to the wolf and why?</p>	<p>directions On, over, under, behind, around, left and right.</p> <p>We haven't covered left or right yet, so your child may not be familiar with these. Show your child their left hand, then their right hand, you could use a water soluble paint and paint L, R onto each hand and let dry to help them remember which is which during this activity. Give your child directions/instructions one/two at a time to follow to see if they can find the missing Little Red. Once you've finished, swap round, can they give you simple instructions to help find Little Red.</p> <p>Talk to your child about what each character might be thinking/feeling at the idea of Little Red riding hood being lost in the woods. You can talk with your child about stranger danger, and remind them of safety rules of being out and about.</p>	
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Friday 15th 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"> • hear and record sounds in words • write a simple sentence that can be read by themselves and others • use vocabulary and forms of speech from the story, Little Red Riding Hood • Begin to talk about their likes and dislikes and give a reason as to why they have their preference 	<p>Talk to your child about their favourite part of the story. What happens? Why is this your favourite part?</p> <p>Once your child has finished their picture, get them to practice saying their sentence out loud so that they can remember what they are going to write.</p> <p>As always try to encourage your child to write as much of the sentences as independently as they can. Support them by reminding them to sound out the words slowly and leave a finger space between each word.</p>	<ul style="list-style-type: none"> • Home Learning Book • Colouring Pencils • Pencil • Sound mat
	<p>What is your favourite part of the story of Little Red Riding Hood? Do you like the part where Little Red Riding Hood is walking through the woods? Do you like the part where the woodcutter comes and saves the day or is your favourite part of the story where the wolf dresses up as Grandma? In your home learning book can you draw a picture of your favourite part of the story using the correct colours? When you have finished can you write a sentence about why this is your favourite part of the story? It could be something like ... I like this part of the story because it makes me laugh or it is funny or it makes me feel scared.</p>		
<p>Mathematical</p>	<p>Key Learning:</p>		

<p>Development</p>	<p>Your child should be able to:</p> <ul style="list-style-type: none"> • Work out simple number problems with addition and subtraction. <p>Little Red Riding Hood filled her basket with goodies for her Grandma. She took 6 cakes and 3 biscuits. How many treats did she take altogether? You could draw a picture to help you work it out. You could also try some subtraction sums, have a go at taking away and recording the amount that you are left with.</p>  		
<p>Physical development</p>	<p>Key Learning: Your child should be able to:</p> <ul style="list-style-type: none"> • experiment with movement • link their ideas to the story and explain how and why they are moving that way • understand the need for exercise and how it contributes to a healthy lifestyle. <p>PE/Drama Can you remember where the story of Little Red Riding Hood is set? That's right, the woods! It is time for you to have a think about how you would move and travel around the woods. In your garden, can you practice different ways you could travel through the woods in different ways: Running, jogging, jumping side to side in and out of the trees, walking, weaving in and out, jumping over logs, reach up as high as the trees, sway like the trees. Would the wolf move differently or the same as Little Red Riding Hood?</p>		
<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>Encourage your child to think about how they can move their bodies in different ways, Question them as to why each movement is different E.G walking and running - They might say it is faster Jumping - Taking both feet off the ground and pushing ourselves upwards See what they have to say. Can they tell you why their hearts are beating faster? What does that do? Why is exercise good for our bodies?</p>	<p>This activity requires space to run around, this could be in hour house or out in the garden. If you have a woods or area you go for a daily walk, they could do this activity then.</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.

In Phase 3 we have covered:

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Consonant digraphs: ch, sh, th, ng

Vowel digraphs: ai, ee

Vowel digraphs and trigraphs covered at home: igh, oa, oo, ar, or.

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 than 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.

<http://www.letters-and-sounds.com/phase-3.html>

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

Phonics 1

Introduce the digraph: **ur**.

Discuss the digraph **er** and link to the jolly phonics song (look at the link on the right) with the 'mixer in the bowl goes er er er' Tell the children how our new digraph sounds the same but uses different letters to make the sound.

Children to look at their family grown up and make the mouth shape for **ur**.

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

Practise writing the **ur** digraph on various different media-paper, chalk, paint, coloured pens, crayons.

Phonics 2

Look at some images on the right that contain **ur**. Model segmenting each word. Children to then segment as you write the words.

End by attempting to read:

The church was big.

See if the children can read any of the **ur** words in the short alphablocks clip. [ur clip](#)

Phonics 3

Visit the tricky word :**my** (Write this on paper and talk about how it is tricky because the y makes the 'I' sound in the word my).

Write "It is **my** church, I have a curl, it is **my** turn".

Try to read these sentences together

Jolly Phonics songs

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



Look at images containing the new vowel digraph **ur**
Model segmenting the sounds. Where is the digraph, Beginning? Middle? End?
Have a go at writing these words using the 'ur' sound.

Phonics 4

Ask the children if they can remember the digraph that we covered this week (ur).

Introduce the digraph: **ow**.

Look at your mouth shape for the new phoneme.

Demonstrate how to write the 'ow' digraph.

Watch alphablocks short clip

[alphablocks ow clip link](#)

Children to look at you and make the mouth shape for ow

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

Practise writing the ow digraph on cut up paper using different coloured chalks/pens/pencils.

Phonics 5

Revisit the tricky word :**my**

Remind them why this is a tricky word. Write "It is **my** car, it is **my** owl, it is **my** cow" etc, as children read them. Can they suggest a sentence using **my** and an **ow** word?

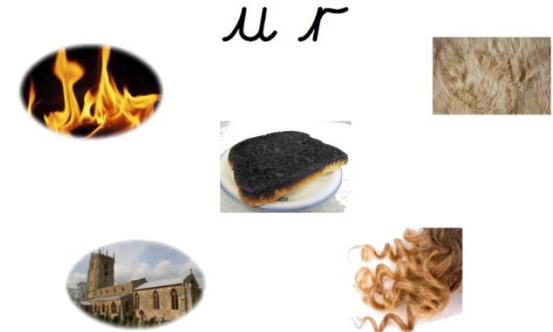
See if the children can read any of the **ow** words in the short clip below.

[ow words clip](#)

Look at images containing the new vowel digraph **ow**

Children to say each word and model segmenting the sounds. Where is the digraph, Beginning? Middle? End?

Can they have a go at writing any **ow** words?



Other possible activities:

Make Little Red's Basket - <https://www.google.co.uk/search?q=make+a+simple+paper+basket>



Additional stories

Mr Wolf's pancakes

<https://www.youtube.com/watch?v=CXQDiqHp-xM>

Fairy tale pets

<https://www.youtube.com/watch?v=D-V2BFB0uLs&t=95s>

The Boy and the Wolf

<https://www.youtube.com/watch?v=QFD4KoyXuu8>

Songs

I love red – Little Red Riding Hood Song

<https://www.youtube.com/watch?v=Nz7LUHiFNig>

Wolfie Blues Song

<https://www.youtube.com/watch?v=6mZQ85dc0zs>

Let's make a cake for Grandma

<https://www.youtube.com/watch?v=ick7c9gt4mc>

Stay on the path

<https://www.youtube.com/watch?v=iMPWWecyh4>

What Big eyes you've got

<https://www.youtube.com/watch?v=0vPLgSGPsDA>

The Big Bad Wolf is Gone

<https://www.youtube.com/watch?v=n3UqOoHujxQ>

Easy Peasy
and Fun

