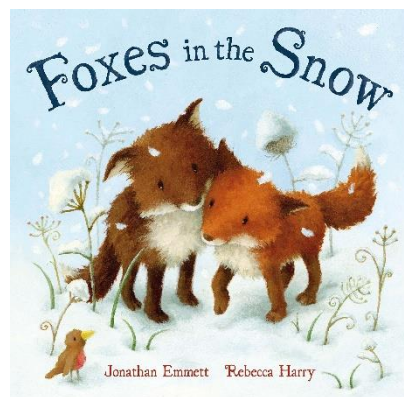


Apple and Lime Home Learning

Week Commencing 25-1-2021

Foxes in the Snow

This week we are focusing on the story 'Foxes in the Snow' by Jonathan Emmett. You can listen to the story using the link below:



<https://www.youtube.com/watch?v=-2-lmHQIM2c>

Please email your work (as attachments) daily to bjeffery@bgpschool.kent.sch.uk or ghemsley@bgpschool.kent.sch.uk or upload them to tapestry.

Monday:

Phonics – 1) Recall all Phase 2 phonemes and last week's Phase 3 phonemes. Your child should be able to give you the sound for each of these graphemes: **s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, and j, v, w, x, y, z, zz, qu, sh, ch, th, ng, ai, ee.** Practice reading the Phase 2 tricky words: **I, to, no, go, into, the** and Phase 3 tricky words: **he, she, we, me, be, was, my, you, her, they, all, are** (tricky words cannot be sounded out, they must be read by sight. The easiest way to do this is to make flash cards – 1 word on each piece of paper)

2) Introduce next phoneme: **oo (long oo as in the cow said 'moo').**

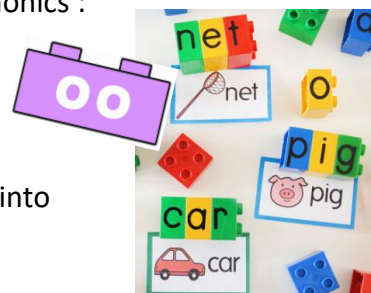
Talk about words with the long oo sound. Join Mr Mc for 'Flying with Phonics':

[Phonics lesson 28: oo \(moon spoon\) - YouTube](#)

3) Can your child find the phonemes for **too, zoom, cool, boot**? (use the phoneme mats for Phase 2 and 3, or (an easier, fun option) have the phonemes on pieces of paper or even toys for your child to manipulate into position.

4) Can your child read/sound out these words: **food, loot, moon, root**?

5) Read this sentence aloud for your child to write (no copying!) **The spoon was on the moon.**



Write Stuff – Watch first few pages (*up to 4:37 of video*) of Foxes in the Snow. Then encourage your child to talk about a variety of synonyms for strange. Think of ideas for the missing word in the sentence below (It is a 'noticing' fantastic). Choose your favourite and write it down.



Now everywhere looked _____. (unfamiliar, strange, peculiar, weird, different, odd, etc) *Now read your sentence aloud together.*

Now listen to the *next few pages (up to 5:39)*. The children have enjoyed acting out verb vocabulary; ask your child to 'huddle' with you and think of some other words to describe what you are doing. Get them to write down the missing words in this 'action' sentence:



Alfie and Bonnie _____ (huddled, snuggled, curled up, nestled, cuddled, etc.) together. *Now read your sentence aloud together.*

Maths – This week we will continue with the lessons from Oak National Academy on grouping and sharing.

Lesson 6 – In this lesson, we will explore sharing objects into two equal groups. You will need: counting objects (like little discs or tiny cubed lego) and number cards (see PDF)

[Exploring sharing objects into two equal groups \(thenational.academy\)](https://www.thenational.academy)

Tuesday:

Phonics – 1) Recall all Phase 2 phonemes and last week's Phase 3 phonemes. Your child should be able to give you the sound for each of these graphemes: **s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, and j, v, w, x, y, z, zz, qu, sh, ch, th, ng, ai, ee, oo**. Practice reading the Phase 2 tricky words: **I, to, no, go, into, the** and Phase 3 tricky words: **he, she, we, me, be, was, my, you, her, they, all, are** (tricky words cannot be sounded out, they must be read by sight).

2) Introduce next phoneme: **oo**. (short oo sound as in look and book) Talk about words that have the short oo. Join Mr Mc for 'Flying with Phonics':

[Phonics lesson 29: oo \(book / hook - YouTube\)](#)

3) Can your child find the phonemes for **book** and **look**?

4) Can your child read/sound out these words: **took, shook**?

5) Read this sentence aloud for your child to write (no copying!) **I can look at a book.**

Write Stuff – Watch *up to and including 'CRACK!'* (to 6:00) of the story. Then encourage your child to talk about a variety of synonyms for crack, breaking a stick/twig if available. Think of the missing words for the 'listening' sentence below.



_____ ! (CRACK, SNAP, POP, CRASH, BANG, etc) Suddenly a twig snapped. *Now read your sentence aloud together.*

Now listen to the *next few pages (to 6:26)*. Find some words that will fit into this 'feeling' sentence:



The two _____ (frightened, worried, scared, anxious, fearful, nervous) cubs backed around the tree. *Now read your sentence aloud together.*

Maths – Lesson 7 – In this lesson, we will explore sharing objects into equal groups.

[Exploring sharing objects into equal groups \(thenational.academy\)](https://www.thenational.academy)

Wednesday:

Phonics – 1) Recall all Phase 2 phonemes and last week's Phase 3 phonemes. Your child should be able to give you the sound for each of these graphemes: **s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, and j, v, w, x, y, z, zz, qu, sh, ch, th, ng, ai, ee, oo, oo.** Practice reading the Phase 2 tricky words: **I, to, no, go, into, the** and Phase 3 tricky words: **he, she, we, me, be, was, my, you, her, they, all, are** (Tricky words cannot be sounded out, they must be read by sight.)

2) Introduce next phoneme: **oa**. Talk about words with **oa**. Join Geraldine the giraffe today (no Mr Mc for oa):

<https://www.youtube.com/watch?v=KCJyHN0IFE8>

3) Can your child find the phonemes for **loaf, toad, oak, foal**?

4) Can your child read/sound out these words: coat, boat, soap, goat?

5) Read this sentence aloud for your child to write (no copying!) **The coat is too big.**

Write Stuff – Watch *up to and including “I don’t know,” whimpered Bonnie (to 6:43)* of the story. Then encourage your child to talk about a variety of synonyms for whimpered. Think of the missing words for the ‘speaking’ sentence below.



“I don’t know,” _____ (whimpered, cried, sobbed, snivelled, moaned, etc)
Bonnie. *Now read your sentence aloud together.*

Listen to next three pages (*to 7:24*). Find some words for this ‘thinking’ sentence that describe how everyone is feeling.



Now everyone was _____ (puzzled, confused, baffled, bewildered, mystified) until Alfie realised where they were. *Now read your sentence aloud together.*

Now listen to the *end of the video*.

Maths – Lesson 8 – In this lesson, we will explore sharing quantities into equal groups.

[Exploring sharing quantities into equal groups \(thenational.academy\)](#)

Thursday:

Phonics – 1) Recall all Phase 2 phonemes and last week's Phase 3 phonemes. Your child should be able to give you the sound for each of these graphemes: **s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, and j, v, w, x, y, z, zz, qu, sh, ch, th, ng, ai, ee, oo, oo, oa.** Practice reading the Phase 2 tricky words: **I, to, no, go, into, the** and Phase 3 tricky words: **he, she, we, me, be, was, my, you, her, they, all, are** (Tricky words cannot be sounded out, they must be read by sight.)

2) Introduce next phoneme: **ar**. Talk about words with ar. Join Mr Mc for ‘Flying with Phonics’:



[Phonics lesson 1: phase 3: ar - YouTube](#)

3) Can your child find the phonemes for **bar, park, card, jar**?

- 4) Can your child read/sound out these words: **market, car, cart, hard?**
- 5) Read this sentence aloud for your child to write (no copying!) **Mark and Carl got wet in the rain.**

Write Stuff – Non-fiction Thursday—Looking at the Fox Facts PDFs, talk about the variety of habitats, appearance and habits of different foxes. Choose your favourite fox and begin to fill in the fact file together; you will finish it tomorrow.

have	Foxes	can
	eat	

Maths – Lesson 9 – In this lesson, we will recognise the connection between sharing and grouping through solving practical problems.

[Recognising the connection between sharing and grouping and solving practical problems \(thenational.academy\)](https://www.thenational.academy)

Friday:

Phonics – 1) Recall all Phase 2 phonemes and last week's Phase 3 phonemes. Your child should be able to give you the sound for each of these graphemes: **s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, and j, v, w, x, y, z, zz, qu, sh, ch, th, ng, ai, ee, oo, oo, oa, ar.** Practice reading the Phase 2 tricky words: **I, to, no, go, into, the** and Phase 3 tricky words: **he, she, we, me, be, was, my, you, her, they, all, are** (Tricky words cannot be sounded out, they must be read by sight.)

2) Introduce next phoneme: **or.** Talk about words with or. Join Mr Mc for 'Flying with Phonics':

[Phonics lesson 2: phase 3: or - YouTube](https://www.youtube.com/watch?v=...)



3) Can your child find the phonemes for **for, fork, cord, cork?**

3) Can your child read/sound out these words: **lord, born, torn, sort?**

4) Read this sentence aloud for your child to write (no copying!) **I was born in 2016.** [insert correct year for your child.]

Write Stuff – Non-fiction Friday—Recalling the Fox Facts, or revisiting, your child can remind you about their chosen fox. They should then finish filing in the fact file and could draw the fox on the other side.

have	Foxes	can
	eat	

Maths Lesson 10 – In this lesson, we will be consolidating our learning of grouping and sharing.

[Consolidating learning of grouping and sharing \(thenational.academy\)](https://thenational.academy/)

Other activities to sprinkle throughout your week of home learning:

RED lolly sticky activity

PD – *Controlled handling of construction materials*

Make a small, shiny, symmetrical snowflake using objects from around the house and garden. There is a PDF with photos for ideas.

ORANGE lolly stick activity

UW – *Looking closely at similarities, difference, patterns and change*

Sorting animals into Nocturnal and Diurnal. There is a PDF with various animals on it for sorting.

YELLOW lolly stick activity

Writing

Use the fantastic symbols and write some sentences about our Foxes in the Snow story in a little booklet.

GREEN lolly stick activity

UW – *Looking closely at similarities, difference, patterns and change*

Creating a Large representation of a fox using resources from around your house and garden. There is a PDF with a photo for ideas.

BLUE lolly stick activity

MATHS -number

Counting animals. Should you wish, there is a PDF with polar animals to count, including an arctic fox.

PURPLE lolly stick activity

EAD – *Exploring and using media and materials*

Wax resist snowflakes. There is a PDF that shows you to do this fun activity.

Please remember to email your work daily to bjeffery@bgpschool.kent.sch.uk or ghemsley@bgpschool.kent.sch.uk

FYI Write Stuff 'FANTASTICS':



FEELING



ASKING



NOTICING



TOUCHING



ACTION



SMELLING



TASTING



IMAGINING



CHECKING

These stickers help the children remember what to write about.