

Parrett Lockdown English work: Week 7

Day 1	Monday 22nd February
Reading	10 mins reading of your reading book You can access extra reading books for the week on: https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/ or Epic Books
Writing	None – complete #HEPSathome project
Phonics	Revise 'ur' sound. Write the 'ur' sound in your book. <ol style="list-style-type: none"> 1. Can you sound out Mrs Brown's sentences. Tick the ones you could sound out correctly. 2. Sound out and write Mrs Brown's 'ur' words. Can you add any more of your own?

Day 2	Tuesday 23rd February
Reading	10 mins reading of your reading book
Writing	Read/listen to Max's Adventure Developing: Complete the talk questions with an adult. Unmuddle the mixed up pictures from Max's story, stick them in your book in the correct order. Secure: Complete the talk questions with an adult. Unmuddle the mixed up pictures from Max's story, stick them in your book in the correct order. Add two more drawings to show what happened at the beginning of the story (use worksheet). Mastery: Complete the talk questions with an adult. Unmuddle the mixed up pictures from Max's story, stick them in your book in the correct order. Add more drawings to show what happened at the beginning and end of the story (use worksheet).
Phonics	Today we are learning a new sound 'ow' <ol style="list-style-type: none"> 1. Look at Mrs Brown's 'ow' action on her Twitter video. Can you write the 'ow' sound in your book. 2. Watch: https://www.bbc.co.uk/iplayer/episode/b01q0py1/alphablocks-series-3-22-how-now-brown-cow 3. Complete your 'ow' worksheet. 4. Play 'buried treasure' on phonics play, using the phase 3 'ow' sound.
























Day 3	Wednesday 24 th February
Reading	10 mins reading of your reading book
Writing	<p>1. Writing a dog fact file</p> <p>Developing: Think about a dog that you know. Can you complete the fact file about them? Use Mrs Brown's example as a guide. If you don't know any dogs, you can imagine your own or use a picture of a dog that you like online.</p> <p>Secure: Think about a dog that you know. Can you complete the fact file about them. Use Mrs Brown's example as a guide. If you don't know any dogs, you can imagine your own or use a picture of a dog that you like online.</p> <p>Mastery: Think about a dog that you know. Can you complete the fact file about them. Use Mrs Brown's example as a guide. If you don't know any dogs, you can imagine your own or use a picture of a dog that you like online.</p>
Phonics	<p>Today we are learning a new tricky word 'you'.</p> <ol style="list-style-type: none"> 1. Look at the tricky word 'you'. Write it in your book. 2. Can you read Mrs Brown's 'you' sentences? They contain our new 'ow' and 'ur' sounds too! Tick the ones you can read. 3. Can you write your own sentence using the word 'you'.

Day 4	Thursday 25 th February
Reading	10 mins reading of your reading book
Writing	<p>1. Planning a dog walk</p> <p>Make up a story about a walk with a dog and decide what happens.</p> <ul style="list-style-type: none"> • Who will you go with? • Who might you meet? Family members, other dogs, neighbours, or your teacher. • Where might you go? Would you visit corner shops, a playground, a park? • What will happen? Is it funny or scary? <p>Developing: Draw the pictures of each place you go into your books and label each place/person.</p> <p>Secure: Draw the pictures of each place you go into your books. Use the sentence starters on your worksheet to write what happened on your walk.</p> <p>Mastery: Draw the pictures of each place you go into your books. Use the sentence starters on your worksheet to write what happened on your walk. Try to write the whole sentences yourself and add some describing words to your sentences.</p>
Phonics	<p>Today we are learning a new sound 'oi'</p> <ol style="list-style-type: none"> 1. Look at Mrs Brown's 'oi' action on her Twitter video. Can you write the 'oi' sound in your book. 2. Watch https://www.youtube.com/watch?v=Z-0wWdE-Ezg 3. Can you sound out and write Mrs Brown's 'oi' and 'ur' words? 4. Practise the 'oi' sound on space race on phonics play.




























Day 5	Friday 26th February
Reading	10 mins reading of your reading book
Writing	<p>1. Preposition – a preposition is a word that tells you where something is. In a story, they help us imagine a detailed picture in our minds.</p> <p>Developing: Look at the pictures of Snowy. Try to tell a family member in a sentence where Snowy is e.g Snowy is behind the chair. Match the correct word to each picture. Can you recreate this with one of your own teddies? You could even take your own photos and recreate the activity.</p> <p>Secure: Look at the pictures of Snowy. Try to tell a family member in a sentence where Snowy is e.g Snowy is behind the chair. Can you write the correct word underneath each picture. Can you recreate this with one of your own teddies? You could even take your own photos and recreate the activity.</p> <p>Mastery: Look at the pictures of Snowy. Try to tell a family member in a sentence where Snowy is e.g Snowy is behind the chair. Can you write the correct word underneath each picture. Try to write this in sentence form e.g Snowy is..... the chair. Can you recreate this with one of your own teddies? You could even take your own photos and recreate the activity.</p>
Phonics	<p>Revision of 'oi' 'ow' and you.</p> <ol style="list-style-type: none"> 1. Choose an activity sheet to revise oi,ow, sound. You can do more than one! 2. You phonics play to revise each of these sounds: buried treasure, dragons den, picnic on pluto, and tricky word trucks.

Have this next to you whenever you do any writing to help you sound out.

Phase 2 Sound Mat

s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
h 	b 	f 	ff 	l 	ll 	ss 	

Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					

Practise reading these words every day You could alternatively play tricky words

trucks on phonics
play.

Phase 3 Tricky Words

he

she

we

me

be

you

all

are

her

was

they

my

Phase 2 Tricky Words Word Mat

I

no

to

the

into

go

To help with your 2D shape work.

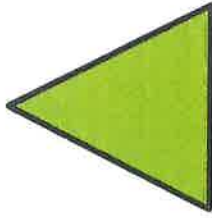
2D Shape Word Mat



circle



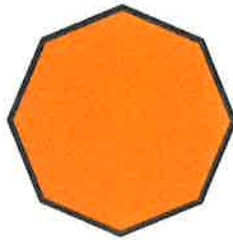
rectangle



triangle



oval



octagon



square



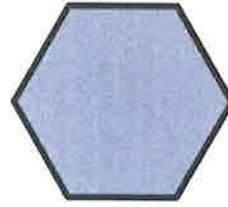
heptagon



pentagon



rhombus



hexagon



kite

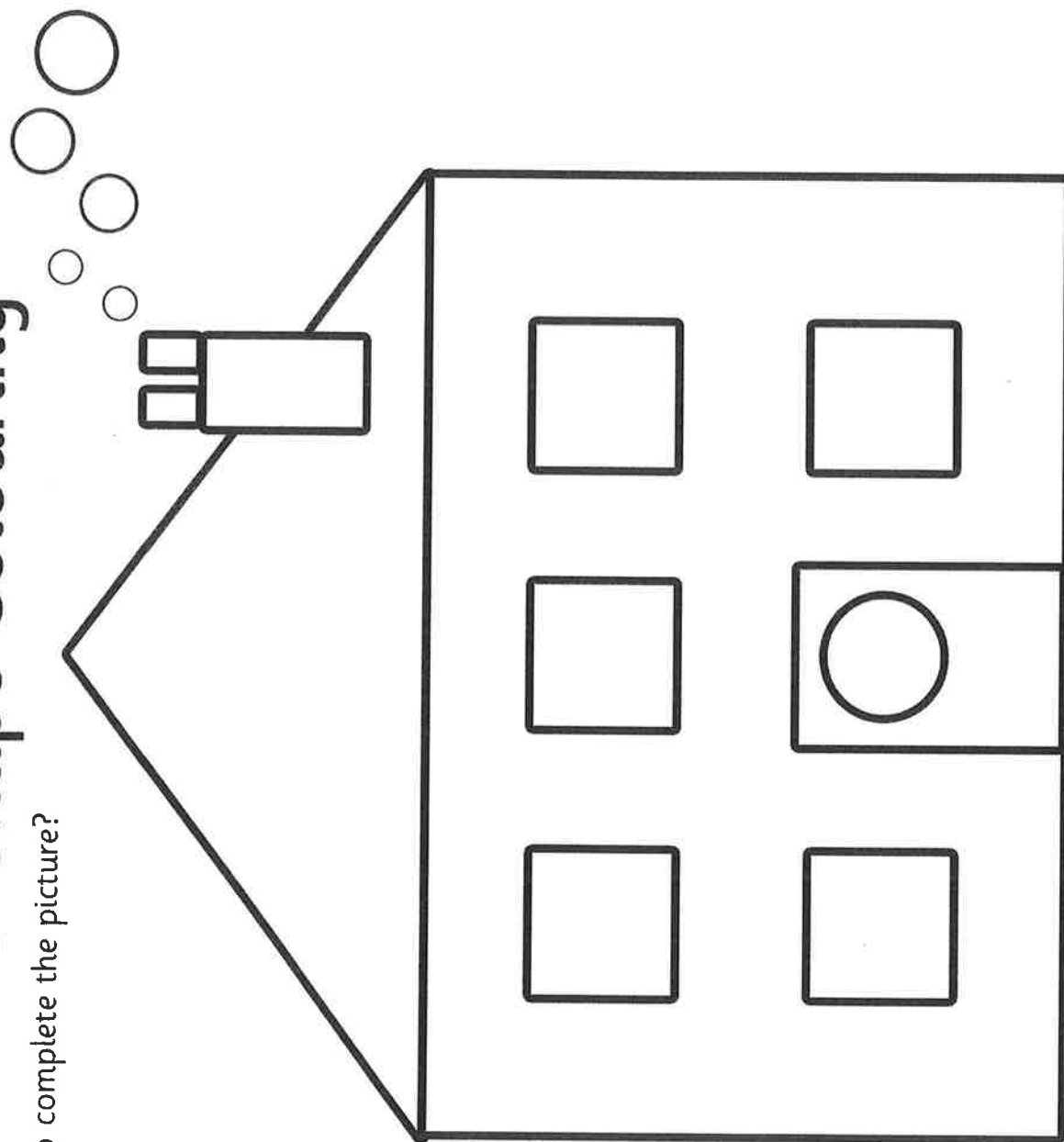
at home

\$ % & ' ()





Monday 22nd February - All.

2D Shape Colouring

Can you colour the shapes to complete the picture?



Key:

	= red		= blue		= yellow		= green
	square		circle		rectangle		triangle

2D Shape Colouring

Can you colour the shapes to complete the picture?

Key:



= red

circle



= blue

rectangle



= yellow

triangle



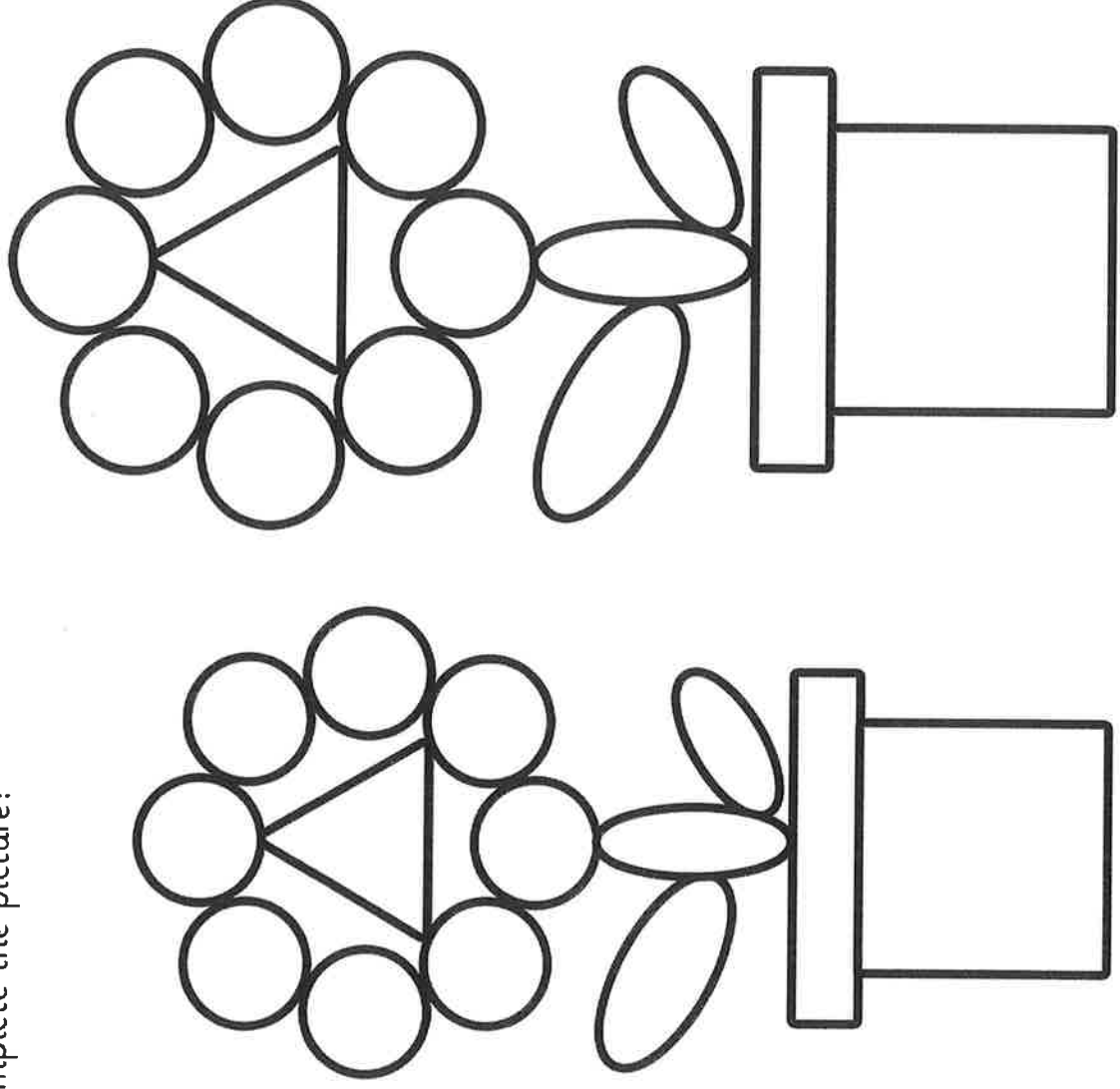
= green

oval







= purple

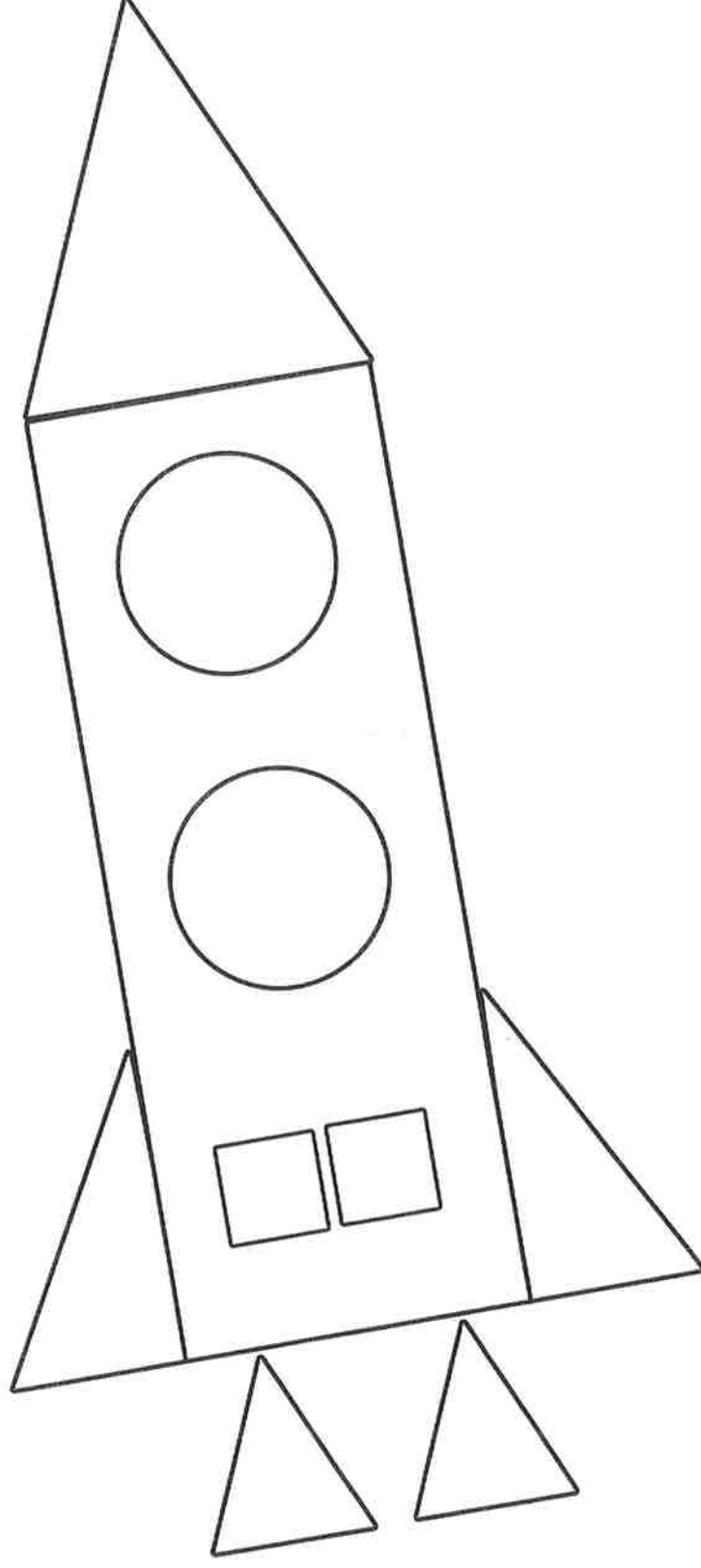
square



2D Shape Colouring

Can you colour the shapes to complete the picture?

Key:	 = purple	 = yellow	 = green	 = blue
	rectangle	triangle	square	circle



Don't stick in book. Just tick sentences you can read. Circle any words you found tricky.

Monday 22nd February - all.

If I burn my leg, it

will hurt.

I can surf or sail a

boat.

My dog has fur on

his tail.

Copy these words into your books. Sound out + read
Monday 22nd February each word

fur

burn

burp

curl

hurt

surf





turn

turnip

Tuesday 23rd February

Shape Hunt

Draw and label the things you find that have these shapes on them.

Square 	Triangle 
Rectangle 	Circle 

Pentagon



Hexagon



Oval



Octagon





The Amazing Adventures of Max

Reception workbook

by Sue Cove



Hello, my name is Max and I'm a black Labrador. I love having adventures. An adventure is exciting and you never know what might happen. I'm just about to go on one now. Would you like to come with me? That's great!

There are lots of things to do and play, so, let's get ready and be on our way!



In this adventure, I go on a long walk and find some sticks.

★ As you are listening to the story, think about where I go and what sort of sticks, I find.

You can listen to an audio version of the story here

<https://soundcloud.com/talkforwriting/max/s-FEjkqo3nza0>

Max's Morning Walk

Once upon a time, there was a black Labrador called Max who lived on the edge of a small town with his family.

Early one Spring morning, Max woke up and thought to himself, "I'd like to go for a walk and collect some sticks." So, he barked and he barked and he barked until he had woken everyone in the house!

As soon as Max had his harness fastened, his family opened the door, stepped outside and set off on their walk. The sun shone down from a bright, blue sky and birds sang up above in the trees. Max's nose twitched with excitement as he sniffed the fresh air.

First, Max walked on a path near a canal. As he was walking, he saw a brown stick. Not too big, not too small but just right! "This looks a good stick," thought Max. So, he picked it up and continued on his way.

Next, Max walked along beside the canal until he came to a stone bridge. Max walked under the bridge where he found another stick. Not too heavy, not too light but just right! "This looks a grand stick," thought Max. So, he picked it up and continued on his way.

After that, Max walked on and on until he came to a deep, dark wood. There he found another stick that was not too tickly, not too prickly. Unfortunately, it

was an extremely long stick! **Luckily**, the path was very wide. 'This looks a fun stick', thought Max so he picked it up and continued on his way.

Finally, Max arrived at the beach where noisy seagulls swooped. He was feeling so hot that he jumped into the sea to cool down. Splash! Max swam round and round and round **until** he found another stick, floating in the sea. Not too straight, not too bendy but just right! "This looks an unusual stick," thought Max so he grabbed it and swam to the shore.

At last, Max and his family returned home. What a very long walk I've had, thought Max and look how many sticks I found! Max yawned. He curled up in his bed, closed his eyes and fell fast asleep dreaming of his next adventure.

Read the story with your child. Talk to them about the story. If you're unsure of where to start, Book Trust has many useful tips on sharing books with children:

<https://www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/>

Choose a few questions to ask about the story like the ones below but don't ask too many! Model answering the questions, for example, 'I like the part when Max went to the beach because he goes swimming. Which part do you like?'

Encourage your child to respond in full sentences e.g. 'I like the part when.....because.....'

Discussion - all. ★ Where did Max go on his walk?

Questions



- ★ Have you ever been on a walk? Where did you go?
- ★ What sounds did Max hear at the beach? I wonder why he swam round and round?
- ★ How many sticks did Max find?
- ★ What were they like? Tell me, do you think Max had a favourite stick?
- ★ Tell me how Max felt when he got home?
- ★ How do you know?
- ★ Do you know any other stories where someone goes for a walk?

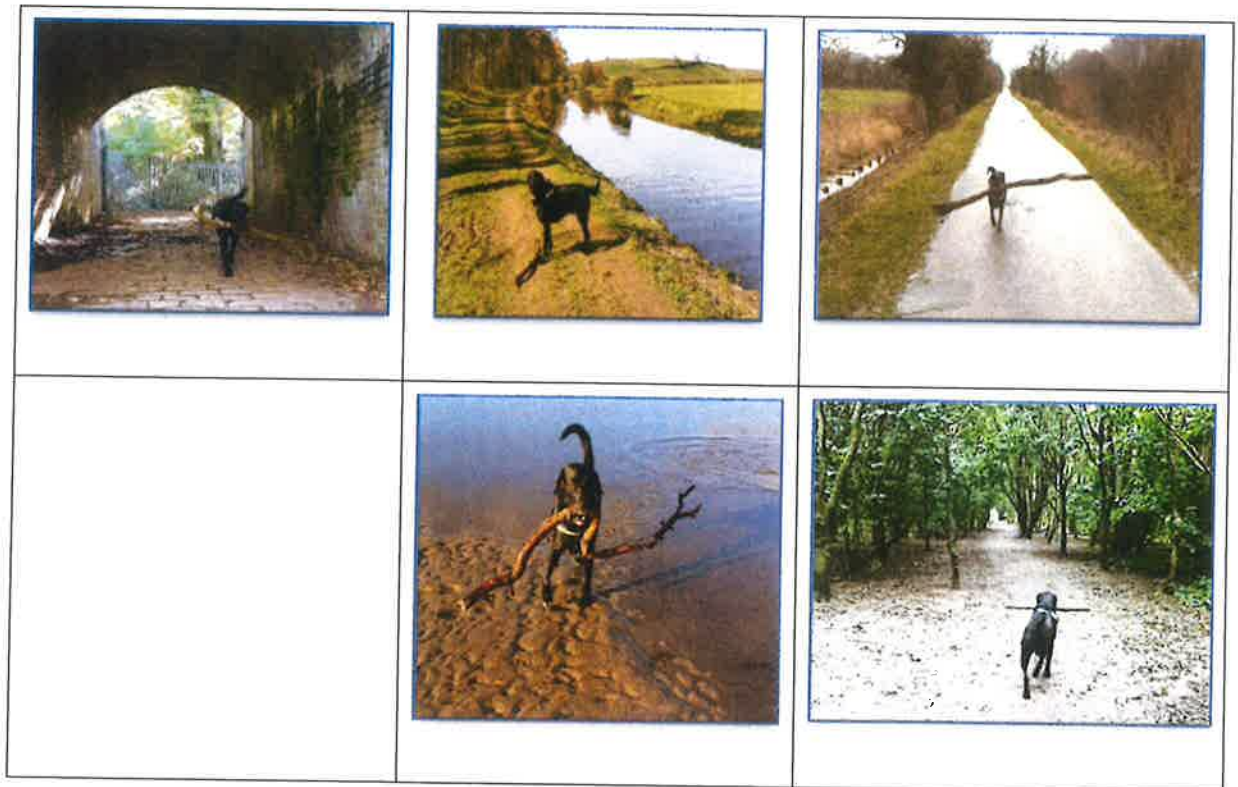
Tuesday 23rd February - Cut + Stick
all.



Oh dear! These photos from my walk have got muddled up. I need to stick them in my photo album. Can you help me to put them in the right order? Where did I go first?

Have a good look at the pictures of Max and then see if you can work out what order they should be in. Ask your helper to read the story again and work out the right order as you listen. Can you number each of the 5 pictures from the story? Think about :

- ★ Where did Max go **first**?
- ★ Where did he go **next**?
- ★ Where did he go **after that**? What was the problem?
- ★ Where did he go **then**?
- ★ Where did he **finally** go before he returned home?



Getting events in the right order



Now the photos from the middle of my walk are in the right order, can you act out the story? What happened at the start of my story and at the end?

The pictures are all of events from the **middle** of the story. Look back at the story and talk about what happened at the **beginning** of the story. Help your child to see that:

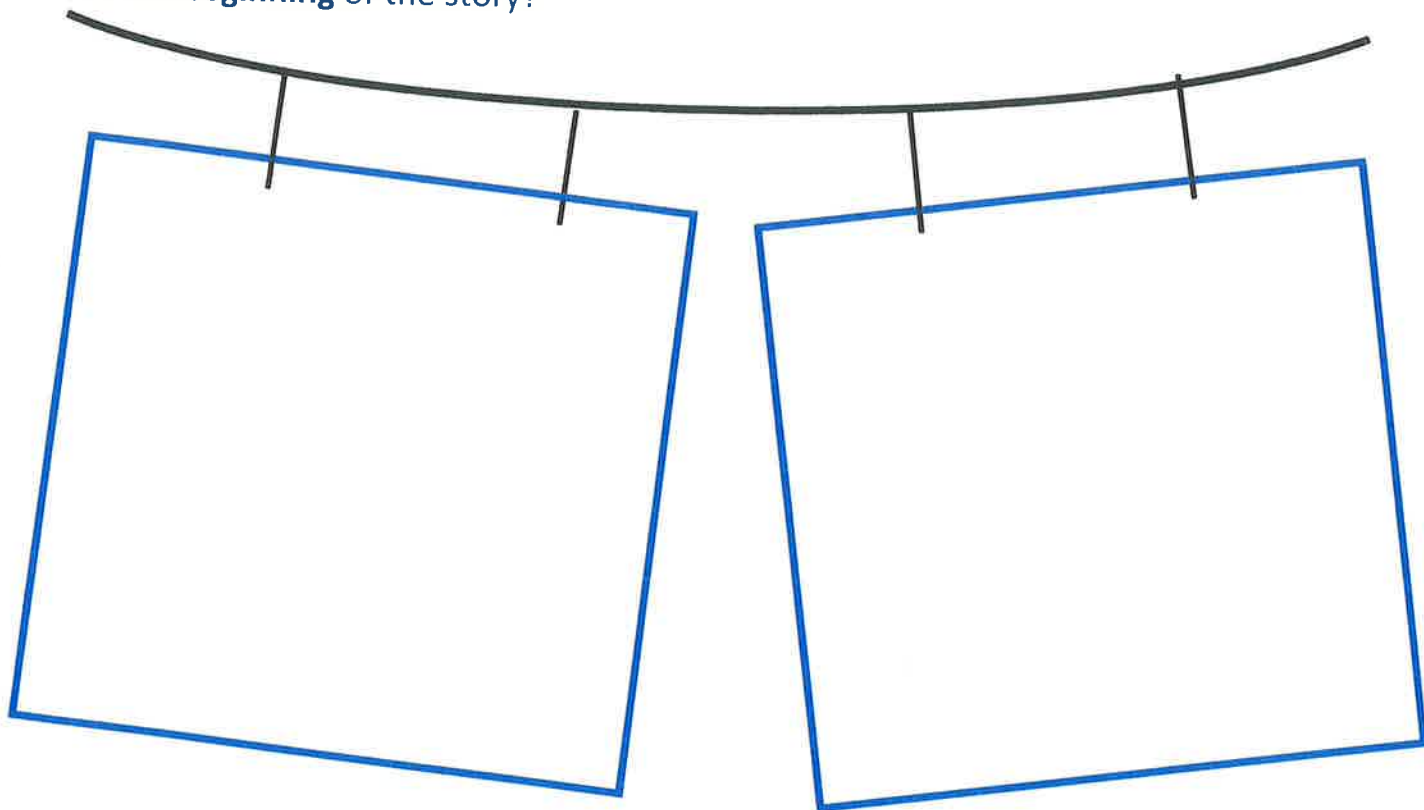
- *Max woke up.*
- *Then he decided he wanted to go outside*
- *So, he barked and barked.*

Try acting out the story helping your child to imitate all the things that Max did in the order that he did them so at the end of the story they can act out how

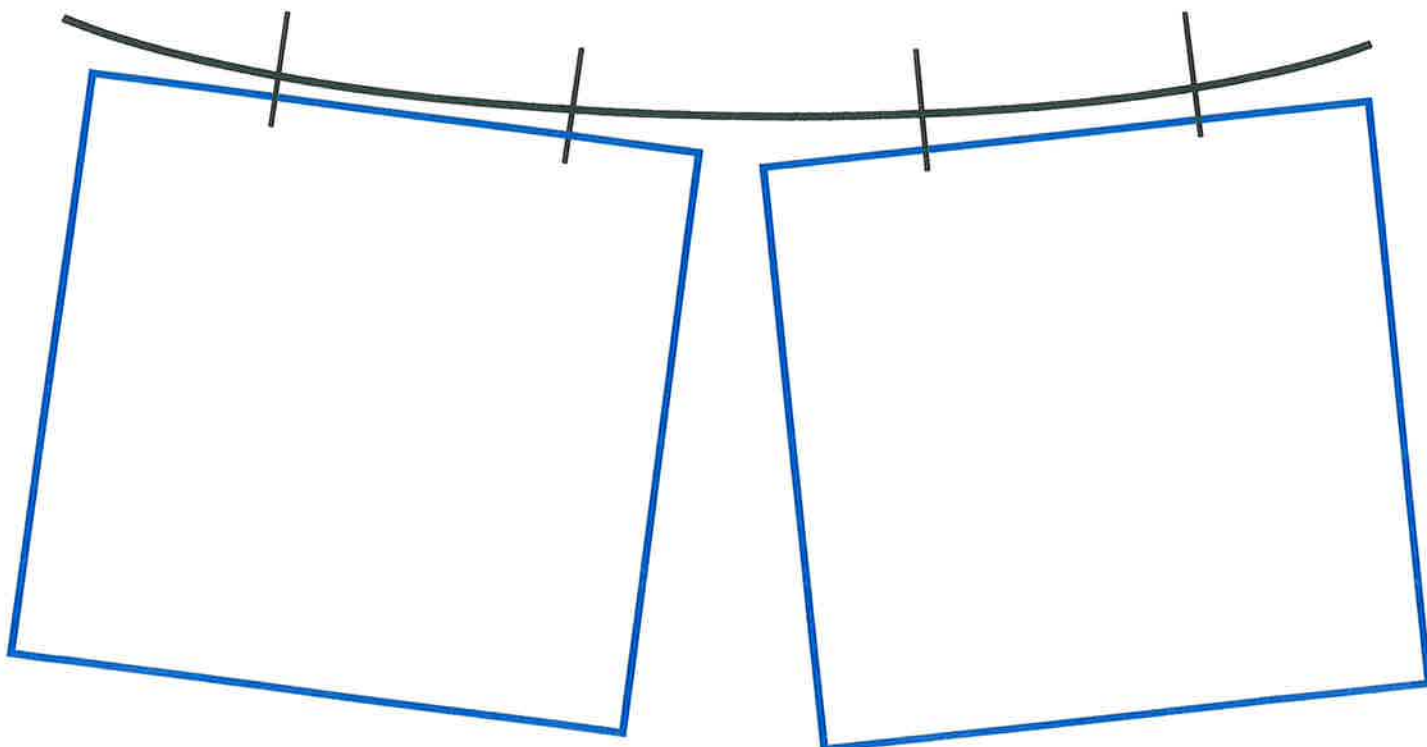
- *Max got into bed,*
- *fell asleep*
- *and dreamed.*

You might also want to try using pieces of paper or sticky notes for your child to draw on. Then arrange the pictures into the right order.

All the pictures were from the middle of the story. Can you draw two things Max did at **the beginning** of the story?



Can you draw two things Max did at **the end** of the story?



Letter Formation

Trace over these letters.

OW

OW

OW

OW

OW

OW

OW

Letter Formation

Trace over these letters.

OW

OW

OW

OW

OW

OW

OW

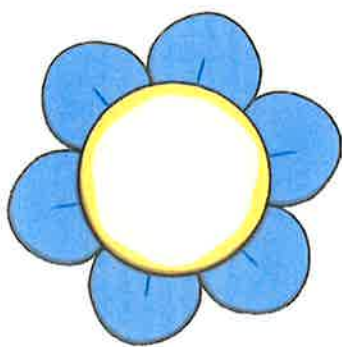
Letter Formation

OW

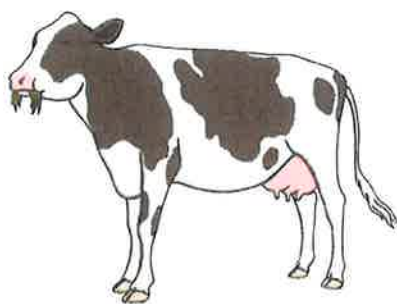
Trace over this letter and then try writing your own.

OW

Complete the words below by writing in the correct letter.



fl____er



c_____



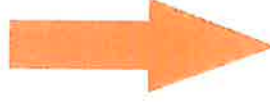
sh____er

Phonics Activity Mat: ow

Can you write 'ow'?

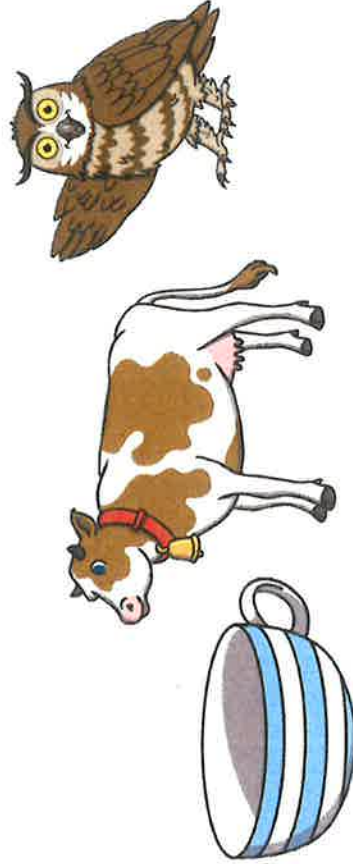
ow ow ow
ow ow ow

Can you write the 'ow' sound in this word?

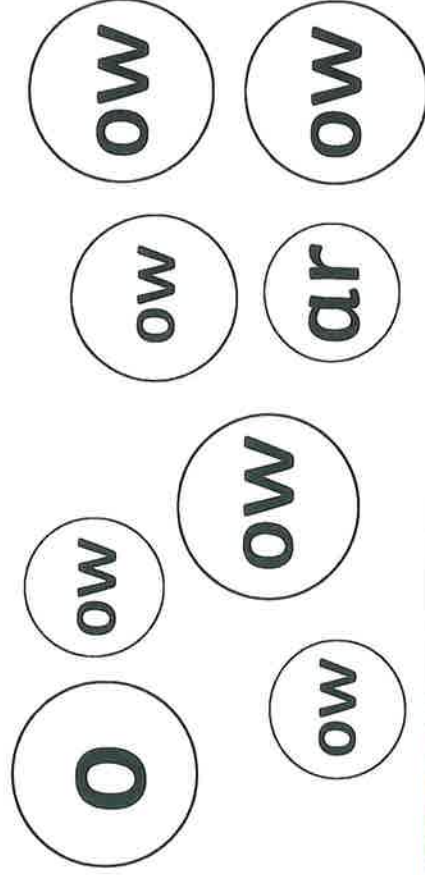


d _ n

Circle the words that have the 'ow' sound.



Colour all the bubbles that show 'ow'.



Bingo Nursery Rhyme

There was a man who had a dog,
and Bingo was his name-o.

B-I-N-G-O

B-I-N-G-O

B-I-N-G-O

And Bingo was his name-o.

There was a man who had a dog,
and Bingo was his name-o.

(clap)-I-N-G-O

(clap)-I-N-G-O

(clap)-I-N-G-O

And Bingo was his name-o.

There was a man who had a dog,
and Bingo was his name-o.

(clap)-(clap)-N-G-O

(clap)-(clap)-N-G-O

(clap)-(clap)-N-G-O

And Bingo was his name-o.

There was a man who had a dog,
and Bingo was his name-o.

(clap)-(clap)-(clap)-G-O

(clap)-(clap)-(clap)-G-O

(clap)-(clap)-(clap)-G-O

And Bingo was his name-o.

There was a man who had a dog,
and Bingo was his name-o.

(clap)-(clap)-(clap)-(clap)-O

(clap)-(clap)-(clap)-(clap)-O

(clap)-(clap)-(clap)-(clap)-O

And Bingo was his name-o.

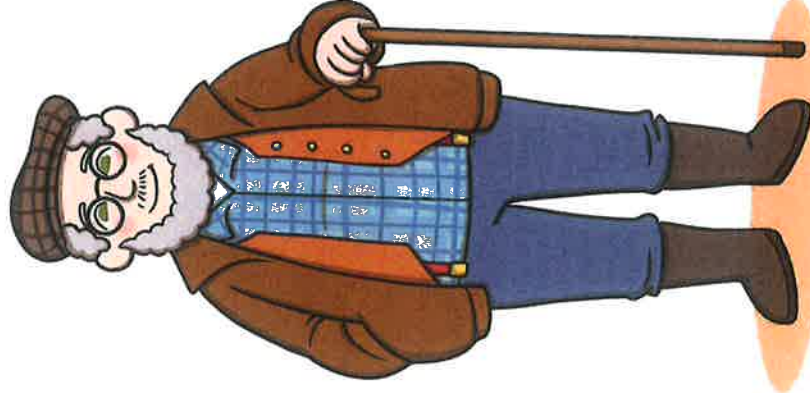
There was a man who had a dog,
and Bingo was his name-o.

(clap)-(clap)-(clap)-(clap)-(clap)

(clap)-(clap)-(clap)-(clap)-(clap)

(clap)-(clap)-(clap)-(clap)-(clap)

And Bingo was his name-o.



2D Shape Sorting

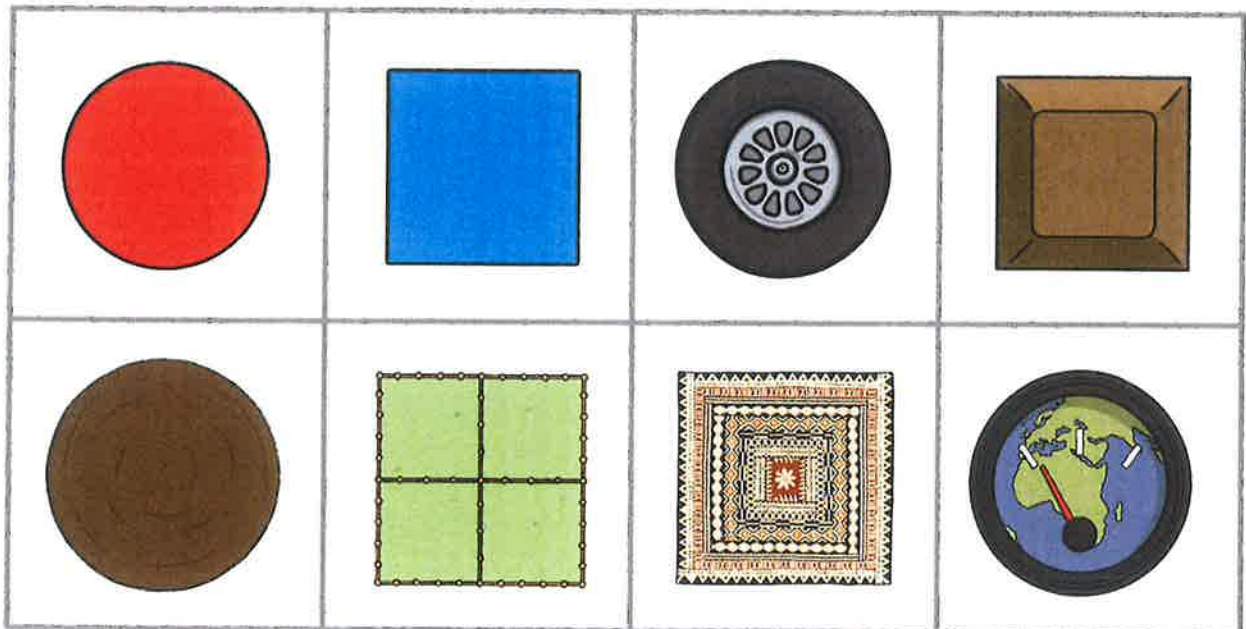
Cut and paste the shapes into the correct category.

circle

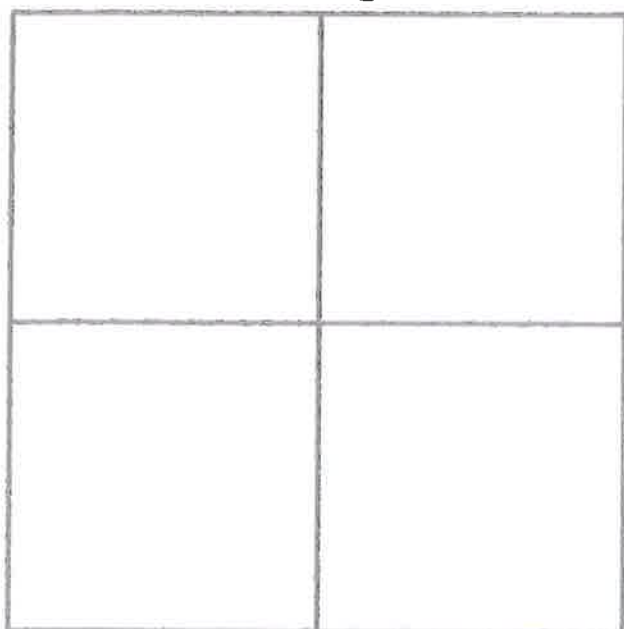
square

twinkl

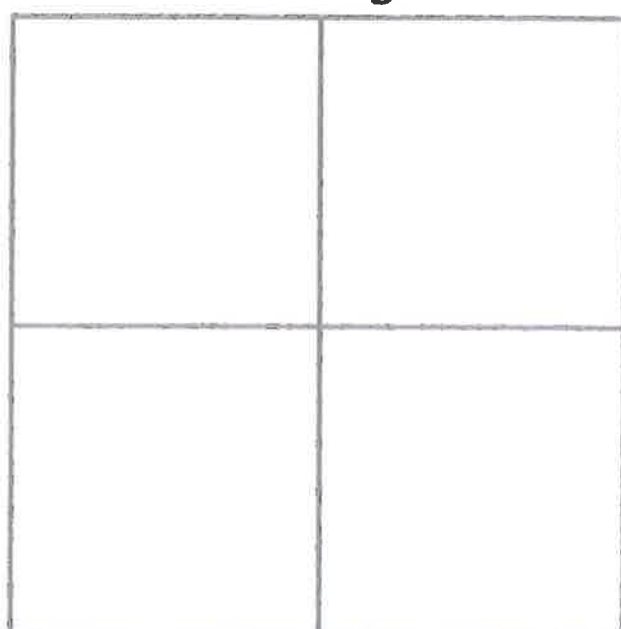
twinkl.co.uk



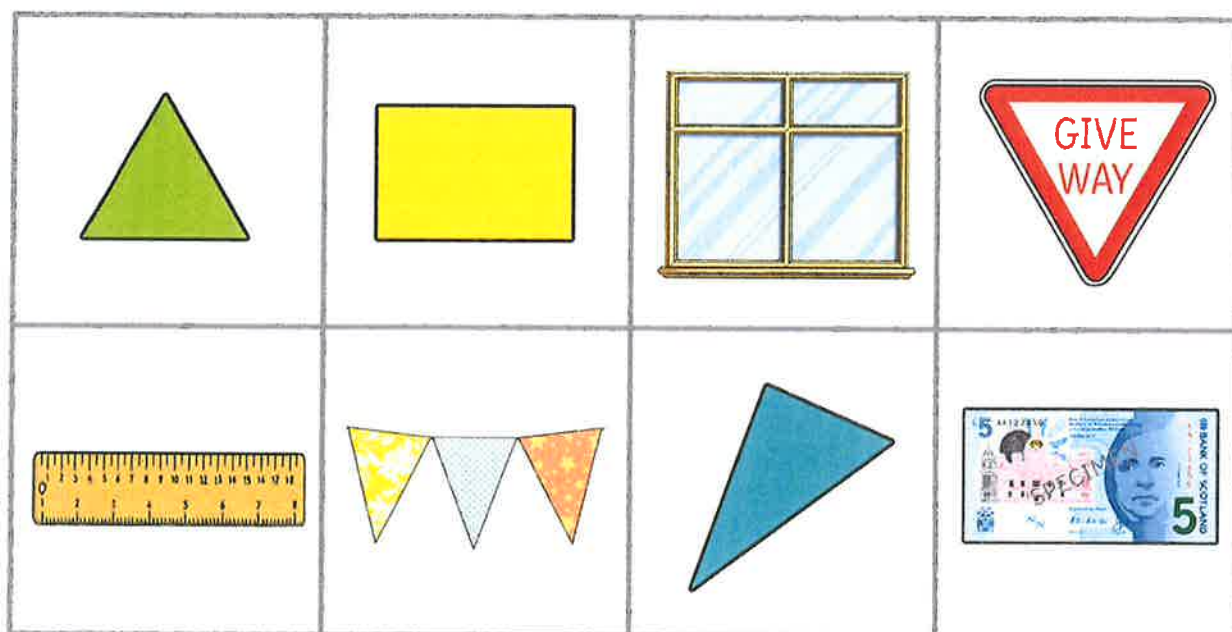
triangle



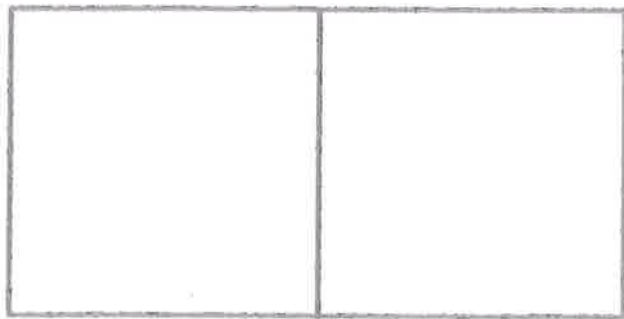
rectangle



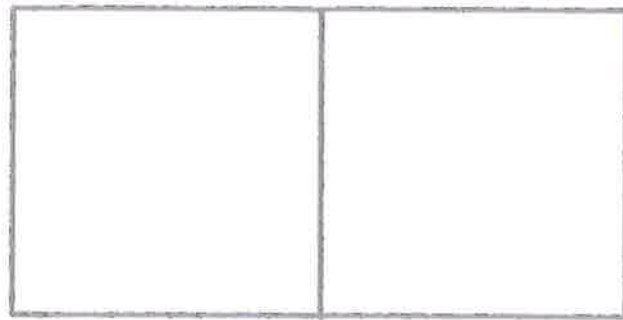
twinkl.co.uk



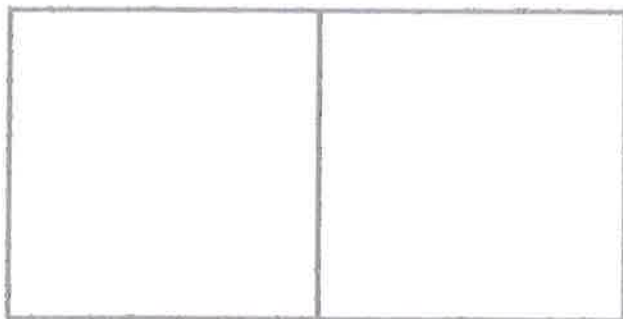
pentagon



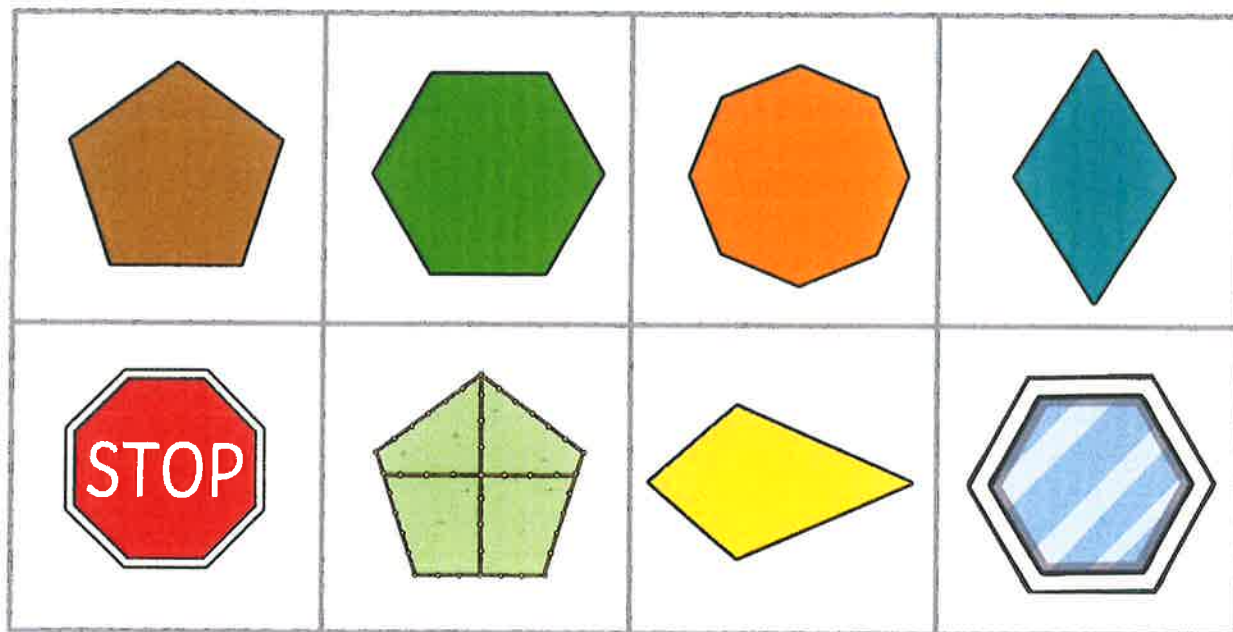
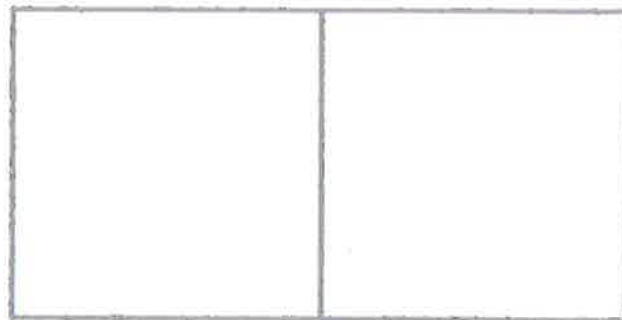
hexagon



octagon



quadrilateral



Wednesday 24th February - Mrs Brown's example.

Dog Fact File



Dog Name: Max

Colour: Brown with white paws

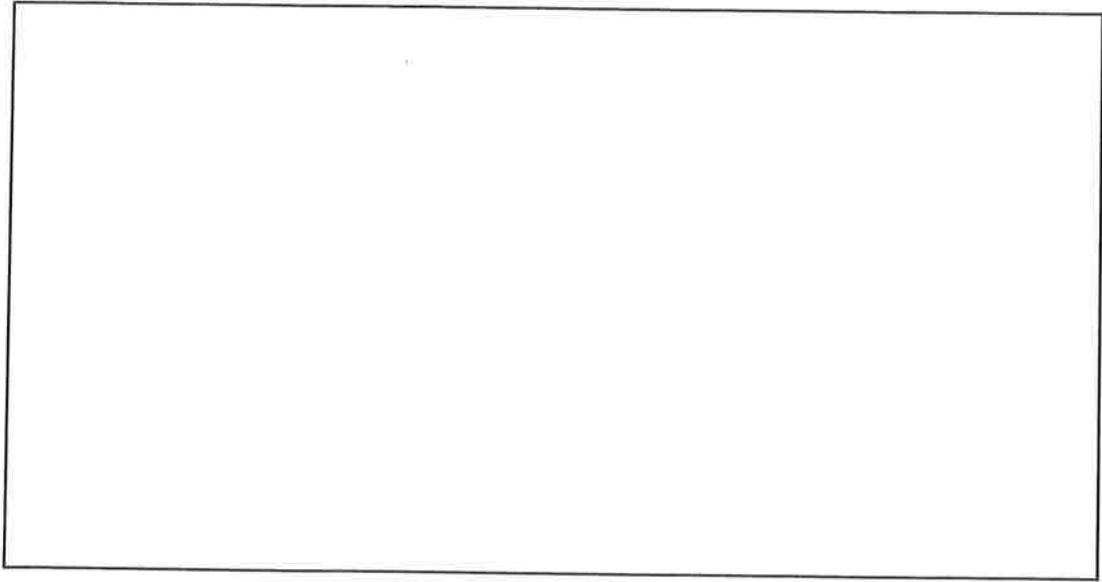
What do they like?

Food, tennis balls, his bed

What do they not like?

baths, rain, big bangs

Dog Fact File



Dog Name: _____

Colour: _____

What do they like?

What do they not
like?

Wednesday 24th February

Is it cool for you to
burp?

How can you see an
owl at night?

Will a cow go to
town with you?

Discover the hidden colours in ink

Learn about the scientific technique of chromatography and how it can be used to solve mysteries.





What you'll need

- Some felt-tip pens – make sure they're not permanent ink markers. Washable ones work best
- Some sheets of paper kitchen towel
- A tall glass
- Salt (optional)
- **For extra activity:** two or more pens with different black inks. You can check the black inks are different by making chromatograms of them.

What to do

Cut up the kitchen towel into 2cm wide strips.

About 3cm from the bottom of one of the strips, use a felt tip to make a dot about half a centimeter wide.

Put water (or salt solution) into a glass to a depth of about 1cm.

Place the strip of paper into the glass so that the end with the ink dot is in the water, but make sure that the ink dot itself is above the water line. You can fold the top of the strip over the edge of the glass or leave the strip leaning against the side of the glass.

Wait to see what happens. If the ink is composed of different coloured water-soluble dyes, it will separate out into those colours. The coloured pattern you are left with on the paper is called a chromatogram.

Special materials

You can do this activity with just water, kitchen towel and washable felt-tip pens. Using salt solution instead of plain water can give you better results – you can make this by stirring 3-4 teaspoons of salt into a glass of water and waiting a few minutes for the salt to dissolve. You can also use paper coffee filters or even toilet paper instead of sheets of kitchen towel.



Questions to ask children

Being safe

There are no specific risks with this activity but we always recommend that you use common sense and take general care.

Look closely at the paper. What do you see happening?

What does this tell you about the ink when it spreads out and we see different colours?

What does it tell you about the ink when we don't get different colours?

How do you think different coloured pens are made?

Can you predict which of the colours in a pack of felt-tips will separate out into different colours like this?

What do you think would happen if we used the same pen, but a different type of paper? (Worth trying, you may find the order of the spots changes)

If we put dots from two felt tips on top of each other, what will we see?

Put dots from two different coloured pens next to each other, are any of the separated colours the same? What could this mean?

The science

This process of separating a sample of ink out into separate coloured dyes is called chromatography, which literally means colour writing.

As the water moves up through the paper, it dissolves the ink. Some inks dissolve more easily in water than others and so move more quickly up the paper with the water. So, because different coloured dyes travel at different speeds in the liquid, an ink that is made up of different dyes can be separated out into the colours it's made of.



Going Further

As Fiona does in the video, you can write a message in a black pen and then challenge your child/children to find out which black pen you used to write the message — see if they can come up with idea of making a chromatogram from the message and comparing it to chromatograms of the different pens.

See if you can make a black ink by making a dot on a piece of kitchen roll using different coloured pens and then see if you can separate the inks out again by using chromatography.

Use nail polish remover instead of water and see what happens if you make dots using permanent pens? Can you separate them out? What about lip stick or liquid make up? (If you're using nail polish remover as your solvent, you might want to close your chromatograms in a jam jar to minimise fumes).

Make chromatography flowers by following the instructions on this website: <http://bit.ly/ChromoFlowers>




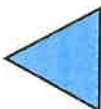




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2D Shape Properties Table

Look carefully at the properties of these 2D shapes. Write your results in the table.

2D Shape	Total Number of Sides	Number of Straight Sides	Number of Curved Sides	Number of Vertices Corners
				
				
				
				
				
				

Thursday 25th February
Trim & Stick in book.

My Dog Walk

1. Early one morning,
_____ and I
started walking to

Ideas:

Beach

Park

River

Ideas:

tree

puddle

sea

2. First, we went to

where we found

3. Suddenly, we saw a

It was _____

Ideas:

bird

horse

rainbow

Ideas:

sleep

tea

snack

4. When we got home, we

Letter Formation

Trace over these letters.

oi

oi oi oi

oi oi oi

oi oi oi

Letter Formation

Trace over these letters.

oi

oi

oi

oi

oi

oi

oi

oi

oi

oi

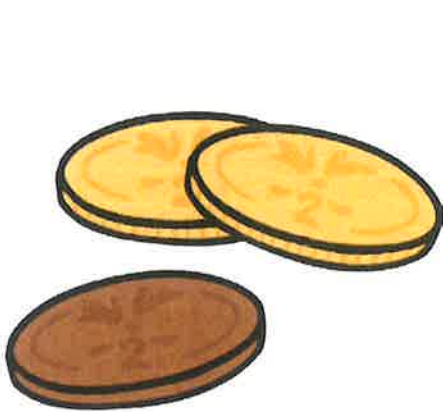
Letter Formation

oi

Trace over this letter and then try writing your own.

oi

Complete the words below by writing in the correct letter.



c__n



b__l



s__l

Do not stick in book. Sound out each word. Tick each one you could do. Circle any words you found tricky.

Thursday 25th February

sil

hsil

csin

csil

jsin

s sil

ſ sil

b urn

t urn i p

p sil s s n

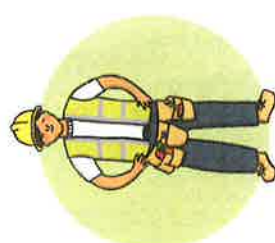
People Who Help Us



dentist



bus driver



builder



librarian



mechanic



post deliverer



firefighter



caretaker



life guard



refuse collector

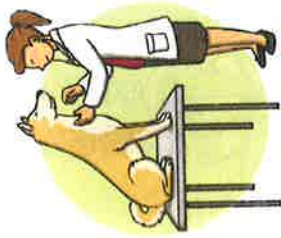


mountain rescuer



soldier

People Who Help Us



vet



teacher



lollipop person



road worker



police officer



lunchtime supervisor



paramedic



nurse



milk deliverer



mechanic



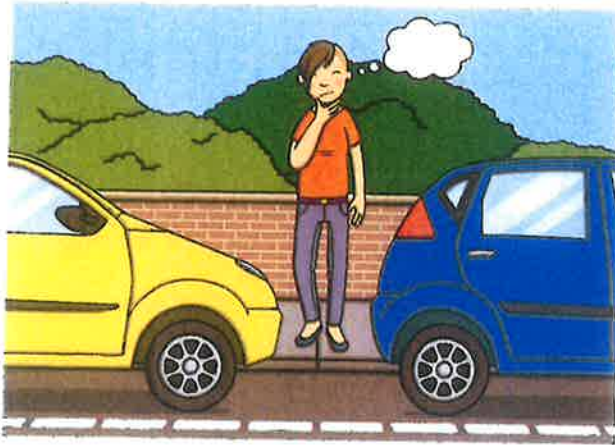
doctor



taxi driver

Who Can Help Me?

I need to cross the road.



I need help with my work.



I am lost.



There is a fire.



I have hurt my knee.





Friday 26th February

Where's Max?



I am sitting on top of a wall at the beach.

But where is my friend Snowy?

Can you match up the words and pictures?

Words like **on**, **in**, **up**, **down**, **above**, **beside** and **through**, all tell us where something is. In a story, they tell us where the action is happening and help carry the story along. Look at the three pictures below and read the words together. Which word goes with which picture? Then put the words into sentences so we can hear how these words help us know where things are.



into



over



down

Cut each picture and word. Match them up and stick in book.
Some pictures may have more than one *Where's Snowy?* word.

Now look at the pictures of Snowy and the chair. Ask your child to point to one picture and ask, 'Where's Snowy?' Help them to tell you, 'Snowy is on the chair,' etc so that they use all the words listed.

Now play the same game using one of your child's favourite toy animals and help them tell you exactly where the animal is in a sentence. If you want, also write the words on pieces of paper and ask the child to place the words next to the toy when it is in that position.

If you've got one of the *Where's Spot?* books, it's a great way of helping your child use these sorts of words. Your child's teacher probably calls these words *prepositions* because they tell you the position of things.



behind

under

~~upon~~

beneath

~~before~~

near

on

beside

in front of

in

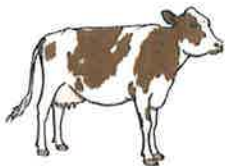
1. Trace over 'ow'

ow ow ow ow ow ow
ow ow ow ow ow ow

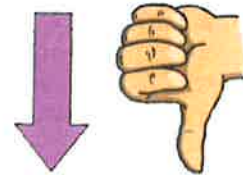
2. Just add 'ow'

c _ _ h _ _ br _ _ n t _ _ n cl _ _ n
_ _ l g _ _ n n _ _ d _ _ n

3. Write the correct 'ow' words under the pictures.







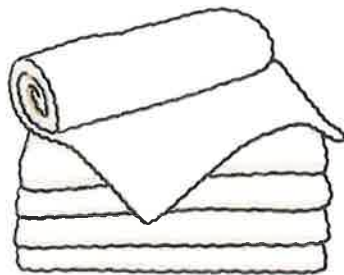
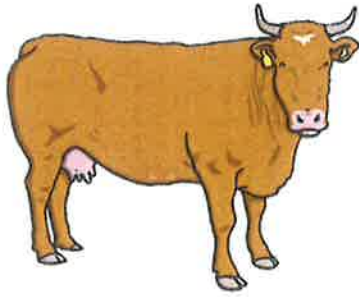






Ow and Oi Words

Can you match the words to the pictures? Write the answers in the boxes below.



cow

coin

owl

soil

towel

tinfoil

Autumn Woodland Trail

Phase 3 'ow' and 'oi' words

Start

now

oil

down

boil

owl

coin

cow

Roll a dice and move that number of spaces along the woodland trail. Read the 'ow' and 'oi' words and move one space forward for each one you get right. Watch out for woodland dangers and good luck!

See a bird!
Go back 2.

bow

join

See a squirrel!
Go back 2.

how

coil

See a deer!
Go back 2.

soil

row

See a rabbit!
Go back 2.

toil

town

foil

See a fox!
Go back 2.

poison

See an owl!
Go back 2.

towel

void

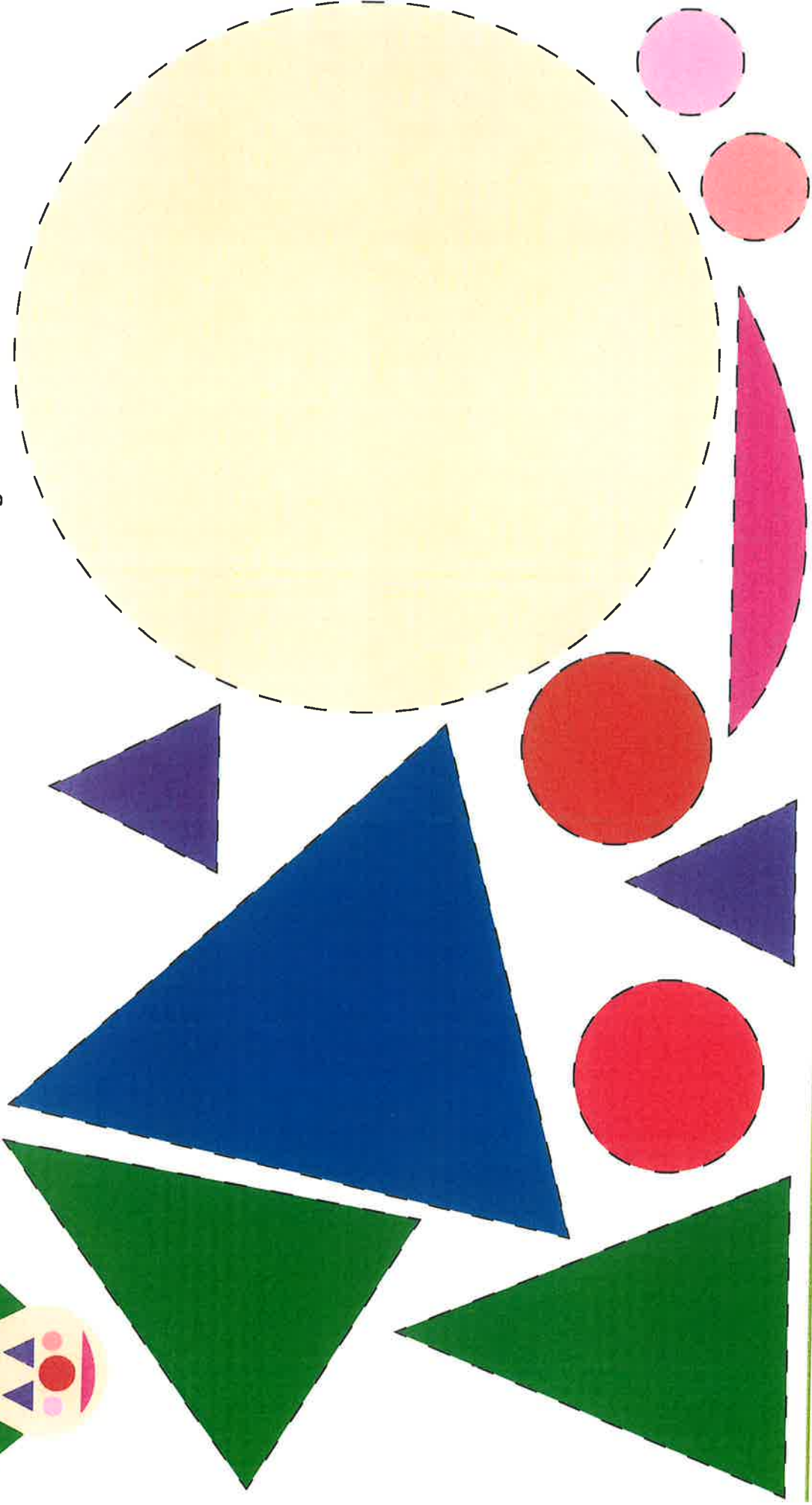
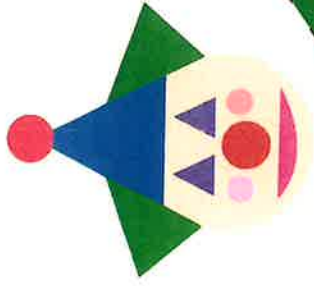
Finish!

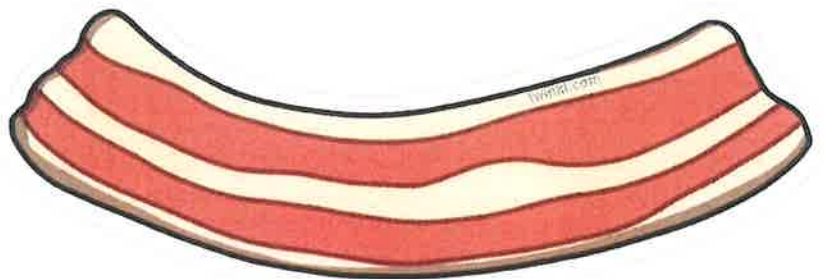
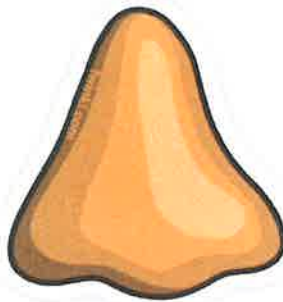
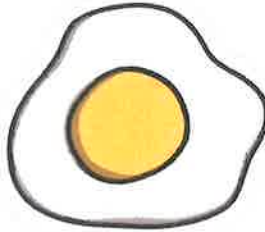
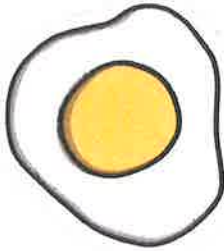
powder

See a hedgehog!
Go back 2.

2D Shape Clown Cutting Skills

Cut out the shapes and glue together to make your clown.





What Would You like on Your Pancake?

Cut and stick your favourite toppings on to your pancake.

