Barnes Farm Infant School

Building Futures

Inspiring Success

Basic Skills

Reception Workbook

Goldilocks and the Three Bears

Once upon a time, there was a girl named Goldilocks.
One day she went out for a walk in the forest where she came upon a house.
She knocked on the door but nobody answered. She went inside and looked around.

At the kitchen table she found three bowls of porridge.
Goldilocks was hungry and so she tasted some porridge from the first, big bowl.
"This porridge is too hot!" she cried. She tasted the porridge from the second, medium bowl.
"This porridge is too cold!" she cried. She tasted the porridge in the third, small bowl.
"Yum! This porridge is just right!" she cried. She happily finished the whole bowl.
Once she had eaten the three bears' breakfast she went into the living room for a rest.

She saw three chairs and sat down at the first, large chair.
"This chair is too big!" she cried and sat in the second, medium chair.
"This chair is too lumpy!" she cried and sat in the third, small chair.
"This chair is just right!" she settled into the chair. It broke into pieces!
Goldilocks was feeling really tired now so she went upstairs to the bedroom where she found three beds.

She lay on the first, big bed.
"This bed is too hard!" she cried. She went to lie on the second, medium bed.
"This bed is too soft!" she cried. She went to lie on the third, smallest bed.
"This bed is just right!" she cried. Goldilocks was so comfortable she fell asleep.

As she was sleeping, the three bears came home and went into the kitchen.
"Someone's been eating my porridge", growled Daddy bear.
"Someone's been eating my porridge", growled Mummy Bear.
"Someone's been eating my porridge and they ate it all up", cried Baby bear.

The three bears went into the living room.
"Someone's been sitting in my chair", growled Daddy bear.
"Someone's been sitting in my chair", growled Mummy bear.
"Someone's been sitting in my chair and they've broken it", cried Baby bear.

The three bears went upstairs to the bedroom.
"Someone's been sleeping in my bed!" growled Daddy bear.
"Someone's been sleeping in my bed!" growled Mummy bear.
"Someone's been sleeping in my bed and she's still there!" cried Baby bear.

Baby bear's cry woke Goldilocks up. ***"Help!"*** she screamed and she jumped out of bed.
She ran down the stairs and out of the bear's cottage. Goldilocks was never seen there again.
The end.

Storytime - Goldilocks

Here are some Goldilocks themed learning activities.

Read the story together. It is a deliberately repetitive tale and your child will probably be able to predict what is coming next. Read it several times, using dramatic voices if you wish. Discuss what has happened. How do you think the characters felt? Can you imitate baby bear's voice and say how sad he was that all his breakfast had disappeared. Have fun participating in the story and acting it out.

Maths

There are so many mathematical opportunities in this story. Talk about who is the tallest, shortest, oldest etc. How many bowls were there? Can you find 3 different sized bowls in your kitchen and allocate them to a bear. You might use your cuddly toys to represent characters. Can you find 3 spoons, 3 chairs, etc.? Place one bowl next to one spoon, next to one bear. This is a great 1-1 correspondence activity.

Descriptions

This story has a lot of descriptive words such as hot, cold, lumpy, soft and hard. Why not go around your home and see what items you can find to create a sensory game. You can sort these items out into their properties. Compare and contrast the different items against each other.

What other words can you use to describe texture?

What could you find that is smooth?

What could you find that is fluffy?

Make some porridge

Why not make some porridge together. This could be real or imaginary (risk assess). How does it taste? Think about what toppings you will choose. Talk about how the dry materials go into the liquid and change consistency. Think about how breakfast could be part of the learning experience.

The Story of the Three Billy Goats Gruff

Once upon a time there were three billy goats.
One day the three Billy Goats Gruff set off to find a field of tasty grass.
On the way to the field there was a bridge over a river. Under the bridge lived a Troll.
The first and smallest Billy Goats Gruff came to cross the bridge.
'Trip-trap, trip-trap, trip-trap,' went the goat's hooves on the bridge.
"Who's that trip-trapping over my bridge?" roared the Troll.
"It's me, the first Billy Goat Gruff. I want to eat the tasty grass in the field."
"I'm coming to gobble you up!" roared the Troll.
"Oh no, please don't! I am much too small. Wait until the second Billy Goat comes. He is much bigger."
"Very well," said the Troll and he let the smallest Billy Goat pass.
'Trip-trap, trip-trap, trip-trap,' went the second goat's hooves on the bridge.
"Who's that trip-trapping over my bridge?" roared the Troll.
"It's me, the second Billy Goat Gruff. I want to eat the tasty grass in the field."
"I'm coming to gobble you up!" roared the Troll.
"Oh no, please don't! I am not as big as the third Billy Goat Gruff. He is much bigger than me!"
"Very well," said the Troll and he let the medium-sized Billy Goat pass.
'TRIP-TRAP, TRIP-TRAP, TRIP-TRAP," went the goat's hooves on the bridge but much louder than before.
"Who's that trip-trapping over my bridge?" roared the Troll.
"It's me, the third and biggest Billy Goat Gruff."
"I'm coming to gobble you up!" roared the Troll.
"Well come along, I'm ready for you," said the biggest Billy Goat Gruff.
The Troll began to run towards him, but the biggest Billy Goat put down his horns and tossed the Troll straight off the bridge. SPLASH! The Troll landed in the river below.
The biggest Billy Goat crossed the bridge to his brothers. They happily ate as much delicious green grass as they wanted.

Billy Goats Gruff Learning Activities

Learning Activities

Read the story together a few times. Your child may pick out the repetitive phrases and predict what may happen next. You may want to use different voices for the characters. The smallest goat could have a teeny, tiny voice and the Troll could have a deep, growly voice.

Creating

You may want to act the story out. Perhaps you could make some goat and Troll masks from old cereal boxes, paper plates or paper. You could even make your own little Billy Goat puppets from lollypop sticks or sock puppets. What do you think the characters will look like? Would the Troll be very tall? You could draw around your child on a large piece of paper to make a giant figure shape.

Maths

This story has lots of mathematical language. Talk to your child about the different sized goats; small, medium and large. The Troll might be gigantic. Try to find other words for large; huge, immense, massive, etc. You could build your own bridge from cushions, boxes, Lego or blocks. Use positional language such as over, under, beneath and on top. Try to find other words for large, e.g. huge, immense, massive etc.

Language

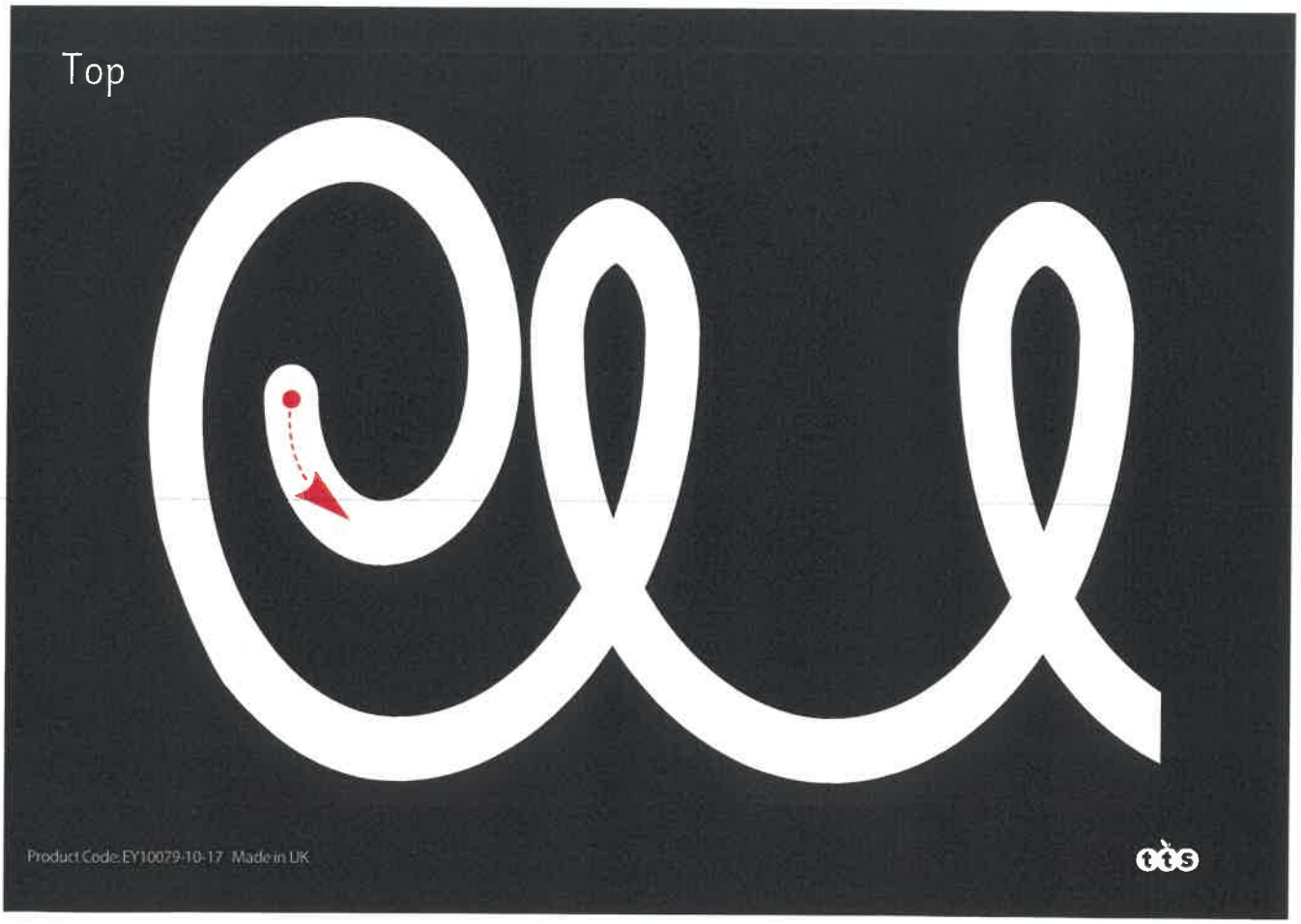
This is a wonderful story to learn about sounds. Could you trip-trap around your home? Think about the different sounds. Can you trip-trap quietly like the smallest Billy Goat or loudly like the biggest Billy Goat? You might think about different sounds in your home. What can you hear when you listen carefully? You might be able to hear the ping of a microwave. Can you hear the fridge? Perhaps you could record the sounds around you?

Patterns and Mark Making

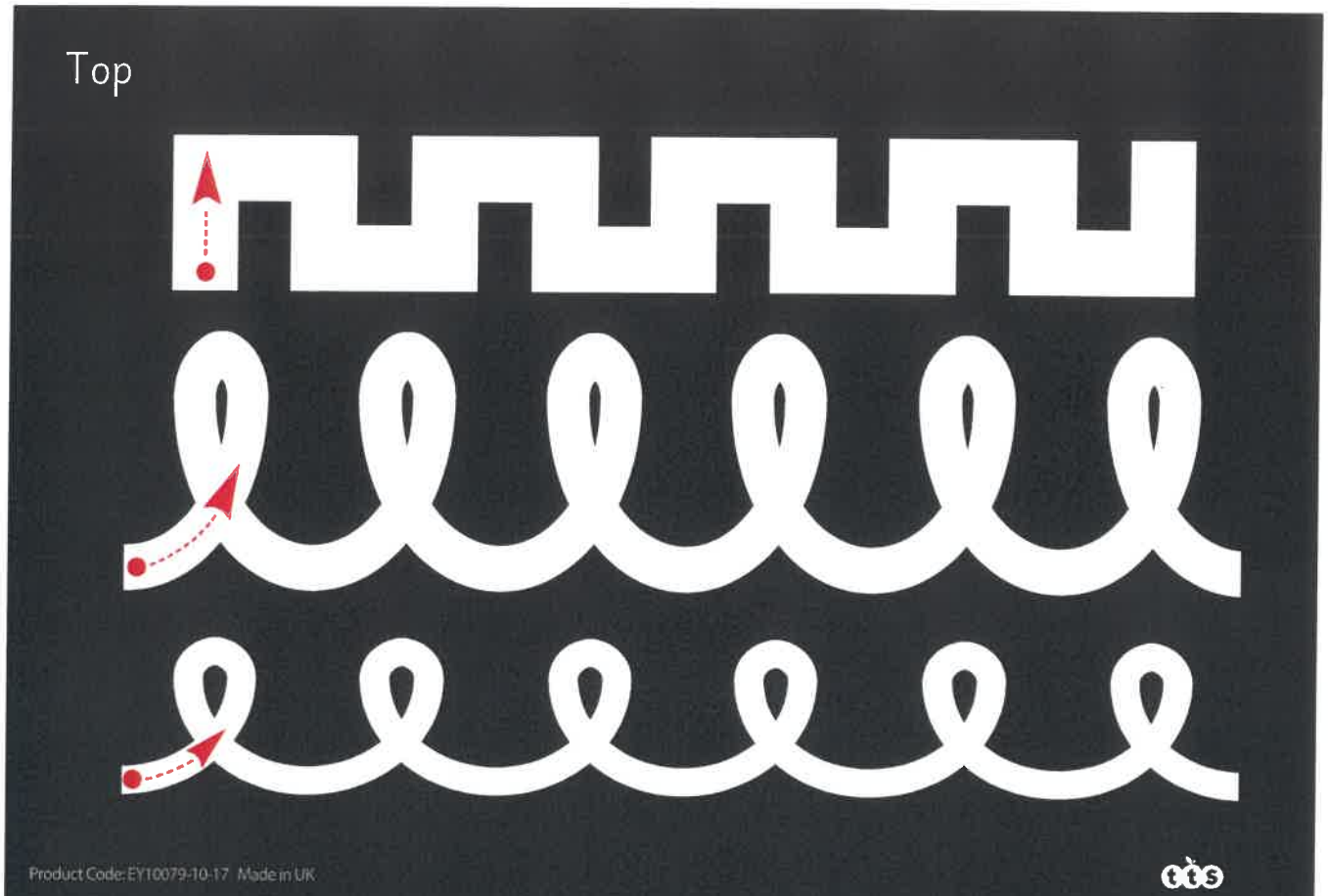
Introduction

Writing is an important skill for children to develop, it takes time, practice and encouragement. You can support this skill by doing mark making activities. It all starts with lines, circles and 'scribbles' Give them big pieces of paper to make large sweeping lines. They can make circles, dots, dashes, etc. Children can mark make using their fingers, spoons, sticks, paintbrushes in flour, paint, sand, etc.

Simply put some flour in a tray and make zig-zags, dots and lines. When you have finished simply shake it away and start again.



Patterns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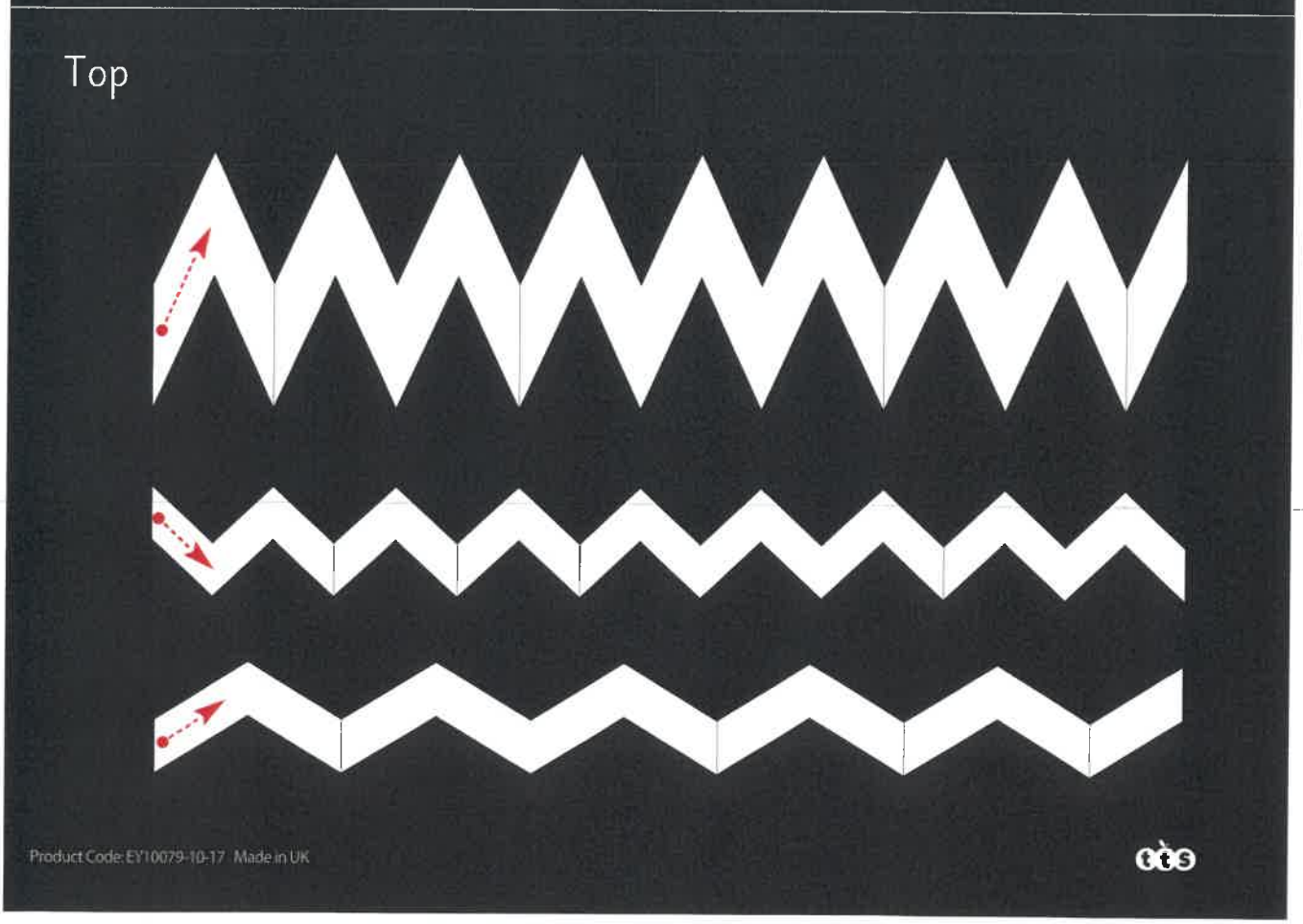
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Phonics Ideas

Say the sounds in 5 different objects.

Ask your child to find five objects. Sound them out, encouraging your child to identify all sounds in the word, e.g. c-ar in car and s-o-ck in sock.

Make a letter sound collage.

Using a toy catalogue, encourage your child to cut out anything they can find with a 'b' sound. Change the sound and see what else they can find.

Write some of your key words.

Say a word and ask your child to mark make it in flour. Can they read the word back to you?

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Useful Information – Phonics

Here is a list of letter sounds and 'high frequency' words your child may be working on at school.

Letter Sounds

Phase 2	Phase 3	Phase 4	Phase 5
s a t p i n m d g o c k e u r h b f l ck ff ll ss These four sounds come at the end of words, e.g. sock, pack, tell, fill, miss.	j v w x y z qu ch sh th ng ai ee igh oa oo oo ar or ur ow oi ear air ure er Sounds such as 'sh' may come at the beginning of words, e.g. shock, or at the end, e.g. fish. Sounds such as 'ai' are often in the middle of words, e.g. rain.	This phase puts previous learnt sounds together, e.g. clip, pram, brick, milk, bank, tent. Challenging words include stump, tramp and grasp. See if your child can hear, and maybe write, all 5 sounds!	ay oy wh ou ir ph ie ue ew ea aw oe au a-e e-e i-e o-e u-e These are different ways to write/spell the same sounds previously introduced. Some children, but not all, will be working at this level.

Words your child may be able to read using their letter knowledge (use these for the suggested activities)

Phase 2	Phase 3	Phase 4	Phase 5
sat tap pin nap man dog mop cot kit rat rub hop bin pick huff tell fuss	jog van web box six yum zip quick chop ship bath path ring pain feet light soap boot hook farm corn hurt cow boil hear fair pure letter	flat trap plum swim grin pond jump hint tent band	hay boy whip cloud girl phone pie glue few sea claw toe sauce cake eve pile note tune

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Useful Information – Phonics

Tricky words

These words are taught in school as 'tricky', they cannot be sounded out and need to be learned on sight.

Phase 2	Phase 3	Phase 4	Phase 5
I into of the no go	he she we me be was you they all are my her	said have like so do some come were there little one when out what	Mr Mrs oh their people looked called asked would should could

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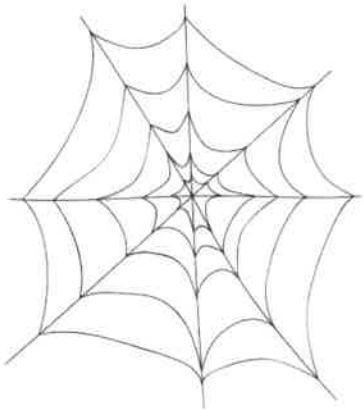
Phonics – Match the Picture to the Phase 3 Sound

Say what you can see and draw a line to the phase 3 sound in the word.



y	j	w	v

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Phonics – Reading Tricky Words

Read the 'tricky' words in red to an adult. Draw a line to its matching pair.

he	we
we	she
me	be
she	he
be	me

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Phonics – Writing Tricky Words

Read the tricky word to an adult.

Cover it up then see if you can write it correctly on the line.

she	
me	
we	
be	
he	

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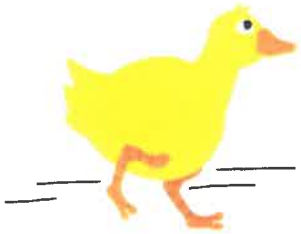
Literacy – Reading Captions

Read these captions by blending the sounds in the words.

Draw a line to the matching picture.

the duck is quick	
mum is a vet	
the jet is big	

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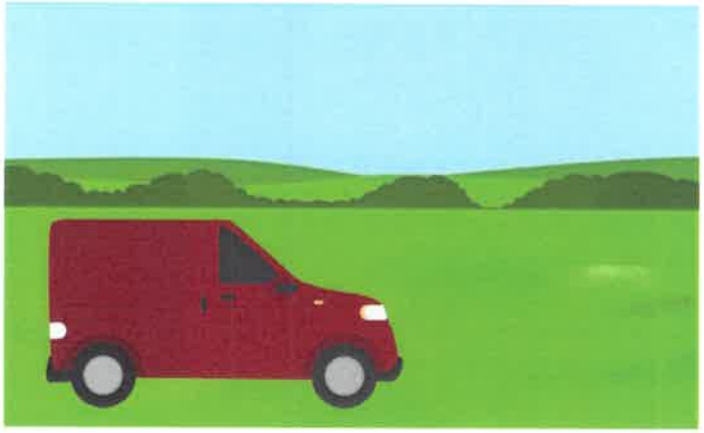
Literacy – Writing Captions

Can you think of a caption to write for this picture?

See if you can make your writing sit on the line!



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Introduction

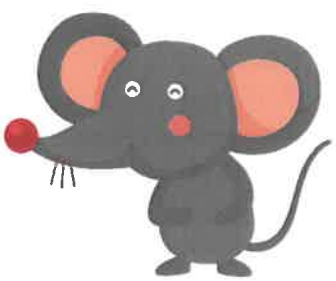
There's so much you can do about learning about sizes and measurement in a play based way. It is important to use lots of different terms to increase your child's mathematical vocabulary as well as their understanding.

Vocabulary

Long, longer, shorter, short, wide, narrow, big, little huge, immense, giant, minute, tiny, teeny, same, taller, etc..

big

small



Activities

- Find your dolls, teddies, play figures etc. Line them up from the tallest to the shortest.
- How tall are you? Can you measure your height? Young children often like playing with tape measures. Let them just experience and explore. They could also play with rulers and see how long things are.
- Use a spoon as a measuring device. Go around and see if things are the same size, shorter or longer than the spoon.
- Why not make a paper chain. Talk about this getting, longer, the more you add. You could measure it. You could also count the links together.
- How many strides is the room length? How many steps is it?
- Who is the tallest in your house? Who is the shortest and who is in the middle?
- Can you make a list or a collection of teeny, tiny things? What other words describe small?
- Which things are larger than e.g. a cow? Could it be a bus, a whale, a house, a car etc? Make a list or draw things.
- Draw around your hands. Who has the largest hands? How many fingers do you have?
- Make long and short play dough worms and snakes.

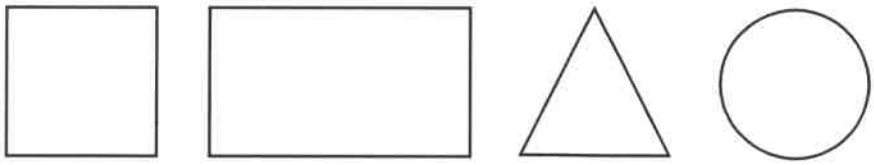
Shapes

Introduction

Learning about shapes is a key skill. Showing awareness of shapes in the environment is a large part of that. Shapes are everywhere and as soon as they are tuned into them, children will love pointing them out wherever they go.

Activities

(regular shapes)



2D Shape Hunt

Simply walk around your rooms and look for shapes. What can you see? The first regular shape names they will learn are a square, a rectangle, a circle and a triangle.

- You might choose one shape to spot at a time. Where are all the circles? Your child might want to record what they see in some way, drawing or tallying for example, or may simply like to point them out. You could also take photographs. How many did you find?

- As you look around, talk about some shapes are bigger, smaller, patterned, up high, next to, under and over things, etc.

123

Roll a dice.

Find the number that is one more.

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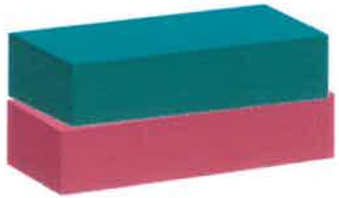
Children roll a dice and count the spots. Then identify the number that is one more and go on a 'number hunt' for that number. For example, number 6 on a clock.

123

Roll a dice.

2



Show one less.

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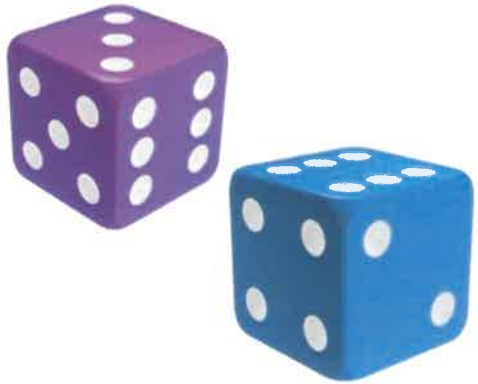
Children roll a dice and count the spots. Then identify the number that is one less. Encourage children to show one less in different ways. Write it, draw it, find it and show it.

123

Roll two dice.



What is the total?

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Children roll two dice and count the spots to find the total. Encourage children to write the number sentence.

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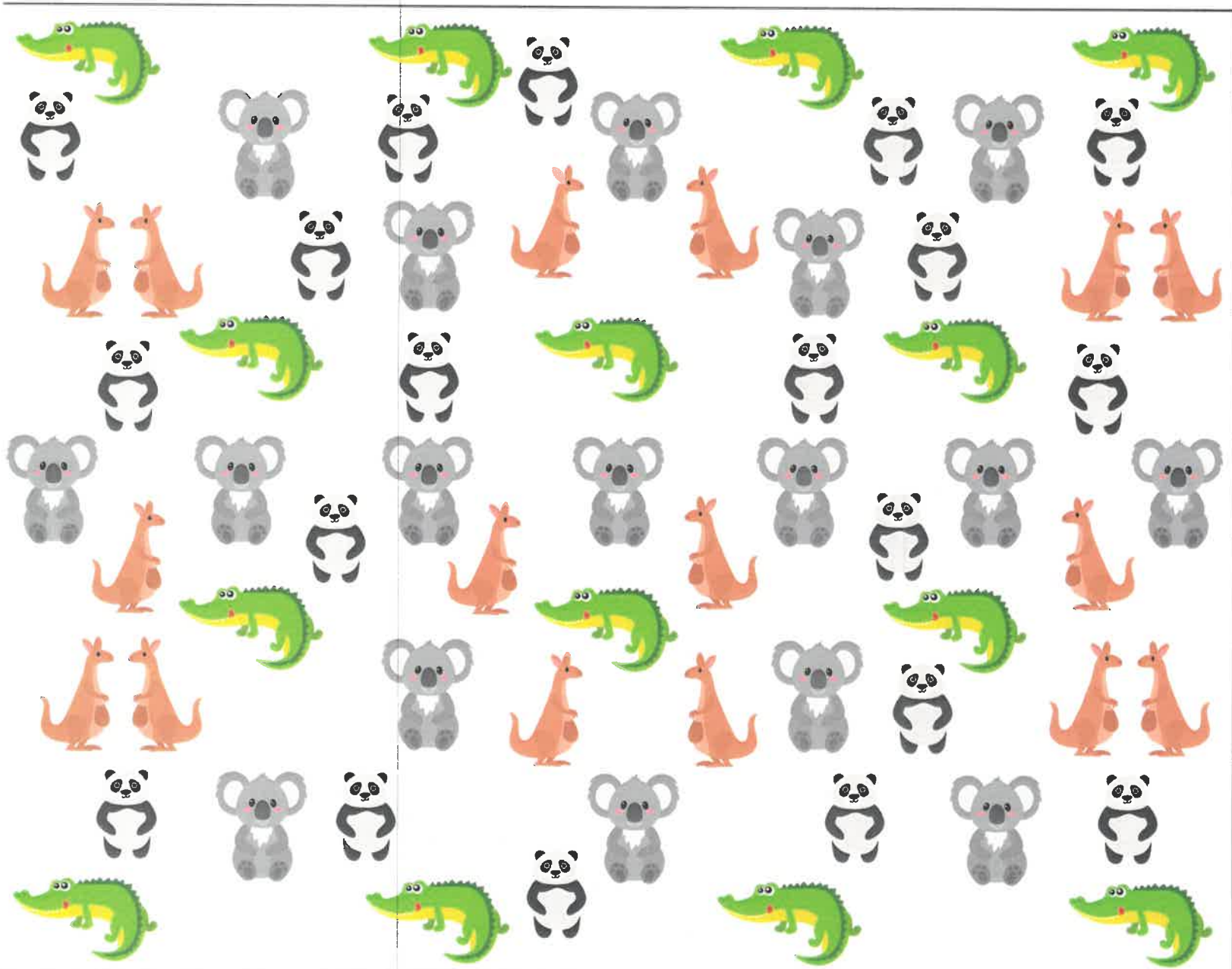
Maths – Number – Counting Activity



Object	How many?

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Maths – Time – Sequencing Events

Put these images in order.

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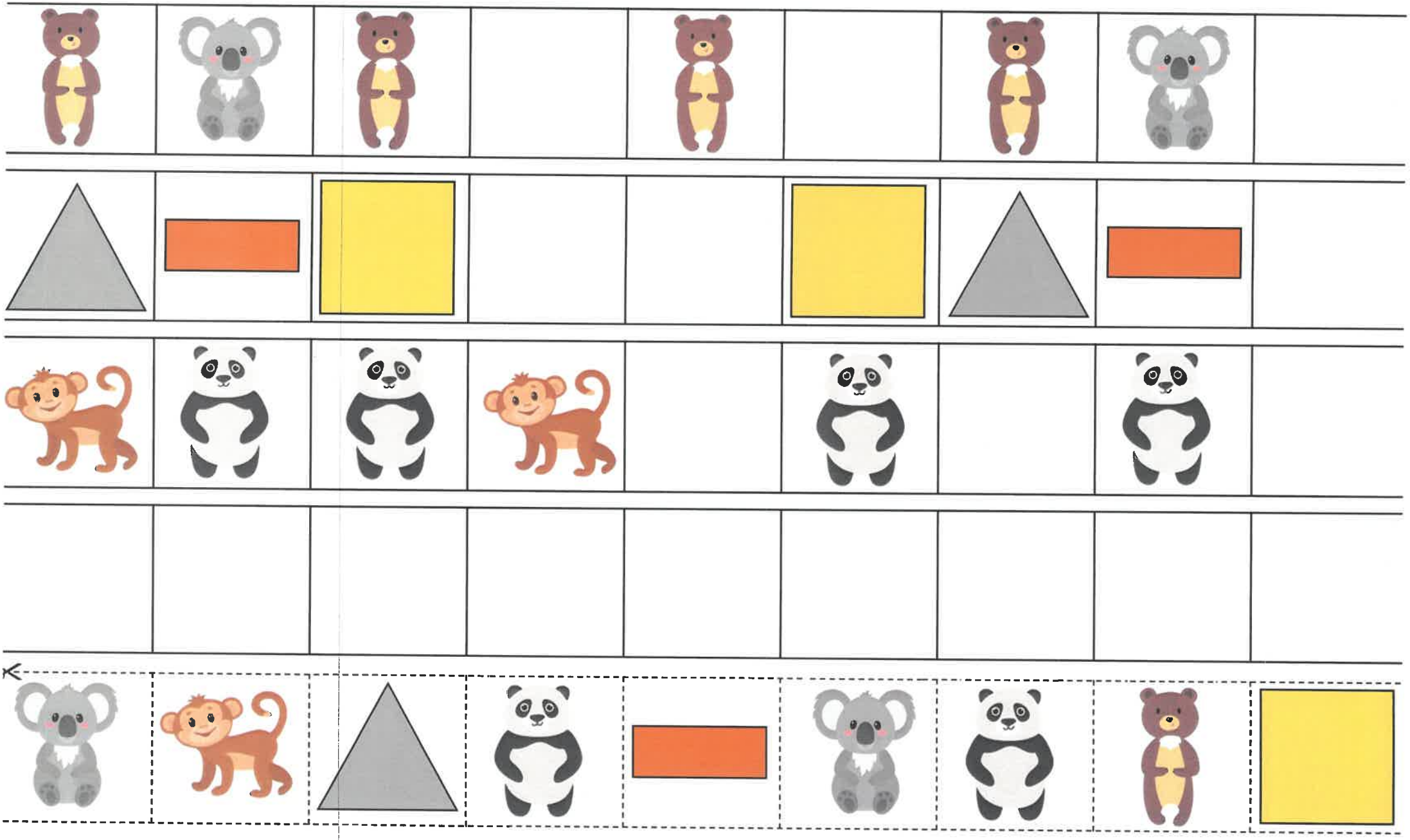
Maths – Patterns – Complete the patterns and make your own



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Maths – Numbers – Ordering Numbers to 10

Cut out these cards. Can you put the numerals 0-10 in the correct order?

3	5	1	9
7	10	4	0
2	8	6	

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Maths – Numbers – Ordering Numbers to 20

Cut out these cards. Can you put all the numerals 0-20 in the correct order?

14	12	17	20
19	16	18	13
	11	15	

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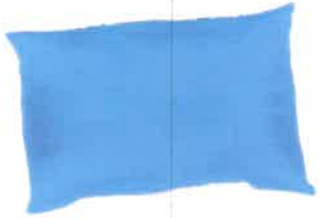
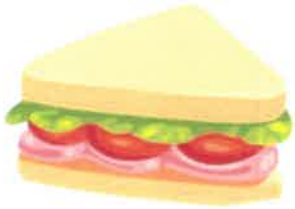
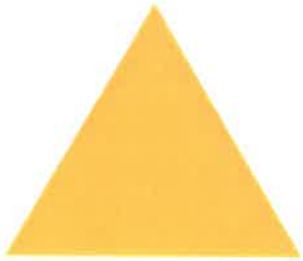
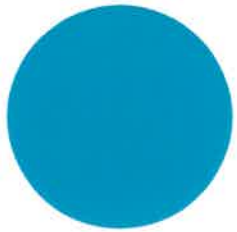
Maths – Shape, Space and Measures – 2D Shapes

What 2D shapes are these real-life objects? Draw a line to the matching shape.









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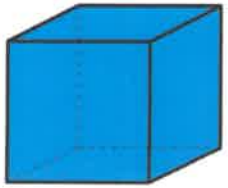
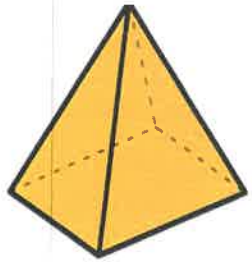
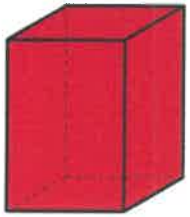
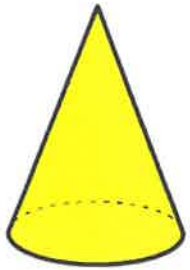
Maths – Shape, Space and Measures – 3D Shapes

What 3D shapes are these real-life objects? Draw a line to the matching shape.

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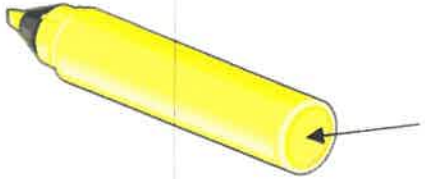
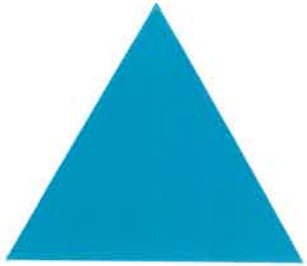
Maths – Shape, Space and Measures – Identifying 2D Shapes within 3D Shapes

Look at these 3D objects. What 2D shapes can you see?

Draw a line to the matching 2D shape.





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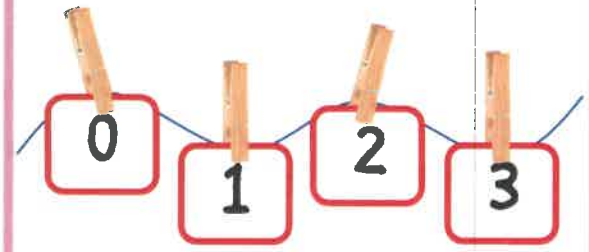
Practical Ideas – Maths, Phonics and Lockdown Live Activity

Find and order the numbers from 0 - 20.



Set up a washing line/piece of string with pegs. Hide the numbers 0-20 around your house or garden. Once your child has found all the numbers, ask them to peg them onto the washing line in the correct order.

Match the tricky words.

she

she

Write/print two sets of Phase 3 tricky words (see guidance for words). Put them on the floor with the word facing downwards. Ask your child to turn over two pieces of paper at once. Can they match all the words in their pairs?

Count the right amount to fill your truck?

Find further guidance linked to this activity on the next page. Or see this activity in action here https://www.youtube.com/user/ClassroomSecretsLtd

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Let's Make It!

Introduction

Play dough is a really quick, easy and satisfying thing to make. The actual making experience with the ingredients and how they react can support children's learning. It can be used in all kinds of learning activities. It needs to be stored in an airtight container or bag if you are going to reuse it.

Play Dough Ingredients

2 cups of plain flour
¾ cup salt
2 cups of warm water
Food colouring (optional)

Play Dough Equipment

Cup
Bowl
Spoon

Method

- Wash your hands thoroughly with soap and warm water.
- Measure out 2 cups of plain flour and pour into the bowl.
- Measure out ¾ cup of salt and pour into the bowl.
- Measure out 2 cups of warm water and pour into the bowl.
- You can add food colouring if you wish. (Just a drop of your favourite shade).
- Stir the mixture together. It will become sticky. Continue stirring until the mixture has all come together.
- Once the mixture has come together, use your hands to knead the dough.
- If your play dough is too sticky you can add in extra flour.
- Knead the dough into a smooth lump.

Activity

This is a great opportunity to learn about language, science and maths. It is a shared experience.

Start off by exploring the different ingredients together. Do they have the same texture, same colour or consistency? What happens when you add the flour and salt together? Is it dry or wet? What happens when you add in the water?

Use words such as **liquid, dry and wet.** Encourage your child to make observations about the changes throughout the process. Once they have started stirring you can talk about the texture. Is it **sloppy or sticky?** This is learning about the properties and ingredients. Encourage the children to use the language of texture and other descriptive words.

Activities

Introduction

Play dough is a really fun material to play and learn with. You will have your own great ideas. There are so many possibilities for what it can be transformed into. Here are a few ideas to get you started. Find some equipment and utensils from around your home to support your child in exploring and mark making the play dough. You could use a rolling pin, cookie cutters, spoons, jar lids etc. Using a rolling pin helps children to work on their shoulder and arm strength.

Super Dough Spheres

Encourage your child to create play dough balls. Rolling out spheres is an extra challenge for children to use their hands as they have to work in the opposite direction and in circular movements. Make gigantic balls, teeny balls and talk together about their sizes. What terms could you use? Are they miniature, minute, huge, etc.? Compare and contrast. Who has the biggest? Can we make one smaller? Can we make them the same size?

Equipment and Utensils

You may have some utensils (risk assess) that the children can use with their play dough. See what differences it makes using a spoon or a fork to cut up the dough. You may have some child friendly cutlery for your child to use to practice their self-help skills for meal times. The play dough should be nice and soft for children to easily cut through and manipulate (if it sticks you could add a little flour). Let them just play with the utensils and see what they can create.

Activities

Patterns

You may have some equipment that has patterns on. Look on the bottom of a cup or perhaps the handle of a spoon that has an interesting pattern. Try using a spatula to smooth the dough. Using different mashers is also fun. Your child can explore these by pressing the tools against the dough. Look for any similarities and differences. They may want to create their own patterns by making marks in the dough. They could use the end of a spoon or their finger to create dimples and holes. Have they got toys that could make marks in the dough such as a mini car?

Super Snakes

Children can make all kinds of wonderful creations with play dough. They may want to make their own slithery snake. This helps children to use their hands, moving them back and forth in opposite directions. They may create snakes of different lengths and sizes. Which one is the longest? Will it reach the end of the table? Perhaps they have made a tiny, little snake.

Treasure Dough

Use the play dough to hide treasure for your child to discover. You could hide coins, buttons, beads (risk assess) inside the play dough. Digging for treasure is a wonderful workout for your child's hands and fingers. You can talk about the different properties of the treasure you have found. Is it cold, bumpy, shiny or dull? Is it gold,bronze, metal or wooden? Imagine finding pretend rubies, pearls and sapphires.

Fine Motor Skills

Why not encourage your child to isolate their fingers as they experiment? You can say, "Let's get Peter Pointer to press the dough!" You can also get your child to pinch the play dough to work on their pincer grip. Encourage your child to squeeze the play dough in their hands to strengthen their hand grip. Getting the child to use their fingers and hands supports their ability to hold pens and pencils for their writing development.

Creative Play Activities

Here are some suggestions as to how you could use your lovely homemade play dough. It is a wonderful material to explore as it can be continuously manipulated and changed.

Perhaps you could make a pretend lunch or tea with the dough. It could be your own bakery, café or restaurant. Think about which equipment you have in your kitchen (risk assess). Have you got a rolling pin to roll out pastry and make pasties or pretend jam tarts? Talk about how the dough rolls out smoothly and how it stretches. You can use scientific and imaginative language. Imagine making a delicious pizza. Which toppings will you add? You could make some cheese, pineapple, tomatoes into shapes and add it to your base. Once you have created the pizza you may want to start slicing it up and sharing it with your family. How many pieces do you have? What about making a special birthday cake. How old is the person? You could add pretend candles. Count the candles and sing the Happy Birthday song together. You could also make food for a feast in a castle. What about making 5 currant buns and singing the song. Have some 1 pence coins and make this a great maths activity as well as being creative and language rich.

Your child may want to create their very own monster. You may have some accessories (risk assess) for them to use as legs, arms, eyes, wings, etc. You can use paper straws, feathers, beads, buttons and wool (risk assess). Talk about what features their monster may have. They may choose 8 legs because they can run really fast or one huge eye that can see everything. What colour is your monster? What is the monster's name? Consider what your monster might eat. The yellow monster's favourite food might be bananas. The green monster's favourite food might be peas.

Think about what animals and creatures live in the forest, such as squirrels and hedgehogs. Perhaps you have some stories based in a forest, such as 'The Gruffalo' by Julia Donaldson. The child may want to create a mouse, a snake, an owl, a fox and even a Gruffalo. You may want to roll out some nuts for the mouse to eat, build a tree top house for the owl or an underground house for the fox. This supports their early literacy development as they recall from stories they know, remembering the beginning, middle and end.

You could use the play dough to create mini worlds. They may create an alien planet, a land of dinosaurs or an under-sea world. They may roll out space rocks and create little hidden alien homes. Think about what the aliens might look like, Will they be tall or short? Have they got two arms? You might have some googly eyes for them to use or they could scrunch up pieces of paper instead. Is it a hot or cold planet? Does the alien need fur to keep it warm?

Twinkle Twinkle Little Star

Introduction

This is great for language skills and lots of fun! Rhymes are really important for children's literacy and communication skills.

Twinkle Twinkle

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.

Activities

Singing

Have fun singing or saying the rhyme together. Make your own actions for the stars twinkling in the night sky. When you talk about up above, reach up high. You can be as dramatic and expressive as you wish.

Talk about stars

Where and when will you see them? Use this as an opportunity to enrich your child's language and to have conversations.

Facts

Did you know that there are billions of stars in our solar system.

The nearest star to us is the sun.

People used the stars to navigate their way around.

What is a star? A star is actually a ball of gas, mostly hydrogen and helium, which is held together by its own gravity.

Make your own stars

You could draw them and cut them out. Can you make stars in different sizes and patterns? Perhaps you could make them out of different materials. You could try play dough or salt dough. Why not make some star biscuits and ice them. Remember to seek out the opportunities to develop their vocabulary and their understanding. Describe the stars you made. Are they stripy, shiny, sparkly, smooth, zigzagged, soft etc? Which one do you like the best and why? Can you make one that looks like a diamond in the night sky? This is great for learning about properties and scientific language.

Twinkle Twinkle Little Star

Try sticking tin foil onto card and then cutting out star shapes. You could make patterns with a pencil on the foil. How many stars do you have? Count them together, touching each one as you say the number.

Feeling energetic?

Why not do some star jumps! See how many you can do, counting as you go.

Make a rocket ship

Why not create your own rocket ship together to fly to the stars. You could make this from old boxes, plastic containers, scrap materials and other bits and bobs you can find. Cutting, creating, designing, imagining and inventing are all great learning opportunities. Where will your rocket ship travel to? Will there be a count down… 5, 4, 3, 2, 1, blast off?

What name will you give your super spacecraft?

You may have toy figures that you can incorporate into the play. Your child may pretend to travel through the air and into space. Which planet will they go to? You can use language such as soar, speed, zoom, float and atmosphere.

Why not make a spaceship from your sofa cushions and other bits and bobs

A spoon may be a gear stick or a colander might be a part of the control panel. Use what you have around the house. Pretend you are an astronaut on a mission. This creative activity is great for encouraging them to make up stories, be imaginative and enrich their language.

I'd Love to be an Alien

I'd love to be an alien…
Where would I be from?
A billion trillion miles away -
The planet Megatron.

I'd love to be an alien…
Would I look quite scary?
With eyes on all my hands and feet
And nostrils extra hairy.

Let's Get Moving!

Introduction

This activity is great to get children active whilst also practising counting (in this case being able to match one number to one movement).

How to play

Cut out number cards 1 – 9 and the Let's Get Moving cards.
Shuffle both lots of cards and place face down in two different piles.
Children choose an exercise card and a number card.
Repeat the exercise on the card the same number of times as the number card.

The exercises are as follows:

- Star jumps
- Skips (with a rope or without if you don't have one)
- Throw a bean bag (or similar) in the air and catch it
- Hop on the spot
- Jump in and out of a hoop (or a circle drawn on the floor)
- Crouch down and stretch up
- Turn (one whole turn on the spot)
- Touch your own heads, shoulders, knees and toes
- High knees walk on the spot
- Run on the spot

To make the activity more challenging, you might increase the numbers on the cards up to 20, or choose two and add them together.

Let's Get Moving!

Star Jumps

Skipping

Hop on the spot

Throw and catch beanbags

Jump in and out of a hoop

Crouch down, stretch up

Turn

Touch head, shoulders, knees & toes

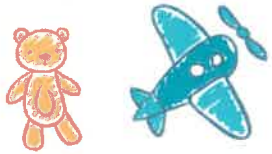
High knee walks

Run on the spot

Practical Ideas – Language, Physical and Creative

Create and tell your own story.

Once upon a time...



Encourage your child to create their own story. You could give props and vocabulary such as 'first', 'next' and 'finally' to support. After telling their story, they could write/draw pictures to create their own story book.

Find 5 different ways to travel.

You could set up an area or direction for your child to travel e.g. from A to B or in a circle. Ask them to travel in five different ways. This could be hopping, jumping, skipping, rolling, etc.

Create your own musical instrument.

Using two yoghurt pots, cellotape and rice, support your child to make their own musical instrument. You could also use other materials/ equipment and ask your child to make different instruments.

Visit **kids.classroomsecrets.co.uk** for online games to support learning.

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