

What to do

Listening & Speaking

IMPORTANT Parent or Carer –

Please check that you are happy with any weblinks or use of the internet.

Our focus today is speaking and listening – expressing ourselves in spoken language.

1. Listen to a story

Watch and listen to the story of **Three Billy Goats Gruff** being told in this storytelling video: <https://www.youtube.com/watch?v=f4kdZTnizG4> (or you could read the story to your child if you have a copy at home).

2. Respond to the story

- Talk about the story. *What happened in the story? How many goats were there? Why did the goats want to cross the bridge? What did the troll say each time the goat went on the bridge? Can we say it like the troll in grumpy troll voices? What order did the goats cross the bridge? What happened in the end?*
- Together make **Lolly Stick Puppets** (see below) by printing, cutting out and sticking the characters below onto lolly sticks or straws with tape. *If you do not have a printer, you could draw simple characters together. As you make the characters, discuss them. Which goat is this? Which is the biggest? What do you notice about his chin/horns? What sort of face does the troll have? What do you think he is feeling? Etc.*
- Use the puppets to retell the story using character voices and saying the repeating phrases, 'Who's that trip-trapping over my bridge?' 'I'm going to eat you...'

Try these Fun-Time Extras

- Use household items to make sound effects for the story. Can you recreate the trip-trapping noise? Can you make a splash? Can you roar like a troll? Can you make crunching sounds as the goats eat the fresh green grass?
- Make paper plate masks to re-enact the story – see below for simple ideas. Listen to the story again, joining in with the repeating phrases in character.

Lolly Stick Puppets – Cut around the thick lines and then tape on a lolly stick.



Make a Goat or Troll Mask



Resources:
paper plate
Paint/coloured pens/pencils
Glue
Things to stick on, e.g. tissue paper,
fabric, yarn, etc.

What to do Reading

IMPORTANT Parent or Carer –

Please check that you are happy with any weblinks or use of the internet.

Our focus today is reading.

1. Read a storybook.

Share and read together **Billy Dogs Gruff**. This is story which sounds a bit like another you may have heard? *Three Billy Goats Gruff!* (If your child is unfamiliar with this story, leave out the comparison discussion.)

2. Respond to the story.

- Discuss the story. Who are the characters and what are they like? Look at the pages where the dogs are introduced. Read words which describe them.
- Talk about what croc is planning. *He wants to eat the dogs!* Read the thought bubbles together to see what croc is thinking as they cross the tree trunk.
- How does Dog 3 stop the croc? Read the words together.
- What happened in the story which was like the *Billy Goats Gruff*? *There were three animals who wanted to cross a river. There was a grumpy character who wanted to stop them.* The dogs are a bit like the goats in this version.
- We know why the goats wanted to cross the bridge but what about the dogs?
 - Talk about why the dogs may have wanted to cross the tree trunk. *Did they want to play in the park at the other side, or was there a ball or chew toy there or were they trying to get back home?*
 - Look at *What are they thinking?* below. Talk about what they might be thinking. Encourage your child to say some thoughts in a sentence. You can record the thoughts in the bubbles if you like, e.g. *I can smell my dinner from here.*

Try these Fun-Time Extras

- Make up a new version together – *3 mice crossing a wall with a grumpy cat* etc.
- Read other stories which have patterns of three (three little pigs, three bears).

What are they thinking?



What to do Writing

IMPORTANT Parent or Carer –

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Our focus today is writing.

1. Discuss events in a story.

Listen to or re-listen to [Three Billy Goats Gruff](#). Discuss the question: Why might the troll not want anyone using the bridge? *Does he not want to share? Is the trip-trapping too noisy?* etc. What could troll have done instead?

2. Write ideas for a story character's new home.

- Ask: Do we feel a bit sorry for the troll? He has lost his home. Is a bridge a nice place to live? Where else might he live instead? Discuss ideas where the troll could live now.
 - Build some sentences verbally, e.g. *The troll can live in a quiet garden.* This can take a few goes starting with the word, 'garden', and then building up asking questions. *What sort of garden? Can you say it in a sentence, starting with 'The Troll'?*
 - Write some of your ideas together on [Places the Troll Can Live](#) below.

NB. Getting young children to write is not easy! See [Guidance and Handwriting Groups](#) below.

Try these Fun-Time Extras

- Write a poster about the troll to warn other bridge users.
- Draw the troll's new home and write labels for it.
- Write a letter from the troll saying sorry for not sharing the bridge.

Places the Troll Can Live



1.

2.

3.

Guidance for writing – some dos and don'ts

- ***DO focus on letter formation.*** See sheet below. It's really important that children get into the habit of writing letters correctly – this is not about how the finished letter looks, it's all about **how** they write it – what direction they move the pencil or pen. Bad habits are almost impossible to break – if they form letters wrongly, the finished letter may look good BUT in the long run, they are much less likely to be able to write fluently.
- ***DON'T write a word or a line for them to copy.*** If they can't remember how to write a letter, demonstrate, forming it correctly, so that they can imitate you.
- ***DO give loads of praise.*** Writing is so hard, and children get discouraged easily. It may be that they have just written one or two words, but if you praise them, it may be four words next time!
- ***DON'T do 'dotty' letters for them to trace.*** It is much better for children to form their own letters. We are teaching them to write not trace!
- ***DO write for them sometimes.*** It is important that young children can express their ideas in written form, and sometimes it is really good to write down what they say so that their ideas are expressed in writing on the page. Sometimes you can take turns to scribe. You write a bit, then they write a bit.

Handwriting Letter Groups

There are basically 4 groups of letters – in terms of how we move the pen to write these.

1. **Long Ladder Letters:** Start at the top and go down and then off in another direction, e.g. i, j, l, t, u
2. **Bouncing Ball Letters:** Start at the top, and go down and retrace upwards, e.g. b, h, k, m, n, p, r
3. **Curly Caterpillar Letters:** Start at the top and go anti-clockwise round, e.g. c, a, d, e, g, o, q, f, s
4. **Zigzag letters:** Zigzag from top then down, e.g. v, w, x, z

Scroll on down

Letter Groups

Group 1 – Long Ladder Letters

Start at the top and come down the ladder and go off into another direction.

i j l
t u

Group 2 – Bouncing Ball Letters

Start at the top, go down and then re-trace upwards.

b h k
m n p r

Group 3 – Curly Caterpillar Letters

Start at the top and go anti-clockwise round.

c a d e
g o q f
s

Group 4 – Zigzag Letters

Start at the top and zigzag down and up again.

v w
x z

What to do

IMPORTANT Parent or Carer –

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1. Counting practice

- Take turns to count. This is harder than you think!
- One person says 'one'.
- The second person says 'two'.
- The first person says 'three'.
- Continue like this, talking turns, until you reach 20.
- Repeat but this time speed up!
- Repeat but this time the other person starts – so you are saying different numbers.
- Repeat but count backwards from 20 to blast-off!

Extension

- Try this with three people – that's really hard, especially if you go fast!

2. Working together

- Counting and recognising even and odd numbers by playing *First to Zero*, an exciting game!
 - You need small objects, e.g. Lego™ bricks, buttons, conkers, shells, beads... , three small pots or bowls and a 1-6 dice (you can make number cards 1-6 if you don't have a dice)
 - Complete the activity *First to zero* below.

Try these Fun-Time Extras

- How many small shells or beads can you fit in one of the pots you used for the game? Estimate first then fill it. Tip out the shells and count to check your estimate.
- Count up or back with a coconut shy online
<https://www.topmarks.co.uk/ordering-and-sequencing/coconut-ordering>

First to zero

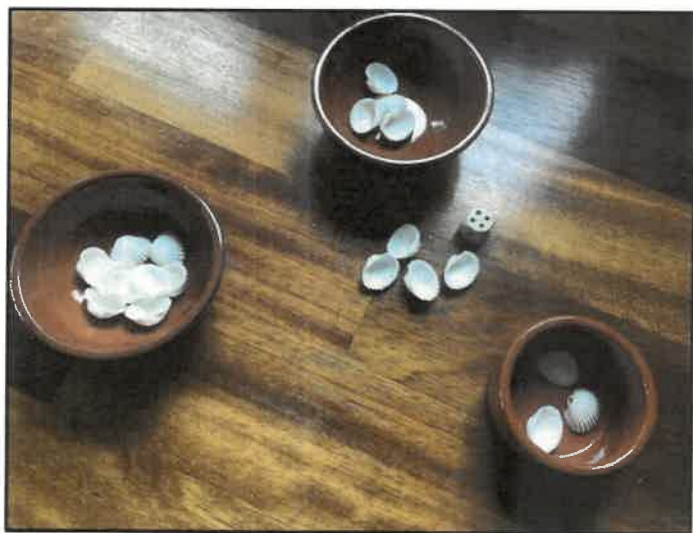
You will need: small objects, e.g. Lego™ bricks, buttons, conkers, shells, beads...
three small pots or bowls and a 1-6 dice (you can make number cards 1-6 if you don't have a dice)

How to play

- This is a game for two people.
- You have a pot each and you place one pot in the middle between you.
- Place 10 or 12 (depending on whether your child can count to 12 reliably) small items in each of your pots.
- The middle one stays empty – at the moment!
- Take turns to throw the dice. Then follow these rules...

1, 3, 5, 7, 9 and 11 are odd numbers

2, 4, 6, 8, 12 are even numbers



RULES

- If it is an odd number, you place that many counters into the pot in the middle.
- If it is an even number, place that many counters into your opponent's pot!
- Keep playing until one person has run out of counters.
- They are the winner!
- Play again.

Extension

Use 20 counters each
This makes the game last a bit longer!

What to do

IMPORTANT Parent or Carer –

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1. Counting practice

- You need ten 2p coins OR ten pairs of socks, each pair rolled into a ball.
- Count the 2ps by dropping them into a mug, or the socks by throwing the balled socks gently into a box or basket.
- As you drop or throw, count in twos – *two, four, six, eight, ten, twelve, fourteen, sixteen, eighteen, twenty.*
- Repeat several times.

Extension

- Try continuing the count past twenty – *twenty-two, twenty-four*, etc.

2. Working together

Adding by counting on, playing a two-person game: *Speak, Move, Check, Stay?*

- You need a small counter each and a 1-6 dice. You can use number cards 1-6 if you don't have a dice
- Play the game *Speak, Move, Check, Stay?* below.

Try these Fun-Time Extras

- Make your own game like this one. Can you draw your own track and number it?
- Count numbers on a frame <https://uk.ixl.com/math/reception/count-on-ten-frames-up-to-10>

Speak, Move, Check, Stay?

You will need: a small counter each and a 1-6 dice. You can make and use number cards 1-6 if you don't have a dice

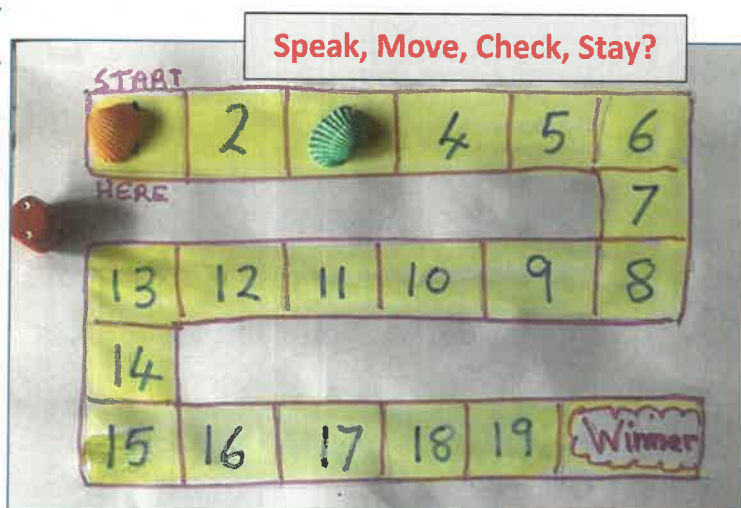
How to play

- This is a game for two people.

HINT

To count on, say number your counter is on.
Hold up the number of fingers to match the dice number.
Count on, folding down one finger for each number spoken.

- Place your counters on the track on number 1.
- Take turns to throw the dice. Then follow these rules...



RULES

- Before you move your counter, you must say what number you will end up on.
- Your partner writes your guess.
- You then move your counter, counting on the number on the dice.
- Check that you were correct.
- If you were correct then you can leave your counter where it is.
- If you were not correct then you must go three spaces back.
- Keep playing until one person reaches the number 20, which says 'Winner'.
- Play again.

Extension

Make your own board and have the game go up to 30!

'Speak, Move, Check, Stay'

START

1	2	3	4	5	6
---	---	---	---	---	---

HERE

7

13	12	11	10	9	8
----	----	----	----	---	---

14

15	16	17	18	19	Winner
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What to do

IMPORTANT Parent or Carer –

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1. Counting practice

- You need ten 10p coins – this is ideal. If you haven't got these, you can use ten grids, each ten spaces in area. *See below for a sheet of these to copy.*
- Count the 10ps by dropping them into a mug, or the grids by placing them in a line along the table.
- As you drop or place, count in tens – *ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred.*
- If you have been using 10p coins, now show your child a £1 coin and say that this is one hundred pennies or ten 10p coins.
- Repeat several times.

Extension

- Try continuing the count past one hundred, *one hundred and ten*, etc.

2. Working together

- Using the small grids of ten to count in tens: *Count in tens.*
 - You need ten or twelve 10p coins and a 1-6 dice. You can use number cards 1-6 if you don't have a dice.
 - Complete the activity *Count in tens* following the instructions below.

Try these Fun-Time Extras

- Try playing a game with someone else using 10p coins.
- Throw them gently onto the floor and look to see how many land heads up and how many land tails up. Yours are the ones heads up, theirs are the ones tails up.
- How much have you got each? Count in tens to find out.
- Play again.

Count in tens...

You will need: ten or twelve 10p coins and a 1-6 dice. *You can make and use number cards 1-6 if you don't have a dice.*

You also need to print out the little 10s grids below and cut them out.

How to play

- This is an activity for two people.
- Take turns to throw the dice.
- Look at your dice number and say it aloud.
- Check that your partner agrees.
- Take the matching number of little 10s grids.
- Use these to help you count in tens.

Example

You throw a 3
You take 3 grids
Count in tens
10, 20, 30.
Does your partner agree that you counted correctly?
If yes, take a 10p coin.
If no, you can't have a coin!

Ten, twenty, thirty...

- If your partner agrees you have counted correctly, you may take a 10p coin.
- If you counted correctly to 50 or 60, you may take two coins!
- Replace the grids.
- Now your partner has a turn.
- Continue playing until one person has collected 60p.
- Count your money. Then play again!



