

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 and enjoy the story of *Oi Frog*, by Kes Gray and Jim Field being told in this storytelling video from Cbeebies Bedtime Stories:

<https://www.youtube.com/watch?v=oPDyXsSbxOY&t=88s> (or you could read the story to your child if you have a copy at home).

2. Respond to the story

- Talk about the book. *What is it about? What did the frog want to do? – Sit down. What was the cat doing? – Being very bossy, telling everyone the rules of where animals should sit. Did they notice a pattern? – All the rules rhyme!*
- Say some of the **rhyming lines** (see below), leaving a pause to see if your child can join in, using rhyme to say the last word. They might use what they remember from the story which is great. If their word is different from the book, praise their imagination, and if it rhymes praise their excellent rhyming!
- Discuss ideas for funny things that someone should not sit on, e.g. *a bowl of jelly, a pinecone, a cake*. Discuss why these are silly places to sit and what would happen if you did. Together draw pictures of **Silly Seats** (see below). You could label them if you wish.

Try these Fun-Time Extras

- Take a soft toy around the home, giving ‘bossy cat’ instructions, e.g. *Oi Bear, sit on the chair! Oi dinosaur, sit on the floor!* - easy to rhyme toys are best, e.g. bear, cat, dog etc. You could also do this without rhyming, focusing on silly seats.
- Play rhyming games, based around ‘I Spy’, e.g. *I spy with my little eye, something that rhymes with gopher. – Sofa.*
- Listen to Kes Gray read some of his other ‘Oi...’ books
<https://www.youtube.com/channel/UCoOhtVZI1EUE-o3rFpBghNg>.



Rhyming Lines

Cats sit on...mats.

Hares sit on...chairs.

Mules sit on...stools.

Lions sit on...irons.

Parrots sit on...carrots.

Foxes sit on...boxes.

Goats sit on...coats.

Puffins sit on...muffins.

Snakes sit on...cakes.

Owls sit on...towels.



Silly Seats



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 rhyming book.

Share and read together **Dogs eat frogs**. As they spot the rhyming pattern, give your child time to predict what the animals might eat, using the rhyme. *This is tricky but fun.*

2. Respond to the story.

- Discuss the book. Explore the question and answer pattern. Who is asking the questions? - *The cat*. Look back at the questions. Notice that the questions end with a question mark. Trace it with your fingers on the screen. Make a question mark in the air with your finger. *How can we show questions with our voices?*
- Ask your child to read some of the questions. You read the corresponding answer in the role of the different animals. What will happen when they question the wolf?!
- Discuss some of the answers. *Is this a fact book? Are the answers true? Do bears really eat chairs?* Agree that this is a funny book which uses rhyme to make up funny sentences (a bit like *Oi Dog* in the Speaking and Listening activity).
- Say that the cat was very curious. *What other questions could he have asked?*
 - Talk about other animals that he could have asked a question about what they eat. Say the question sentences together using 'question voices'.
 - Record some of the questions on **Questions for Animals** below. You can write for your child or you could write together. The focus is on thinking of questions rather than writing them. (You could ask all sorts of animal questions – follow your child's interests.)

Try these Fun-Time Extras

- Find out what some animals really eat. Use books and websites, such as <https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/z96vb9q>
- Play a rhyming matching game using the **Funny Pairs** cards below.

Questions for Animals



Funny Pairs

hares	chairs	lions	irons
mules	stools	parrots	carrots
gophers	sofas	foxes	boxes
frogs	logs	goats	coats
gorillas	pillars	weasels	easels

- Cut out each word.
- Read each word together. (Most can be sounded out but some you may need to read to your child.)
- Match pairs of rhyming words.

What to do Writing

IMPORTANT Parent or Carer –

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

Our focus today is writing.

1. Discuss ideas in a book.

Listen to or re-listen to enjoy *Oi Frog*, by Kes Gray and Jim Field (<https://www.youtube.com/watch?v=oPDyXsSbxOY&t=88s>). Discuss the questions:
How is the cat deciding on the rules? Are they sensible? Are they true? etc.

2. Write new ideas for a rhyming book.

- *Could we think of some new sentences for the book? They will need to rhyme.*
Talk about how words which rhyme end with the same sound.
- Then do either activity – the first gives more support and needs less writing.
 - Look at *Oi! Finish the Sentence* below. Read the beginning of each sentence. Talk about rhyming words which could end it. Encourage your child to use sounding out to write some of the words.
or
 - Look at *Oi! Think of some Rhymes*. Choose an animal together. Think of a word to rhyme with it. Try out the rhyming sentence by saying it aloud. Have fun with this. Some animals are hard to rhyme, and you may end up with nonsense words. Write some of your favourites together.

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

Try these Fun-Time Extras

- You could cut out the writing and use to make a book, putting each rhyming sentence on a new page and drawing funny pictures.

Oi! Finish the Sentence



Frogs sit on



Cats sit on



Bugs sit on



Pigs sit on



Moles sit on



Bees sit on

Oi! Think of some Rhymes

sit on

sit on

sit on

sit on

sit on



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

- Play the game: *Ten on a Tray*
 - You need ten objects, each one different, e.g. very small toys, vehicles, figures or animals, pens, rubbers, sharpeners, etc. Also some small change – brown coins or 5ps or 10ps.
 - Enjoy playing the game... Who has the best memory?

Try these Fun-Time Extras

- Can you create a set of ten objects all the same? E.g. 10 cars, 10 figures, 10 red Lego™ bricks, etc.
- Play a good online game: <https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Ten-Frame/>

Ten on a tray

You need ten objects, each one different, e.g. very small toys, vehicles, figures or animals, pens, rubbers, sharpeners, etc. A tea-towel.

Also some small change – brown coins or 5ps or 10ps.

How to play

You need a partner to play with

- Find a tray and then find ten small items to place on it.
- Discuss how to arrange the objects, so that you both really have a picture in your mind of how the things look on the tray.
- Shut your eyes and then open them and make sure you can remember what is on the tray!
- Now one person turns their back and/or wears a blindfold. No peeking!
- Their partner removes up to 5 things from the tray and hides them under the tea-towel.
- The first person turns round and has to say...
 1. How many things have been taken off the tray.
 2. What they were.
- They get a coin if they can say how many things are missing.
- They get another coin if they can name some of the missing objects.



HINT

If you count the things ON the tray holding up one finger for every item, then the number of fingers still folded down is the number of things missing.

Have six goes each. Who has the most coins at the end?

What to do

IMPORTANT Parent or Carer –

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1. Counting practice

- Count to five holding up one finger for each number spoken.
- Continue to 10, holding up the fingers on your other hand.
- Fold the fingers down.
- Repeat this, counting to 15, holding up one finger to match the ones / units in the spoken number, e.g. 11 (1 finger standing) 12 (2 fingers standing) 13 (3 fingers standing) etc.
- Continue to 20 in the same way.
- Repeat this but choose a new starting place. E.g. hold up 6 fingers and count from there.
- Repeat again, choosing a starting place between 10 and 20.

Extension

- Count on from 20 in the same way.

2. Working together

- Play *Turn and Match* using your home-made cards.
 - You will need to make cards as shown on the sheet below. They need to be carefully cut out!
 - Then you can play the game using the scorer on the board *Turn and Match* below.

Try these Fun-Time Extras

- Watch some ideas about bonds to ten
<https://www.youtube.com/watch?v=PAV-gwoLTIs>
- Make your own hands-counter to show the pairs of numbers which add together to make ten.

Turn and Match

You need your 24 home-made cards (see below this page)

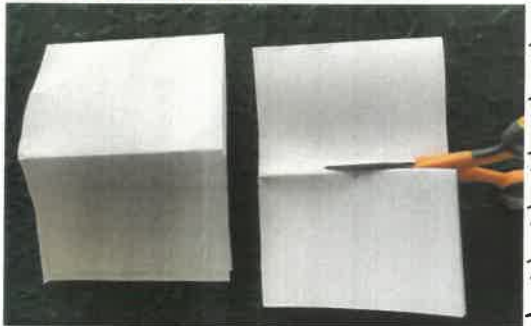
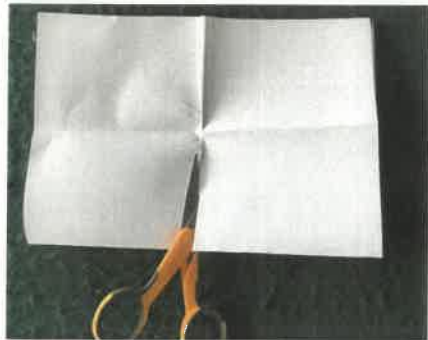
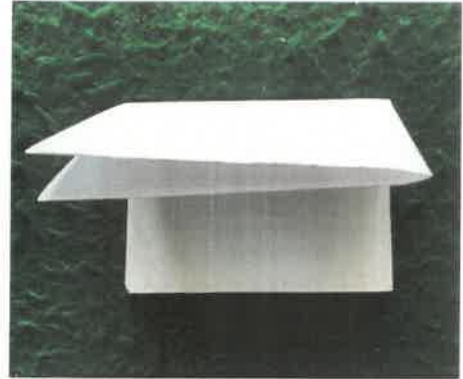
What to do

- Make your cards. You must cut these out carefully.
- Spread all the cards upside down on the table. No card must overlap another card.
- Turn over a card. Read the number. Turn over a second card. Read the number.
- If the two cards add to make 10 you can keep them!
- If the two cards do not add to make 10, turn them back over so they are face down. Try to remember where they are – it will help you later!
- Your partner has a go, doing the same thing.
- Have another turn. But this time, turn over a card you haven't tried before. Maybe one of the cards you turned over last time might match your new card to make 10? Do you remember where it was?
- Keep playing like this until all the cards have been taken.
- The person with the more pairs is the winner.



Home-made cards

- Take an A4 piece of white paper.
- Fold an A4 page into half, into half again, into half again and into half again. (Folding 4 times!)
- Press each of the folds flat as you go.
- Open out until the paper is folded just in half.
- Cut along the folds.
- Continue cutting along the folds until your page is cut into 8 equal pieces.
- Spread out the eight pieces – these are the first set of cards!
- Take a pencil and write the numbers 1 to 8 on the cards.
- Do not press hard. It is very important that when you turn over the cards, you cannot make out the number.



Now do this again TWICE

- On the second set of 8 cards write these numbers: 9, 10, 0, 1, 2, 3, 4, 5
- On the third set of 8 cards, write these numbers: 5, 5, 6, 7, 8, 9, 0, 10

What to do

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1. Counting practice

- Each person takes two handfuls of dried beans/Lego™ bricks/counters/beads.
- They place both handfuls carefully in a pile on a table.
- Each person estimates how many there are in the pile.
- Now count carefully, matching each brick to the spoken number.
- How many did you guess? How many were there?
- Have another turn. Were your guesses better?

Extension

- Try three handfuls together.

2. Working together

- Handy sums! Play the finger showing sums game outlined below.
 - You need a small cup or bowl each, counters (or small, dry pasta pieces, Lego™ bricks or beads).
 - Have fun competing, following the instructions on [Handy sums!](#) below.

Try these Fun-Time Extras

- Find ten items and line them up.
- Take some in one hand and the rest in the other.
- Put both hands behind your back. Ask your child to choose one.
- Show them how many are in that hand.
- They have to say how many are in the other hand.
- Repeat.

Handy sums

You need a cup or bowl plus counters (or small, dry pasta pieces, Lego bricks or beads).

What to do

You have a cup each. Place the counters in the middle of the table.

- Both of you put one hand behind your back. Say: ready, steady, go!
- Then, at 'Go!' you both bring that hand out with some fingers standing up and some or none folded down.
- Agree the sum. Write it down. Then work out the total.



So one of you might show 4 fingers

The other person might show 3 fingers

The sum is $4 + 3 = 7$



Or one of you might show 1 finger

The other person might show 5 fingers

The sum is $1 + 5 = 6$



- Repeat this, but this time ***start competing***.
- Once the hands are shown, one person has to say the total as quickly as they can.
- The first person to say the total, takes that number of counters and puts them in their cup.
- Repeat six times. Who has the most counters in the end?