

# Poulton Lancelyn



## Work Pack 3

Year F2

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## Reading and Phonics

Continue to practise all set 1 and 2 sounds from RWI

Set 2 RWI sounds and rhymes



\*Rhyme for 'oy' is now 'toy to enjoy'

Links to RWI Website

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Reading Sheets/Ditties for you to practise reading your set 1 sounds

[https://cdn.oxfordowl.co.uk/2020/03/25/12/12/55/1a5fba52-4af4-4008-9fcf-56517ab25cb7/RWI\\_OnlineDitties.pdf](https://cdn.oxfordowl.co.uk/2020/03/25/12/12/55/1a5fba52-4af4-4008-9fcf-56517ab25cb7/RWI_OnlineDitties.pdf)

Red Words to Read

<https://www.oxfordowl.co.uk/api/interactives/29096.html>

## Phonics Games to play to practise your sounds:-

### Word Hunt

Ask a grown up to write some words using your set 1 and 2 phonics and hide them in the house or garden. Can you find them and read the words?

Can you sort some words into the correct sound box/container? E.g

ee words

ch words

ng words

Read and sort these words into the correct sound box:- chin, song, sheep etc

Can you read these words and highlight the 'ar' sounds in the words?

ship	card	beep
shark	moon	web
miss	dart	harp

Make your own up using different sounds.

**Splat the words** – stick words on a wall outside and splat the words with a sponge ball or water soakers etc.

### Play I spy....

Play I spy with the different sounds from set 1 and set 2 special friends

Write and read your own captions or sentences e.g.

- The shark can swim fast.
- I can see fish in the pond.
- It is hot at the zoo.

Highlight the sounds and say them. Can you make up your own?

## Handwriting









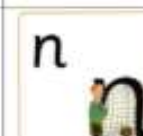
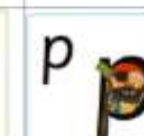
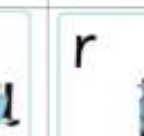





Keep practising your RWI rhymes

Watch this you tube clip to help you <https://www.youtube.com/watch?v=Mjx1C3E-AZs>

<https://www.oxfordowl.co.uk/api/interactives/29318.html> Set 1 sound booklet and handwriting

There are lots of RWI handwriting sheets on the home learning section of RWI on Oxford owl website

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

 Around the apple and down the leaf.	 Down the laces to the heel and around the toe.	 Curl around the caterpillar.	 Around the dinosaurs bottom, up his tall neck & down to his toes.	 Lift off the top and scoop out the egg.	 Down the stem and draw the leaves.
 Around the girls face, down her hair and give her a curl.	 Down the head, to his hooves and over his back.	 Down the body and dot for the head.	 Down his body, curl, dot for his head.	 Down the kangaroo's body tail and leg.	 Down the long leg.
 Down Maisie, mountain.	 Down Nobby and over his net.	 All around the orange.	 Down the pirates plait and around his face.	 Round her head, up past her earring, down her hair, and flick.	 Down the robots back and curl over his arm.
 Slither down the snake.	 Down the tower, across the tower.	 Down and under, up to the top and draw the puddle.	 Down a wing, up a wing.	 Down, up, down, up.	 Down the arm and leg, repeat the other side.
 Down a horn, up a horn and under head.	 Zig-zag-zig.				

### Week 3

#### English Activities

#### What the Ladybird Heard by Julia Donaldson

##### Day 1

If you have your own book ask a grown up to read to you the story 'What the Ladybird heard' by Julia Donaldson or you can listen to the story on Youtube

<https://www.youtube.com/watch?v=Eu9mPX7DuLA&t=14s>

You can also watch Julia Donaldson sing the story to you

<https://www.youtube.com/watch?v=7NbyiDpY6Ww>

**Activity:-** Cut out the words and stick the sentences back together in the correct order to match the right animal to the correct noise they make e.g. The horse said, "Neigh!"

The	horse	said,	"MOO!"
The	goose	said,	"CLUCK!"
The	hen	said,	"HISS!"
The	hog	said,	"CLUCK!"
The	cow	said,	"NEIGH!"
The	duck	said,	"OINK!"
The	dog	said,	"BAA!"
The	sheep	said,	"WOOF!"

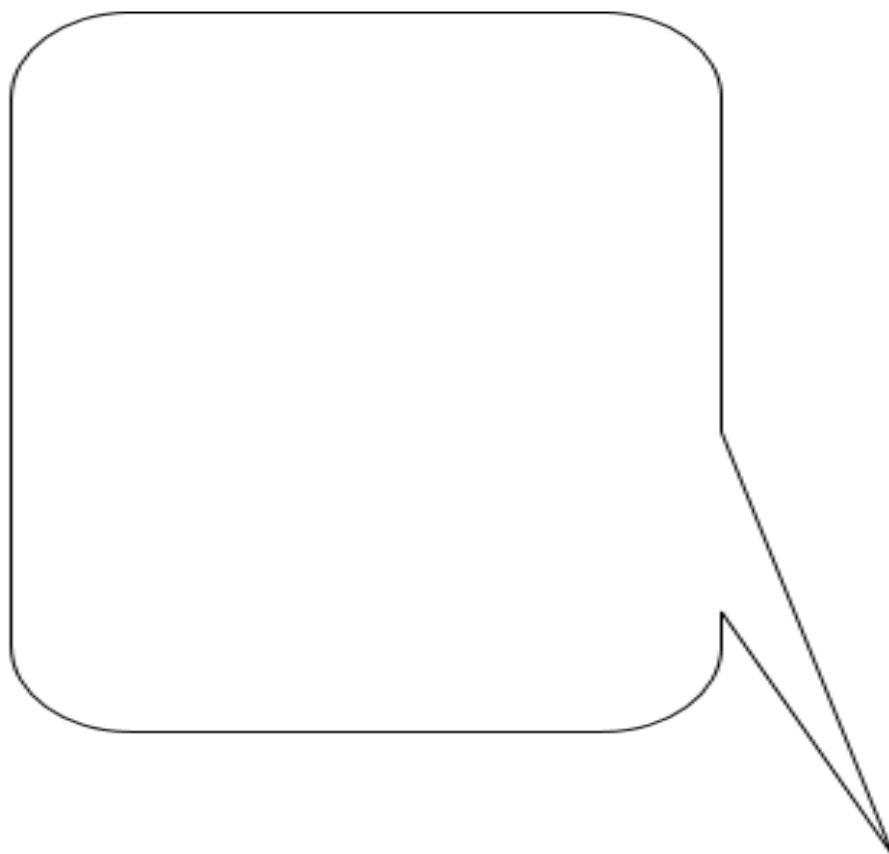
Day 2 – Draw one of the characters in the rectangle and write in the speech bubble what they said.

e.g. Draw a sheep in the rectangle, and write in speech bubble “Baa, please don’t steal the cow” said the sheep.

Draw a robber in the rectangle, and write in speech bubble “I want to steal the prize cow” said the Robber.

Name: .....  
Date: .....

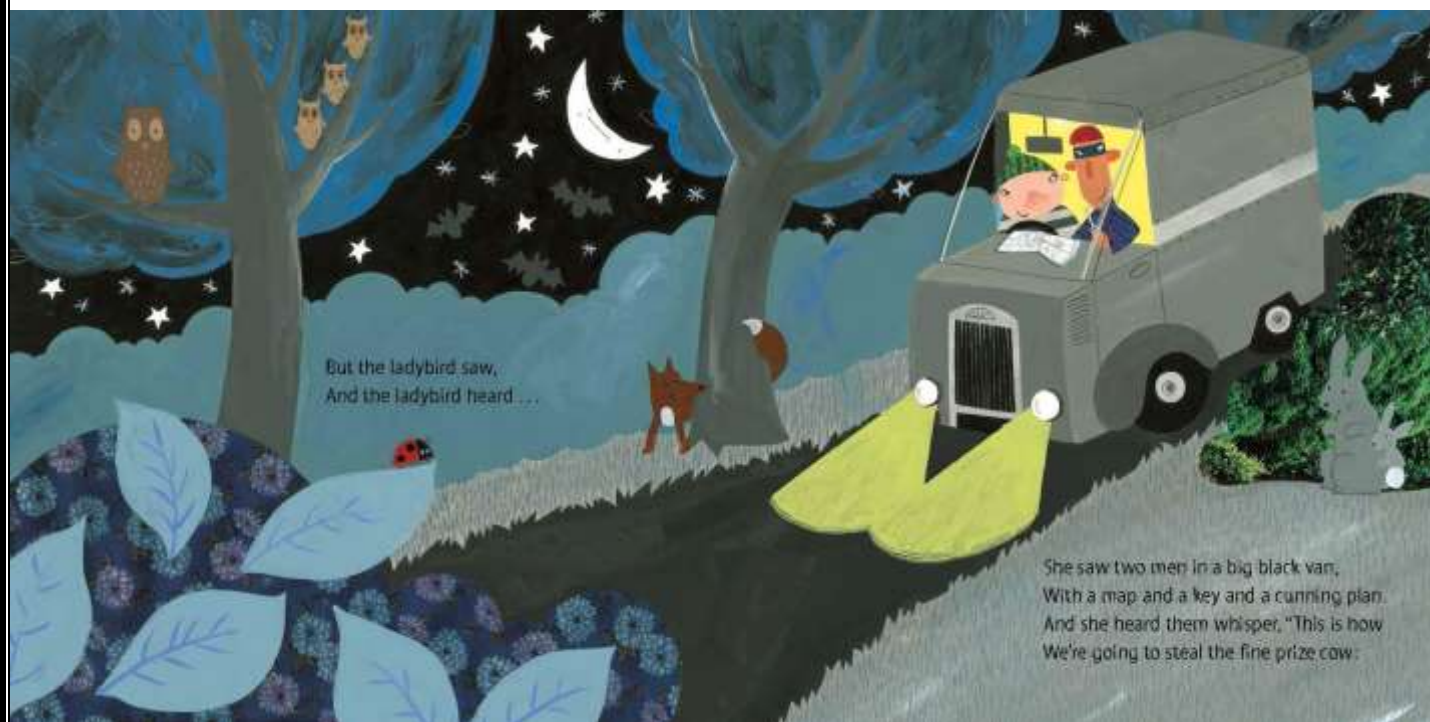
What the Ladybird Heard by Julia Donaldson



said the \_\_\_\_\_



### Day 3 What did the Ladybird Hear?



But the ladybird saw,  
And the ladybird heard...

She saw two men in a big black van,  
With a map and a key and a cunning plan.  
And she heard them whisper, "This is how  
We're going to steal the fine prize cow."

Look at the picture. Write some sentences for what the ladybird could hear in the night,  
e.g. The ladybird heard the owl hoot in the tree. The ladybird heard the van.



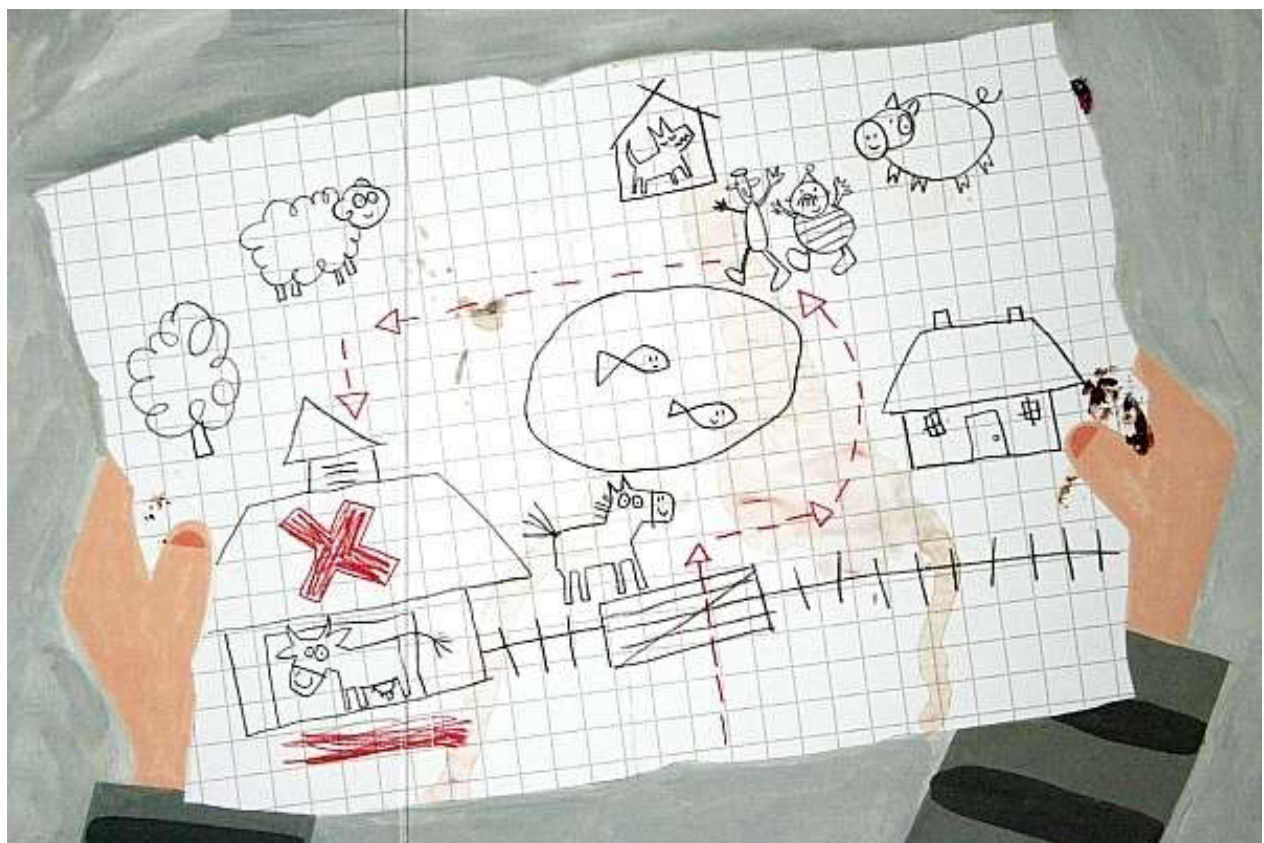
## Day 4 What the ladybird heard

The ladybird heard the robbers whisper.

**“This is how we’re going to steal the fine prize cow”:**

**“Open the gate at dead of night.  
Pass the horse and then turn right.  
Round the duck pond, past the hog  
(Be careful not to wake the dog).  
Left past the sheep, then straight ahead  
And in through the door of the prize cow’s shed!”**

Can you draw a plan/map that the Robbers are going to use to steal the cow?



Write instructions to go with your map e.g. Go past the horse. Turn right.

## Maths

Practice writing your numbers 0 - 10 and 10 - 20

0    1    2    3    4    5    6    7  
8    9    10    11    12    13  
14    15    16    17    18  
19    20

Can you write your numbers in order from 0 to 20?

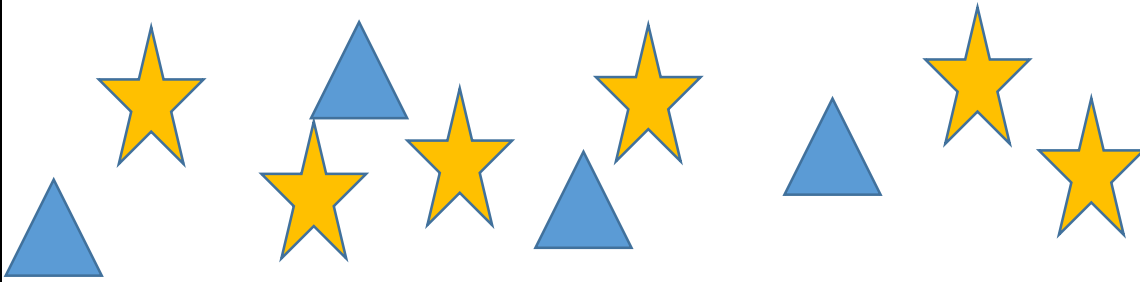
Can you write your numbers in order from 20 to 0?

How long does it take for you to count from number 0 to 20?

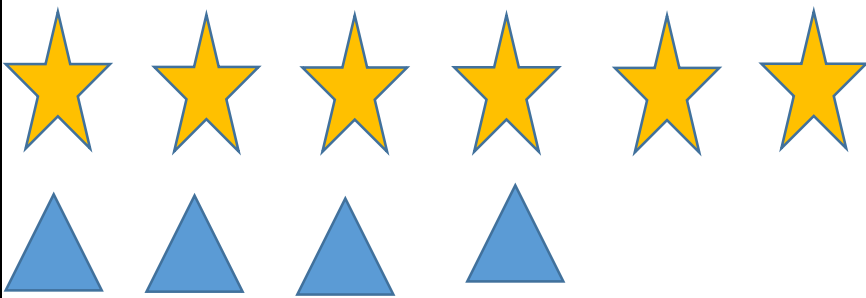
How long does it take for you to count from 20 to 0?

Using more or fewer to compare sets and link to how many more or less

Using the vocabulary linked to quantities (more and less) is probably something that you are doing each day with your child without realising. The word fewer can also be introduced and used when comparing quantities. Using the questions how many more or less reinforces their understanding further.



In order to find how many more or less it may be useful to place the items in two rows to enable the difference to be seen more clearly.



*There are more stars. There are 2 more stars.*

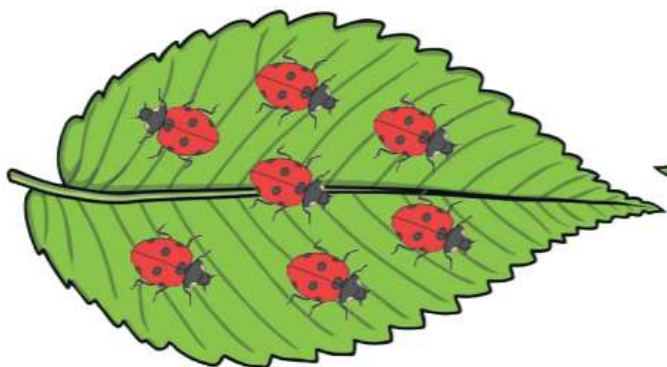
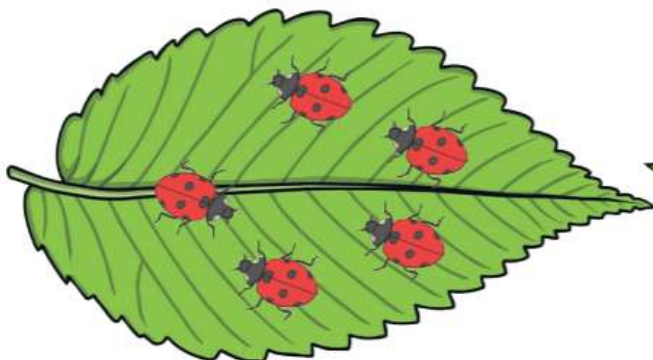
*There are fewer triangles. There are 2 less.*

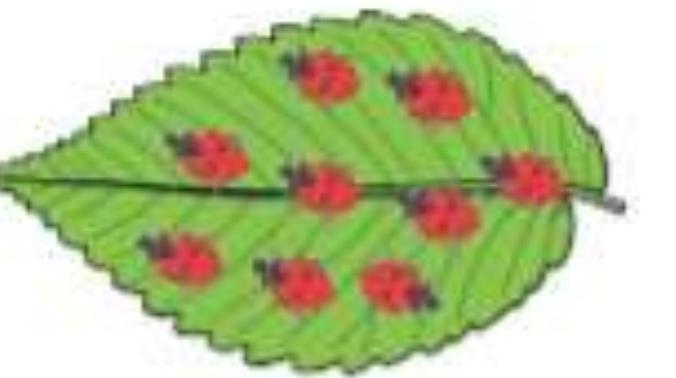
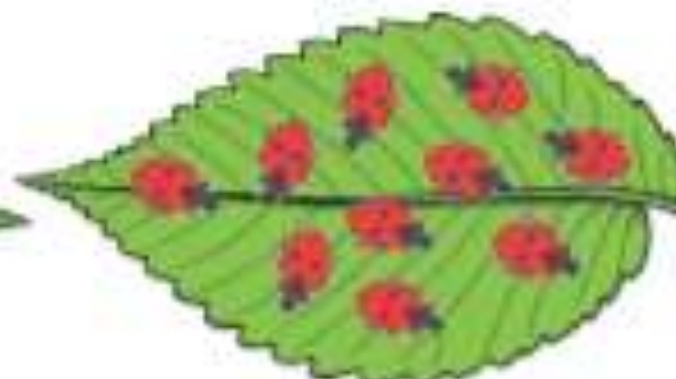
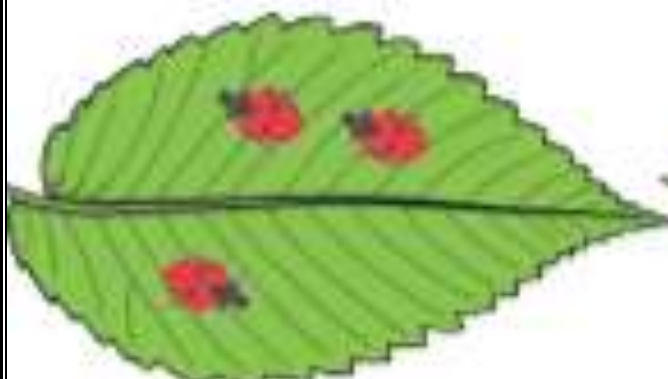
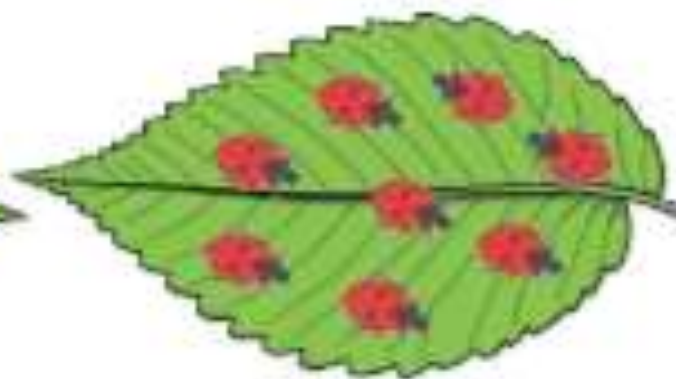
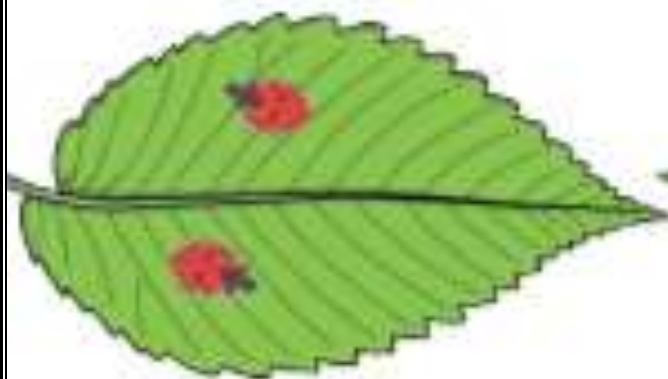
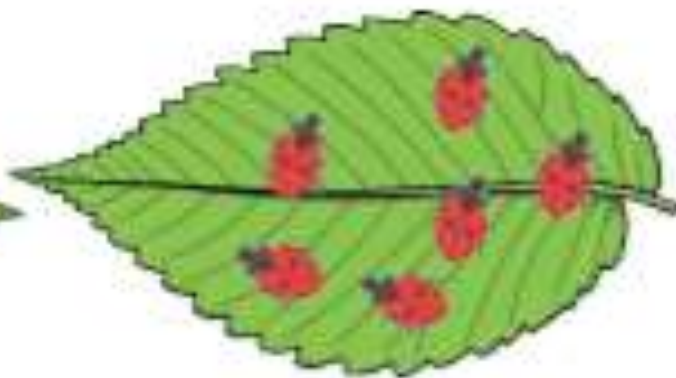
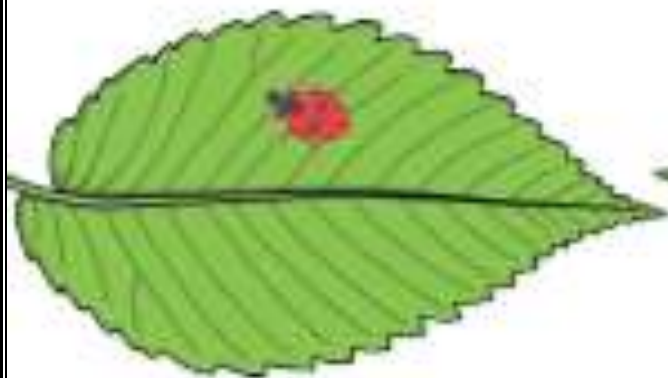
There are lots of practical activities that can be done in the home to compare sets using a range of items for example cars, coloured pencils, buttons, blocks etc

- Are there more red cars than blue? How many more are there?
- Which bucket has fewer stones in? How many less are there?
- Are there fewer blue flowers in the garden than yellow? How many less are there?

## Comparing Leaves

Cut out the leaves below and place them face down. Ask your child to select two leaves. Ask them which leaf has more ladybirds and how many more it has compared to the other leaf. Repeat the process asking them which leaf has fewer ladybirds and how many less ladybirds it has compared to the other leaf.







## English and Understanding the World Activities

Aaaarrgghh, Spider! by Lydia Monks

## Day 1

Listen to the story <https://www.youtube.com/watch?v=5df388jmToo>



Talk about this page in the book. Look at what the spider can see. Talk about the family  
Where is the spider?

If you turn the picture upside down what can you see now. What do you notice about the little girls hair?

**Do you like spiders? Why? Ask you family if they like spiders? Why?**

**Draw a picture of a spider**



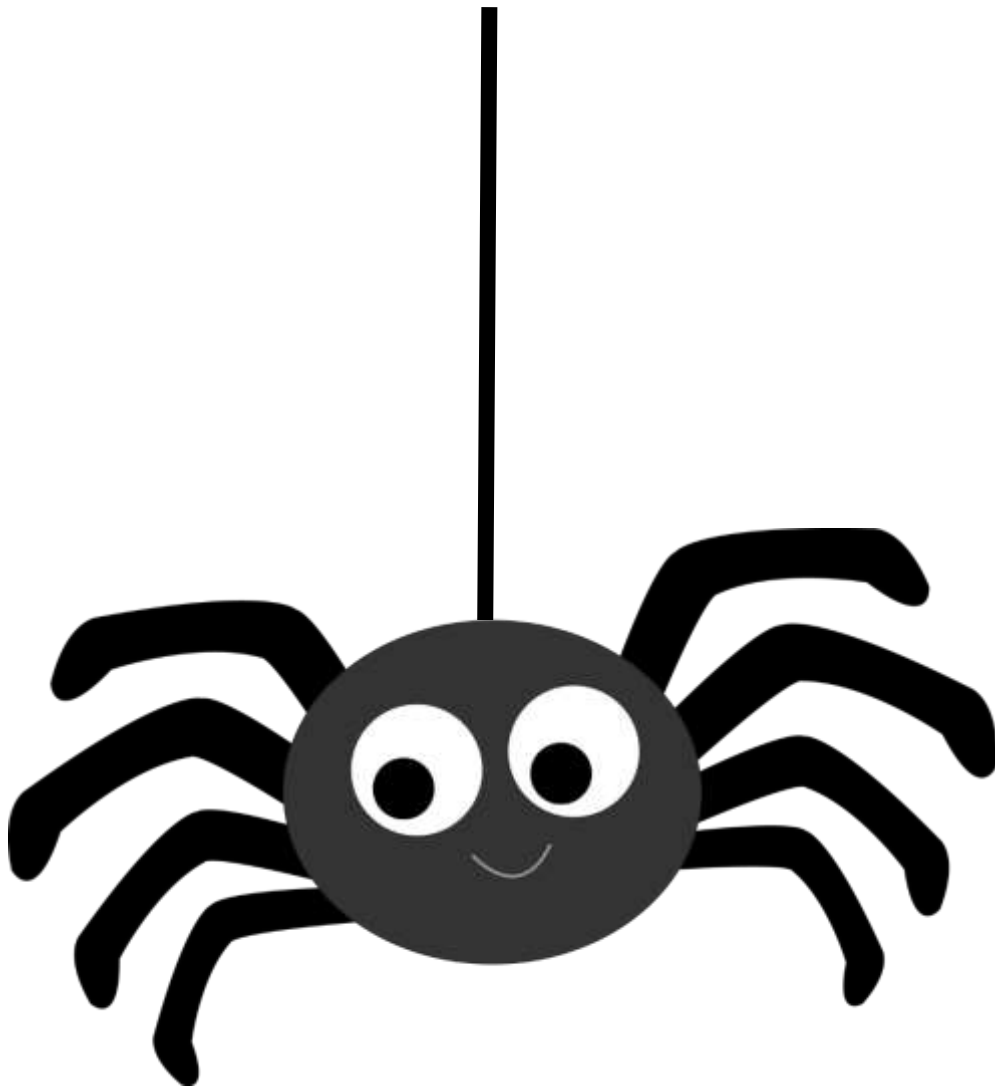
Do you like spiders?

Write some sentences **I like spiders because.....** Or **I don't like spiders because.....**

(Remember to use capital letters and full stops and finger spaces, use the word 'because' to help you say why you like or you don't like spiders)


Day 2 What would you like to learn about spiders?

Write some questions around the spider that you would like to ask to learn more about spiders  
E.g. Why do spiders make webs? What do spiders like to eat? What are baby spiders called?





## Day 3

### Spider Facts

Watch Come outside Cbeebies with Auntie Mable to learn about spiders

<https://www.youtube.com/watch?v=UQ2RzDI0vvM>

<https://www.youtube.com/watch?v=WUx2qqPUyOI> (Spiders for Kids)

<https://www.sciencekids.co.nz/sciencefacts/animals/spider.html>

Make a fact poster all about spiders. You could draw, take photos or use the internet to find pictures of spiders to add to your poster. Write the facts that you have learnt about spiders.

There are some pictures here that you can cut and use if you want to or find your own.



eggs



egg sack



spiderlings



Spider



Go on a spider hunt around your home and garden. Can you find any webs? Take photos or draw what you find. How many spiders and webs can you find?

Can you make your own recording sheet?

## Spider's Web Challenge

### STEM Activity



#### Method

Using only the resources provided, can children make a spider's web big enough for the plastic toy spider?

1. Show the children the pictures of the spider's webs and talk about the shapes they make.
2. Can they see the circular shapes as well as the long 'rays' that come out from the middle?
3. Show the children the resources that are on offer and explain they are going to use them to make a spider's web.
4. Show examples of how the string can be used to make the straight rays coming out from the centre but can also be shaped to make circular shapes.
5. Leave the children to see if they can make a web big enough for the plastic spider to fit on.

#### You will need:

White string  
Scissors  
Black paper  
Some pictures of spider webs from the Spiders and Webs Photo Pack  
Plastic toy spider



Use the pictures from pg 13.

If you haven't got a toy spider you could make a paper/card/egg carton one.

If you haven't got string use wool.

If you haven't got some of the materials you can adapt and make your own using your own ideas.



## STEM Activity

### Spider Web Challenge

Can you see the toy spider without a home?

Where do spiders live?

Have you ever seen any spider's webs?

What shapes can you see on the pictures of the webs?

Just using the string, scissors and black paper, can you make a web big enough for the toy spider to live on?

## Addition and Subtraction

### Addition

- Use your fingers or objects to help you find the answer.
- If you can put the big number in your head and count on the smaller number with your fingers have a try.

$5 + 3 =$

$8 + 4 =$

$8 + 7 =$

$7 + 3 =$

$10 + 4 =$

$5 + 3 =$

$9 + 2 =$

$6 + 6 =$

$6 + 5 =$

$9 + 7 =$

### Subtraction/Take Away

- Use your fingers or objects to help you find the answer.
- If you can put the big number in your head and count back the smaller number with your fingers have a try.

$9 - 4 =$

$7 - 5 =$

$6 - 2 =$

$4 - 3 =$

$5 - 3 =$

$10 - 6 =$

$8 - 6 =$

$9 - 2 =$

$10 - 3 =$

$8 - 1 =$

### Website activities

<https://www.topmarks.co.uk/addition/addition-to-10>

<https://www.topmarks.co.uk/addition/robot-addition>

# Building Brick Addition and Subtraction Board Game Instructions

You will need:

1. Building bricks
2. At least two players
3. One die

Instructions for play:

Ask each child to start with a tower that is 5 building bricks tall. Each child then takes it in turns to roll the die and move along the board. When they land on a square with an instruction, they must add or subtract that many bricks from their tower. The game ends when the first player crosses the finish line, and the winner is the child with the tallest tower.



visit [twinkl.com](https://www.twinkl.com)



\*Try and see if you can say how many bricks you will have by counting on and back from the number of bricks in your tower. Check your **answer once you've** added or removed the bricks. Are you correct?





## Spring-Themed Counting up to 20

$$5 + \begin{array}{c} \text{flower} \text{ flower} \text{ flower} \text{ flower} \text{ flower} \\ \text{flower} \text{ flower} \text{ flower} \end{array} = \boxed{\phantom{00}}$$

---

$$2 + \text{sheep} \text{ sheep} \text{ sheep} \text{ sheep} \text{ sheep} \text{ sheep} \text{ sheep} \text{ sheep} = \boxed{\phantom{00}}$$

---

$$7 + \begin{array}{c} \text{rabbit} \text{ rabbit} \text{ rabbit} \text{ rabbit} \text{ rabbit} \text{ rabbit} \text{ rabbit} \\ \text{rabbit} \text{ rabbit} \text{ rabbit} \text{ rabbit} \text{ rabbit} \text{ rabbit} \end{array} = \boxed{\phantom{00}}$$

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$$4 + \begin{array}{c} \text{tulip} \text{ tulip} \text{ tulip} \text{ tulip} \text{ tulip} \\ \text{tulip} \text{ tulip} \text{ tulip} \text{ tulip} \end{array} = \boxed{\phantom{00}}$$

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$$6 + \begin{array}{c} \text{butterfly} \text{ butterfly} \text{ butterfly} \text{ butterfly} \text{ butterfly} \text{ butterfly} \\ \text{butterfly} \text{ butterfly} \text{ butterfly} \text{ butterfly} \text{ butterfly} \text{ butterfly} \end{array} = \boxed{\phantom{00}}$$

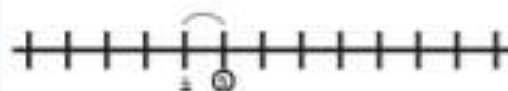
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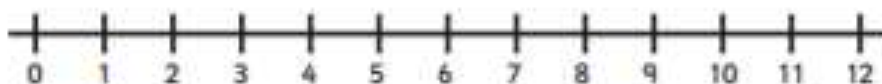
# Number Line Addition

Example:

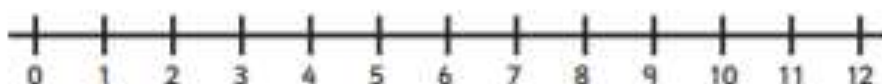
$$4 + 1 = 5$$



$$3 + 3 =$$



$$8 + 1 =$$



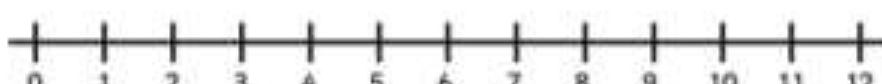
$$6 + 4 =$$



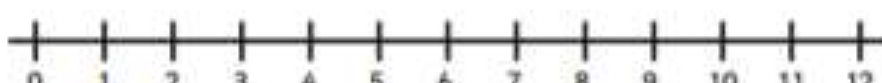
$$2 + 5 =$$



$$9 + 2 =$$



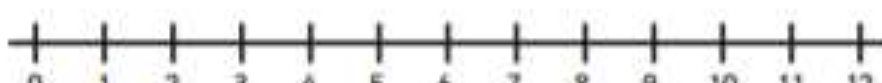
$$5 + 4 =$$



$$2 + 3 =$$



$$6 + 2 =$$



$$5 + 7 =$$



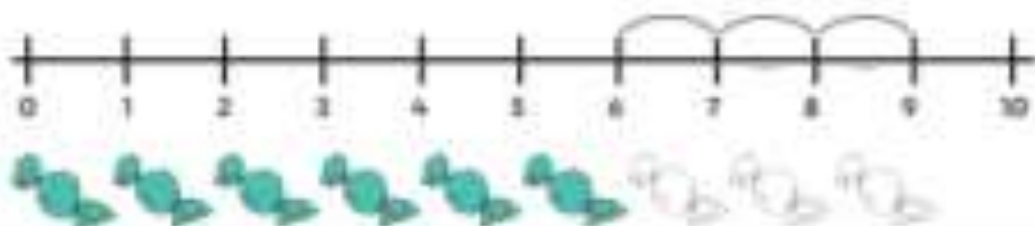
$$8 + 4 =$$



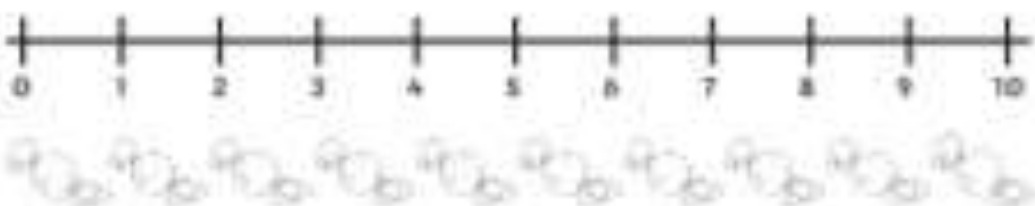
# Number Line Subtraction

Example

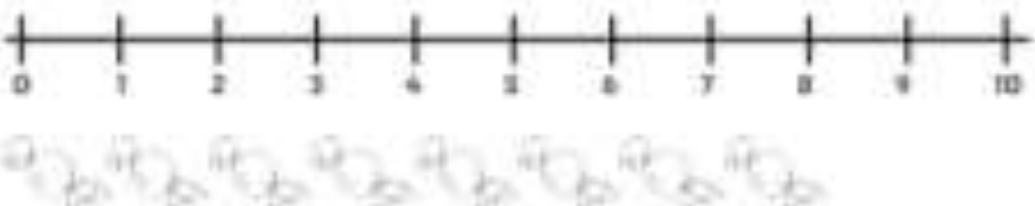
$$9 - 3 = 6$$



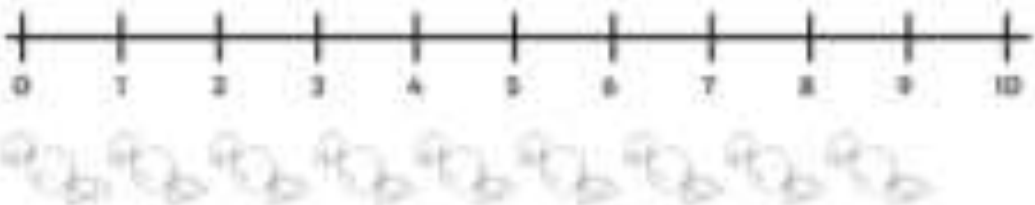
$$10 - 5 =$$



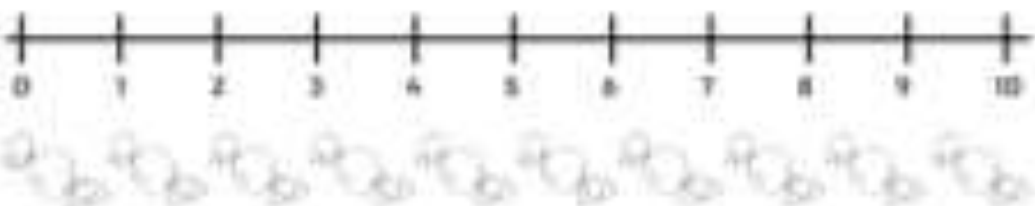
$$8 - 6 =$$











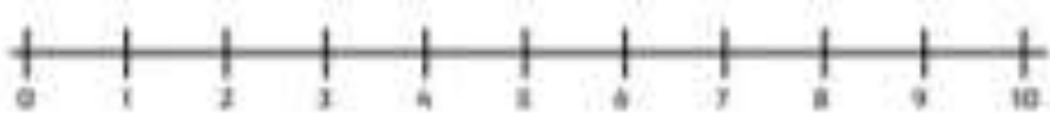



$$9 - 4 =$$



$$10 - 3 =$$





$7 - 4 =$	 
$10 - 6 =$	 
$9 - 2 =$	 
$5 - 3 =$	 
$8 - 5 =$	 
$10 - 9 =$	 

Week 5

Writing and Understanding the World Activities

Mini-beasts

Day 1

Watch Mini-beast Adventures with Jess

[https://www.youtube.com/watch?v=JuHg5oWF\\_mo](https://www.youtube.com/watch?v=JuHg5oWF_mo)

Alliteration is when you the same beginning letter in all words e.g. Buzzy Bee

Can you write either the mini-beast or a describing word to finish this list using the same initial letter in red?

Amazing \_\_\_\_\_

\_\_\_\_\_ Caterpillar

Fast \_\_\_\_\_

\_\_\_\_\_ Snail

Lovely \_\_\_\_\_

\_\_\_\_\_ Worm

Spinning \_\_\_\_\_

Look at the pictures on Pg 27 for ideas

## Minibeasts



wasp



bee



snail



dragonfly



ladybird



beetle



crane fly



spider



worm



woodlouse



slug



caterpillar



fly



ant



butterfly



Can you guess the mini-beast? Write it down

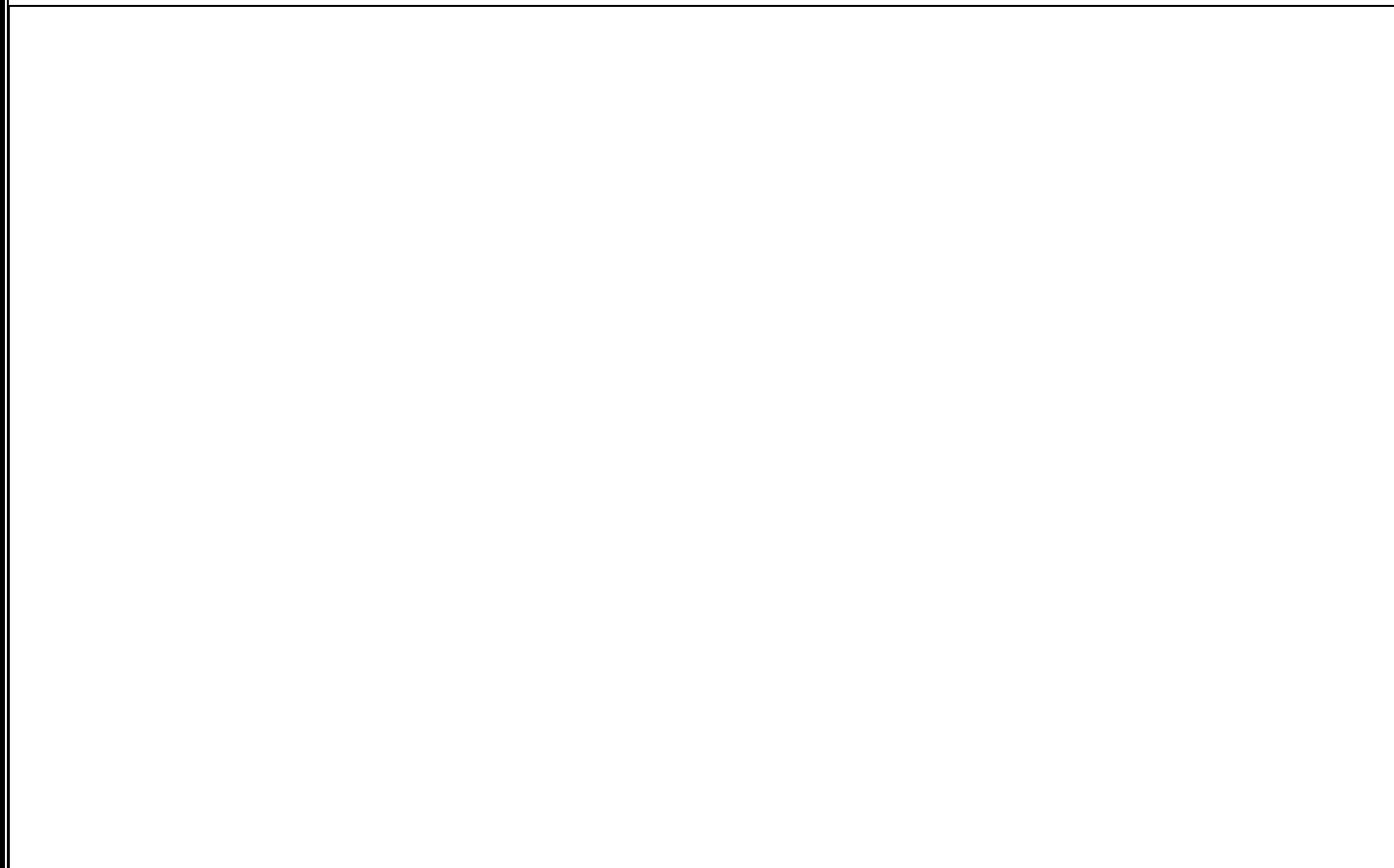
I can buzz. I am black and yellow. What am I ?

I have no legs. I live in the soil. I like to wriggle. What am I?

I am red with black spots. I can fly. What am I ?













\*Make up your own clues and say them to your mum or dad. Can they guess the bug?

Day 3 Draw a mini-beast. Write some sentences to describe your mini-beast e.g. What it looks like? Where it lives? What colour is it? What does it eat?




## Minibeast Recording Sheet

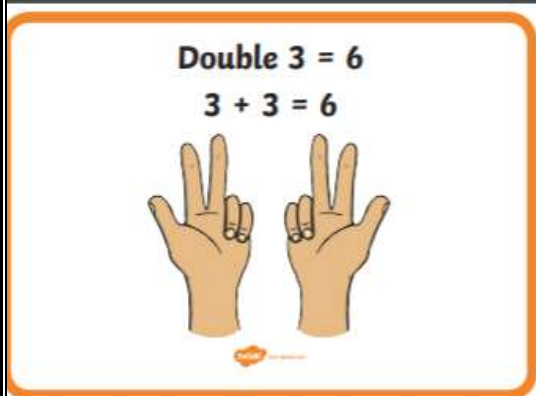
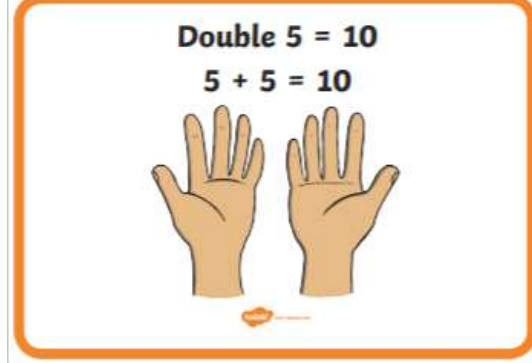
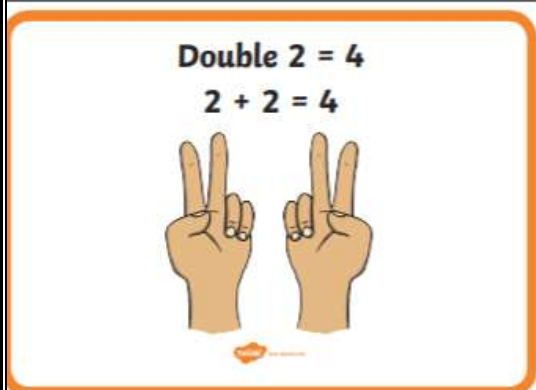
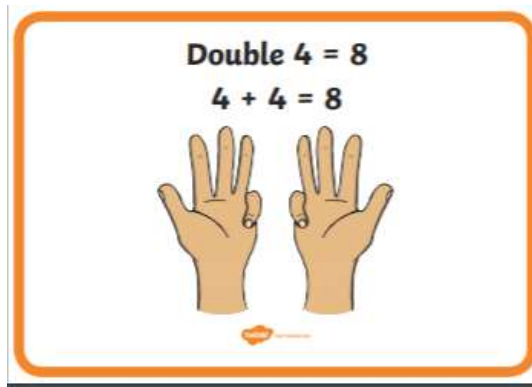
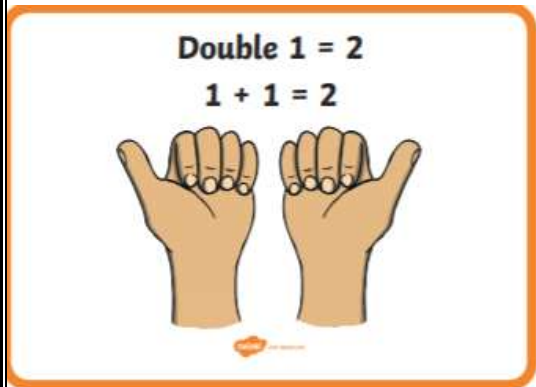
Complete the table as you find each minibeast. Put a tick in the box where each minibeast was found.

	 On bark	 On plants	 In the sky	 In the soil	 Under Rocks
dragon fly 					
snail 					
bee 					
crane fly 					
ant 					
butterfly 					
beetle 					
woodlouse 					
fly 					
worm 					
millipede 					
ladybird 					

## Maths

Doubling Doubling can be explained as adding the same amount twice.

Using your fingers to show doubles...



- Cut out the shape of a symmetrical butterfly. Paint 1 circle on the wing on one half of the butterfly. Fold the butterfly wings together and open to reveal the 2 circles. Repeat with a different amount of circles.
- Using objects around the home and two containers ask the children to show you double up to 10.

Video

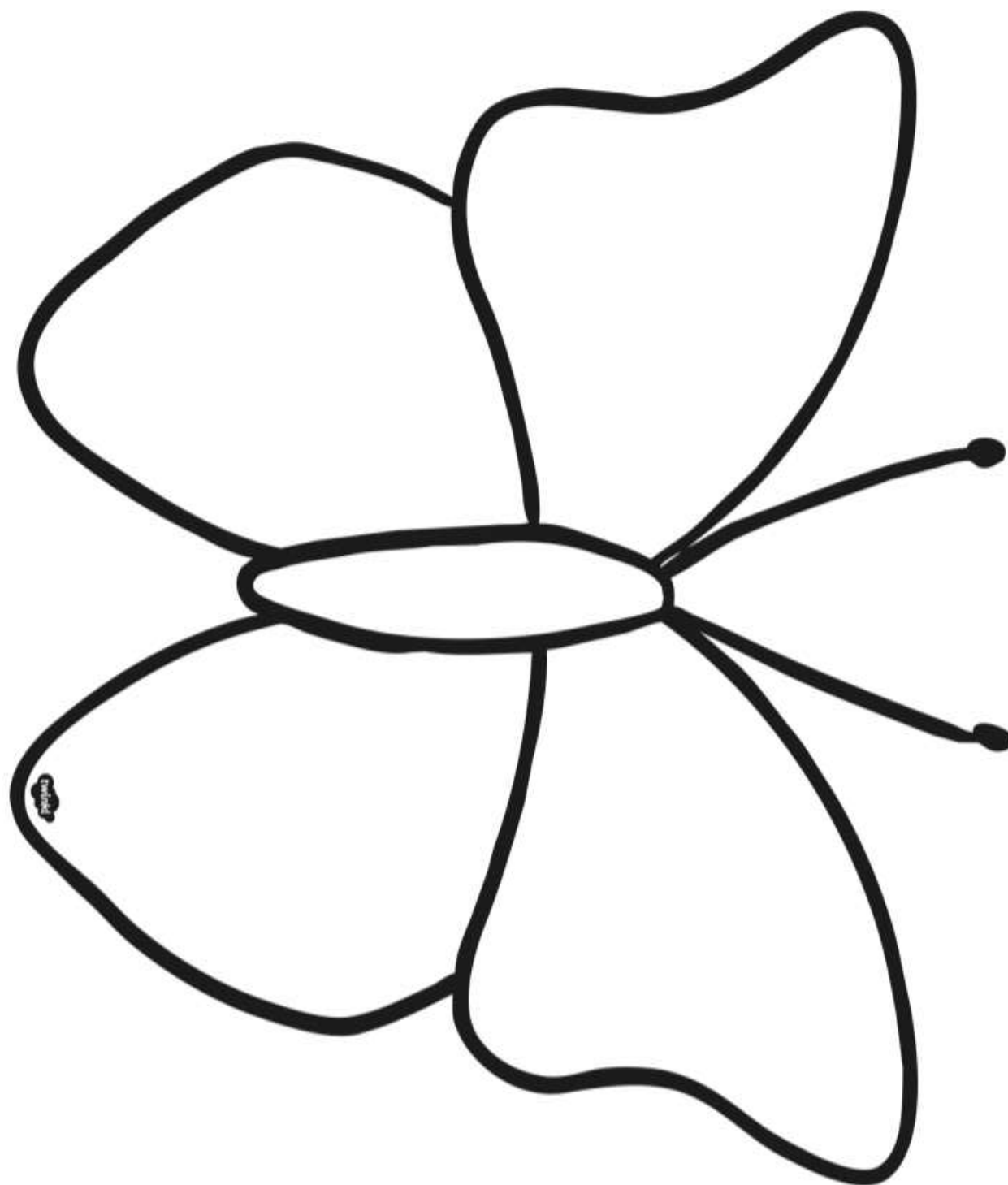
<https://www.bbc.co.uk/iplayer/episode/b08q4jkq/numberblocks-series-2-double-trouble>

Song

<https://www.youtube.com/watch?v=4U2QLjqripY>

<https://www.youtube.com/watch?v=M9YQ4phTBOE>

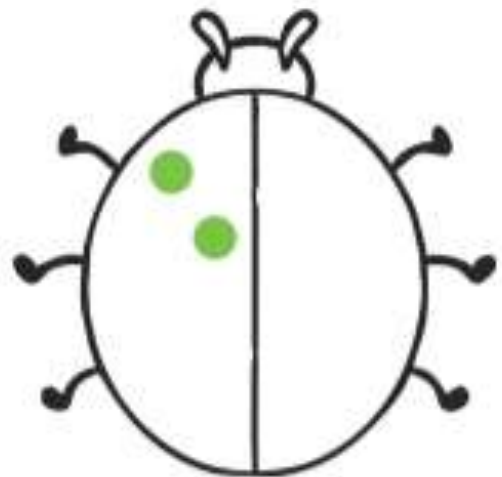
Butterfly template



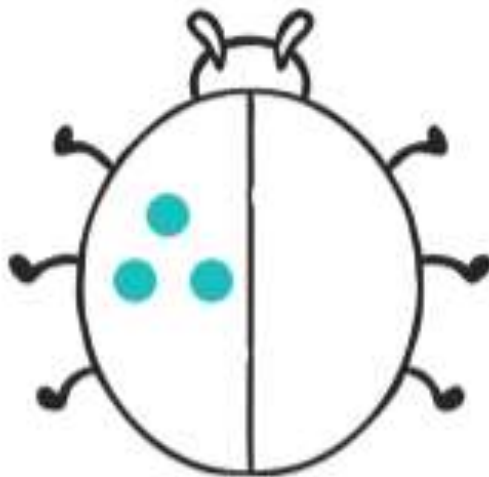
# Ladybird Doubles



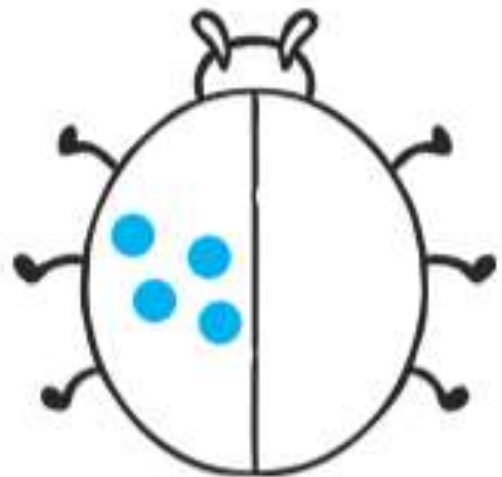
Double 1 is \_\_\_\_\_



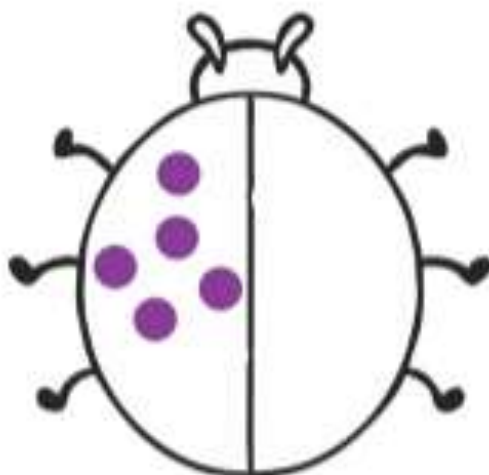
Double 2 is \_\_\_\_\_



Double 3 is \_\_\_\_\_



Double 4 is \_\_\_\_\_




Double 5 is \_\_\_\_\_

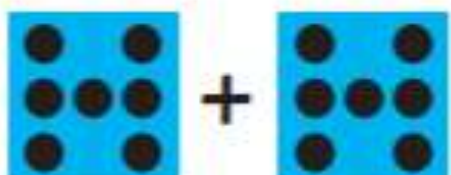


# Dice Doubles

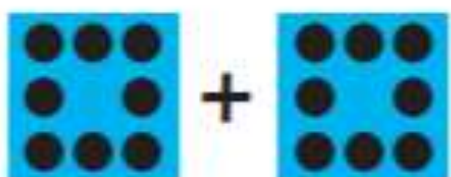
Write the number sentence for each dice double.



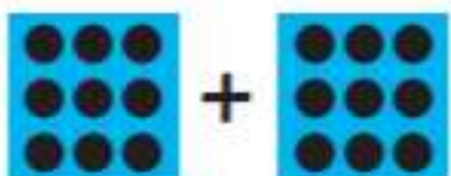
$6 + 6 = \underline{\hspace{2cm}}$



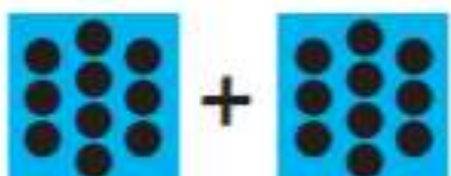
$7 + 7 = \underline{\hspace{2cm}}$



$8 + 8 = \underline{\hspace{2cm}}$



$9 + 9 = \underline{\hspace{2cm}}$



$10 + 10 = \underline{\hspace{2cm}}$

## Halving

There are lots of practical ways that halving can be demonstrated when in the home for example cutting food in half. While doing this ask how many pieces it is being cut into and ask if it is equal (are they the same size).

Explain that halving is sharing equally between two.

Demonstrate halving an even number of objects between two action figures/ dolls/ people/containers etc.

Explain how, when things are halved, it is fair as each group has the same amount.

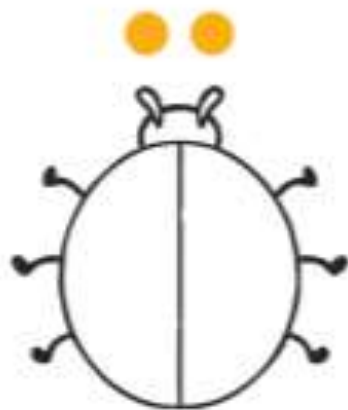
Demonstrate sharing an even number of objects unequally between two groups. Ask the children if you have halved the number of objects and ask them why not- they were not shared equally.

Encourage the children to explore halving even numbers up to 20.

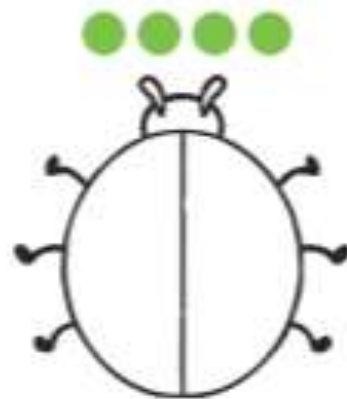
Rewatch the video

<https://www.bbc.co.uk/iplayer/episode/b08q4jkq/numberblocks-series-2-double-trouble>

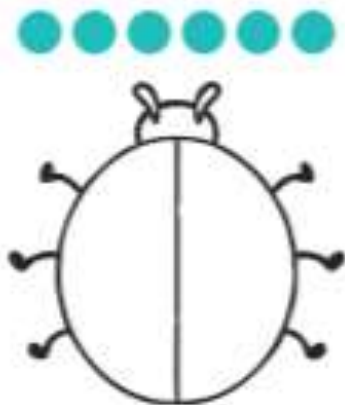
# Ladybird Halving to 10



Half of 2 is \_\_\_\_\_



Half of 4 is \_\_\_\_\_



Half of 6 is \_\_\_\_\_



Half of 8 is \_\_\_\_\_

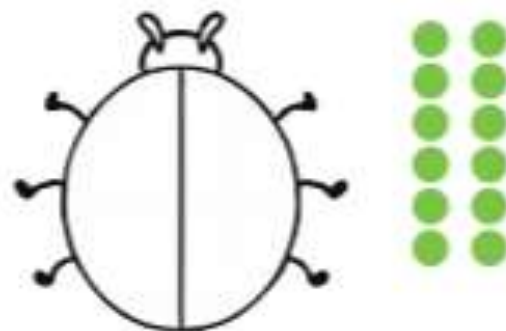


Half of 10 is \_\_\_\_\_

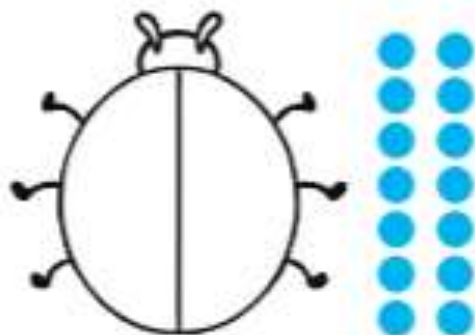
# Ladybird Halving to 20



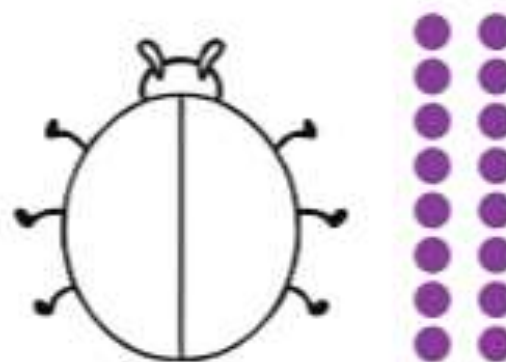
Half of 10 is \_\_\_\_\_



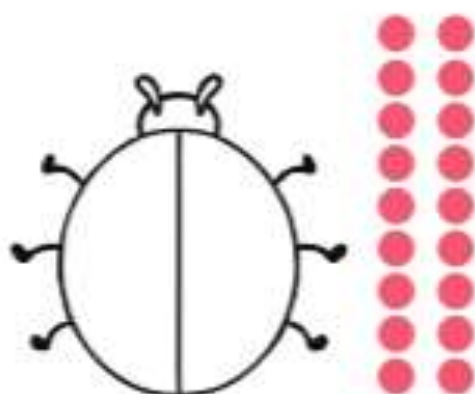
Half of 12 is \_\_\_\_\_



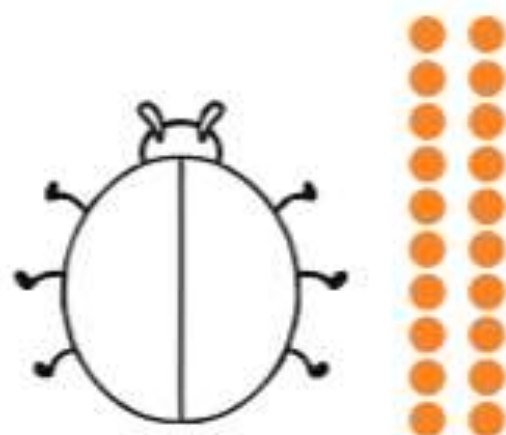
Half of 14 is \_\_\_\_\_



Half of 16 is \_\_\_\_\_



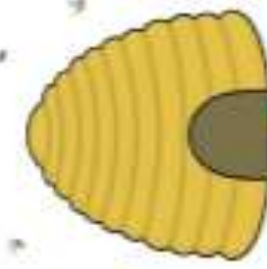
Half of 18 is \_\_\_\_\_



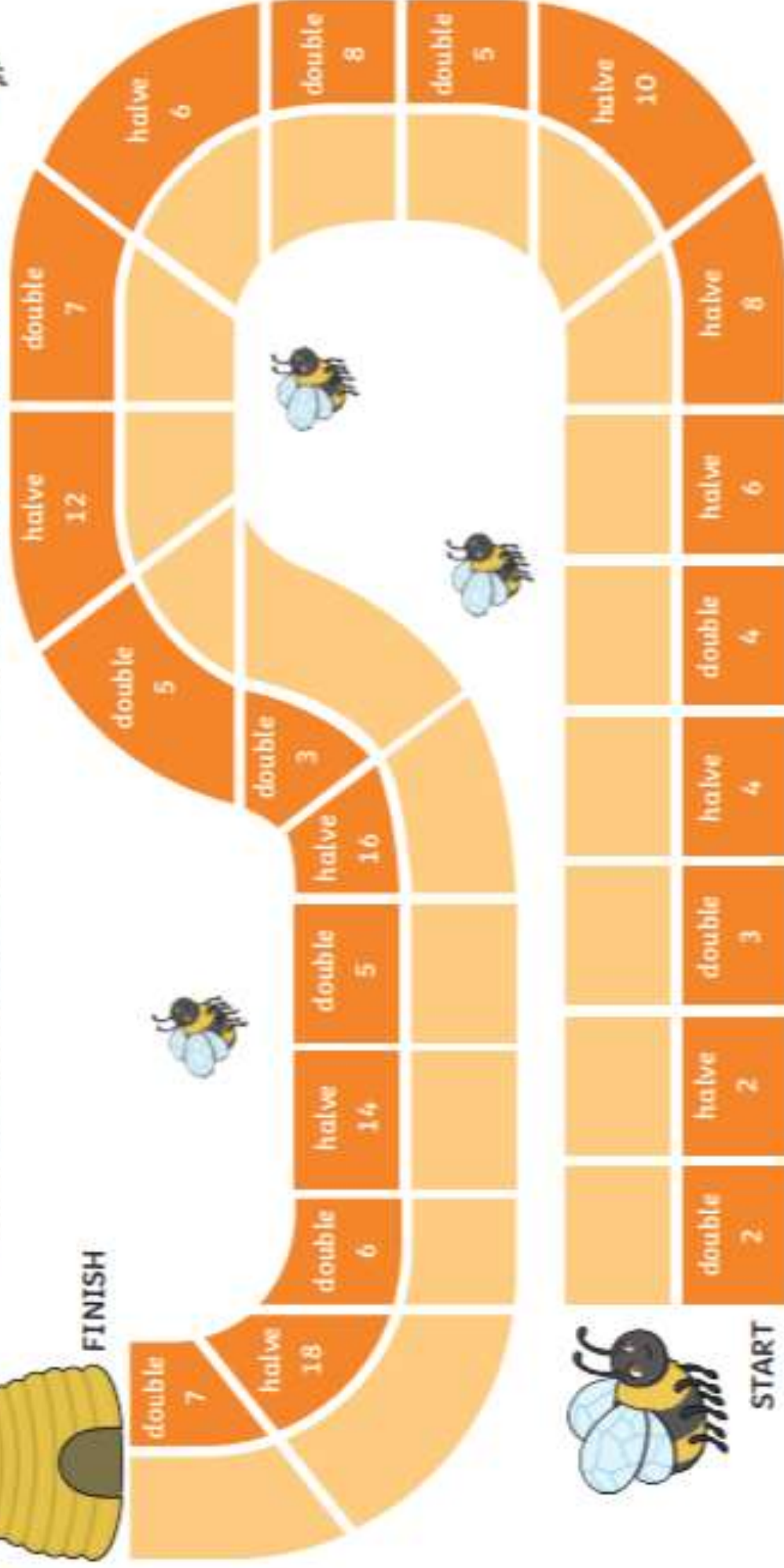
Half of 20 is \_\_\_\_\_

# Double and Half Game

Roll the dice and move that number of spaces. After that, answer the question on that space. If you answer correctly, you can stay on that space. If you answer incorrectly, you have to move back to where you came from.



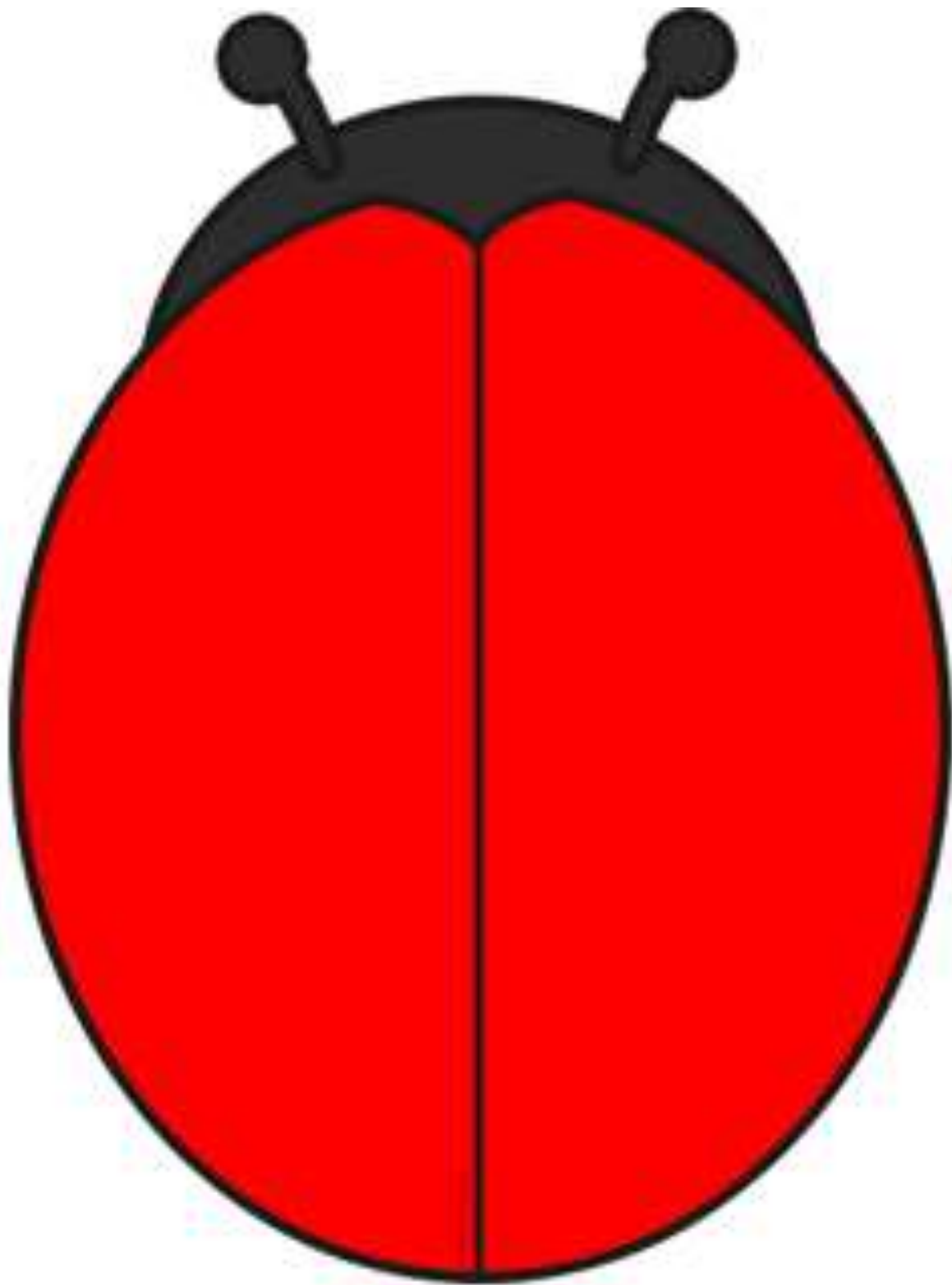
FINISH



START

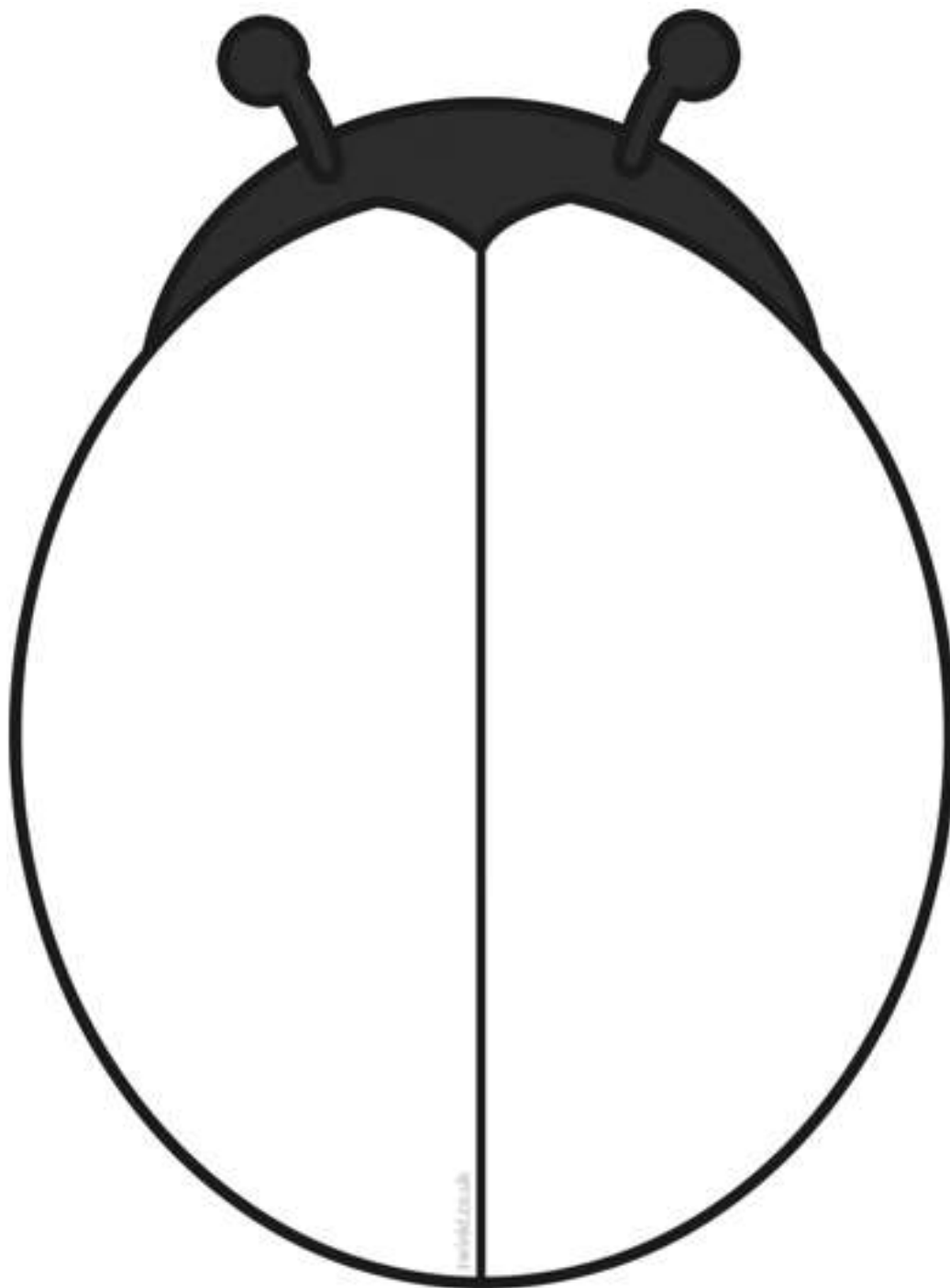


Use counters/buttons on the ladybird to work out half and double of numbers up to 20.



Colour version

Use counters/buttons on the ladybird to work out half and double of numbers up to 20



# Make your own wormery

wildlife  
watch



## You will need:

- 2-3 earthworms



- 1 litre clear plastic drinks bottle



- Garden soil



- Compost



- Light-coloured sand



- Scissors



- Cling film and an elastic band



- Water



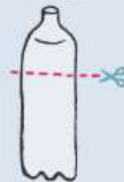
- Leaves



- Paper or card and tape



- 1 With the help of an adult, cut the top off the drinks bottle and remove any labels



- 2 Build up layers of different kinds of soil and sand in the bottle



- 3 Sprinkle fallen leaves over the top and water until damp



- 4 Add your worms!



- 5 Secure cling film over the top to stop your worms escaping. Pierce with tiny holes.



- 6 Wrap the bottle in paper to keep it dark for your worms. You can remove this when you want to have a look at how they've mixed the layers.



- 7 Keep in a cool place and top up with water when needed. Release your worms back into the wild after you've finished your experiment.



[www.wildlifewatch.org.uk](http://www.wildlifewatch.org.uk)

## Make salt dough Minibeasts

wildlife  
watch



## You will need:

- 2 cups of plain flour



- 1 cup of salt



- 1 cup of water



- shaping tools



- baking tray lined with parchment



- oven or airing cupboard

- acrylic paint, varnish and brushes (optional)



- 1 Mix the flour, salt and water together until you have a dough that sticks together.



- 3 Place your creature on a tray in an oven on a low heat until the dough is hard.



You could also use an airing cupboard or even a sunny window ledge.

- 2 Use your hands to mould the dough into the shape of an animal. Use any tools you have to add finer detail.



- 4 When the dough has cooled, paint it and add a final layer of varnish.



Varnish stops the dough from going soft.

[www.wildlifewatch.org.uk](http://www.wildlifewatch.org.uk)





# How to make a butterfly feeder

wildlife  
watch



## What you need:

- card
- plastic bottle top\*
- scissors
- cane
- sellotape
- a pot with soil in it
- cotton wool
- colouring pens or pencils
- sugar
- water

1 Draw a flower on your card and colour it in with bright colours, then cut it out.



2 Stick a plastic bottle top in the centre.



Put your feeder outside, somewhere sunny on a warm day.

3 Use sellotape to stick the cane onto the back of the flower, and stand it in the pot of soil.



4 Mix the sugar with some water and soak the cotton wool in the solution.

5 Put cotton wool inside bottle top.



[www.wildlifewatch.org.uk](http://www.wildlifewatch.org.uk)

\*Use an old plastic bottle top for this, and always recycle after use.

Illustration: Corinne Welch © Copyright Royal Society of Wildlife Trusts 2015

# Nature's music

wildlife  
watch



Nature is full of great opportunities in turning natural objects into musical instruments...

## Maracas

### You will need

- An empty, clean tin can (with the label removed)
- A balloon
- Elastic bands
- A handful of seeds, rice, lentils, nuts or small stones



1 Put your loose materials into your tin can.



2 Stretch the balloon over the open end of the tin.



Be careful of sharp edges.

3 Once in place, secure it with elastic bands.



4 Give it go - shake your maraca!



## Grass whistle

### You will need

- A wide blade of grass



- Your two thumbs



1 Hold the grass taut between your thumbs.



2 Blow into the gap between your thumbs until you hear a whistle.

If you don't hear anything at first, try re-positioning the grass between your thumbs. Don't worry - it can take a bit of practice!



[www.wildlifewatch.org.uk](http://www.wildlifewatch.org.uk)

Illustration: Corinne Welch © Copyright Royal Society of Wildlife Trusts 2015