

## Hyde Park Infant School Home Learning Early Years Week 10

### 'The Billy Goats Gruff'

#### Literacy

Firstly, try to stand outside and listen all around: can you hear the birds and insects. If you are able to have a walk and get near to nature or the countryside, what sounds can you hear? Miss Easton will upload sounds to the website to accompany this plan from around her house (sounds including: stream, hooves, *tractors*, goats bleating.) Try to draw anything you hear on your listening adventure.

Read The Three Billy Goats gruff. Here are some online links to watch/listen to the story

<https://www.youtube.com/watch?v=3QzT1sq6kCY>

<https://www.youtube.com/watch?v=xnxWzB-ba7c>

<https://www.storynory.com/the-billy-goats-gruff/>



Talk about how many other stories does your child know where characters come in threes (three bears, three pigs). You can follow the links to read these stories:

<http://www.communication4all.co.uk/Traditional%20Tales/Goldilocks%20Story%20Book.pps>

<http://www.communication4all.co.uk/Traditional%20Tales/Three%20little%20pigs%20Story%20Book.pps>

Here is a little troll story to enjoy <https://www.bbc.co.uk/cbeebies/stories/melody-tip-toe-troll>

#### Activity suggestions:

##### 1. **Make a book to retell the story of The Three Billy Goats gruff**

with 8 pages (including the first as a front cover). Your pages can be as large or as small as you want. Think about how to join those pages together – sellotape/ punch holes with a hole puncher and tie string in to join together/ staple the pages together

- Design a front cover for the book. Draw your picture carefully and colour it thinking about the colours of the meadow/fields, grass and goats etc. Write your name on the front cover. Think carefully to form your letters.
- On each page, draw a picture to match the following sentences **Listen carefully to the grown up who is reading the sentences.**

Page 1 . Three billy goats gruff were eating the grass in their fields.

Page 2 . They saw a bridge to cross to have a new adventure and food in a different field.

Page 3 . The little billy goat walks to the bridge and meets a troll.

Page 4 . The middle-sized billy goat walks to the bridge and meets a troll.

Page 5 . The older and big billy goat walks to the bridge and meets a troll. The goat pushes the mean troll into the water.

Page 6. The troll floats down the river and is never seen again.

Page 7. The three billy goats gruff are together again in their new field, ready to eat the new grass and have lots of fun together.

- **Now your turn to write.**

Think about what is happening in your drawings on each page and have a go at writing your own

sentence to retell the story. You could use felt tips or a pencil. When you write think carefully about saying the sentence out loud and then each word, sounding out the words as you write them.

Remember that you always start a letter from the top, never from the bottom. If a word has a digraph in it remember that it will have two letters to represent the one sound. Try to make your sentence as neat as possible, keeping tall letters tall and short letters short. Try to keep them an even size and don't forget to use finger spaces between your words. Now read your sentence back to your grown up. Can they read it so it makes sense?

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## 'The Billy Goats Gruff'

### 2. Retell the story

- Try to draw and colour the three goats and the troll and then cut them out. You could stick them to a lollipop stick, or a blunt pencil to make puppets to use to retell the story.
- Try to use a different speaking voice for each goat and the troll. You could also draw or build a bridge with some bricks/lego and practise using your positional language – on the bridge, next to the bridge, under the bridge.

3. Create a 'Wanted' poster for the troll. (see the template below – you can draw the troll and then describe his behaviour and appearance underneath (e.g. he has a big blue body. he has long sharp claws. He has pointy teeth. he is mean. he shouts).

### WANTED



Appearance

Eyes:

Fur/Skin:

Claws:

Other information

Crime:

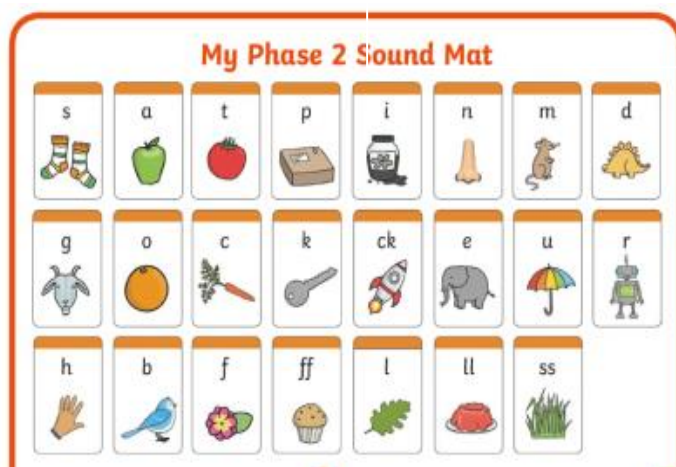
Last known whereabouts:

### REWARD:

**Parents:** Your children are all at differing stages in writing and so you will need to support in different ways. If your child is able to write their idea independently, support them with their finger spacing and full stop to end.

Your child may be in the early stages in their phonic understanding and therefore will need support from you to help them use their finger phoneme to sound out a word. It is important that the word is sounded out and each sound represented, it does not matter that the word is incorrectly spelt, only that the letters clearly represent the sounds your child can hear and identify.

The alphabet sound mats below may be useful to show children the letter to match the sound.



**Phonics Practise this week.** Can you say the sounds and make the actions to accompany these graphemes, digraphs and trigraphs?



Try these links to hear these phase 3 sounds

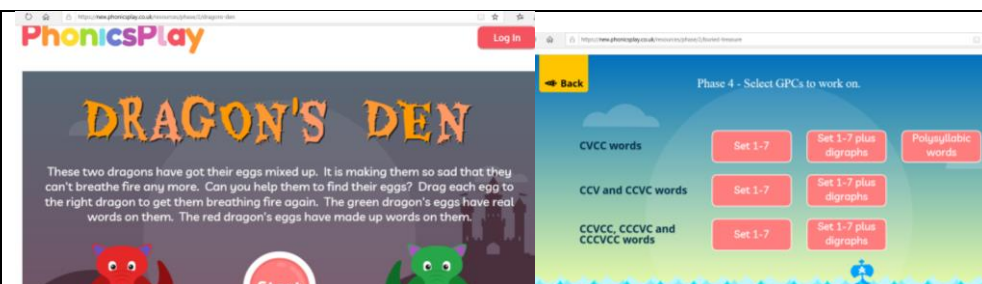
<https://www.youtube.com/watch?v=aNcBWSBxSp0>

<https://www.youtube.com/watch?v=W8Jp5MutVIQ>

<https://new.phonicsplay.co.uk/resources/phase/2/dragons-den> phase 4 to practise blends. Choose any of these activities – this is a free resource.

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## 'The Billy Goats Gruff'



### Reading

Please read as much as you can of your reading books to your grown up. Remember when trying to read unfamiliar words, look for the digraph or trigraph first and then blend the sounds together. You will need to learn the tricky words by heart as many of these we cannot sound out.

<https://home.oxfordowl.co.uk/books/read-with-oxford/> to access more free online reading books such as those in the classroom

Try reading these words that do not sound out. Try taking a picture of them in your mind to remember what they look like to help you.

Phase 2	Phase 3	Phase 4
I	he	said
no	she	have
the	we	like
to	me	so
go	be	do
into	you	some
	are	come
	her	little
	was	one
	all	were
	they	there
	my	what
		when
		out

**Parents:** Your children are all at differing stages in reading. It is important for all children to be able to read as many of these words on sight.

Your child may be in the early of reading, therefore look at phase 2 and help your child be really familiar with these words. However, your child may be reading yellow or blue books (or higher) and will be able to look at all of these words. If your child is confident reading them, you could try to spell them

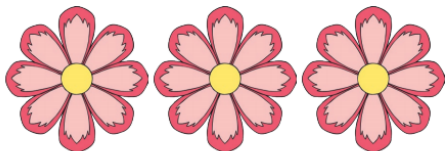
### Mathematics:

**Counting:** daily counting –

- Keep Fit counting: count up to 20 and as you do make a pattern of jump clap jump clap as you do. Change the pattern as you repeat the count stamp spin stamp spin.
- Try the count by 2s song **Parents-** warning you'll be singing these all day long!  
<https://www.youtube.com/watch?v=GvTcpfSnOMQ>
- Try the counts by 10s song <https://www.youtube.com/watch?v=Ftati8iGQcs>
- Try the counting activity below from Twinkl. **Parents** - Try these problem-solving activities (x2 per day) You and your child could then design two questions similar to the ones you chose.

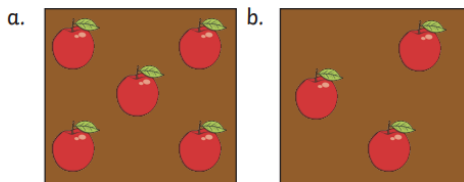
1

How many flowers are there?



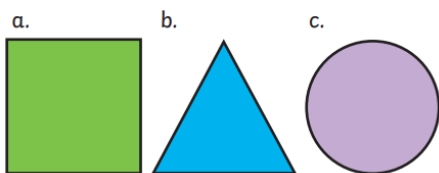
2

Which box has more apples in it?




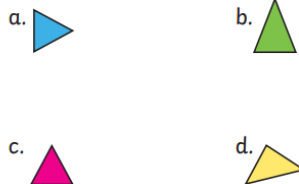
3

Which shape is a square?



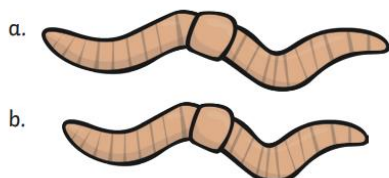
4

Look at this shape:  Which of these is the same?



5

Which worm is the longest?



6

Which coin is worth 5p?



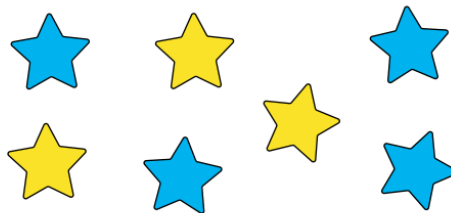
## 'The Billy Goats Gruff'



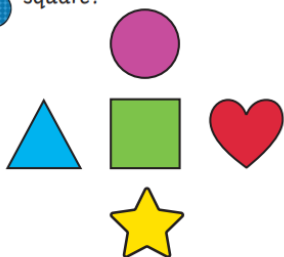
What colour square is in the middle?



Are there fewer yellow stars or blue stars?



Which shape is below the square?



Which is the lightest?



### • See the activities on White Rose Maths.

I count, you count is a game which can be used to practise counting on from different starting points. Begin by counting as you point to yourself. When you point to the children they continue the count. This is great for creating rhythmic patterns:

1, 2, 3, 4, 5, 6, 7, 8  
1, 2, 3, 4, 5, 6, 7, 8, 9  
3, 4, 5, 6, 7, 8, 9, 10,

Show me 5 fingers. Now show me 2 more.

How many fingers now? How do you know there are 7?

Did you count them all 1, 2, 3, 4, 5, 6, 7?

Is there another way to count them? We know we have 5 on this hand? Can we count on? 6, 7?

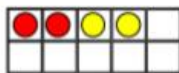
Use first, then now to tell simple maths stories to practise adding more in real life contexts.



First there were 2 people on the bus.

Then 2 more people got on the bus.

Now there are 4 people on the bus.



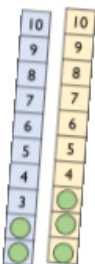
© White Rose Maths

### Number track race

Provide number tracks and a 1-3 dice.

The children take turns to roll the die and count on 1, 2 or 3 as they move along or fill up the track. The first to reach 10 wins the game. This can also be done outside with children jumping along giant tracks.

NB: It is easier for children to fill the track by adding counters than to 'jump' a counter along the track.



**Parents:** Your child can copy the bus activity using their own toys. They need to draw a number track to ten first, then make up games with their toys and show this on the number track. They can then represent these on paper.

e.g. 2 teddies on the carpet

Draw 2 of something \* \* 2

Then come 3 more teddies to have fun

\*\*2 - - - 3 Now there are 5

### Small World

Encourage the children to create their own first, then now stories using the small world resources.

E.g. First there were 5 dolls in the house.

Then 2 more dolls came home.

Now there are 7 dolls.



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## Reception - Geometry - Exploring Patterns

### Making simple patterns

#### Guidance

Children copy, continue and create their own simple repeating patterns. They focus on AB and ABC patterns. It is important to provide patterns with at least three full units of repeat. Encourage the children to say the pattern aloud as this helps them to identify the part which repeats and supports them to continue the pattern.

The children should be given opportunities to explore pattern in a range of contexts including shapes, colours, sizes, actions and sounds. Encourage them to build patterns both vertically and horizontally.

#### Other Resources



Pattern Bugs – Trudy Harris

In and Out the Dusty Bluebells circle game

Tongue twister patterns – Red lorry, yellow lorry

Clap your hands and wiggle your fingers song

#### Prompts for Learning

Whole class: Demonstrate simple AB action patterns such as:

Knees, clap, knees, clap, knees, clap

Punch left, punch right, left, right, left, right

Hands up, hands down, up, down, up, down



Say the pattern aloud and encourage the children to join in with you and to suggest new action patterns of their own. Once they are confident with AB, extend to ABC e.g. tap knees, tap shoulders, tap head, knees, shoulder, head, etc.

You can also start AB or ABC patterns along a line or around a circle:  
stand, sit, stand, sit, stand, sit

Hands on head, hands down, hands on head, hands down

Arms up, arms out, arms down, up, out, down etc

Word or sound patterns can be chanted together, opposites are good for this e.g. yes, no, up down, in out etc. Sounds learnt in phonics can be practised and reinforced through pattern.

sh, ch, sh, ch, sh, ch etc.



Create simple patterns such as red brick, green brick, red brick, green brick, red brick, green brick for the children to copy and continue.

Challenge them to create their own patterns using the AB or ABC structures.

## Reception - Geometry - Exploring Patterns

### More complex patterns

#### Guidance

Children continue to copy, continue and create patterns. They explore patterns which use items more than once in each repeat for example ABB, AAB, AABB, AABBB. Again it is important that each pattern you model has at least three full units of repeat. The more units of repeat, the easier it is to identify and continue the pattern.

Encourage the children to say each pattern aloud and to create patterns around the edge of shapes as well as in straight lines.

#### Other Resources



Duck, Duck, Goose circle game

We Will Rock You – Queen (clapping pattern)

AAB Pattern Song – Musical Math (Youtube)

#### Prompts for Learning

Note: All the prompts in the previous step for creating patterns with actions and sounds can also be applied to more complex patterns.

Show the children an AB pattern and a similar AAB pattern and ask them to tell you what they notice.

What is the same and what is different?

Here they may describe the yellow, blue pattern or the circle, triangle pattern.



Repeat with a similar ABB pattern. What is different this time?



Ask the children to make their own AB, AAB and ABB patterns using yellow and blue cubes or counters.

What other patterns could they make using two colours?

Ask the children to describe their patterns.

Can their friends continue the patterns they have made?

Encourage the children to make patterns using these structures with different objects both indoors and outside.

## 'The Billy Goats Gruff'

### Knowledge and Understanding of the World

Use these links to see a variety of goats <http://www.woodbarnfarm.co.uk/> and <https://youtu.be/AFLcb7hcBQg>

Here are a few experiments to try.

### Raft Building for the Billy Goats

#### Science Experiment



#### Method

1. Briefly review the story of the 'The Three Billy Goats Gruff'. Ask the children to suggest other ways that the goats could cross over the river, without using the troll's bridge.
2. Tell the children that we are going to make some rafts for the goats to use!
3. Look at the range of resources and discuss the children's ideas about what to use.
4. Explore what happens when the different materials are placed into the water. Encourage the children to talk about what happens to the different materials and which materials might be best to use to make their raft.
5. Encourage the children to explore ways of joining and using the materials to build a raft and then test it out in the water tray. Support the children to make adjustments or alterations. They could also test to see if their rafts are able to hold all three goats at once!

#### You will need:

'The Three Billy Goats Gruff' storybook  
Tray of water  
Small world goat toys (3 different sizes if possible)  
Sticky tack  
Glue  
Sticky tape  
Scissors  
Plastic pots or containers  
Wooden lolly sticks  
Corks  
Cardboard  
Sponges  
Paper



### Growing Green Grass

#### Science Experiment



#### Method

1. Briefly review the story of 'The Three Billy Goats Gruff'. Ask the children what the goats like to eat – green grass.
2. Tell the children that we are going to grow some grass for the goats to eat.
3. Show the children the grass seeds and ask them what they think the seeds need to grow.
4. Plant some seeds into different pots and place in different conditions e.g. in a sunny place with water, in a sunny place without water, somewhere dark etc.
5. Encourage the children to see what happens to the grass seeds over the next few days.
6. Once some of the grass seeds have grown, look again at all the pots and decide which ones the goats would like to eat and why. Discuss the best conditions for growing the seeds.

#### You will need:

'The Three Billy Goats Gruff' storybook  
Grass seeds  
Small trays or pots  
Soil  
Water





# Hyde Park Infant School Home Learning Early Years Week 10

## 'The Billy Goats Gruff'

### Billy Goat Bridge Building

STEM Activity



#### Method

1. Tell the children that the goats need a new bridge to cross over the river so that the troll doesn't scare them.
2. Can they help by making a bridge for the goats?
3. They can only use the materials and tools that you have left out for them.
4. Look at the photos of bridges and talk about the different shapes and how the bridges go across the water.
5. The children can then decide how to join the materials to create their bridges.
6. Once the children have made their bridges, they could be tested to see if they are strong enough to support the goats as they cross the river.

#### You will need:

A selection of card and paper  
Cardboard tubes and boxes  
Children's scissors  
Sticky tape  
Sticky tack  
String  
Small goat toys  
Types of Bridges Display Photos



Key questions:

What could you use to build a bridge?  
What does a bridge need to make it strong?  
How could you improve your bridge?  
Which would be the best way of joining those pieces together?  
Could you do anything to make it stronger?  
Can you see a problem with that?  
Does your bridge need anything else?  
Would you like to change anything about your bridge?  
How can we test how strong the bridges are?

Key words:

bridge, strong, join, attach, cross, weight, heavy, improve, modify, change.

### PE.

**Joe Wicks** On line PE sessions – we have been following these in school. Try 30 minutes every Day Use these activity cards (from Twinkl) and try each for 30 seconds (or 1 minute) and then repeat the whole set. Repeat the circuit x3. Talk about how your body feels during exercise.

#### Plank

Hold your body in the plank position for as long as you can. Take a rest when you need to. You can put your knees on the floor to make the move easier.



#### High Knees

Raise each knee in front of you, one at a time, as high as you can. To make this more challenging, try to do this quicker.



#### Leg Raises

Lie on your back and slowly raise one leg. Lower your leg slowly back down to the floor. Repeat with the other leg.



#### Step-Ups

Carefully, step on and off the bench, one foot at a time.



Instead of the bench you could use a step or place your skipping rope on the floor and walk over it and then step back over it.



'The Billy Goats Gruff'

## Jogging

Jog from one point to another and try your best to keep the same pace.



## Burpees

Try to maintain the same pace completing burpees. Try to keep your toes pointed and your legs straight.



### What is a burpee?

Standing with your feet at shoulder width apart, bend from the knees and place both palms on the floor. Place your right foot back and then your left foot so that you are in a plank position. Bring your right leg and then left leg back into squat position and jump. Repeat.

Try these activities too:

Gross Motor Activity Cards

### Wall Warm Up

Find a wall. How many arm pushes can you do in a minute?



Gross Motor Activity Cards

### Animal Antics

Use your body to pretend to be different animals:

**Snake:** slither across the floor

**Butterfly:** flutter around the room

**Elephant:** stomp with both feet

**Kangaroo:** bounce around

**Frog:** hop like a frog

**Flamingo:** stand still on one leg

Gross Motor Activity Cards

### Shoulder Spirals

Hold out both your arms at shoulder height. From your fingertips, make small circle shapes, starting small and getting bigger until you can make big spiral shapes!



Gross Motor Activity Cards

### Jumping Jacks

How many different ways can you jump? Can you jump on the spot (small jumps/ big jumps), side to side, star jumps, bunny jumps, backwards, forwards, with eyes open and eyes closed!



For mindfulness calming body awareness activities: Jamie's Cosmic Yoga

**Search :** <https://www.youtube.com/watch?v=KAT5NiWHFIU> and

<https://www.youtube.com/watch?v=XU1y7pX7dNo>

Or try this new yoga link based on the Billy goat story:

<https://www.bbc.co.uk/iplayer/episode/p064kikd/happy-tent-tales-3three-billy-goats-gruff>

### Expressive Art and design

- Try to use your construction toys (such as duplo and lego) to make model bridges, you could try to make three different sized bridges for the 3 goats.

## Hyde Park Infant School Home Learning Early Years Week 10

### 'The Billy Goats Gruff'

- Decorate some paper plates (or draw around plates on a piece of paper) to look like troll masks. You could encourage a range of different techniques including painting, colouring or sticking and also use a range of materials like pipe cleaners for hair and pom-poms for noses if you have this craft equipment at home, if not colouring the masks will be just as fun.
- Use objects from your house to make the sound of the different goats crossing the bridge. Encourage your child to think about which instrument would be best for the smallest/largest goat and how they should be played (quiet/loud, slow and fast).



I know flour is very precious at the moment, but if you do have a cup spare you could try this grassy playdough recipe!

Enjoy this song - The goats came marching ...

The goats came marching one by one,  
Hurrah, hurrah  
The goats came marching one by one,  
Hurrah, hurrah  
The goats came marching one by one –  
The little one stopped, to bask in the sun,  
Then they all came marching,  
Over the rickety bridge.

The goats came marching two by two,  
Hurrah, hurrah  
The little one stopped, to look at the view,  
Then they all came marching,  
Over the rickety bridge.  
The goats came marching three by three,  
Hurrah, hurrah  
The little one stopped, to sit by a tree,  
Then they all came marching,  
Over the rickety bridge

Once your child is familiar with the song, use it as a marching song – it's ideal for outdoor marching!

## Hyde Park Infant School Home Learning Early Years Week 10

### 'The Billy Goats Gruff'

- Design a map (using crayons, pens, paint or chalk) with the bridge and fields. Will there be houses, a farm/zoo, roads nearby?

#### Personal and Emotional development –

- Have fun talking about your favourite foods. The goats' favourite food was green grass – what are your family's favourite foods? Do you all like the same things? Discuss different likes and dislikes and that it is ok to like different things.
- Either draw your own plate of favourite foods or have fun making food faces such as on Tesco website



- Discuss the character of the troll. What was his behaviour like? Why? Are there any other reasons why he might not want the goats to cross?

## The 3 Billy Goats Gruff Home Learning Challenge

The Troll was very unkind to the 3 Billy Goats Gruff. Talk to a grown up about the unkind things he did and said. Try and think of some things he could do instead, to be friendly to the 3 Billy Goats Gruff.

Make a Troll. It could be a puppet, a picture, a collage, a model or something else completely different.

Tell the story of the 3 Billy Goats Gruff to someone in your house. Remember to use different voices for all of the characters.

Can you think of a different way the 3 Billy Goats Gruff story could end? Write a new ending or draw a picture to show how you would like the story to end.

The 3 Billy Goats Gruff are 3 different sizes. Have a look around your house and find something that is bigger than you and something that is smaller than you. Put them into 'bigger' and 'smaller' lists.

Use books or the Internet to find out 2 facts about goats. Bring them into class to share with everyone else.

## **Hyde Park Infant School Home Learning Early Years Week 10**

### **'The Billy Goats Gruff'**

Additional links and ideas for you to try:

For help with early counting and maths Search online for:

**Oak National Academy On line classroom – Reception - Maths**

For additional Play activities Search on line for **Hamilton Trust Home learning packs**

<https://www.hamilton-trust.org.uk/blog/learning-home-packs/> go to Reception: Play activities and there are some lovely additional educational play and exploration activities.