



HYDE PARK SCHOOLS

Executive Headteacher:
Mrs. Y. Jones



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Dear Parents, Guardians, Carers

This term's learning continues to build upon our skills from Spring and continue to align with the Development Matters as we near the end of the reception year where we will level the children against the Early Learning Goals (ELG). We know, and the research shows, that children thrive when they can explore and manipulate to gather their ideas, deepen their understanding, and become critical thinkers who want to ask questions to further their understanding.

To navigate through the weeks' activities, start by reviewing the weekly theme and objectives listed. Each week, we'll focus on different stories and concepts that align with Development Matters. Choose an activity listed below or follow the links to free resources for additional support and ideas. Engage with your child in these activities at a comfortable pace, ensuring a balance of fun and learning. As we dive into this term's exciting learning journey, we kindly remind parents to share your child's home learning achievements through Tapestry or ClassDojo. This allows us to celebrate progress and maintain a supportive link between home and school.

Week 1 and 2: Katie Morag Delivers the Mail

Exploring the adventures of a young girl as she tries to be helpful and deliver the mail, however encounters a few problems.

Learning intention

- Listen to and talk about stories to build familiarity and understanding.
- Articulate their ideas and thoughts in well-formed sentences.
- Answer questions. For example: Who are the parcels for?
- Draw a map to represent where the Kaite has been. Label and add detail.

Learning activities:

- Talk about addresses and how they are written on the front of an envelope.
- Look at your home address and talk about your door number, road name and town.
- Look at some stamps and ask your child about what they can see. Encourage them to draw or paint a picture of their favourite Christmas stamp.



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- Write a letter or card to post to someone — maybe they will send you one back for the postman to deliver!
- Read the story *The Gingerbread Man* that details his own travels. Design a Gingerbread Man using flat/2D shapes.
- Measure the ingredients for and then bake a Gingerbread Man. Use this character to retell the events in order. What happens first, then, after that, finally? Talk about what you would like to happen at the end of the story.
- Read the story *Mr Gumpy's Outing*. Use this story as a prompt to go on an outing. Make a map while you are there to show others what you can see.
- To complement our walk to the local park - Go for a walk with a grown-up and look for signs of spring. Talk about what you can see. Can you spot any flowers growing? What is the weather like? Did you see any animals? Draw a picture of what you see on your spring walk.
- Make a weather chart to show what the spring weather is like each day. Draw a picture of the weather each day.
- In the spring, lots of flowers grow. Draw or paint a picture of a flower. What colours do you need? Remember to draw the stem, some leaves, and some petals.
- Maths counting games.
 - [The Gingerbread Man Game - Counting, Matching and Ordering game \(topmarks.co.uk\)](https://www.topmarks.co.uk/Games/SchoolGames/GingerbreadManGame.aspx)
 - [Paint the Squares - Interactive Number Charts \(topmarks.co.uk\)](https://www.topmarks.co.uk/Games/SchoolGames/PaintTheSquares.aspx)
 - [Illuminations: Search \(nctm.org\)](https://www.nctm.org.uk/resources/illuminations)
- [Balloon Phonics: Three-Letter Words CVC Game \(topmarks.co.uk\)](https://www.topmarks.co.uk/Games/SchoolGames/BalloonPhonics.aspx)
- [Match Cards \(Phase 2\) - Online Phonics Game \(phonicsbloom.com\)](https://www.phonicsbloom.com/)

Week 3 and 4: A Walk in London by Salvatore Rubbino

Exploring the capital city of where we live; what can we see and do in our wonderful country and how does this compare to other cultures?

Learning intentions:

- Listen to and talk about stories to build familiarity and understanding.
- Articulate their ideas and thoughts in well-formed sentences.
- Show interest in knowing more about the landmarks in the book. Plan questions to find out more.
- Look in non-fiction text/ online information to find out more about landmarks and facts about London.
- Create a class book about their hometown/city.

Learning activities:

- Read the story *The Billy Goats Gruff*. Think about the story of The Three Billy Goats Gruff. The characters in the story all have different feelings during different parts of the story. How do you think the troll was feeling and why? How were the Billy Goats feeling when they were on the bridge? What about when they got to the other side?





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- The Three 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. Make a list to show which items are bigger and which are smaller?
- Use books or the Internet to find out 2 facts about goats. Bring them into class to share with your friends.
- Make a troll. It could be a puppet, a picture, a collage or a model. Take a photograph of the troll.
- There are 3 goats in the story. Can you go on a '3 hunt' and look for items in your home that represent the number 3? This could be a numeral on a door, 3 cakes on a plate or 3 dots on a dice. Try to write down or take photos of different things you see.
- To complement our visit to the Tamar Bridge - Use construction blocks to build a bridge. How can you make it stronger?
- Choose a minibeast. Can you give your family clues about it? For example, it has a red body and black spots.
- Walk in a garden, park, or outside area. What minibeasts can you find? Try looking under plant pots or stones, looking on leaves or bushes or around some plants and flowers. Can you find a way to record which minibeasts you have found?
- Collect some natural materials, such as leaves, pebbles, and sticks. Can you make a minibeast using the natural materials? Take a photograph of the minibeast and add labels for the body parts.
- [Numberblocks - See the Amount \(bbc.co.uk\)](http://bbc.co.uk)
- [Buried Treasure \(phonicsplay.co.uk\)](http://phonicsplay.co.uk)
- [Picnic on Pluto \(phonicsplay.co.uk\)](http://phonicsplay.co.uk)

Week 5 and 6:

Travelling to Africa with a wonderfully fun story titled *All Aboard the BoBo Road* by Steven Davies

Learning intentions:

- Describe events in some detail.
- Listen to and talk about stories to build familiarity and understanding - Link events in a story to their own experiences.
- Use sequencing words to describe the events in the story.
- Talk about their own experiences of a journey on a bus.
- Go on a local bus journey. Record and describe key events.
- Make a class book/ labelled maps about their journey on a bus.

Learning activities:

- Make alliterative animal names, such as 'zoomy zebra' or 'giddy goat'.
- Create a safari supplies shop. Explore making a safari shopping list or create brochures, posters, tickets, and receipts.
- Create handprint safari animals using different colours of paint.
- Encourage children to clap, click or stamp out the names of safari animals and hear the syllables.





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- Grow grass seed to make a savanna grassland. Encourage children to watch the process of growth and to care for a plant.
- Make up a story together about an adventure you could have in a hot-air balloon.
- Can you make a model of your favourite type of transport? You could use empty cardboard boxes or building bricks. What model will you make? You could make a car, bus, train, or hot air balloon!
- Have you been on a bus ride? Where would you like to go on a bus? Tell a grownup about a bus journey you would like to take.
- Think about a journey you often make. Can you draw a simple map showing some of the things you see on the journey?
- [Fishy Phonics \(Phase 2\) - Online Phonics Game \(phonicsbloom.com\)](https://www.phonicsbloom.com)
- [Odd Sound Out \(Phase 2\) - Online Phonics Game \(phonicsbloom.com\)](https://www.phonicsbloom.com)

Kind regards

The EYFS Team

