



## Animals - Foxes

### Home learning resources – 6<sup>th</sup> July 2020



The following are a collection of resources to support you in this week's home learning, continuing our topic of animals. The animal we are learning about this week is the fox. This home learning is in line with what will be being completed at school.



These pages do not need to be printed out unless you wish to, you can simply use them online or to give you an idea of how you can support your child's learning.



The school website has launched a '**Celebration of Home Learning**' section and we would love to see and share some of the amazing things your child has been doing at home. You can send pictures to your class teacher using their email address at the end of this document.



*These pages have been put together from resources found on the Twinkl website. If you haven't already signed up to the free month they are offering then the link and code are as follows:*

<https://www.twinkl.co.uk/offer> - UKTWINKLHELPS





# Aided Language Board



Fox



Mother Fox



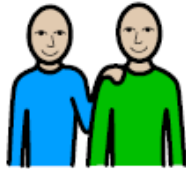
Rabbit



Squirrel



big



friend



sticks



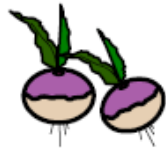
apple



nuts



small



turnip



tomatoes



pumpkin



branches

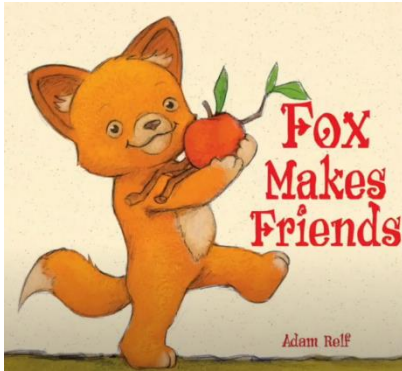


friends forever





# Key Questions



What do you think the story might be about?

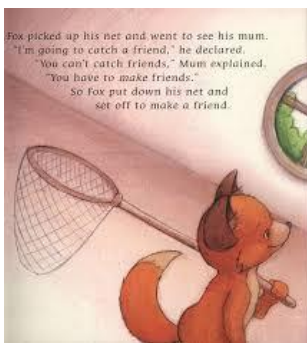
Who do you think are Fox's friends?

What makes a good friend?

Why is Fox feeling bored?

What do you think Fox would like to do?

What do you like to do when you are feeling bored?



How does Fox think he is going to be able to get friends?

Can you catch friends?

How do you think Fox could make friends?

How does Fox try to 'make' a friend?

What does he use to make his friend?

Do you think this will be a good friend? Why?

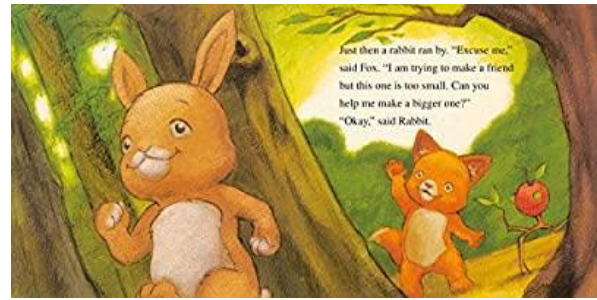


Why is Fox's friend not playing with him?

Do you think it is a good idea to make a bigger friend?

What does Fox ask the Rabbit to help him to do?

Do you think Rabbit is kind for helping Fox?



What animals are helping Fox now?

Do you think they can make a good friend for Fox?

Do you think Fox is glad that they are helping?

Do you think they have made a good friend?

Why won't their new friend play with them?

Do you think Fox will ever be able to make a friend?



How do you think Fox, Rabbit and Squirrel feel?

Why are they feeling sad?

What has Fox realised?

What friends has he made?

Do you think Rabbit and Squirrel are good friends for Fox to have?

How do you think Fox feels at the end of the story?



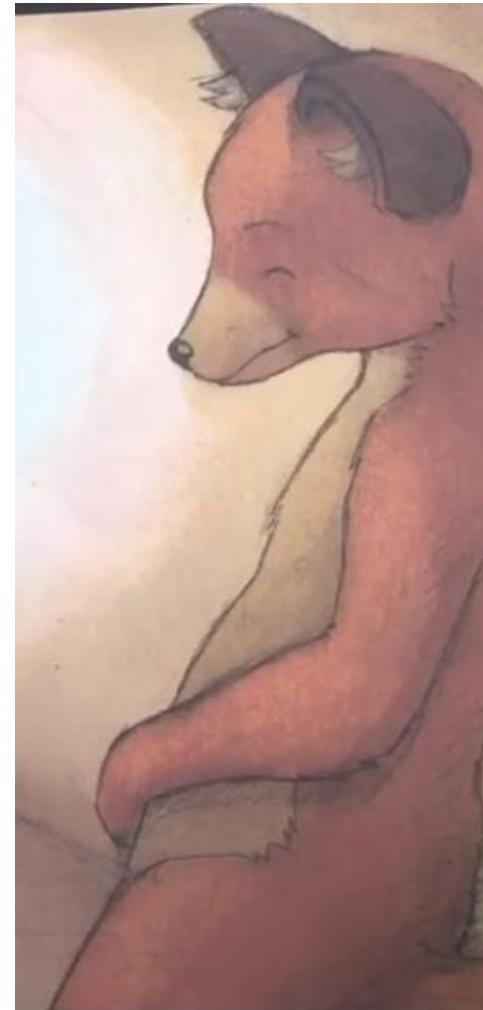


Monday -Stick Puppets





Monday -Stick Puppets





Monday - Reception Phonics - CVC



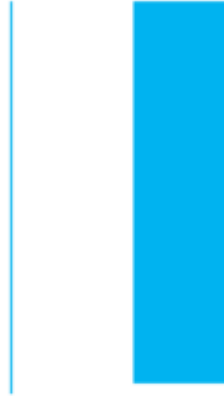
tap, dog, ten, run, mud, sock



Monday - Reception Phonics



3



three, thick, think, king, wing, swing

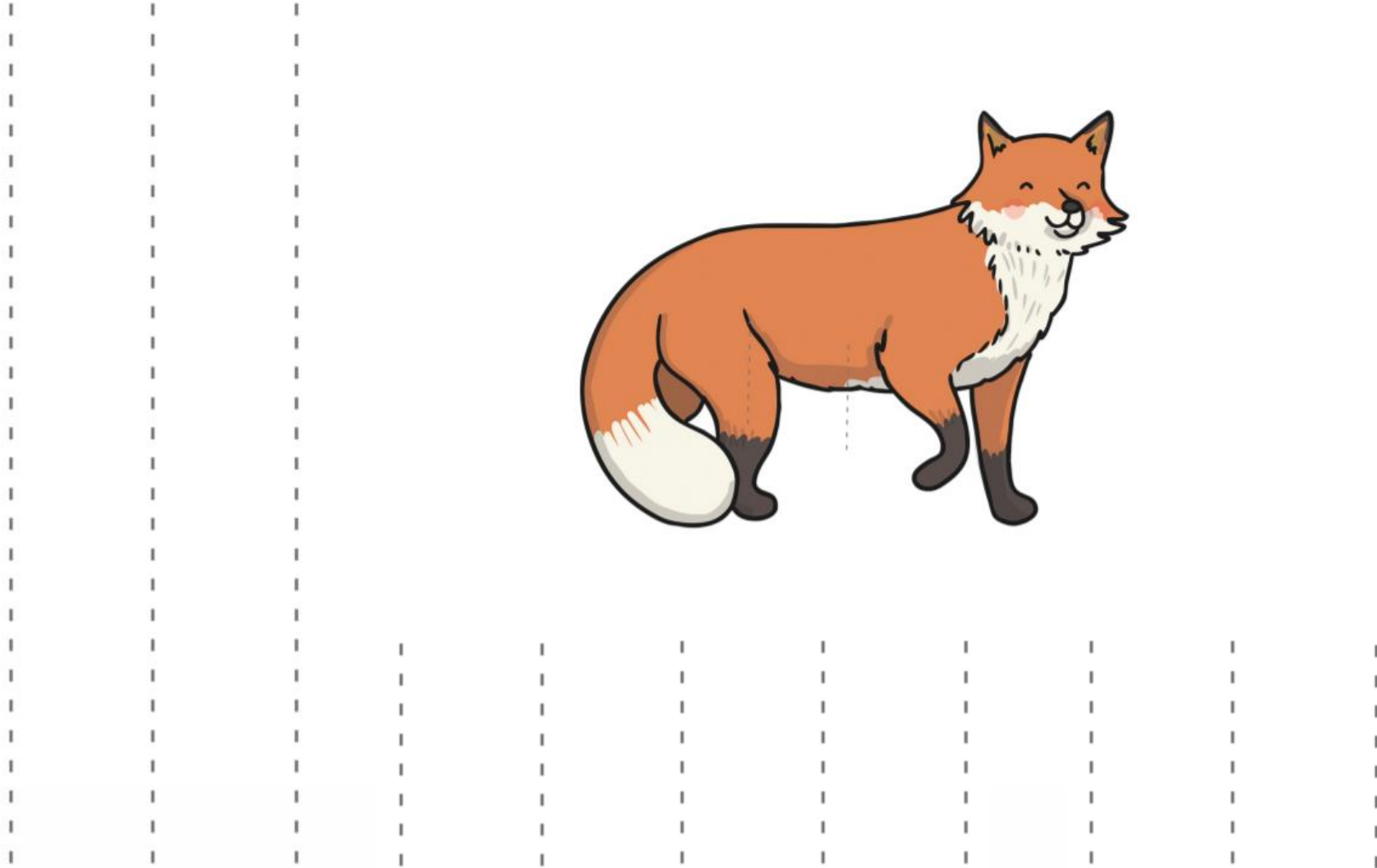




Tuesday - Clever Hands Example



Pencil Control Worksheet- Trace the dotted lines as neatly as you can.



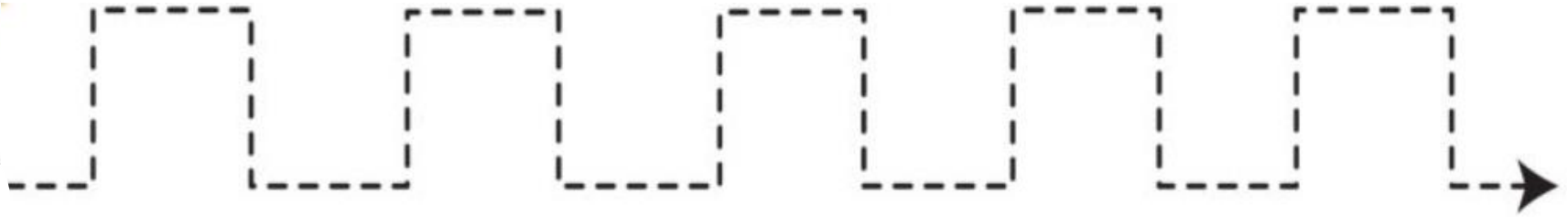


Tuesday - Clever Hands Example





Tuesday - Clever Hands Example



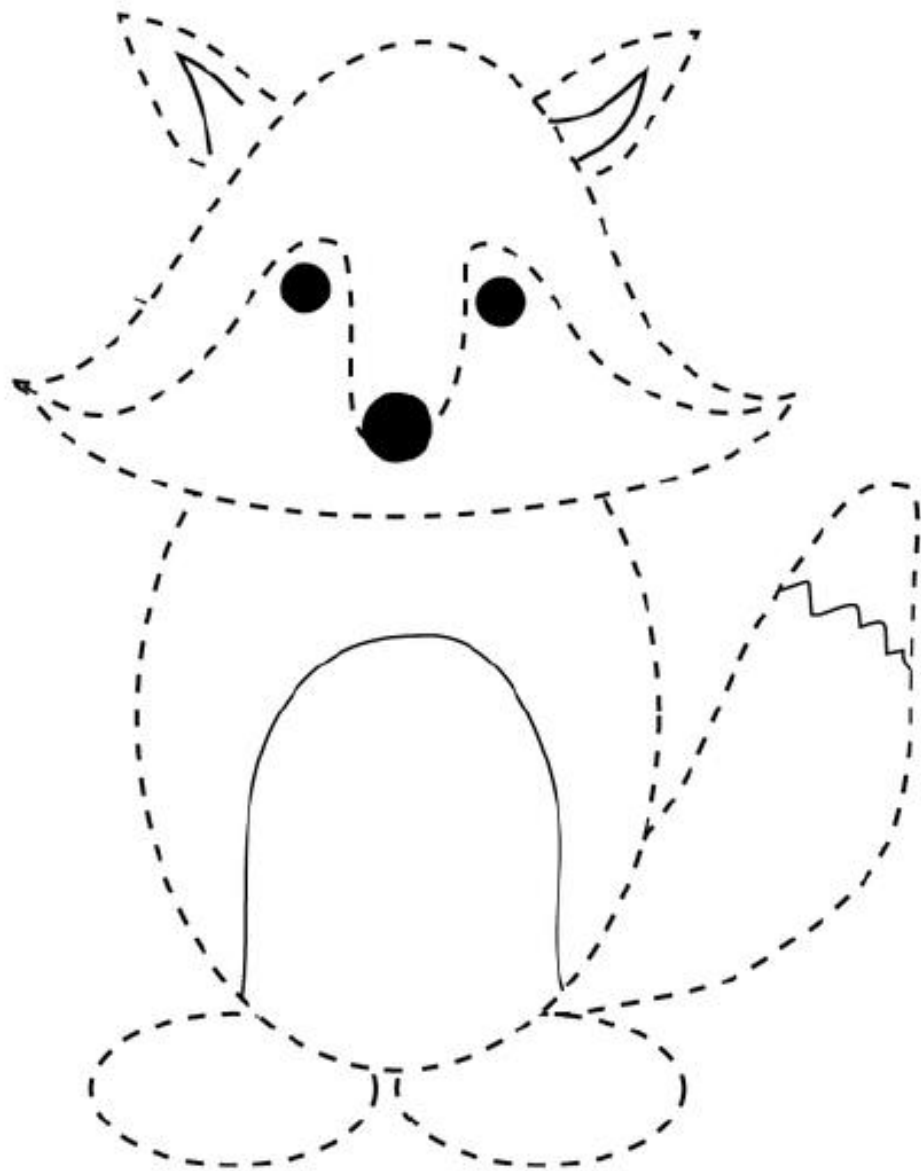


Tuesday - Clever Hands Example



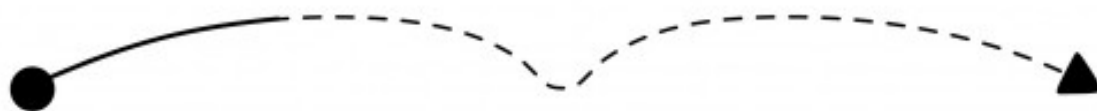
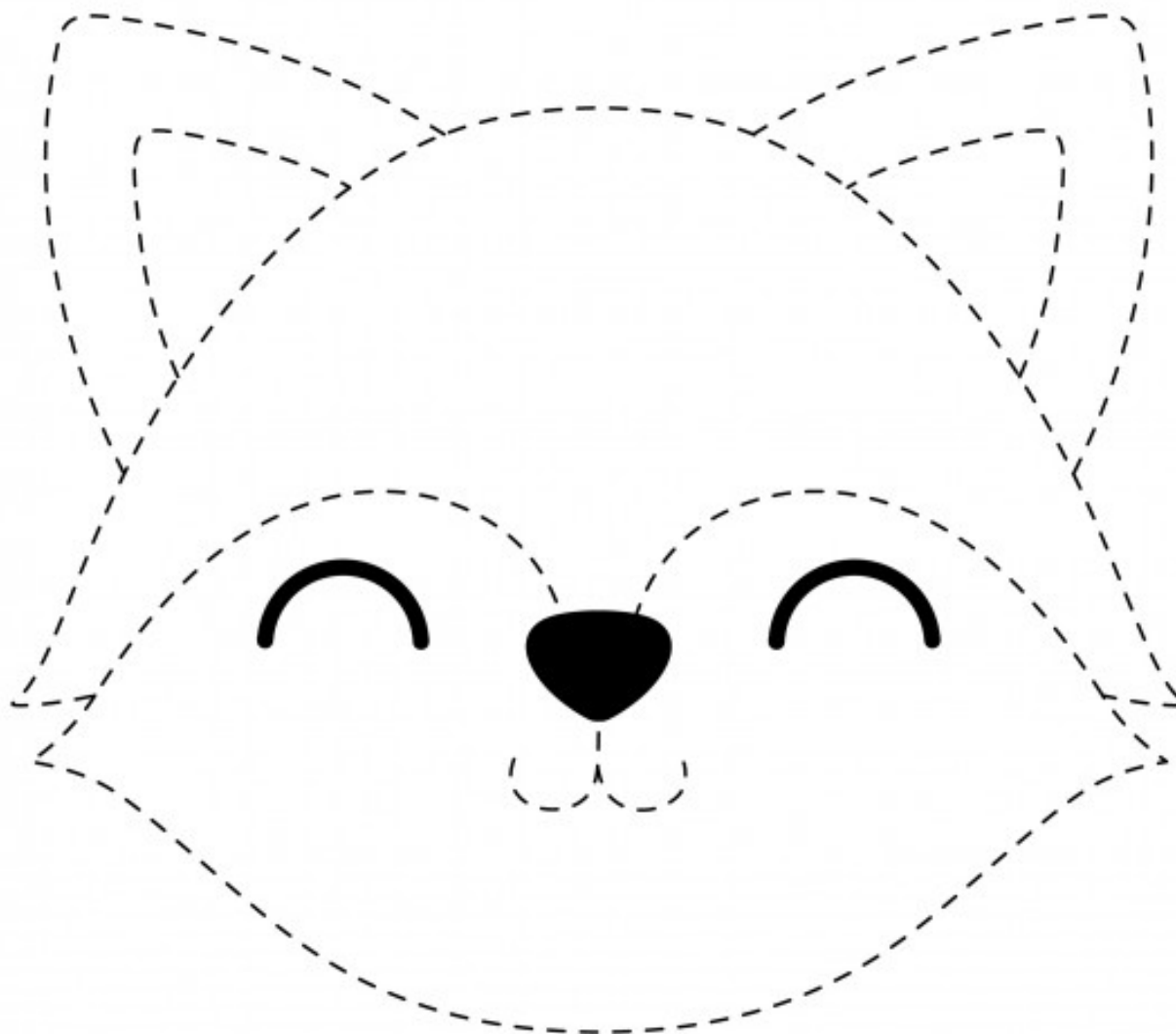
# Trace the Fox

FOX





Tuesday - Clever Hands Example





## Fizzy's Training Games: Clever Hands

### Clever Hands Level One



### Level One

A programme compiled by  
Occupational and Physiotherapists.

Advice for  
parents, carers and education staff.

Children's Assessment Centre  
Kent & Canterbury Hospital  
Ethelbert Road, Canterbury, CT1 3NG  
Phone: 01227 783043 Fax: 01227 783185

### Play-dough

- Can you roll out a sausage?

Fizzy says: "Make sure you use both hands."



- Now can you turn your sausage into a dinosaur by using your thumb and first finger to pinch along the top to make spines?

- Roll it flat and make shapes using cutters.

- Roll a sausage again, can you cut it into pieces with a play knife?



Fizzy says: "Try to keep your first finger on the top of the knife and your thumb and the other fingers either side. Hold your play doh still with your other hand."

- Can you roll it flat again and make a face out of the play-dough?

### Pegs (for graded pegs see resource list)

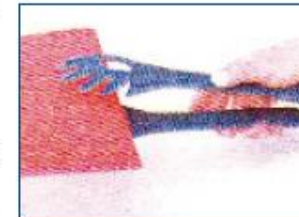
Fizzy says: "Look at the picture, hold the peg this way."

- Peg pegs onto the edge of the box.
- Peg pegs onto a rag doll/teddy.
- Peg pegs onto a T-shirt on a teddy.



### Tongs

Fizzy says: "Use one hand on the tongs. You need to hold the tongs with your thumb on one side and your fingers on the other."



- Snap the tongs like a crocodile.
- Can your crocodile bite the paper?
- Tear and scrunch up paper and pick it up with your tongs.
- Pick up cotton wool balls.
- Now try little bricks.

### Posting

- Pick up and post coins into a money box.



- Post dried peas / pasta / sugar decorations into a bottle and screw up the lid.



### Note:

If you are working with a child who still puts objects into his/her mouth use edible items, for example, raisins, dried banana chips, 'holey' cereals etc.



# Tuesday - Clever Hands Example Activities



## Pastry Making

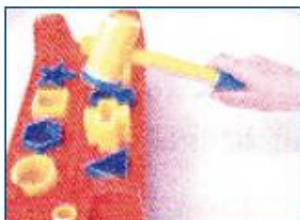
- Roll the pastry into a ball.
- Flatten it with your hands.
- Cut it into shapes using pastry cutters and shape cutters.

## Duplo

Fizzy says: "What can you make?"

## Hammering

- Find toys with which you can use a hammer.



## Threading

- Thread large beads onto dowels/sticks.



## Hand and Finger Rhymes and Games

- Two Little Dickie Birds.
- Twinkle, Little Star.
- Tommy Thumb.
- Play games with Finger Puppets.

## Musical Instruments

- Castanets / maracas.
- Keyboards.
- Toy trumpets / saxophone.

Continued at the back of the leaflet...

- There are three levels to the "Clever Hands Training Games" and this is level one for beginners.
- Play the games in any order until you are good at all of them, before going on to level two.
- The games should be fun and repeated on a regular basis to improve hand dexterity and strength.

*(Resource list accompanies this programme)*

## Feely Games

- Hide everyday objects, for example, teaspoon, cotton wool balls, large beads, little bricks, toothbrush, in a box of sand / rice/ pasta / flour etc.

Fizzy says: "What can you find?"

- Try this game again placing objects into a bag.

## Feely Pictures

- Tear up tissue paper.
- Scrunch up the paper using your fingers (as shown in the picture) and glue onto the paper.



You can also use cotton wool, glitter, string, sand and oddments of different textures.

Fizzy says: "What else can you use for your picture?"

## Slime (see resource list for recipe)

Fizzy says: "Play and enjoy."

**Warning:** It is messy! Keep clothes covered!

## Inset Puzzles

Try large and easy to manipulate inset puzzles.

## Puzzles

- Wooden inset puzzles with chunky hand grips.
- Wooden inset puzzles with small hand grips.
- Large chunky 2 piece interlocking puzzles.
- 2 - 4 piece puzzle within a framed border.

## Finger Cymbals

- Place a cymbal on each index finger and clap together.
- Now place a cymbal on your thumb and index finger of one hand.

Fizzy says: "Play and enjoy!"

## Other Ideas

- Patting and tapping a balloon into the air.
- Squeeze a plastic bottle or bath toy in water to make bubbles.

Fizzy says: "You may need to use both hands."

- Blowing bubbles.
- Can you pop them with one finger?
- Squeeze squeaky toys (see pictures).



If you would like this leaflet in another format or language please contact the Communications Team

By telephone: 01227 791161 or

Email: [communications@eastcoastkent.nhs.uk](mailto:communications@eastcoastkent.nhs.uk)

## PALS Patient Advice and Liaison Service

If you need information, support or advice about our services, please contact PALS.








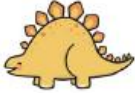





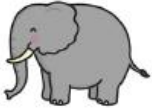









Phone: 0800 085 6606

Email: [pals@eastcoastkent.nhs.uk](mailto:pals@eastcoastkent.nhs.uk)



Sound Mat for Reception



s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
h 	b 	f 	ff 	l 	ll 	ss 	




























My Phase 2 Sound Mat





# Sound Mat for Reception



j 	n 	w 	x 	y 	z 	zz 	qu 	
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 	
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 	
air 	ure 	er 	My Phase 3 Sound Mat					



## Foxes

### What Do Foxes Look Like?

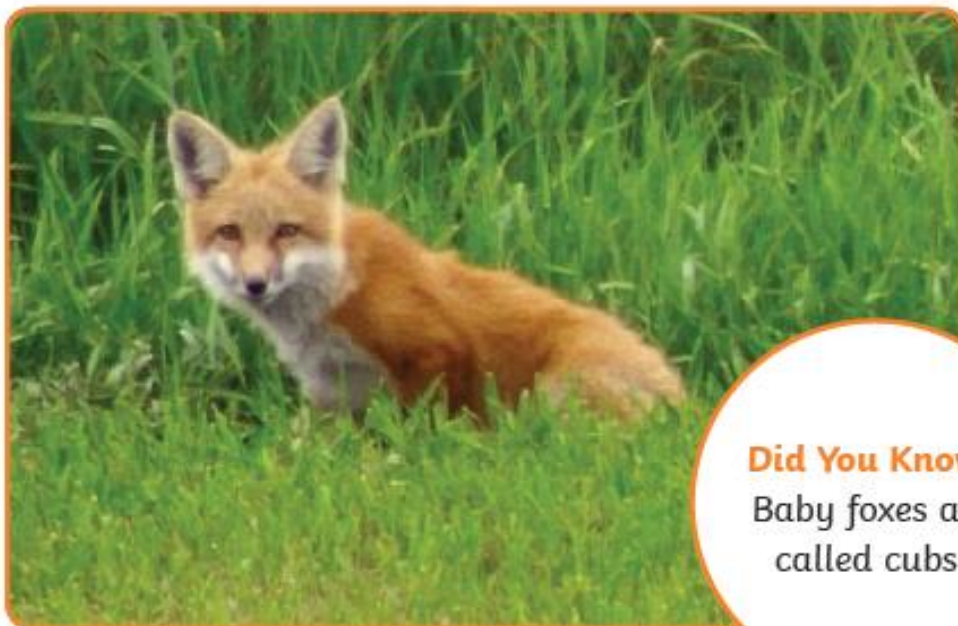
Foxes are mammals with orange-brown fur and white patches. They have a bushy tail and a long nose which helps them to search for food at night. Foxes are members of the dog family.

### Where Do Foxes Live?

Foxes live in dens. They like to make their home in the countryside although some can also be found in towns and cities. Inside the den you might find a female fox, called a vixen and a male fox, called a dog. The babies will live inside the den until they are old enough to hunt at night with the other foxes.

### What Do Foxes Eat?

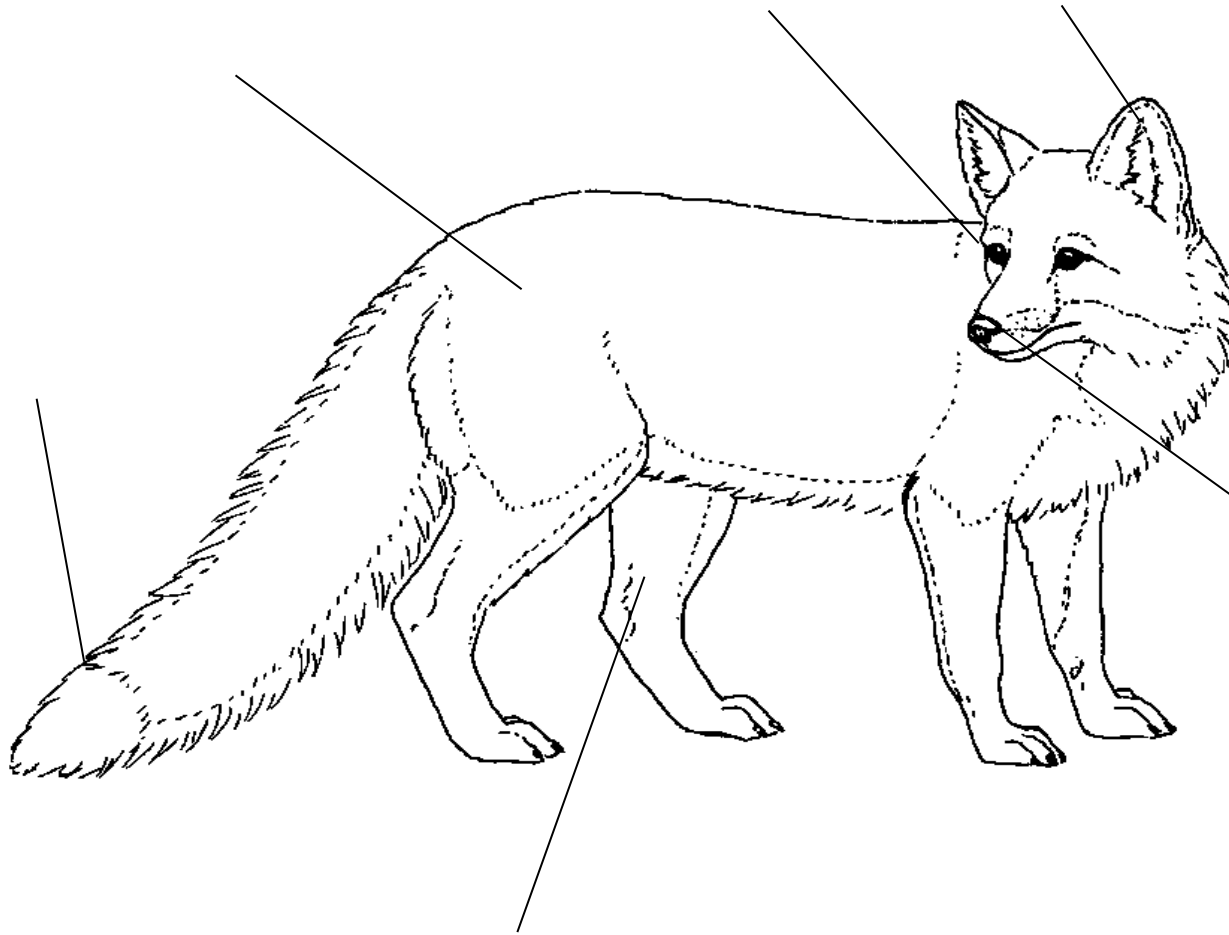
Foxes mostly like to eat meat but they do also eat fruits and vegetables. Foxes will often hide their food and come back to eat it later. Foxes are nocturnal, which means that they hunt for food at night and sleep during the day.



**Did You Know?**  
Baby foxes are called cubs.

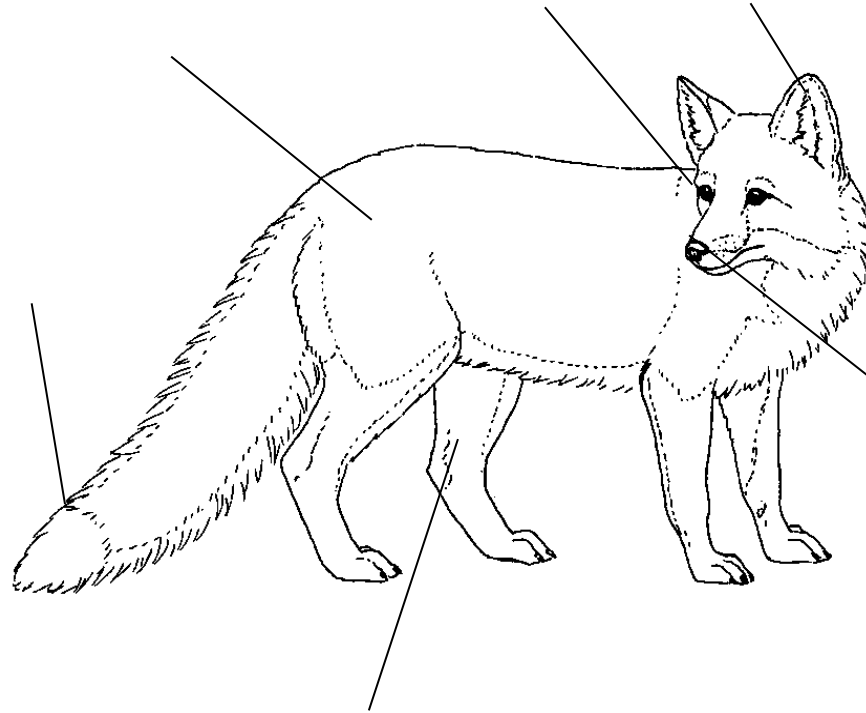


Wednesday - Fox Labelling





Wednesday - Fox Labelling for Nursery



fur



tail



legs



ears



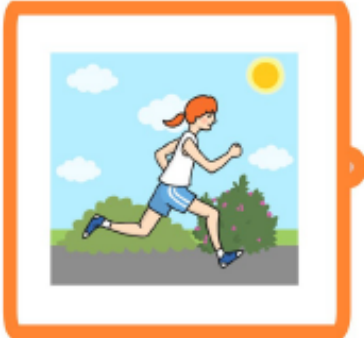
eyes



nose



## Phase 2 Pictures and Captions Matching Worksheets



socks  
on a  
mat



a cap  
on a  
peg



a run  
in the  
sun



rats on  
a sack



## Phase 3 Pictures and Captions Matching Worksheet



Boats on the river.



Beth and Jess got wet in the rain.



Things in the shed.



Max is singing.



Wednesday - Nursery Phonics





# Fox



Handwriting practice area with ten horizontal dashed lines for writing.

Handwriting practice area with five horizontal dashed lines for writing.

Large handwriting practice area with four horizontal dashed lines for writing.





**cat** 

**can** 

**man** 

**map** 

**mop** 

**cop** 

**cap** 

**sock** 

**rock** 

**clock** 

**run** 

**mud** 

**pet** 

**met** 

**net** 

**get** 

**set** 

**sun** 

**ram** 

**can** 



**wait** ☆

**hail** ☆

**pain** ☆

**aim** ☆

**sail** ☆

**main** ☆

**tail** ☆

**rain** ☆

**see** ☆

**feel** ☆

**weep** ☆

**feet** ☆

**jeep** ☆

**seem** ☆

**meet** ☆

**week** ☆

**deep** ☆

**keep** ☆



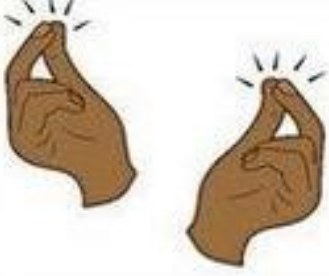





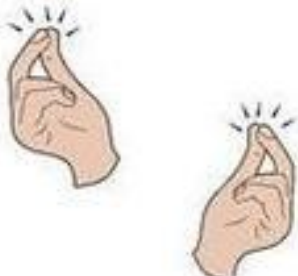



**flee** ☆

**tree** ☆



Friday - Nursery Phonics

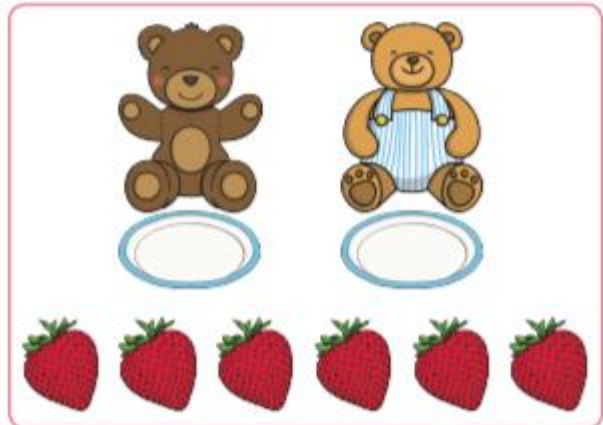
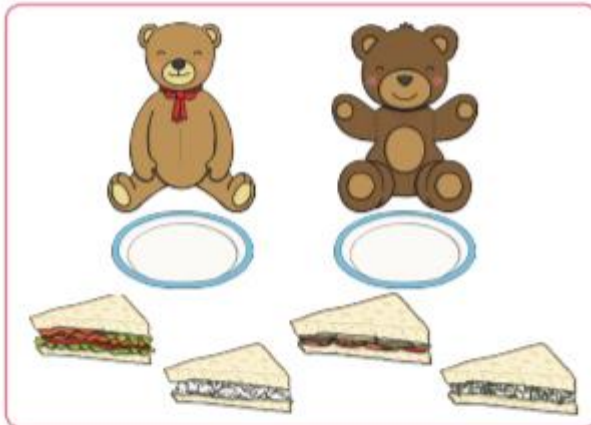


1	2	3
		
		
		
		



# Sharing at the Teddy Bears' Picnic

The teddy bears are having a picnic. Can you help them share their food so they have the **same** amount each?





# Feeding the Owlets Sharing Sheet

Can you share the mice equally between the owlets? Write the number of mice in each circle.

A rectangular box at the top contains four mice. Two lines connect the box to two owlets below. Each owlet has a large empty circle next to it for writing the number of mice.

A rectangular box at the top contains six mice. Three lines connect the box to three owlets below. Each owlet has a large empty circle next to it for writing the number of mice.

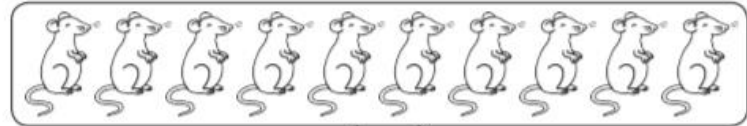
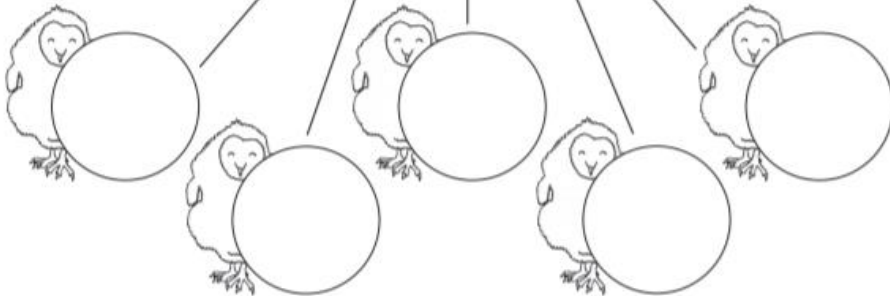
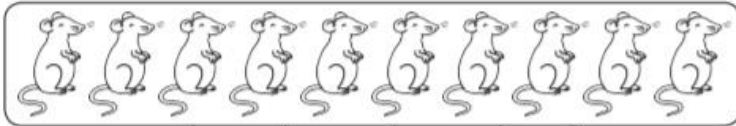
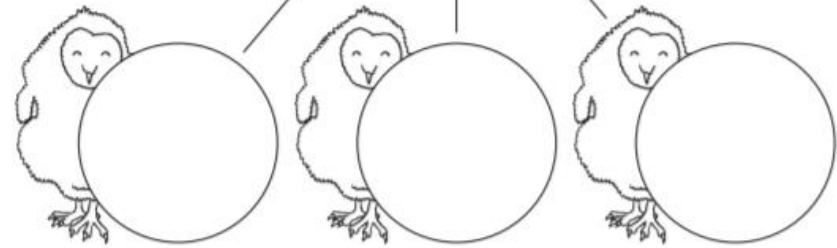
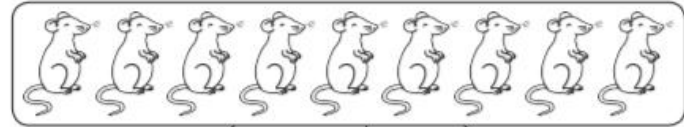
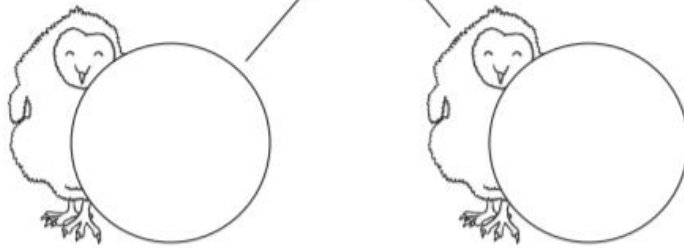
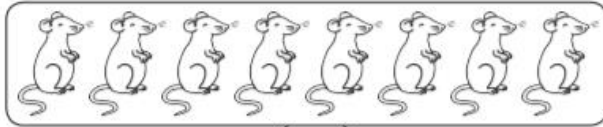
A rectangular box at the top contains six mice. Two lines connect the box to two owlets below. Each owlet has a large empty circle next to it for writing the number of mice.

A rectangular box at the top contains eight mice. Four lines connect the box to four owlets below. Each owlet has a large empty circle next to it for writing the number of mice.



# Feeding the Owlets Sharing Sheet

Can you share the mice equally between the owlets? Write the number of mice in each circle.





# Feeding the Owlets Sharing Sheet

Can you share the mice equally between the owlets? Write the number of mice in each circle.

A horizontal box contains 12 mice. Four lines connect the box to four empty circles, each with an owl illustration next to it.

A horizontal box contains 12 mice. Three lines connect the box to three empty circles, each with an owl illustration next to it.

A horizontal box contains 12 mice. Two lines connect the box to two empty circles, each with an owl illustration next to it.

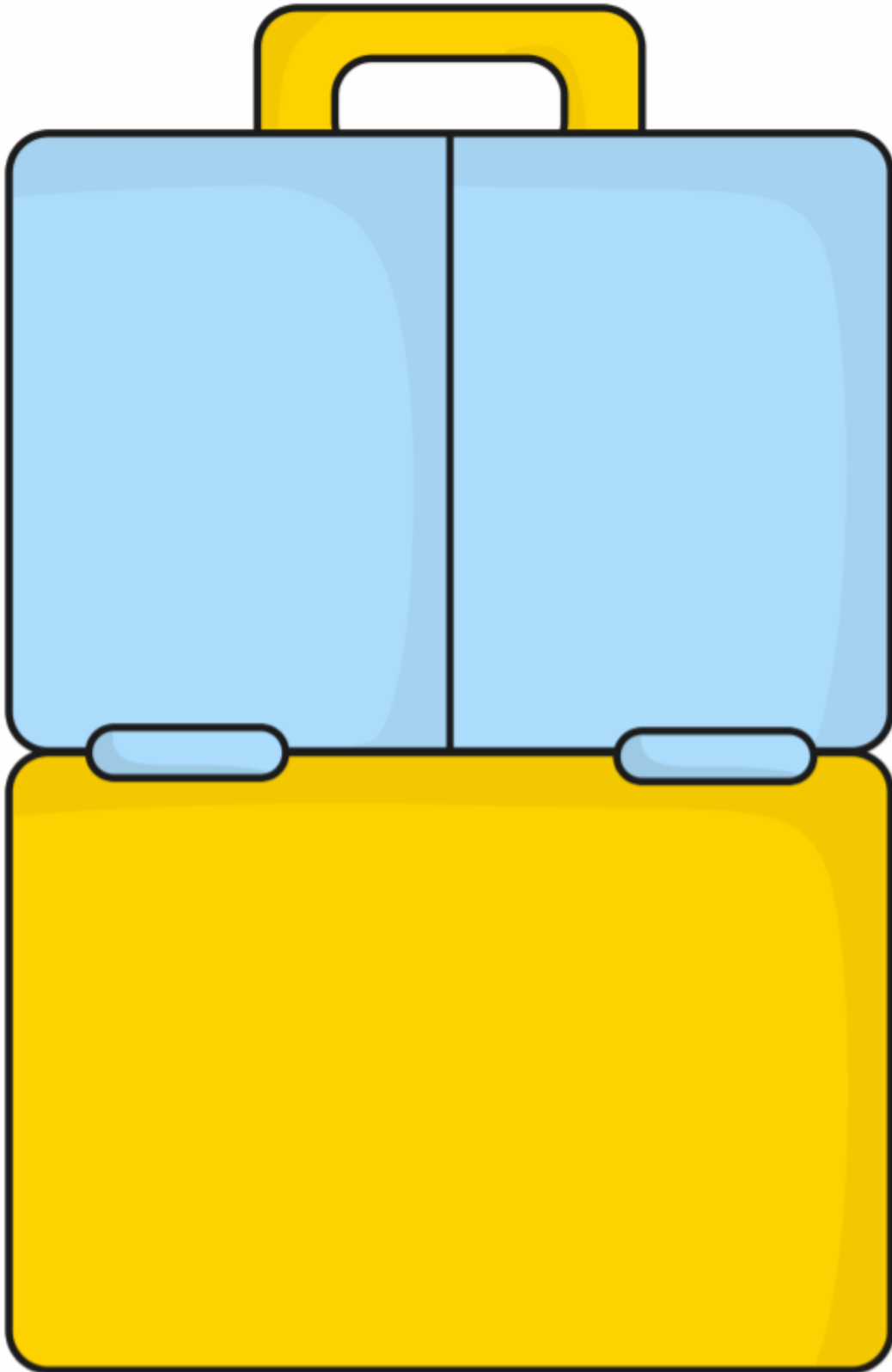
A horizontal box contains 12 mice. Six lines connect the box to six empty circles, each with an owl illustration next to it.



Thursday - Nursery Sharing



Cut out the food and share it out equally.



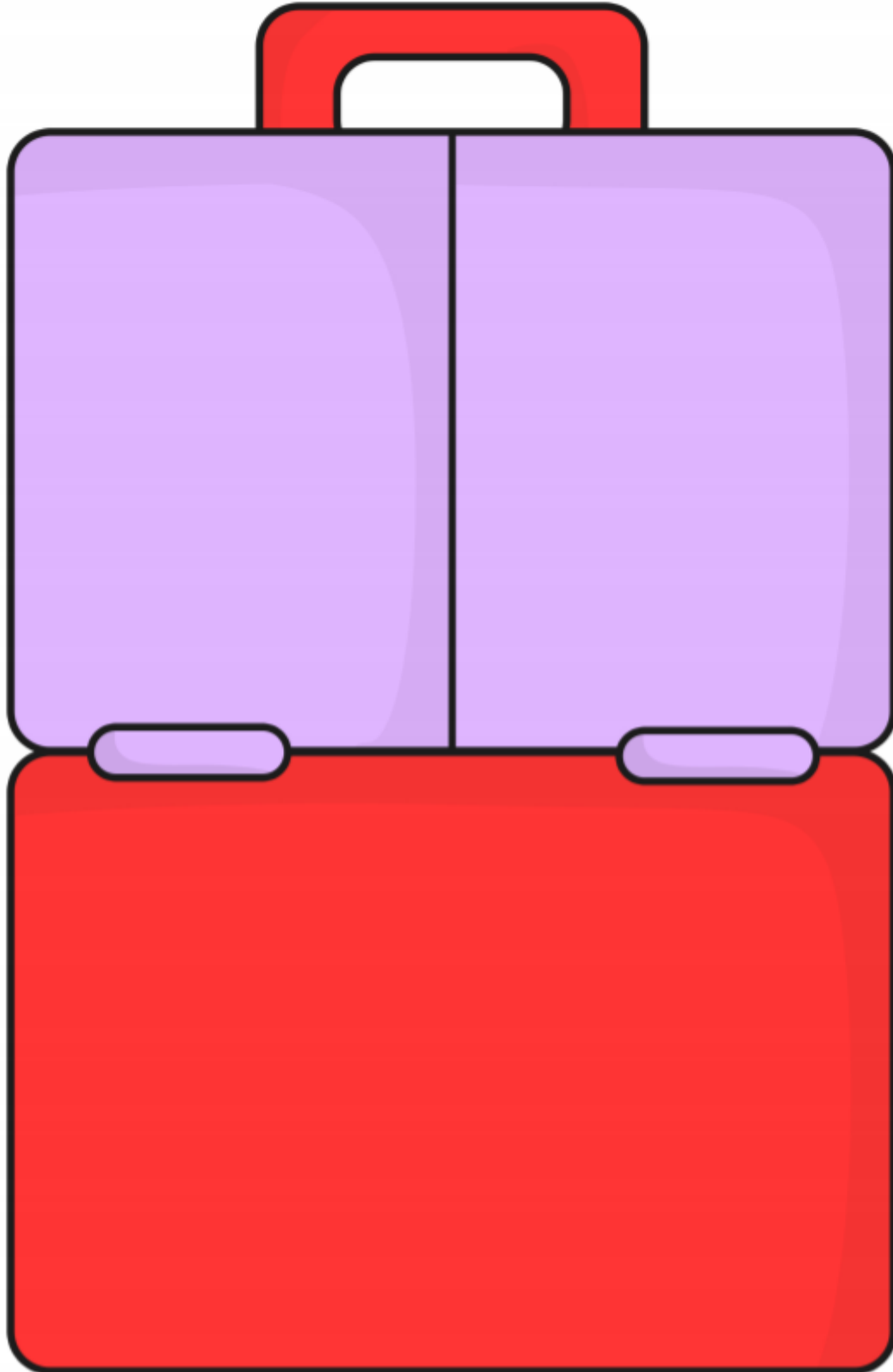




Thursday - Nursery Sharing

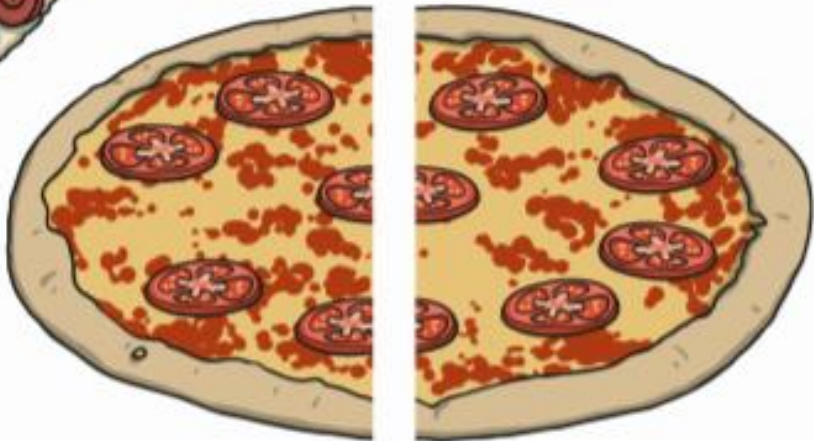
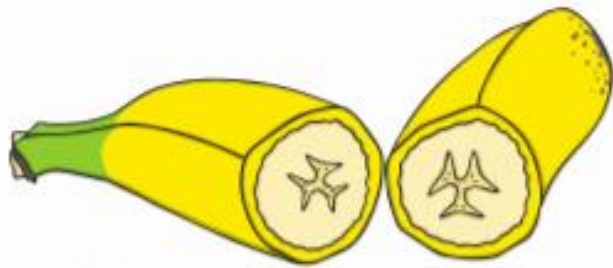


Cut out the food and share it out equally.





Thursday - Nursery Sharing





Thursday - Bug Hotel



# Minibeast Identification Sheet



worm



spider



woodlouse



wasp



ladybird



snail



earwig



dragonfly



caterpillar



cranefly



beetle



bee



ant



butterfly



fly



milipede



slug



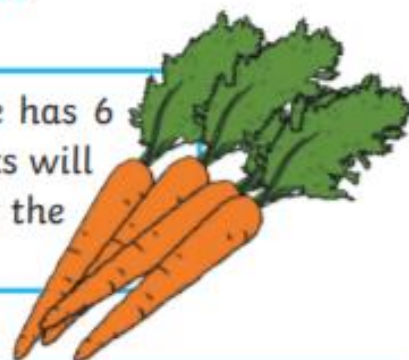
centipede



# Solving Problems - Sharing

## Home Learning Challenges

Abed has 3 rabbits who love eating carrots. He has 6 carrots to share between them. How many carrots will each rabbit have? Draw 3 rabbits and share out the 6 carrots to check.



A squirrel collects 10 nuts to share between her 5 babies. How many nuts will each baby have? Draw the nuts to check.



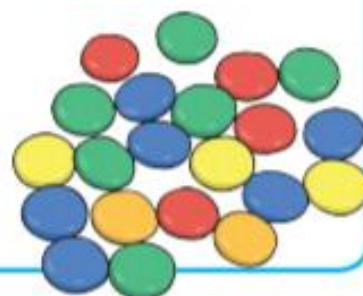
Share out 15 biscuits between your favourite 5 toys. How many biscuits does each toy have? Is it fair?

If a packet has 20 sweets in and you share them equally between you and 3 friends, how many will you get each? Draw 20 sweets on a sheet of paper, equally sharing them into the 4 corners of the paper. Count how many are in each corner.



Cut up an apple into 8 slices. If you shared it equally between yourself and a friend, how many pieces would you have each?

Make a cake for some friends and share it out. If you cut it into 12 pieces and there are 4 people, how many slices could each person have?





Number Cards



1

2

3

4

5

6

7

8

9

0

10





Number Cards



**11**

**12**

**13**

**14**

**15**

**16**

**17**

**18**

**19**

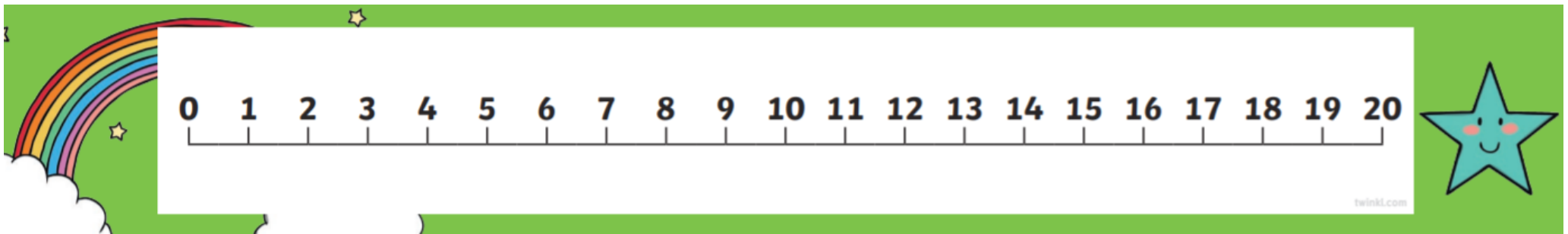
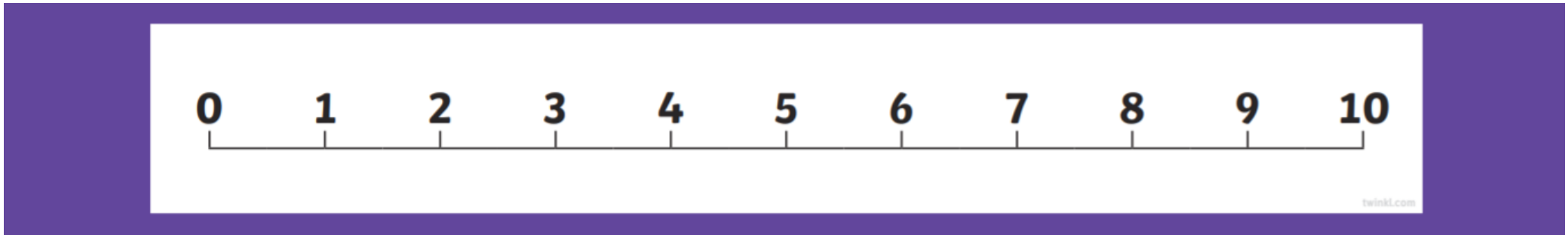
**20**



Number Lines



## My 1 to 10 Number Track





## Cooked Playdough Recipe



2 cups salt

2 cups plain flour

4 teaspoons cream of tartar

2 cups water

4 teaspoons oil

(add drops of your chosen colour)

- Microwave on high for 3 ½ minutes, stirring after every minute.







## No Cook Playdough Recipe



2 cups plain flour

2 tablespoons vegetable oil (baby oil/coconut oil work too)

$\frac{1}{2}$  cup salt

2 tablespoons cream of tartar

1 to 1.5 cups boiling water (adding in increments until it feels just right)

Gel food colouring (optional)

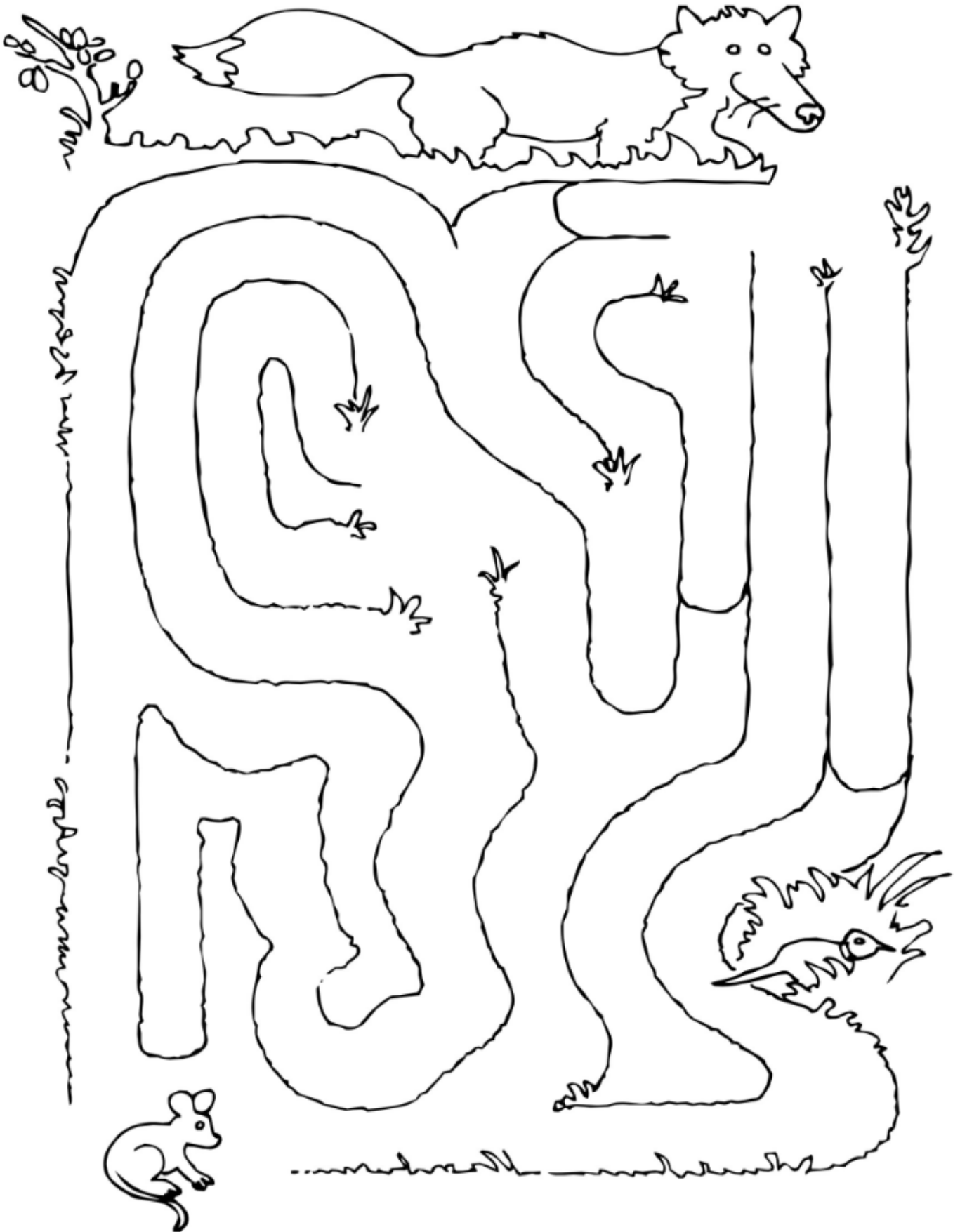
Few drops glycerine (optional)

- Mix the flour, salt, cream of tartar and oil in a large mixing bowl
- Add food colouring to the boiling water then into the dry ingredients
- Stir continuously until it becomes a sticky, combined dough
- Add the glycerine (optional)
- Allow it to cool down then take it out of the bowl and knead it vigorously for a couple of minutes until all of the stickiness has gone (this is the most important part of the process, so keep at it until it's the perfect consistency!)
- If it remains a little sticky then add a touch more flour until just right.





Activity



# A Message to Parents/Carers

Please remember that these are examples of the resources you can use. You can use these as examples to create your own resources for this week's home learning or you can print them out if you so wish.

We have endeavoured to send emails out to all parents/carers (please check your spam inbox), however if you have not received an email, then it may be because we either do not have yours on our system or that it is not up to date. If this is the case, then please do get in touch with us as we would love to hear from you.



Miss Kemp – Nursery: [Nursery@garlinge.kent.sch.uk](mailto:Nursery@garlinge.kent.sch.uk)

Miss Stannard – RA: [RA@garlinge.kent.sch.uk](mailto:RA@garlinge.kent.sch.uk)

Mr Bentley – RB: [RB@garlinge.kent.sch.uk](mailto:RB@garlinge.kent.sch.uk)

Mrs Keegan – RC: [RC@garlinge.kent.sch.uk](mailto:RC@garlinge.kent.sch.uk)

Miss Mutton – RD: [RD@garlinge.kent.sch.uk](mailto:RD@garlinge.kent.sch.uk)