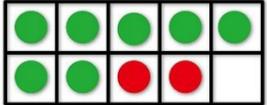


## Home Learning Weekly Guide

*Our theme this week is: Animals*

Year: EYFS Week 3 (W/B 04/5/20)	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Maths</b></p> <p><b>Reliable Counting, More/Less, Exploring 10 Frames</b></p>	<p><b>Warm Up –</b> Practise counting from 0-20 forwards and backwards. Use different voices e.g. whisper, squeak.</p> <p><b>Activity - Careful Listening/Counting</b></p> <p>Child closes eyes, grown up drops objects into a pot. Can child accurately count the number of objects dropped into the pot? Encourage your child to use their fingers to count as they listen. Perhaps they could make marks on a piece of paper to note every sound they hear. Repeat for different amounts. Can your child write the numerals too?</p>	<p><b>Warm Up –</b> Before beginning your maths session, play a quick game of hide and seek with your child. Count backwards from 20 before saying, "Ready or not – here I come!"</p> <p><b>Activity – Number Recognition &amp; Counting</b></p> <p>Write numbers on pieces of paper (0-10 or 10-20) depending upon your child's confidence). Show a number a child has to run around the house/garden and find the correct number of objects. Reverse roles, child as teacher and grownup taking a number and finding the correct number of objects...BUT, grownup makes a mistake! Can your child spot mistake and talk about why the number of objects is wrong and how to correct it.</p> <p>Explore useful counting strategies e.g. placing objects in a straight line before touch counting them.</p>	<p><b>Warm Up –</b> Practise counting on from different numbers, saying the next 3 numbers in the sequence.</p> <p><b>Activity - Exploring More/Less</b></p> <p>Set up a tray with a selection of 5 small objects. Ask your child to accurately count the objects. Ask your child to close their eyes and add 1 more object. What do you notice/see? Repeat for different amounts, adding or removing items on the tray. Encourage your child to talk about the meaning of more and less.</p>	<p><b>Warm Up -</b> Count backwards from 20 then shout BLAST OFF!</p> <p><b>Activity – Exploring the 10 Frame</b></p> <p>On a piece of paper draw a blank 10 frame.</p>  <p>Collect 10 small objects to place in each box of the 10 frame (e.g. toy cars, stones, lego, dry pasta shapes). Challenge your child to show 10 on the 10 frame. Remind your child that if the 10 frame is full, there must be 10 objects in the frame! Experiment with different numbers e.g. 9. "There are 9 objects because 1 box is empty!" Using the 10 frame not only helps your child to count reliably, it will also help them to visualise numbers to 10.</p>	<p><b>Warm Up –</b> Using your fingers on both hands ask your child to show you 5, 10, 8, 0 etc.</p> <p><b>Activity –</b></p> <p>Prepare a blank 10 frame as for yesterday's lesson. Collect 2 sets of 10 objects e.g. 10 lego bricks, 10 pasta shapes, 10 leaves, etc.</p> <p>Today we are going to practise adding numbers to 10 using our 10 frame.</p>  <p style="text-align: center;"><b>7+2=9</b></p> <p>Place, say, 7 leaves on the 10 frame. How many leaves do we have on our frame? Now add 2 pebbles and ask your child to tell you how many objects ALTOGETHER. Ask your child how we could write this. Model simple addition number sentence as above. Repeat for different amounts e.g. 6+3, 5+5 etc.</p>
<p><b>Phonics</b></p> <p>The Phonics Play website is now free! <a href="https://www.phonicsplay.co.uk/">https://www.phonicsplay.co.uk/</a></p> <p><b>Username: march20</b> <b>Password: home</b></p> <p>There is no need to print off the resources - the activities can be played on screen.</p> <p>The website <a href="https://classroomsecrets.co.uk/">https://classroomsecrets.co.uk/</a> is offering free Phonics resources which are well worth a look.</p> <p><b>During week, practise spelling he, she, we, me, be, was, my</b></p> <p><b>During the week practise reading he, she.</b></p>	<p>View or lesson on Tapestry</p> <p>Practise reading and spelling she, he, we, me, be, was, my</p>	<p>View ur lesson on Tapestry</p> <p>Practise reading and spelling she, he, we, me, be, was, my</p>	<p>View ow (as in cow) on Tapestry</p> <p>Practise reading and spelling she, he, we, me, be, was, my</p>	<p>View oi lesson on Tapestry</p> <p>Practise reading and spelling she, he, we, me, be, was, my</p>	<p>View recap lesson (oa, oo, ar) on Tapestry</p> <p>Practise reading and spelling she, he, we, me, be, was, my</p>
<p><b>Reading</b></p> <p><b>Please read with your child every day - it really makes all the difference!</b></p> <p><b>It is perfectly fine to re-read favourite stories with your child as it boosts their confidence, fluency and comprehension.</b></p> <p><b>NB Oxford Owl and Big Cat Collins are offering free E-books at the moment (see links below)</b></p>	<p>Using the Oxford Owl website (Link below), find a non fiction (factual) book to read with your child. Explain to your child that we use non fiction books to discover facts and information. Together, practise finding 'Fascinating Facts' in your chosen non fiction book.</p>	<p>Read a favourite story with your child. Practise changing your voice when reading to match the character!</p>	<p>Read a favourite story with your child. Can you spot any Tricky Words (I, to, no, go, the, into, he, she).</p>	<p>Read another favourite story with your child. Ask your child to talk about their favourite part of the story, giving reasons. Encourage your child to talk at length – no one word answers!</p>	<p><b>.Jumbled Sentence</b></p> <p>Write the following sentence on a strip of paper; <b>my ship hit the rock with a thud.</b> Chop up the sentence into separate words and jumble the words up. Challenge your child to place the words in the correct order so the sentence makes sense!</p>

Year: EYFS Week 2 (W/B 27/4/20)	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Topic/creative challenge</p> <h1 style="color: red; text-align: center;">Animals</h1>	<p style="text-align: center;"><b>Animal Noises</b></p> <p>Play 'Guess The Animal' with your child. Adult makes an animal noise and child writes down or draws their guess. Adult and child can then swap roles!</p>	<p style="text-align: center;"><b>Favourite Animal</b></p> <p>Ask your child which is their favourite animal. Can they explain why? Challenge your child to draw, then label their animal.</p> <p>Encourage your child to add detail e.g. teeth, claws, skin patterns.</p>	<p style="text-align: center;"><b>Animal Facts</b></p> <p>Following on from yesterday's activity, encourage your child to talk 'facts' about their chosen animal e.g.</p> <ol style="list-style-type: none"> <li>1. Physical appearance</li> <li>2. Where it lives</li> <li>3. What it eats</li> </ol> <p>Challenge your child to write simple sentences about the above. Remind your child to use their Phonic and Tricky Word knowledge.</p>	<p style="text-align: center;"><b>Mystery Animal</b></p> <p>Adult describes an animal and child has to guess the name of the animal. For instance;</p> <p style="text-align: center;">My animal has;</p> <ul style="list-style-type: none"> <li>▪ 4 legs</li> <li>▪ sharp claws</li> <li>▪ stripy fur</li> <li>▪ eats meat</li> <li>▪ a loud ROAR!</li> </ul> <p style="text-align: center;">My answer is...a tiger!</p> <p>Repeat for different animals known to your children.</p> <p style="text-align: center;">Swap roles, child giving adult clues about their mystery animal.</p>	<p style="text-align: center;">Animal Shelter</p> <p>Using junk modelling materials, challenge your child to create a shelter for an animal (could be a toy animal). Talk with your child about what a cosy, safe animal shelter needs e.g. bedding, roof, walls, perhaps a small entrance hole to stop bigger animals getting in.</p>
<p>Extension Tasks</p>	<p style="text-align: center;"><b>Maths</b></p> <p>Once you have played the listening and counting game (see above) – further challenge your child by asking how many objects would be in the cup if you put in another object or took an object away. Extend further by adding/taking away larger amounts e.g. 2,3,4 objects. Can they prove their answers?</p>	<p style="text-align: center;"><b>Reading</b></p> <p>After reading a favourite story with your child, can they think of what happened after we leave the characters at the end of the story. For instance, I have always wondered where the characters in 'Room on the Broom' fly away to on their wonderful new broomstick. Your child could draw their idea and write a simple sentence describing what they think will happen next.</p>	<p style="text-align: center;"><b>Maths</b></p> <p>Write a selection of numbers (10-20) on small pieces of paper. Gather a selection of counting objects (toy cars, lego, pennies etc).</p> <p>Show your child a number e.g. 12 and say, "Make the number that is 1 more than mine." Allow your child to line up 12 objects and add another object to solve the puzzle. Repeat using different numbers, varying your instructions i.e. make 1 less, 2 more, 2 less.</p>	<p style="text-align: center;"><b>Topic/Creative Challenge</b></p> <p>Challenge your child to write clues for their mystery animal. Can the adult solve the clues and guess the mystery animal?</p>	<p style="text-align: center;"><b>Reading</b></p> <p>After reading a favourite book, can your child retell the story – without the book?</p>
<p>Additional Resources</p>	<p style="text-align: right;"><b>Big Cat Collins E-Books</b> <a href="https://collins.co.uk/pages/big-cat-ebooks">https://collins.co.uk/pages/big-cat-ebooks</a></p> <p style="text-align: right;"><b>Oxford Owl E-Books</b> <a href="https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/">https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/</a></p> <p style="text-align: right;"><b>Counting Back From 20</b> <a href="https://www.youtube.com/watch?v=F6a2W8UQP5w">https://www.youtube.com/watch?v=F6a2W8UQP5w</a> <a href="https://www.youtube.com/watch?v=ShqXL-zfLxY">https://www.youtube.com/watch?v=ShqXL-zfLxY</a></p> <p style="text-align: right;"><b>Ten Frame Counting</b> <a href="https://www.youtube.com/watch?v=z2mYpg0t6T8&amp;list=PLiz5A0nFRQwRKOQSS5yvvZijzKsgMfNg3">https://www.youtube.com/watch?v=z2mYpg0t6T8&amp;list=PLiz5A0nFRQwRKOQSS5yvvZijzKsgMfNg3</a></p>				