**Weekly Home Learning ActivitiesEYFS**

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| **Week Beginning:** 11th January 2021 | **Learning Overview:** Our topic this half term is ‘People who help us.’Our focus text will be ‘Cops and Robbers’. We will learn all about different occupations and how they help us, focusing on the police.  |
| **Key learning Focus and vocabulary for this week:** Our focus occupation we are learning about this week is ‘police’ and our sign/word of the week is therefore **‘police’**.If you can, please write this word for your child and keep referring to it across the week (this will help pupils become familiar with the shape and recognition of the word). Please find an image below to help. Following the link, you will find all of the Makaton signs for this half term.[Makaton Topic - PEOPLE WHO HELP US - Singing Hands - YouTube](https://www.youtube.com/watch?v=WAx9Iv_cnXk). The sign for police is 1 minute and 18seconds into the clip. Emergency Services In Makaton | Teaching Resources |

**Key Learning Tasks this week– Target:**to complete a minimum of one task each day and upload learning to tapestry/email where you will then receive feedback, support and next steps if required.

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| Area of learning | Task | Resources |
| **Reading** | This half term I would like you to continue to develop a love for books with your child. Ask different members of your household to share favourite books with your child, allowing them to make choices and follow requests.I have attached the lilac book band level descriptor, to the bottom of this page. Please look at each aspect and work on basic book skills across the week. |
| **Task 1: Cops and Robbers**Our focus text for this half term is ‘Cops and Robbers’. Please follow the link to watch and listen to the story. [Story Time Book 2 Cops and Robbers - YouTube](https://www.youtube.com/watch?v=SWmXNkQ4sfE)The story has been uploaded to YouTube many times. You can look at other clips that are read at a slower pace or closer to the screen, if appropriate. Pause at different parts throughout the story and discuss what is happening. Ask your child questions relating to the story. **For example**, can your child find the ‘robbers’ on that page? Look at the illustrations, is there anything that your child recognises. Is there a bed on this page? Pay particular attention to what the police officer is doing and his job role. You may want to watch/listen to half of the book reading one day and half the other. Watch this book reading with your childmore than once across the week. Can they remember the repetitive phrases? Can your child finish one of the repetitive sentences?  | * A devise to watch and listen to the story.
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| **Task 2: Recognising and forming my name** On Monday, you will receive an A4 laminated sheet that has your child’s name, a space for them to mark make their name and a velcro section to place the letters in order (this maybe matching the letters from theirname printed above). This can be used alongside or separate to this task.Cut a piece of paper into four and write your child’s name on one of the pieces of paper. Then write three other names, that begin with a different letter, on the remaining pieces. **If your child is able to recognise their own name:**Cut small square of paper out and place the letters of your child’s name on them. Stick the letters on to building blocks using blue tack/cello tape. (Can they build a tower out of their name).Talk about your child’s name, continuously pointing to and reading it. Model the activity with enthusiasm. You may want you use your own name within the activity and complete it alongside them.You can place the letters on to different items for example, if your child enjoys playing with dolls, place the different names on to the dolls. If you child enjoys playing with cars, place the letters of your child’s name on to different cars. This can then be made into your child favourite game. **Extension** – Can you make letter bingo and play?  | * A4 laminated name sheet
* Paper
* Pencil
* Building blocks
* Blue tac/cello tape
* Motivators
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| **Task 3: See and learn** Attached to this email you will find a PowerPoint named ‘See and Learn Language and Reading at Hebden Green’. This document will explain what see and learn is, who it is for and how to carry out sessions. **Don’t be put off by the size of the document! We will be looking at the activities up to p13, across the half term.** I have attached the whole document to allow you to understand the process and see where this will lead your child’s learning, when they return to school.Each child has participated and enjoyed these activities at school, I will discuss this further with you on Monday morning 😊See and learn is a program to develop language and early Literacy skills, introducingthe vocabulary in the order of the first words most children learnand understand.**Each week you will receive two sets of pictures.****Looking at pictures** 1. *Choose a picture*
2. *Attract your child’s attention:* Say: “Let’s look at pictures” and give your child time to look at the picture.
3. *Say the word:* Point to the picture and say just the word. E.g. “ball” rather than saying “this is a ball.” Encourage children to point at the picture and pick it up for a closer look if they choose.
4. *Repeat the word three times:* Pause briefly between each repetition so they can take in the information.
5. *Show your child the next card:* Continue same process as first card. Make it into a game e.g. have a bag children can post pictures into after completing them.

It is important that we use very simple language during the activities to make it easier for children to learn the target words. If you can, it would be beneficial to repeat this task at least 5 times, on different occasions.  | * Power point
* Two sets of see and learn pictures
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| **Task 4: See and learn****Matching pictures** 1. Place the four pictures on a table/work top.
2. *Attract child’s attention:* Say “Let’s match pictures.” Encourage them to look at the picture cards.
3. *Choose a card and pass it to your child.*
4. *Ask your child to match the picture:* Point to the picture card that you are asking the child to match and say word e.g. apple. Say “put apple with apple.” At first you may need to prompt your child while they learn the activity. Point to the picture card they need to match their card with and help the child place the card over the matching one if needed. If the child correctly matches say “yes, apple, this is apple”. If modelling or prompting, repeat word after you have matched and say “this is apple – apple.”
 | * Resources from task 3
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| **Maths**  | Mathematics is important part of learning for all children in the early years and receiving a good grounding in maths is an essential life skill. As well as numeracy, it helps skills such as problem solving, understanding and using shapes and measure and developing their own spatial awareness. |
| **Task 1:Number recognition**This week we are focusing on number 1. Watch and listen to the rhyme 5 Little ducks. Pay special attention to ‘only 1 little duck came back’. Can your child anticipate how many ducks will come back? Sing the song throughout the week and encourage your child to join in. This maybe using body movements, body signs, Makaton, verbal language etc. You will receive a laminated number grid. Please work with your child to take the numbers away each time a duck does not come back. Encourage your child to look at each number and repeat its name as you/they move it away. When all of the ducks return, support your child to order the numbers back on to the grid. | * If you have ducks at home, you can use these along with other household objects.
* Number grid
* A devise to watch and listen to the song.
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| **Task 2: number recognition**Look at the number 1. What does it look like (show your child the number 1 and also the quantity of 1), what does it sound like - say, shout, whisper, say it to the ceiling, say it to the door, say it the window say it to the floor etc – encourage your child to join in (play a game with the number, who can say it the loudest?). Continuously looking at the number, Can you clap 1? Can you blink 1? Can you jump 1? how many fingers is 1? Can you draw one? etc. If you have sand/rice/flour etc at home, place some into a small tub and ask your child to mark make the number 1, isolating their finger. You may want to give further support and use the hand over hand technique. How many is one? Again, show your child the quantity of one. Using two household objects/toys ask your child ‘can you get me one’. If your child continues to pass you objects past the number one, model getting one and continue to repeat that you have one. Throughout the week, each time you pick one item/object up, let your child know how many you have. If you see the number 1 in the environment, show this to them (the remote, house number). * Extension - Explore the number in the environment. Write number 1 and number 2 separately on several pieces of paper and place them around the room. Discuss and show number 1 again and ask your child to find all of the number 1s.
* If your child is able to complete this activity with ease, try completing the same activity with number 2.
 | * A piece of paper with the number 1 written on.
* Apiece of paper and a pencil
* Two household objects/toys
* A wide tub with sand/rice/flour in

Extension * Several pieces of paper with the number 1 written on.
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| **Task 3: Beginning to organise and categorizing objects** The aim of the maths task today is to identify and sort colour into groups. Before this session, you will need to gather some resources that are different colours at home for your child to sort. This could be lego, cars, toys, colouring crayons etc. If you are unable to find any resources at home for your child to sort please follow this link to play a colour sorting game online. <https://pbskids.org/sid/games/sorting-box>If you have coloured items available, you can use the link as an extension.  | * *Items that are different colours to sort e.g. Lego, toys, crayons etc. (You will need at least items that are of 3 different colours to ensure your child is focusing on sorting them)*
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**Useful links, websites and interactive resources**

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| Subject/ Activity | Website and link | What area to focus on |
| Maths and English  | [IXL - Reception maths practice](https://uk.ixl.com/math/reception) | The maths activities will support this week’s activities. You can start at any point between A-G. |
| Phonics | **Phonics play -** [PhonicsPlay - Phase 1 Resources](https://www.phonicsplay.co.uk/resources/phase/1) click on teaching ideas and it will tell you how to play each game. | Any reading game is suitable for the children to use, make sure you click on ‘phase 1’. You can also choose games from ‘phase 2’, if relevant to your child.  |
| Maths | **Topmarks Maths** -<https://www.topmarks.co.uk/Search.aspx?Subject=37> | Games that allow children to practice their counting and sorting maths skills. E.g. Teddy numbers.  |
| Communication and Language, Personal Social and Emotional development, Expressive Arts and Design, Understanding the World, Literacy, Maths. | **The Oaks National Academy -** <https://www.thenational.academy/online-classroom/specialist/#subjects> | You will need to click on the ‘building understanding’ section for each session. |
| Maths, Phonics, Literacy, Expressive Arts and Design, Understanding of the World | **Starfall** - <http://more.starfall.com/?t=288954945&nrb=1&y=1> | Allow the children to explore and navigate around this website to play on the activities. Make sure you click on ‘Kindergarten’ option. |

**Other activities for this week (Wider Curriculum/ IEP linked)**

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|  **Subject** |  **Task** | **Resources** |
| **PE** | Can you set up an obstacle course for police training? Police officers need to be very fit and healthy.This can be completed indoors or outdoors (weather dependent).Set up an obstacle course using household objects or outdoor equipment. Place objects to allow your child to go under, over and around. For example, you may need to crawl under the slide or step over the pillow. Can you balance along the plank without falling into the ocean? You could use a timer, who can do it the fastest? Parent/guardian, sibling or pupil.  | * Objects to makean obstacle course
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| **Understanding the World** | Following on from our ‘Cops and Robbers’ book. The robbers have escaped! The police need lots of posters of them to put around the town. You will have received a ‘wanted’ poster template. Ask your child to draw one of the robbers to help the police catch him. Refer back to the pictures on the book reading (You can find bigger pictures if you type the title into an internet browser).(Focus on children holding their pencil correctly, drawing recognisable shapes - circle, lines etc and giving meaning to the marks they make. Ask them what they have drawn). | * Wanted poster print out.
* Pencils/colouring crayons.
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| **Weekly Challenge and Extended Learning*** Children to continue to work on their independence skills by applying their dressing and undressing skills. Can they put their arms into a top that has been placed over their head? Can they put their own shoes on? Can they put on their own coats? Can they pull down their clothing when in the bathroom?

*\*These skills are so important for your child to continue to practise and also link to many of your children’s IEP targets.\**Below is a link to an episode of lets play: police. It is 20 minutes long and was aired on the CBeebies channel.[Let's Play: Police Officers | FULL EPISODE | ZeeKay Junior - YouTube](https://www.youtube.com/watch?v=WPiFyEt3ry4) |



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|   | **Phase: 1**(Letters and Sounds) | **Level: P4 Name:**(National Curriculum) |
| **Level Descriptor**Pupils listen and respond to familiar rhymes and stories. They show some understanding of how books work, for example, turning pages and holding the book the right way up |
| **Aspects (Letters and Sounds)** |
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| **Aspect 1****General Sound Discrimination—environmental** | I can listen to soundsI can listen for brief periods of timeI can repeat specific repetitive linesI can make the noise in response to a familiar picture or object  |
| **Aspect 2****General Sound Discrimination— instrumental** | I can move when an instrument is being playedI can indicate the direction of a sound sourceI can show my preferences about music or sounds |
| **Aspect 3****General Sound Discrimination— body percussion** | I can experience a range of action songsI can listen to a short story about familiar people, places or events |
| **Aspect 4****Rhythm and Rhyme** | I can listen to books with rhymes read with intonation and expressionI can tune into rhythmI can show pleasure when listening to rhymes, songs etc |
| **Aspect 5****Alliteration** | I can explore objects which start with the same initial soundI can listen as an adult emphasises the initial sound |
| **Aspect 6****Voice Sounds** | I can listen as staff talk about picturesI can, with support, identify familiar voices |
| **Aspect 7****Oral Blending and Segmenting** | I can listen to an adult using ‘sound talk’I can make a choice between two familiar objects, pictures or symbols |

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| **Book Skills** |
| I can look at books randomlyI can share a book (mainly pictures) with staffI can watch staff point to picturesI can, with support, attempt to find a specific bookI can show interest in books by picking them up and opening them |
| **Key Words and Questions (see Range document for further information)** |
| I can follow requests containing 1 key wordI can make a choice (which?) |

**Links with EYFS**

I can handle books and printed material with interest

I can show that I am developing the ability to follow others’ body language

I can respond to different things said in a familiar context

I can understand single words in context

I can show you that I like to explore a familiar setting

I can use sounds in play e.g. ‘brrrr’ for a car

I can babble and experiment with sounds