**Weekly Home Learning Activities EYFS**

|  |  |
| --- | --- |
| **Week Beginning:** 25th 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 ‘firefighter’ and our sign/word of the week is therefore ‘**firefighter’**.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 firefighter is 30seconds into the clip. *In the Snowy Owls and the Sparrows, we recognise that the children learn through repetition and scaffolding support which is why activities are repeated weekly over the half term. Each week we will look at reducing support with the end goal being a truly mastered skill or understanding of a concept. For example, during week one we do not expect the children to engage with an activity as we understand that they will most likely be looking at something completely new. By week 2 we might notice some anticipation of the activities and by the end of week 3 the children will be looking for ‘what’s next’ and anticipate their favourites parts of a story or aspects of an activity. If you need any support with scaffolding activities, please get in touch.* |

**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.

|  |  |  |
| --- | --- | --- |
| 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: Phonics** **In the Snowy Owls we are looking a phase 1 activities. Those of you in other classes can also complete this activity.**Phase 1 of letters and sounds concentrates on developing children’s speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. Follow the link to access games within phase 1.[PhonicsPlay - Phase 1 Resources](https://www.phonicsplay.co.uk/resources/phase/1) Clicking on teaching ideas icon will explain the game. Clicking on the image will take you to the game.Start with welcome to the zoo. ‘Meet’ the animals, once you have done this, you can move on guessing the animals. If you have animal figures/teddies at home, you can use these items to demonstrate and consolidate learning. After playing this game look at sound starters – this is a little trickier. Extension * If your child has completed these games with ease, look at the games under phase 2 resources.
 | * A devise to follow the link
 |
| **Task 2: Colourful Semantics**You will receive additional pictures in this week’s envelope. **Further task** relating to name recognition – * Use the A4 laminated name sheet from week 1. Continue to work on recognising your child’s name and if appropriate, spelling their name with activities mentioned in week 1.
* If your child is able to recognise the spelling for their name, use the A4 letters (you will receive them in this week’s envelope) to respell. Look at each letter, sounding it out. If they know the sound the letter makes, can your child find items that begin with this letter?
* Place the A4 letters around the house, each time you enter that area with your child, look at the letter, say the letter, sound out the letter. Ensure your child is able to see your lips.
 | * Colourful semantics overview
* Colourful semantics board
* Sentence symbols
* Pictures

Further task * A4 letters
 |
| **Task 3: See and learn** See and learn is a program to develop language and early Literacy skills, introducing the vocabulary in the order of the first words most children learn and understand.Following on from last week’s task, you will receive two new 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

  |
| **Task 4: See and learn****Matching pictures** 1. Place the four new 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
 |
| **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 3. Watch and listen to the rhyme ’10 green bottles’. Pay special attention to ‘there would be 3 green bottles sitting on the wall’. Can your child anticipate how many ‘more’ elephants will come? Sing the song throughout the week and encourage your child to join in. This maybe using body movements, body signs, Makaton, verbal language etc. Use your laminated number grid to work from 1-5. Encourage your child to look at each number and repeat its name as they remove it from the number grid. Pause the song and ask your child to count the bottles each time the number changes. Extension – Can you count other objects around the house? Ensure your child stops counts when the objects have ran out.  | * Number grid
* A devise to watch and listen to the song.
* If you usually drink bottled water, you can use these to demonstrate
 |
| **Task 2: number recognition** **This is a very repetitive task; you can make changes to suit your child. Many children can easily rote count to any given number, the aim of this activity is for pupils to recognise the number and understand its quantity.** Look at the number 3. What does it look like (show your child the number 3 and also the quantity of 3), 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?). Term 2 Week 6 – Writing number 3 – Pre-Junior B 2016-17Continuously looking at the number, encourage your child to run their finger over the shape, whilst repeating the rhyme. Can you clap 3? Can you blink 3? Can you jump 3? how many fingers is 3? Can you draw the number 3? etc. Find some laces/ribbons etc and use them to make the shape of the number 3. If you have sand/rice/flour etc at home (different to last week), place some into a small tub and ask your child to mark make the number 3, isolating their finger. How many is three? Again, show your child the quantity of three. Using 5 household objects/toys ask your child ‘can you get me three’. If your child continues to pass you objects past the number three, model getting three objects and continue to repeat that you have three - recounting your objects. Throughout the week count objects around your house.  **Extension** * Practise counting to 15 with your child, marking making the numbers.
 | * A piece of paper with the number 3 written on.
* A piece of paper and a pencil
* 5 household objects/toys to count
* resources to form the number 3
* A wide tub with sand/rice/flour in

  |
| **Task 3: Beginning to organise and categorizing objects** To be introduced to ‘more’ and ‘a lot’. Grouping animals or teddy/toys works well for this activity. You can include colour. Can your child colour coordinate their toys and count them. Looking at the toys ‘which pile has **more**?’ ‘wow there are **a** **lot** of red bears’ etc. | * Items to group
 |

**Useful links, websites and interactive resources**

|  |  |  |
| --- | --- | --- |
| 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. |
| Sensory App House | <https://www.sensoryapphouse.com/>  | This website lists a range of sensory apps that are available using android, iOS, and a number can be used web-based. They are separated into “Types” including Cause and Effect, Digital Art, Photo Fun and Entertainment, Relaxation, Sensory Stimulation and Speech Therapy.  |
| Rhyming multisensory stories | https://www.rhymingmultisensorystories.com/  | This website shares a library of multisensory rhyming stories including The Three Little Pigs and A train ride through India. As well as the stories there are areas of the website explaining how to tell a multisensory story and how it can link to the EYFS curriculum. |

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

|  |  |  |
| --- | --- | --- |
|  **Subject** |  **Task** | **Resources** |
| **Expressive art and design**  | We will be learning all about colours this half term and explore what happens when we mix colours together, learning simple methods. We will be creating our own pictures using different colours* We’d like you to explore the colour green this week. Can you explore your garden area and find green objects/plants? how do they feel, look and smell? Can you make a collage out of the plants and objects you found in your garden? This will develop fine motor skills (glue stick, scissors etc).

Challenge – Can you mix primary colours to find a new colour? What happens when we mix blue and green? What can you paint with your new colour?  | * Access to an area that has green objects and plants
* Glue stick, paper, scissors

Challenge * Green paint
* Blue paint
* Paper
 |
| **RE** | **Christianity**This half term we will be exploring Judaism.Watch the YouTube clip about ‘The Jewish story of Moses’. Watch the clip a second time pointing out the main parts. [The Jewish Story of Moses | Religions of the World - YouTube](https://www.youtube.com/watch?v=RdSQT7DS1lI)During our weekly school assemblies, we would have been learning the song ‘Shabbat Shalom- HEY’. Please listen to the song at home and learn it together. [Shabbat Shalom - HEY! (The Bim Bam song) - YouTube](https://www.youtube.com/watch?v=EHrIizIy-S8) | * Devise
 |
|  **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?
* At school we listen to the lunch time song as a musical reference [Time for lunch - YouTube](https://www.youtube.com/watch?v=l3RoeD2Aa6I). Listen to the song throughout the week and encourage your child to be as independent as possible during mealtimes. Can your child help to set the table? Encourage the use of cutlery. Holding both a knife and fork will keep both hands busy. Ask your child to tidy their area after eating. At school we place our plate and cutlery into an empty washing up bowl and clean the table.
* Refer back to the Individual Education Plan. Your child’s class teacher has devised activities to support their learning. You can also complete other activities that you feel works towards their termly target.

*\*These skills are so important for your child to continue to practise and also link to many of your children’s IEP targets.\** |

|  |  |  |
| --- | --- | --- |
|   | **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)** |
|

|  |  |
| --- | --- |
| **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 |

 |
| **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