

The Early Years Foundation Stage is a play-based approach to starting a child's learning journey. The Tasks suggested below can be modified to a child's interests and developed to follow their ideas and direction. As a guide, a child's concentration levels are approximately one minute for every year of their age. If an activity is directed by them, they will usually concentrate for much longer. Please complete essential daily tasks and use the other tasks throughout Term 5

### **Essential Daily practise**

- Reading to an adult; identifying and blending sounds to make words.

*Teachers will be monitoring activity on Bug Club to ensure levelled reading books are available when required. Reading the same books repeatedly improves familiarity of words and helps to build confidence.*

<https://www.activelearnprimary.co.uk/login?c=0>

- Read and write phonics sounds.

*Say each sound, being careful to use its pure sound and not add 'uh' at the end. For example S is pronounced 'ssss' not 'suh'*

Phase 2 – s, a, t, p, l, n, m, d, g, o, c, k, e, u, r, h, b, f, ff, ss, l, ll,

<http://www.letters-and-sounds.com/resources/p2graph.pdf>

Phase 3 - j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

<http://www.letters-and-sounds.com/resources/p3graph.pdf>

<https://new.phonicsplay.co.uk/>

You don't require a subscription - you just need;  
Username: March20  
password: home

### **Task 1**

Literacy – Writing and Communication and Language, Speaking and Listening –

#### **'Down on the Farm'**

Play a game where your child has to think of as many farm animals as possible. Using their knowledge of Letters and Sounds write them in a list. Can they children write the name for their babies next to the farm animal? E.g. Pig – piglet etc. The children can use their own knowledge for this activity or may like to research using the internet.

Create a Farmyard Fact File with drawings, labels, facts and information about different farm animals. You may like to include, what they eat, their preferred habitat, e.g. wet and muddy for pigs, or other information.

Think about the sounds that farm animals make. Can the children draw a picture of a farm animal and add a speech bubble? Using their knowledge of sounds and vowel digraphs e.g. oo, ai can the children write the sounds that the animals make? Play a game with your grown up of 'Who am I?' Take turns to listen to clues, e.g. 'I am pink, I have a curly tail who am I?'

### **Task 2**

EAD / UW - **'Luscious Ladybirds'**

Go on a minibeast hunt in your garden. Can you locate a ladybird? How many spots does it have? Is it the same on both sides? (Symmetrical). Can you sketch it using lead pencil on paper? How does it look? What could you do to improve your sketch? Look closely at its body shape, how many legs does it have. What shape are they? Can you redraw your ladybird adding more detail? Add colour to make your ladybird look more realistic.

Finally, to really bring your ladybird to life in 3D, can you find a smooth pebble in your garden or nearby? Draw your improved ladybird design on it, use paint or coloured markers to make it look realistic. Share your ladybird on Twitter for your friends and teachers to see.


### **Task 3**

Maths/PSED

Set up a **'farm shop'** (snack bar) at home - give the children 20p's worth of 1p coins. Make a list of the snacks available and how much they cost – Apple 13p etc. When it is snack time throughout the day the children can come up to the farm shop and buy what snack they would like to eat. Help them count out their money.

<p><b>Other essential daily activities:</b></p> <ul style="list-style-type: none"> <li>• Tricky words (attached)</li> <li>• Handwriting</li> <li>• Clever fingers / fine motor control</li> <li>• Physical activity</li> <li>• Number recognition / games to 20</li> <li>• Number sentences with addition or subtraction</li> <li>• Sing number songs and nursery rhymes</li> <li>• Writing words, captions and sentences</li> </ul> <p><b>Your child usually does these every day!</b></p>	<p><b>Task 4</b></p> <p>UW</p> <p>Go on a bug hunt -either around your garden or the internet.</p> <p>What insects do they show interest in? Follow your child's interests -find out, draw, make, write about, label any insects they chose.</p> <p>You can use art, writing, photos, painting – whatever you find keeps their attention!</p> <p>If you look up 'Mini beasts and EYFS' you'll a brilliant selection of activities to keep you all busy come rain or shine!</p>	<p><b>Task 5</b></p> <p>EAD/PD</p> <p>Can you make a spider's web and spider? If you look on the internet there are hundreds of suggestions -you can choose which ever version you like and make your own pet spider and web. What are you going to call your spider?</p> <p><a href="https://www.pinterest.co.uk/pin/857021004076139567/">https://www.pinterest.co.uk/pin/857021004076139567/</a></p> <p>Can you catch a real spiders web? Put a piece of black card behind a web, hairspray it and catch it. Remember - make sure the spider has gone first!</p>
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<p><b>These are the key areas of the EYFS. The ideas show how to create learning opportunities through play and daily activities.</b></p> <p><u>Useful websites:</u></p> <p><a href="http://www.letters-and-sounds.com/">http://www.letters-and-sounds.com/</a> (phonics resources and games)</p> <p><a href="http://www.teachyourmonstertoread.com">http://www.teachyourmonstertoread.com</a> (phonics and tricky word games – available in app form too)</p> <p><a href="https://www.phonicsplay.co.uk/freeIndex.htm">https://www.phonicsplay.co.uk/freeIndex.htm</a> (Free phonics games)</p> <p><a href="https://www.ictgames.com/mobilePage/literacy.html">https://www.ictgames.com/mobilePage/literacy.html</a> (Literacy games)</p> <p><a href="https://www.bbc.co.uk/cbeebies/shows/alphablock">https://www.bbc.co.uk/cbeebies/shows/alphablock</a> (episodes to support learning phonics)</p> <p><a href="https://www.oxfordowl.co.uk/">https://www.oxfordowl.co.uk/</a> (free EBooks)</p> <p><a href="https://www.ictgames.com/mobilePage/index.html">https://www.ictgames.com/mobilePage/index.html</a> (maths games and teaching tools)</p> <p><a href="https://play.numbots.com/#/account/school-login-type">https://play.numbots.com/#/account/school-login-type</a></p> <p><a href="https://www.bbc.co.uk/cbeebies/shows/numberblocks">https://www.bbc.co.uk/cbeebies/shows/numberblocks</a> (episodes to support understanding number)</p>	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Continue to share pleasure in reading with your child. Encourage your child to look at a range of different books, such as stories, poems, information books and comics. Talk about favourite stories and characters. Read some traditional tales.</li> <li>• Digraph hunt – can children look through an old book or magazine highlighting digraphs in one colour and tricky words in another?</li> <li>• Can children engage in a letter hunt around the house and garden? Once found, how many words can they make? E.g. the letters s,a,t,p,i,n hidden could make sat, pin, tip, pit, top, pot etc. Tailor for your child's ability.</li> <li>• Practise your letter formation on a steamed-up glass shower screen or window. Can you write your CVC words e.g. c-a-t, d-o-g? Can you use vowel digraphs in your writing? E.g. ee, ow, ur etc</li> <li>• Use notepads, large paper, old rolls of wallpaper, post it notes or old labels to encourage children to write at their level. Whether this be, individual letters, CVC words or short sentences. Any and all practice is hugely beneficial both for progress with writing and fine motor development.</li> </ul>	<p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>• Make a new daily timetable with pictures in order.</li> <li>• Play dice games with your child such as snakes and ladders. ways. Use toys or other items to demonstrate addition by counting on and subtraction by counting back. Write number sentences e.g. <math>1 + 2 = 3</math></li> <li>• Look for 2D and 3D shapes around the house or when out and about and ask your child to describe them. Encourage the use of correct terms such as 'sides' and 'corners'. Build models or pictures using empty packaging or paper shapes and talk about the shapes used.</li> <li>• Compare size, weight and capacity. Get your child using words like 'longer', 'shorter', 'taller', 'heavier', 'lighter', 'full' and 'empty'. Talk about things you see in the world around you, or create opportunities for comparison, perhaps by rolling playdough worms 'Can you make a longer/ shorter one?' or pouring water into different cups during bath time.</li> <li>• Follow a recipe. Ask your child to read out the numbers and help weigh ingredients.</li> <li>• Match the number to the number of spots the ladybird has numbers 1-10. Count the ladybirds spots 1-10 and order the ladybirds using numbers 1-10.</li> </ul> <p><a href="https://www.topmarks.co.uk/learning-to-count/ladybird-spots">https://www.topmarks.co.uk/learning-to-count/ladybird-spots</a></p>
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<p><a href="https://www.bbcgoodfood.com/howto/guide/playdough-recipe">https://www.bbcgoodfood.com/howto/guide/playdough-recipe</a></p> <p><a href="https://www.bbcgoodfood.com/howto/guide/how-make-salt-dough-recipe">https://www.bbcgoodfood.com/howto/guide/how-make-salt-dough-recipe</a></p>		<ul style="list-style-type: none"> <li>Cutting food into halves – When having breakfast, lunch or dinner look at identifying what foods are cut in half and which foods are whole. Grapes etc.</li> </ul>
<p><b>Understanding the World:</b></p> <ul style="list-style-type: none"> <li>Talk about animals that they have observed including similarities and differences.</li> <li>Go into the garden and look closely at insects. How many bees can you find? What do you notice about them?</li> <li>Use technology to capture some images of insects in the world around you. Can you take a photo or a video?</li> <li>Consider the different features of either farm animals or insects. Where do they like to live and why? What suits them about the home that they have?</li> </ul>	<p><b>Expressive Arts &amp; Design:</b></p> <ul style="list-style-type: none"> <li>Sing some farm related songs e.g. ‘Old Macdonald’ and ‘5 Little Ducks’.</li> <li>Try using some paper cups, lolly sticks, wooden pegs, paper plates or junk modelling to make farm yard animals. Encourage your child to develop and act out a narrative on their home ‘farm’.</li> <li>Try setting up a pretend farm, with your child as farmer, undertaking farm jobs. Perhaps open a farm shop where your child can sell fresh produce.</li> <li>Find some insect music on YouTube. Make up some movement to go with the music. Which insect are you trying to be? Can your grown-up guess?</li> </ul>	<p><b>Fine Motor Development (Clever Fingers):</b></p> <ul style="list-style-type: none"> <li>Collect different clothing items with buttons and zips and practise lots. Challenge a family member to see how fast you can do up and undo each item. Can you get faster?</li> <li>Dress / undress dollies or teddies.</li> <li>Sort buttons or beads into pots using cooking tongs, pegs or tweezers.</li> <li>Use child-safe scissors to cut along curved, straight and zigzag lines without stopping.</li> <li>Can the children help you peg the washing on the line?</li> <li>Can you get a nut and bolt? How quickly can you spin the nut on and off? Race your grown up.</li> </ul> 
<p><b>Communication and Language:</b></p> <ul style="list-style-type: none"> <li>Initiate conversations with your child, ask questions and demonstrate how to be a good listener.</li> <li>Share rhymes songs, books and stories. Talk about what is happening in the stories or rhymes. With a familiar rhyme or book, stop suddenly and ask your child to continue, or you could accidentally get the words ‘wrong’ and your child could correct you!</li> <li>When sharing stories together, talk about the story and the characters. Ask your child to explain events in stories.</li> <li>Model correct sentence structure and words – instead of over-correcting your child, repeat words or sentences, e.g. if your child says “bayed an apple” say “Yes, you bought an apple.”</li> <li>Work together to create a record of an event, such as a photo, collection of objects or a drawing, which you can talk about later.</li> <li>Talk about your child’s interests and encourage them to learn and use new vocabulary.</li> </ul>	<p><b>Personal, Social &amp; Emotional Development (Mindfulness):</b></p> <ul style="list-style-type: none"> <li>Discuss plans and routines for the day together; change daily timetable.</li> <li>Get dressed all by yourself; socks, zips and buttons.</li> <li>Try some daily Yoga... <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a></li> <li>Play a board game, card game or jigsaw together. Discuss the rules, play fairly and practise taking turns.</li> <li>Talk about your friends, likes and dislikes and encourage them to explain their thoughts and feelings.</li> <li>Encourage children to be independent but to ask for help when needed. Encourage them to talk about the activities they would like to do with family.</li> <li>Discuss their feelings – try acting out different emotions for them to identify and respond to.</li> <li>At the end of the day discuss what they enjoyed and would like to change the following day. Celebrate success such as learning a new tricky word or independently working out an addition sentence.</li> </ul>	<p><b>Physical Development:</b></p> <ul style="list-style-type: none"> <li>As a family, try Joe Wicks daily workout 9am on his YouTube channel. Your teachers have been doing it!</li> <li>Encourage children to try using different types of materials and simple tools. Provide playdough or salt dough to knead and make a model, as well as beads to thread onto laces. You could also provide tools, such as child-safe scissors, paintbrushes, crayons, and child-safe knives and forks.</li> <li>Encourage your child to get dressed / undressed independently and manage their own personal hygiene (such as washing their hands and brushing their teeth).</li> <li>Encourage your child to talk about healthy food choices. Cook with your child and talk about healthy foods and why a balanced diet is important. Try introducing some new foods to your child.</li> <li>Set up an obstacle course using objects around the house – star jumps, bunny hops, the plank etc. Here is some great music to get active to: <a href="https://www.youtube.com/watch?v=2BbibcNixEw">https://www.youtube.com/watch?v=2BbibcNixEw</a></li> </ul>

## Tricky Words

Begin with Phase 2. Children should be able to read and write each phase before moving on. Test your child by asking them to find them in a variety of books and to write a sentence using each of the words independently. Remember to get your child to hold their pencil correctly and use lead in's for letters – they know to start on the line!

### Phase 2 Tricky Words

the

to

I

no

go

into

### Phase 3 Tricky Words

you

they

all

are

my

her

he

she

we

me

be

was

### Phase 4 Tricky Words

said

like

do

come

there

little

out

have

so

some

were

one

when

what

### Phase 5 Tricky Words

oh

could

their

people

Mr

Mrs

looked

called

asked

Recording your child's progress

Use the following template to record your child's progress. If they successfully learn to read and write all Phase 3 Tricky Words, please write about it and we can add their progress to their learning journals at a later date. Aim to tell us about different areas of their learning when you get that WOW feeling. Feel free to take a photo of children's work for us to see later too.

<b>Name:</b> David Example 2 <b>Date:</b> 2/4/2020 Today we shared a favourite book together. As I was reading David pointed to tricky words 'was' 'come' and 'have'. He did this independently. When we had finished the story, David retold it in his own words using phrases from the book and his Lego characters. He wants to write his own story next!	<b>Name:</b> <b>Date:</b>
Name: Date:	Name: Date:
Name: Date:	Name: Date:
Name: Date:	Name: Date: