

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 6

**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

**Our overall topic for the children whether they are at home or in school is:**

**'Commotion in the Ocean'**

**We will be using the texts 'Tiddler' and "Surprising Sharks' during the term and non-fiction texts of Sea creatures.**

**Task 1&2**

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

Listen to the stories' Tiddler' and 'Surprising Sharks'

Make a story board of the stories. Select 3 main events and draw pictures. Plan and write a sentence under each picture to retell the story in their own words. Use phonic mats to sound out new words.

Use stick puppets (they can make) to retell the story using vocabulary from the text.

**Task 3**

UW

Using the links below or any books you may have – research under the sea. Make a list of new vocabulary and try to use it in discussions e.g. coral, seabed, reef, wave, endangered etc. Choose one creature and make a fact file about them

**Task 4**

EAD / UW

Plastics in the ocean cause a lot of damage to sea life. Sea birds often eat these plastics which can cause them serious harm. Visit National Geographic Kids and find out some information about plastics in the ocean.

<https://www.natgeokids.com/au/kids-club/cool-kids/general-kids-club/plastic-in-the-ocean/>

Use some plastic recycling from your home to create a fantastic piece of artwork. It may be a milk bottle top turtle of a paper plate jellyfish or another unique and fun idea. Share your finished creation with us on Twitter!

**Task 5**


Maths/PSED

Make a boat/ship/pirate treasure chest using 3D shapes. You could use wooden blocks, Lego, junk modelling. What shapes have you used? Turn it into a game; Describe a shape using its properties can the other person guess which part of you ship you are talking about?

Can you draw a 2D shape picture of a pirate ship? What shapes did you draw round? Name them? How can you describe them – how many corners etc

password: home <b>Other essential daily activities:</b> <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> <b>Your child usually does these every day!</b>	draw pictures, write labels, write explanations to show off all your information	<b>Task 6</b> PD Using the piece of music from 'The Little Mermaid, Under the Sea'. Create a dance using a mixture of free flowing and repetitive movements to make a sequence. Practise the dance and then perform it to someone. If you'd like to record it please Tweet or send in for us to see.
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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>  <a href="http://www.letters-and-sounds.com/">http://www.letters-and-sounds.com/</a> (phonics resources and games)  <a href="http://www.teachyourmonstertoread.com">http://www.teachyourmonstertoread.com</a> (phonics and tricky word games – available in app form too)  <a href="https://www.phonicsplay.co.uk/freeIndex.htm">https://www.phonicsplay.co.uk/freeIndex.htm</a> (Free phonics games)  <a href="https://www.ictgames.com/mobilePage/literacy.html">https://www.ictgames.com/mobilePage/literacy.html</a> (Literacy games)  <a href="https://www.bbc.co.uk/cbeebies/shows/alphablocks">https://www.bbc.co.uk/cbeebies/shows/alphablocks</a> (episodes to support learning phonics)  <a href="https://www.oxfordowl.co.uk/">https://www.oxfordowl.co.uk/</a> (free EBooks)  <a href="https://www.ictgames.com/mobilePage/index.html">https://www.ictgames.com/mobilePage/index.html</a> (maths games and teaching tools)  <a href="https://play.numbots.com/#/account/school-login-type">https://play.numbots.com/#/account/school-login-type</a>  <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. This topic lends itself well to reading a selection of both non-fiction and fictions texts. Discuss the features of non-fiction texts. How do they differ? What are the features for? i.e contents page, index etc.</li> <li>• Tiddler – Tiddler is the small fish with a big imagination. Can you make up an excuse for being later for school? Make it as wild and wacky as you can and remember to start your sentence with 'Sorry I am late ...'.</li> <li>• Surprising Sharks – After reading Surprising sharks select your favourite shark. Can you write a fact file about it? Include three facts and try a drawing of your chosen shark. Can you label any simple body parts?</li> <li>• Can children find any signs in the environment? Take a walk and challenge your child to find 5 or more signs. What do they say? What are they for? Could they take a photo of the signs that they find?</li> <li>• Plan a trip to the ocean – what will you take with you? Write a list with everything you might need. Perhaps buckets and spade, rubber rings, sandwiches etc. Can you illustrate your list with drawings?</li> <li>• Use coloured scarves, wands, sticks in the outdoor environment or similar to practise your handwriting in pre-cursive script.</li> </ul>	<p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>• Continue to ensure you children can read, write, order, count and say one more and one less up to 20 securely.</li> <li>• Find a clear container – put in a handful of objects. Estimate how many the jars holds. Then count to check.</li> <li>• Go on a pirate treasure hunt – look for and name 2D and 3D shapes you can see, describe them</li> <li>• Make rock pool and fill with different sea creatures. Using a fishing line (stick/string/magnet) catch and count the different creatures.</li> <li>• Make a chart to show what has been found</li> <li>• Draw and cut out fish shapes, write 0-20 on them, use them to play games such as ordering against a timer, addition and subtraction, say the number before and after, one more, one less etc</li> <li>• Use recipes and count/weight ingredients – fish cakes, rock cakes etc. Use the language of measure whilst you bake.</li> <li>• Lay the table at home – how many knives, forks, spoons etc do you need? For each person? All together?</li> <li>• Pack a picnic to have a pretend day trip to the beach – how many of each item do you need to pack?</li> <li>• Make a pirate sword. How long is it? How wide is it?</li> <li>• Use the language of measure – length to describe your sword.</li> </ul>
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<p><a href="https://www.bbcgoodfood.com/howto/guide/playdough-recipe">https://www.bbcgoodfood.com/howto/guide/playdough-recipe</a>  <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>• If you are doing a great job, see if you can transfer your skills to paper with lines and start your letters in the line each time.</li> </ul>	<ul style="list-style-type: none"> <li>• Use lesson from Oaks Academy to support your child's learning (where appropriate)</li> <li>• <a href="https://www.thenational.academy/online-classroom/reception">https://www.thenational.academy/online-classroom/reception</a></li> </ul>
<p><b>Understanding the World:</b></p> <ul style="list-style-type: none"> <li>• Can you do some sea life research? Try these weblinks to help you:  <a href="https://www.myhouserocks.co.uk/listings/tropical-reef-cam/">https://www.myhouserocks.co.uk/listings/tropical-reef-cam/</a>  <a href="https://www.national-aquarium.co.uk/explore/aquarium-fun-at-home/">https://www.national-aquarium.co.uk/explore/aquarium-fun-at-home/</a>  <a href="https://www.myhouserocks.co.uk/listings/orcalab-base-lookout/">https://www.myhouserocks.co.uk/listings/orcalab-base-lookout/</a>  <a href="https://www.youtube.com/watch?v=g4VMon24H8M">https://www.youtube.com/watch?v=g4VMon24H8M</a></li> </ul> <p>Make you make a poster all about your favourite ocean creatures.  Look at keeping our oceans clean/ pollution – find out what should not be in our oceans and how to keep them clean. Talk about this together.</p>	<p><b>Expressive Arts &amp; Design:</b></p> <ul style="list-style-type: none"> <li>• Sing some sea related songs e.g. A Sailor went to sea, When I was One, You are a Pirate  <a href="https://www.youtube.com/watch?v=QVfVlcW1alo">https://www.youtube.com/watch?v=QVfVlcW1alo</a>  <a href="https://www.youtube.com/watch?v=i8ju_10NkGY">https://www.youtube.com/watch?v=i8ju_10NkGY</a>  Can you learn the words and the actions?</li> <li>• Try using some paper cups, lolly sticks, wooden pegs, paper plates or junk modelling to make sea animals. Encourage your child to develop and act out a narrative on their 'sea creatures'. Can you make an octopus, fish, shark etc ?</li> <li>• Try making your own aquarium from a cereal/shoe box  <a href="https://www.thebestideasforkids.com/cereal-box-aquarium/">https://www.thebestideasforkids.com/cereal-box-aquarium/</a></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. Can you cut out fish shapes for your aquarium?</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> <li>• Read a story virtually /over FaceTime or similar app to another friend or family member</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</li> <li>• Talk about changes that are happening</li> <li>• Make a question/worry box – your child can write out / draw their question/worry/concern and then post it into the box. Later that day you can sit down and chat about so that the child gets a positive answer</li> <li>• Discuss their feelings – try acting out different emotions for them to identify and respond to.</li> <li>• Use sites such as the BBC Newsround to help children understand the on-going virus and changes</li> <li>• (Please check before you view it with your child as sometimes the content is aimed at KS2 children)</li> <li>• <a href="https://www.bbc.co.uk/newsround/51204456">https://www.bbc.co.uk/newsround/51204456</a></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>• Daily workout - how about trying:  5 Minute Move – Kids workout The Body Coach  <a href="https://www.youtube.com/watch?v=d3LPrlh0v-w">https://www.youtube.com/watch?v=d3LPrlh0v-w</a></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 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. Can you make a fruit kebab?</li> <li>• Time Trials – can you get ready for sports day?  Make up a course -maybe egg and spoon, hoops and balls. Time yourself and write this down. Can you beat your time?</li> <li>• Can you complete a daily mile every day? Run on the spot for 10minutes or around your garden as many times as you can in 10 mins. After two weeks look at your scores. Are you getting fitter and healthier?</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.

<p><b>Name:</b> David Example 3 <b>Date:</b> 1/6//2020 Today we started making an aquarium out of a cereal box. David cut out the front panel and painted the inside blue. He drew fish on the pieces of cardboard and cut them out on the lines using his right hand. Next, he wants to make a jelly fish from a plastic bag.</p>	<p><b>Name:</b> <b>Date:</b></p>
<p>Name: Date:</p>	<p>Name: Date:</p>
<p>Name: Date:</p>	<p>Name: Date:</p>
<p>Name: Date:</p>	<p>Name: Date:</p>