

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 March.

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>

Digraphs – 2 letters make 1 sound, Trigraph – 3 letters make 1 sound.

Task 1

Small world

Take a small toy or Lego person outside and encourage your child to make a little 'home' for them using natural materials or clean recycling waste to create a small world area / house. Role play. Introduce other characters and problems for them to overcome. Cut the grass around the small world area with scissors and make a path to another area with stones and count them. Does one path have more or less? By how many? Encourage your child to use their phonics and writing skills to list the characters in their small world and draw them. They could draw and label the world they've created and write down the rules for their world. What are the rules for our home, country, world?

This small world can be added to over a series of days or weeks if the child is engaged.

When outside there are also opportunities to explore the signs of spring, notice changes and talk about them. Encourage your child to make a chart about all the things that are happening in the garden. You could plant something or go on a bug hunt, writing down all the things you see and hear. Can they describe them? Encourage your child to use their screen time with purpose – finding out

Task 2

My family

Look at an old or current family photo. Discuss who is in the picture. Draw a simple family tree starting with your child. Write about each member's appearance, e.g. blue eyes, brown hair, tall.... Encourage your child to write questions for one or each family member to find out more about them using each question word (What, Where, when, Why, How), e.g. How old are you? What is your favourite colour? When do you go to bed? Question words are difficult, so this may take some time. Your child could call each family member and write down their responses using their phonics and mark making / writing skills.

Task 3

When I grow up

Encourage your child to draw a picture of them now. Discuss and write down all the things they like about their personality. Draw another picture of them when they're grown up. Discuss what and who they want to be like. What will they do as a job? What qualities will they have?

<p>Other essential daily activities:</p> <ul style="list-style-type: none"> • Tricky words (attached) • Handwriting • Clever fingers / fine motor control • Physical activity • Number recognition / games to 20 • Number sentences with addition or subtraction • Sing number songs and nursery rhymes <p>Your child usually does these every day!</p>	<p>about the bugs they've seen and typing notes, etc.</p> <p>Other ideas linked to our recent learning:</p> <ul style="list-style-type: none"> *Build a model castle and dragon and use to retell an adventure. You could use lego or recycled materials *Snuggle up with a book together – then draw a picture from the book and write a story *Write a potions list and write a spell 	<p>Task 4 <u>Ouch!</u></p> <p>Once upon a time, there was a number called Ten. He was walking along when suddenly he tripped and broke...</p> <p>Encourage your children to explore what he broke into. You could substitute Ten for any number from 3 to 20.</p>
<p>These are the key areas of the EYFS. The ideas show how to create learning opportunities through play and daily activities.</p> <p><u>Useful websites:</u></p> <p>http://www.letters-and-sounds.com/ (phonics resources and games)</p> <p>http://www.teachyourmonstertoread.com (phonics and tricky word games – available in app form too)</p> <p>https://www.phonicsplay.co.uk/freeIndex.htm (Free phonics games)</p> <p>https://www.ictgames.com/mobilePage/literacy.html (Literacy games)</p> <p>https://www.bbc.co.uk/cbeebies/shows/alphablocks (episodes to support learning phonics)</p> <p>https://www.oxfordowl.co.uk/ (free EBooks)</p> <p>https://www.ictgames.com/mobilePage/index.html (maths games and teaching tools)</p> <p>https://play.numbots.com/#/account/school-login-type</p> <p>https://www.bbc.co.uk/cbeebies/shows/numberblocks (episodes to support understanding number)</p> <p>https://www.bbcgoodfood.com/howto/guide/playdough-recipe</p> <p>https://www.bbcgoodfood.com/howto/guide/how-make-salt-dough-recipe</p>	<p>Literacy:</p> <ul style="list-style-type: none"> • 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. • Practise identifying letter sounds (phonics). Look for letters you see in different places like junk mail and cookbooks, and demonstrate reading the words. Can they spot any digraphs? • Make word and letter sound cards for sounds or words your child finds tricky. Try saying them in funny voices to help practising them more fun! • Encourage your child to explore writing using different materials such as pencils, chalk, crayons and pens. They could try writing letters into a tray of sand or flour using a finger or try painting letters onto a pavement using a paintbrush and water. • Demonstrate different purposes for writing such as writing a shopping list or a greetings card. <p>Encourage children to try writing for different purposes too and praise them for their efforts. They could even write to their teacher telling them what they have done each day or a memorable moment.</p>	<p>Mathematics:</p> <ul style="list-style-type: none"> • Make a daily timetable with pictures in order. At each activity look at an analogue clock; What number is the hour (small) / minute (big) hand pointing to? • Look for numbers in different places. Talk about house numbers, car number plates, prices of goods in the supermarket, etc. Challenge children to identify the numbers and say which number is one more or one less than the ones they see. Play supermarkets by putting numbers on cans and getting your child to order them. • Play dice games with your child such as snakes and ladders. • Talk about simple addition and subtraction in practical ways. Use toys or other items to demonstrate addition by counting on and subtraction by counting back. Write number sentences e.g. $1 + 2 = 3$ • 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. • 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 snakes ('Can you make a longer/ shorter one?') or pouring water into different cups during bath time. • Follow a recipe. Ask your child to read out the numbers and help weigh ingredients.

<p>Understanding the World:</p> <ul style="list-style-type: none"> • Talk about special events in your family, such as holidays, weddings, birthdays and celebrations. Maybe draw and write about one or a souvenir you have. • Go into the garden and look at the plants, insects and animals. • Explore different weather conditions and talk about seasonal changes in the world around you. • Go on a technology treasure hunt at home! Talk to your child about how we make these things work and how to use them safely. • They could explore using a camera to take photos in the garden or of things they've made. They could help print them too. 	<p>Expressive Arts & Design:</p> <ul style="list-style-type: none"> • Try some different creative activities using a variety of different materials such as: making musical instrument models using empty packaging, collage activities to make pictures using wool or coloured paper and mix colours of paint to paint pictures. • Encourage children to sing their favourite songs and listen to music. • Try using some toys or make some puppets and create your own story! Allow them to follow up with writing the story or even a book. • Try setting up a pretend shop, restaurant, hairdressers, workshop or classroom. Role play as customers and shopkeepers, etc. and create stories and scenes together. 	<p>Fine Motor Development (Clever Fingers):</p> <ul style="list-style-type: none"> • 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? • Dress / undress dollies or teddies. • Sort buttons or beads into pots using cooking tongs, pegs or tweezers. • Use child-safe scissors to cut along curved, straight and zigzag lines without stopping.
<p>Communication and Language:</p> <ul style="list-style-type: none"> • Initiate conversations with your child, ask questions and demonstrate how to be a good listener. • 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! • When sharing stories together, talk about the story and the characters. Ask your child to explain events in stories. • 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." • 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. • Talk about your child's interests and encourage them to learn and use new vocabulary. 	<p>Personal, Social & Emotional Development (Mindfulness):</p> <ul style="list-style-type: none"> • Discuss plans and routines for the day together; change daily timetable. • Get dressed all by yourself; socks, zips and buttons. • Try some daily Yoga... https://www.youtube.com/user/CosmicKidsYoga • Play a board game, card game or jigsaw together. Discuss the rules, play fairly and practise taking turns. • Talk about your friends, likes and dislikes and encourage them to explain their thoughts and feelings. • 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. • Discuss their feelings – try acting out different emotions for them to identify and respond to. • 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. 	<p>Physical Development:</p> <ul style="list-style-type: none"> • As a family, try some different active activities! You could try dancing, playing football, riding a bike, dust off the garden furniture / toys and use soapy water to give them a good wash, weed or paint the shed together. • 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. • Encourage your child to get dressed / undressed independently and manage their own personal hygiene (such as washing their hands and brushing their teeth). • 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.

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 2 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.

Name: David Example Date: 21/3/2020 Today David collected some leaves and petals from the garden. He laid them out in a line and counted that he had 17 in total. He said "I'm going to get more." He came back and laid these in the line too. David did not count the ones he already had again, he 'counted on' from 17 saying "I had 17, so, 18, 19, 20". "I've got 20". David used chalk on the patio to write $17 + 43 = 20$. David required a little help writing 20. We discussed how the 2 mean two lots of 10.	Name: Date:
Name: Date:	Name: Date:
Name: Date:	Name: Date:
Name: Date:	Name: Date: