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| **St Joseph’s Catholic Primary School - LEARNING AT HOME PLANNING** | |
| YEAR EYFS Foundation 2 | |
| Date wb 13.4.20 | |
| **Weekly Mathematics Tasks**  **(Aim to do 1 per day)** | **Weekly Reading Tasks**  **(Aim to do 1 per day)** |
| * Watch a numberblocks 15- tell a grown up what you noticed. How was numberblock 15 made? * Practice writing numbers 12-20 * Practice counting backwards from 20. * Can you write some sums to make 10? * Look out of your window and count how many houses or buildings you can see. * Watch a 3D shape song on youtube- Go on a shape hunt! Can you find any objects around your house that are 3D shapes? | * Choose your favourite story and read it. Who is your favourite character?  What happens at the beginning, the middle and the end of the story? * Choose a reading book on Oxford Owl and read to a grown up. Can you complete the activities? Did you spot any tricky words? * Read the story Hansel and Gretel (or watch on youtube)- What makes the house appealing to the children? Can you design your own sweet house? |
| **Weekly Phonics / Spelling Tasks**  **(Aim to do 1 per day)** | **Weekly Writing Tasks**  **(Aim to do 1 per day)** |
| * Sing your favourite nursery rhyme and make up some actions. Can you change some words in the song? * Sign up to Phonics Play (it is free to join) and choose a Phase 3 phonics game to play. * Practice all the Phase 3 sounds we have learnt so far- can you write them down? Watch Jolly Phonics Phase 3 on youtube to remind you! * In the phase 3 sounds we are up to oi this week. Can you make a list of oi words? Make sure you sound each word out.   Can you now write a sentence using your oi words?  \*The children have been taught all of the letters sounds and names plus ff,ll,ss, zz,, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, oo, ar, or, ur, ow.  Tricky words and HFW all of phase 2 and 3. Try to read phase 4 words. Learn to spell phase 2 and 3 words. | * Write down all the tricky words you can remember- Can you play tricky word bingo? * Choose your favourite toy and draw it. Label the picture and then write a sentence all about it. * Design your dream house. What rooms would you like to have in your house? Encourage children to be as imaginative as they can (e.g. a cinema room, a chocolate room). Can they label their house using their phonics knowledge?   Write a sentence (or more) about your dream house.  **Remember finger spaces, full stops and capital letters!** |

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| Foundation subjects and Learning Project - to be done throughout the week |
| This week’s aims are to provide opportunities for your child to learn about the area they live in and their homes.   * **The rooms in my house**- Support your child to create a map of their home.  Can they name all of the rooms? An adult could hide an object in a room and mark where it is on the child’s map. Can they use their map to find the hidden object?  Gather an object from each room and challenge your child to return them to the appropriate room e.g. toothbrush from the bathroom, teddy from their bedroom.  Hide objects around the room and describe where it is e.g. “it’s under something red”  Can your child hide an object and describe where it is for you to find? * **Go on a numeral hunt**- Search for numerals around the house (clocks, books, house numbers, car registrations, oven, washing machine).  Can they record the numerals on paper? * **Find your house on google maps**- Explore using google maps to look at your house from above and on street view. Use the arrows to move up and down the road and around your area. Can they find key places e.g. the corner shop, their school, grandparents houses?  Search for a house in a different part of the world and discuss how it is similar or different to your own. You could use places children have visited on holiday or search places that are significantly different. * **Make some salt dough and make a keepsake!**   **You will need-**   1. 1 cupful of plain flour (about 250g) 2. half a cupful of table salt (about 125g) 3. half a cupful of water (about 125ml)   **Method-**  1. Preheat the oven to its lowest setting and line a baking sheet with baking parchment.  2. Mix the flour and salt in a large bowl. Add the water and stir until it comes together into a ball.  3. Transfer the dough to a floured work surface and shape into your chosen model. You can roll it out and cut out shapes, numbers or letters using biscuit cutters, or make any kind of model you can think of. We made some fruit and veg shapes plus cupcakes for a teddy bear’s picnic.  4. Put your finished items on the lined baking sheet and bake for 3 hrs or leave to air dry.  5. Paint and decorate. |
| **Let’s get physical!** |
| **Joe Wicks every morning 9am on You tube Cosmic Yoga- on You tube  Practice playing Simon Says** |
| **Pray together** |
| **Say this Easter prayer with your family**  God made you and God made me, He made the world for us to see. God loves you and long ago, He sent his Son to tell us so.  Jesus showed us many things, To love and share and dance and sing. To learn and pray, to help and care, He promised he'd always be there.  He died but then came back to life, Let's celebrate for he's alive!  Amen. |
| Additional learning resources parents may wish to engage with |
| **You tube : 3D and 2D shape song, Numberblocks (Number 15) and Alphablocks (oi) Top marks (Maths Website)**  **Phonics Play (Phonics Website)**  **Classroom Secrets (Learning Packs) Bigeyedowl.co.uk** |
| **Teacher Tips** |
| * When supporting your child with their sounding out of words make sure it is really clear, over exaggerate the sounds to help them hear them all and blend them together again easily. * When writing sentences ask your child to tell you the sentence first and to count how many words are in the sentence to help them remember them all. * In Early Years a lot of learning is done through purposeful play, so please don’t worry if your child is just ‘playing’- encourage them to talk about what they are doing. They will be developing a number of skills through their play, such as speech and language, imagination, fine and gross motor and creativity. |