

Weekly Maths Tasks

	Monday	Tuesday	Wednesday	Thursday	Friday
Every Monday, White Rose Maths will release a sequence of Maths lessons. Follow this link: https://whiterosemaths.com/ Click on Home Learning and choose Early Years	Starter: Naming Shapes (cut out a square, rectangle, triangle, circle, oval, from paper for children to name.	Starter: Order numbers 1-20 using your flashcards. When complete get children to cover their eyes and remove a number, what number is missing?	Starter: Show a sequence of 3 numbers, what would come next? What would have come before?	Starter: Number Queen. Children have to steal your numbers by correctly saying the number. (I always act really upset which they love!) If they get them all right they get to steal your (imaginary) crown!	Starter: Show 2 single-digit numbers. Can the children add these together using objects to help? (e.g. beads, conkers, Lego, coins, buttons, grapes). $2 + 6 = ?$ Children count out 2 beads, then count out 6 beads, push the 2 groups together to count all to find the answer. EXT: use bigger numbers
	Lesson 1: Night Pirates Watch the video. Complete the activity.	Lesson 2: Night Pirates Watch the video. Complete the activity.	Lesson 3: Night Pirates Watch the video. Complete the activity.	Lesson 4: Night Pirates Watch the video. Complete the activity.	Lesson 5: Night Pirates Watch the video. Complete the activity.

Weekly English Tasks

This week's spellings	<i>she, we, me, be, to</i>
Reading task	<p>Access the e-book 'Quiz' from 'Oxford Owl' (link to this at the bottom or can be accessed via the padlet) - Select age 4-5 and 'letters and sounds - phase 3' to locate it. Read the book - independently if possible - support where needed. Did you manage to guess the animals from the clues the characters gave? Were they good clues? Which one did you like the best?</p> <p>Can you describe the animals on my sheet (see end of document) to your family by giving them clues? This is similar to when we wrote riddles at school! Remember, don't say the name of the animal you are describing! Do think about how they move/the sound they make/where they live/what they look like/their features e.g. tail and use those as clues - just like the characters did in the story.</p> <p>Choose an animal of your own - why don't you do some research about it online with your adults? What did you learn about the animal?</p>

Phonics	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Any terms highlighted yellow are explained below</p>	<ol style="list-style-type: none"> Watch and sing along to the tricky word song on YouTube - see link Can you read these words? <i>fish - chin - hang - king - chick - with</i> Orally blend these words <i>lamp, lost, fast, went, land, wind</i> Write the words on a sheet of paper - spread them out - put 4 dots (buttons) under the letters to show they represent one sound each. Invite your child to point to each of the letters and say them before blending to read the word. Challenge - adult to say the word - child to attempt to hear all 4 sounds and write them. (Only attempt if your child has found the earlier activities easy) 	<ol style="list-style-type: none"> Complete your phase 3 phoneme flash cards Complete activity - play 'buried treasure' on phonicsplay.co.uk Choose from or complete all; ai/ee/igh/oa 	<ol style="list-style-type: none"> Complete your phase 3 phoneme flash cards Go to phonics play comics and read the comic 'let's go' - Link at the bottom of the page 	<ol style="list-style-type: none"> Read your tricky word flashcards Write a sentence using one of your tricky words - did you spell it correctly? <i>e.g. tricky word - 'she' write a sentence e.g: She sat on a chair.</i> <p>Did you spell it correctly? Use look/cover/write/check as a method to learn the spellings or copy them out lots of times/learn them in your own way.</p> <p>*When spelling tricky words, whether orally or written, be sure to use letters not sounds. E.g. "what 3 letters are in the tricky word /she/?" The sounds are irregular in tricky words and so asking what sounds are in a word could cause confusion.</p>	<ol style="list-style-type: none"> Watch tricky word songs on YouTube - (yellow and/or blue) First ask the children to remind you how the digraphs /ai/ /ee/ /igh/ and /oa/ are written (you could say "how do you write the digraph /ee/?" then choose some words from the /ee/ list. Ask an adult to read out some of the words from the list with all of the phonic sounds and example words (sent in the home learning pack) - use any with /ai/ /ee/ /igh/ or /oa/ in. E.g. feet/bee/keep/night/right/high/goat/boat/moat Challenge - write a sentence using one of the words - it can be as silly as you like! E.g. The goat put on his coat

Oral blending - phase 4 (say one phoneme/sound for each letter e.g. l-a-m-p) invite the children to blend all of the sounds together to make the word.

EYFS: Home-School Learning Menu 27.04.20

Online resources/links:

<https://padlet.com/WorlabyAcademy/uuw1511rjah0>

(Worlaby Padlet)

<https://www.youtube.com/watch?v=R0871YrRpgY>

(Tricky word song)

https://www.oxfordowl.co.uk/api/digital_books/1361.html

(Oxford Owl - will need to sign in)

http://www.phonicsplaycomics.co.uk/comic_ph3_lets_go.html

('Lets Go' comic)

<https://new.phonicsplay.co.uk/resources/phase/2/buried-treasure>

(buried treasure)

Share your learning with us:

<https://info@worlabyacademy.org.uk>

Teachers will be celebrating pupils' achievements in the newsletter over the coming weeks.

EYFS: Home-School Learning Menu 27.04.20

Topic Project Menu: These activities should be completed over a number of weeks and should be used to support your child's learning in other areas aside from Maths and English. We would love to see photographs of this completed work or examples of work of quotes about this work through our school email address: info@worlabyacademy.org.uk

	I like to explore	I like Maths	I like English	I like being creative	I like being kind and helpful	Time to get physical!
Strengthen your learning	Colour hunt. What colours do you know? How many can you name? How many can you see in the room?	Learning about capacity can be very practical which helps the children understand it better. For this activity you will need some different shaped containers and something to fill them with. Rice, sand, water, etc. Let your children explore filling and emptying the containers.	Read the e-book 'Kipper's Diary' from the Oxford Owl website - follow link at the bottom of the page.	Create (with whatever materials you like) a representation of a spring flower e.g. tulip/daffodil/other; could be 2D (paint/chalk/crayons/ on computer etc.) or 3D (boxes/paper/wool etc.)	Grown-ups at home do a lot for us. Don't forget you use your manners and say please when you ask for something, and thank you when you get something. It's polite but it also makes people happy too!	Fine motor - practise writing your curly caterpillar letters - look at your home pack for a reminder. Gross motor - go onto cosmic yoga on YouTube and try out the different themes.
Deepen your learning	Choose a colour. Ask an adult or older sibling to time you for 1 minute. How many objects can you find in your chosen colour? Count them up to see how many you get.	Introduce some vocabulary as they play. Empty, full, half empty, half full, almost full, almost empty. Show them a container which represents each word so they can begin to understand capacity. Ask your child to fill a container to show empty, full, etc.	What did Kipper do on each day of the week? What have you done this week? Can you remember which day you did it and say it as a sentence e.g. 'On Monday I played in the garden' Teach your grown up(s) the days of the week song. Start with Sunday.	Can you help to make a healthy lunch in the shape of a picture (anything you choose) - what could you use for different parts e.g. a face made from a sandwich with cucumber ears and eyes and hair made from crisps. Google 'food art for children' for ideas.	People always like to hear nice things. Can you say something nice to someone in your house? Maybe you like their clothes today, or the picture they have drawn, or the yummy food they have made.	Fine motor - practise your one armed robot letters . Make sure you go 'up down and up' before forming the rest of the letter. Make/use some play dough and practise dough disco using your favourite song to keep those hands nice and strong.
Take the challenge!	Once you've counted your objects, can you remember where you got them from? Can you put them all back? You could even time yourself again!	Can they compare 2 containers filled with different amounts? How are they different? Are they the same? Which has more/less?	Write a diary for the week - try to include 1 or more sentences per day. Keep it simple.	Create your own garden in a shoebox - (or any box available) - look around your own garden for ideas. Use whatever you like!	Can you be a happy helper for the day? Help your grown-ups with the jobs that need doing. Can you help them fold clothes, make dinner, tidy up, or even do some cleaning?	Fine motor - start your letters on the line and try to sit them on the line. Gross motor - tell the story of Kipper's Diary in Yoga moves!

Describing Pictures

