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| **Lunsford Primary School – Home Learning**  **Week starting 29th February 2021**  **EYFS – Panda Class** | |
| **Weekly Maths Tasks** | |
| **White Rose Maths (approx. 15-20 mins a day)**  Maths  <https://whiterosemaths.com/homelearning/early-years/building-9-10-week-2/>  Monday = building 9 and 10, week 2 session 2  Tuesday = building 9 and 10, week 2 session 3  Wednesday = building 9 and 10, week 2 session 4  Thursday = building 9 and 10, week 2 session 5  Friday = Today I would like your child to:   * make sure they can write numbers 1 – 10. * From the numbers that they are not secure on, watch Ten Town again (only for the numbers they are not secure on.) * Can they read all numbers 1 – 10? * If you show them a number – can they make that number?   Just follow these four steps…   1. Click on the set of lessons for Early Years 2. Watch the video 3. Click on the section next to the video afterwards: get the activity. (this week this part is on the slides in the video so you can just watch the video.) 4. Use the video guidance to support you as you work through a lesson. |
| Reading  This needs to happen daily. Both your child reading to you and good modelling from you on any other texts you have at home. If you need some extra texts to read – as I’m sure you have all read your reading book from school then please head to:  <https://home.oxfordowl.co.uk/reading/free-ebooks/>  You need to register buts it’s free  This is the page you need to be on. Make sure you are selecting the level. If your child only has words in their reading book they need to be on level - 1, these books have sentences though so your child will need support. If your child has sentences, they need to be on level – 1+. 2. Website  Description automatically generated with medium confidence  If it looks different to the above just make sure you head to – free e book library, the scroll down to oxford levels and select from the drop down.  Please keep a note of what your child is reading in their reading record and how they are reading.  **Something different to try, if you want to:**  Teach your monsters to read  [**https://www.teachyourmonstertoread.com/?gclid=EAIaIQobChMIrL\_JhdqJ7gIVk77tCh3-mg9DEAAYASAAEgLElPD\_BwE**](https://www.teachyourmonstertoread.com/?gclid=EAIaIQobChMIrL_JhdqJ7gIVk77tCh3-mg9DEAAYASAAEgLElPD_BwE)  This is a website that I was recommended by a teacher friend whose child is also in Year R. You can register and access for free via the website on a laptop/ iPad though if you want the app you have to pay. I’ve been on the first few levels and it looks so fun and interactive and focus’ on phonics and the sounds letters makes. My friend says it does go above what the child has been taught at school but her daughter is coping well with it and finds it so fun.  I just thought I would give you a different website to try out.  **Please remember even if your child is at school this is something you need to do at home daily.** | |
| **Weekly Phonics**  **(daily – 15 - 20 mins)**  On Monday (inset day) I am going to record and upload new flash card videos to watch before phonics. 2 only. 1 with the pictures and 1 without. I will not do the sounds in either. These will have all the sounds in them even the few we still have to do.  Before phonics when introducing new phonemes, please talk to your child about why there are 2 ways of writing the letter – use the term upper case and lower case as well as capital letter. We will do more work on these in a few weeks time.  **Monday =** Teach x**,** watch the Jolly Phonics song on You Tube. Discuss how you say x and the action. Handwriting sheet x.  **Tuesday =** what words do you know that start/ end with x? write the words – fox, box, six, fix, ox. Play obb and bob if you have time.  Extension: write the sentence: The ox is big.  **Wednesday =** Teach z**,** watch the Jolly Phonics song on You Tube. Discuss how you say z and the action. Handwriting sheet z.  **Thursday =** what words do you know that start with z? write the words – Zac, zip, zoo (tell them oo), zoom, Play obb and bob if you have time.  Extension: Write the sentence: I have a zip. (let them sound out have on their own – I expect them to write hav – without the -e- and that’s ok with me.)  **Friday =** practice tricky words. We will assess these again when your child starts back at school, so please make sure they are secure in the phase that you have passed. EG. If you have progressed onto phase 4 in lockdown, please make sure they are secure in phase 2 and 3.  When the children are in phonics session – please make sure they have their phoneme mat with them at all times. There is a photograph of this on Tapestry as well.  Please make sure you are practising your tricky words daily as well.  Phonicsplay.co.uk  Username:jan21  Password: home | |
| **Weekly English Tasks** | |
| I have linked the lesson ideas with the story ***Handa’s Surprise***  Please do not read all of the text together before hand. Please stick to the days and what you are to read on set days. I have added a PowerPoint per day so you do not have to remember where to stop reading😊  Please have to hand – your tricky words, your phoneme alphabet mat and you have re-watched my tapestry video on how to support writing.  .  **Monday** = Re-read the book to the children, again stopping at the point at which all the fruits are stolen from Handa’s basket. Bring the focus back to the language of the text which describes the different fruits e.g. sweet smelling guava. Remind the children of the fruits they had/ tried/ looked at last week. Are there any other fruits in your fruit bowl such as grapes or plums, and ask the children to consider how they would describe the fruits using their senses.  Yellow banana  Small, green grapes  O, you could focus on alliteration such as  gorgeous green grapes.  Purple plump plums.  **Tuesday** = Can you paint a picture of your favourite fruit?  **Wednesday** = read: Spaghetti Spaghetti by Jack Prelutsky, Jam on Toast by Gareth Owen. Discuss how a poem is different to a story. You could do this at bedtime so that you do not have to do it during the day.  **Thursday** = Re-read the book to the children, again stopping at the point at which all the fruits are stolen from Handa’s basket. This time bring attention to the different animals in the text. The different animals featured are listed in the final pages of the book. Ask the children if they can name the different animals. Ask your child which animal they would like to find out about? And why?  **Friday** = Can you find out 2 facts about your chosen animal. Can you write them down? Or can you send Mrs Dove a video telling me the facts?  **When writing remember**:   * To have your phoneme mat next to your child and remind them to use it. * To remind them about full stops, capital letters and finger spaces. | |
| **Creative / Active Activities** | |
| This week is book week. We would like to celebrate all week, here are your book activities:  **Monday** = at home = read your favourite story. Please do this at bedtime do not try to fit it into your day!  Zoom = I will Zoom the children today and I would like them to show their favourite story to the class. Children at school can bring this book in (if you are happy with this) I will start to read our school text ‘The boy, the mole, the fox and the horse’ such a beautiful text.  **Tuesday** = zoom = I will continue to read our school text ‘The boy, the mole, the fox and the horse’.  At home **optional**= whole school 12 book cover challenge – hide the story covers around the house – children to find them, can they discover the letters that are missing that together create a saying. For Panda Class this may be hard so can they group them into stories they know and stories they will read one day ?  **Wednesday** = zoom = 9.30 am on Thursday 4th Mrs Sandmann will host a zoom– whole school Assembly – she will discuss WBDay and read a couple of pages from our whole school text focus and look at costumes. If children would like to dress up today they can. No pressure to at all.  **Thursday** = Zoom - I will continue to read our school text ‘The boy, the mole, the fox and the horse’.  We will try to do this in our zoom - come up with their own saying that the four characters could say to each other/ a quote.  **Friday** = **optional** Complete a drawing the style of Charlie Mackesy.  Can you draw the mole?  The boy, the mole, the fox and the horse  Other links that may be helpful: mainly dancing songs.  Wake up, shake up song: <https://www.youtube.com/watch?v=1gUbdNbu6ak>  Time to tidy up: <https://www.youtube.com/watch?v=LV1sMws_Gqg>  Get ready to dance: <https://www.youtube.com/watch?v=2UcZWXvgMZE>  Tricky words: <https://www.youtube.com/watch?v=TvMyssfAUx0>  <https://www.youtube.com/watch?v=R087lYrRpgY> | |
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