

EYFS REMOTE LEARNING PLAN

Core Learning Tasks for Tuesday, 28th April, 2020



CORE LEARNING TASK FOR ENGLISH

Listen to the information book *Leaping Frogs* read by Mrs Brown.
(Available on the EYFS remote learning page- part one)

- Listen to the vocabulary used: *smooth skin, long back legs, short front legs, webbed feet, bulging eyes, amphibian, gills, camouflaged*. Discuss these words together.
- Think about the place where a frog lives? Have you ever seen a frog? Was it in the water or was it on land? Recap on the word, *amphibian*. It is an animal that is born in water and breathes with gills. As the animal grows into an adult, it develops lungs to breathe air like us! Do we have lungs? Watch how your chest moves in and out.
- Research other amphibious animals – a toad, a salamander. What is the difference between a frog and a toad? Research this online.

Task: Draw or paint a frog on a piece of paper. Label the parts of its body using the words above. Try to do this by sounding out on your own using your alphabet mat to help write the letters.



Have you ever seen a frog?



Most frogs have some things in common. They have bulging eyes to see all around.

They have disk-shaped ears that help them hear.

CORE LEARNING TASK FOR MATHEMATICS

Please complete the assigned tasks on Mathematics.

Today we are going to consolidate on **subtraction**.

- Begin by singing '5 Little Speckled Frogs.' You can find this song on YouTube.
- Use 5 objects to represent the 5 frogs. You could even get creative and draw 5 frogs on paper and cut them out!
- Begin singing the song with 5 frogs and take one away as it jumps into the pond! How many frogs do you have left? Write this subtraction fact down, $5-1=4$. You could write this subtraction fact on a whiteboard or on the floor using chalk! Take a photo to send to us.
- Continue singing the song, taking away one frog each time. How many do you have left? Remember to record your number sentence. $4-1=3$, $3-1=2$...and so on.
- Can the children see the relationship between addition and subtraction? For example, $5-1=4$ and $4+1=5$. A useful way of showing this relationship is by using a coat hanger with 5 pegs clipped onto the bottom. Ask the children to take away 1 and push it along the coat hanger to the other side. How many do you have left? Say the number sentence out loud. $5-1=4$. Can they see that if we add 1 back we have 5 again? So $4+1=5$.

If appropriate, to extend your learning, try finding subtraction facts to 10 (and to 20, if suitable). Can they also see the pattern between subtraction and addition facts?

*Throughout the week please practise using your **fingers** to show $5-1$ and so on. Use **counters**. Use your **number lines** to count back. It is great to be able to use all these tools to help with maths calculations.

KEEPING IN TOUCH

If you have any questions or queries regarding remote learning tasks, please contact your child's class teacher through the email address below.

We invite you to submit photographs of your children's experiences and photographs of completed paper based tasks to:

eyfs@sherwood.lancs.sch.uk