

EYFS REMOTE LEARNING PLAN

Monday 22nd June – Friday 26th June 2020



Our theme this week is:

Homes

KEY VOCABULARY

building	chimney
material	windows
house	doors
bungalow	garage
detached	roof
semi-detached	Library
flats	Post Office
tterraced	Church

RESOURCES FOR NEXT WEEK

Advance notice: for next week's topic, '**JACK AND THE BEANSTALK,**' please could you buy some bean seeds ready to plant.

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

eyfs@sherwood.lancs.sch.uk

EXPRESSIVE ART & DESIGN FOCUS

Using junk modeling resources such as cardboard boxes or simply just using paper and paints, can you create any of the buildings that you saw on your walk? Remember to add detail such as windows and doors!

Watch the **Come Outside** episode on '**bricks**'

Search '**Homes**' on espresso and watch the different videos on this module

UNDERSTANDING THE WORLD FOCUS

This week we would like you to go for a walk in your local area and talk about the different houses you can see. **What type of houses can you see? For example flats, a bungalow, a semi-detached house. What different features can you see? For example, a door or window. Do they have lots of windows? Is the building tall? Short? What materials have they used to make the house? What shapes can you see?**

On espresso search '**At home**' and watch the video. This week we would like you to help at home to lay the table. **Why are meal times important? Describe your meal time at home.**



MOTOR SKILLS FOCUS

Handwriting lesson, week 11 '**ascenders**' – watch the video in Remote Learning.

How tall can you build a taller? Use your very steady hands to see how tall you can make a tower. Carefully place one brick on top of each other. *Will your tower wobble?* Count how many bricks you used. Try again and see if you can use more bricks this time.



SHERWOOD PRIMARY SCHOOL

CORE LEARNING

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ENGLISH CORE LEARNING TASKS

Task 1 – Watch the different videos on **'Different homes'** in the **'Homes'** module on espresso.

This week we would like you to draw the outside of your house and label the different features. The features are all the things you can see on your house. We would like you to label the following features: **door, window, letter box, bell, roof and chimney. Can you count how many windows/doors your house has?**

Rather than asking your child to copy these words, please ask your child to use their phonics to sound out each word.

To extend this activity, underneath the picture, encourage your child to write a sentence/some sentences about their house. This could be 'My house has four windows.' **or** 'I live in my house with my mum and dad.'

Task 2 – Watch the video **'Keeping safe'** which you will find in **'Around a home'** on the **'Homes'** module on espresso. We would like the children to produce a simple 'keeping safe at home' poster. Choose 4 things which we do to keep safe at home and draw pictures to show these. The children could either label their pictures or write simple sentences to explain their pictures.

MATHS CORE LEARNING TASKS: NUMBER BONDS TO 10

Task 1 - Begin by placing numbers 0 – 10 (please include two number 5's) face down on the table. Ask your child to turn two cards over. Do these numbers add together to make number 10? Ask your child to either collect objects to represent both numbers and count them altogether, or place the largest number in their head, and collect objects to represent the smallest amount and then count on to find the total. Then search, **Top marks** on Google, search for **Mental Maths Train**, click **Addition** and then click **Bonds to make 10**, and have a go at playing the game to find number bonds to 10.

If appropriate your child can practise number bonds to 20.

Task 2 – Whilst out and about, have a look at the different door numbers you can see! Can you read the number? How many tens does this number have? How many units does this number have? Recap on making a teen number with practical equipment like we did at the start of closure.

ESPRESSO PHONICS FOCUS

Play your tricky word games that you made last week

Oranges: Polly's phonics - recap and new sound 'ar'

Blues: Polly's phonics - recap and new sounds 'ur' and 'ow'

Yellows: Polly's phonics - recap and new sounds 'ure' and 'er'

Reds: Kim's phonics – recap and words beginning ccc

Purples: Ashes phonics – new sounds 'oa' 'oe' and 'o-e'

Greens: Scully's phonics – different ways to say 'a' and activities.

KEY MENTAL MATHS SKILLS TO REHEARSE ORALLY – COUNTING BACK FROM A GIVEN NUMBER

This week we would like the children to practise counting backwards from a given number. Give your child a number between 10 and 20 and ask them to count backwards from this number to another given number.

For example 'I would like you to start at 15 and count backwards to number 8'. Your child could write 15 on the floor outside using chalk, or on a piece of paper using paint, and count backwards writing the numbers down as they count for example, 15, 14, 13, 12, 11, 10, 9, 8. The children can use their number lines for support.

To extend this activity ask your child to start counting backwards from a number between 20 and 30.