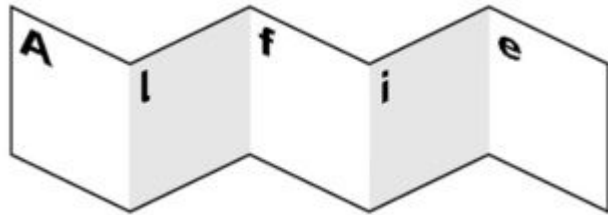


EYFS REMOTE LEARNING PLAN

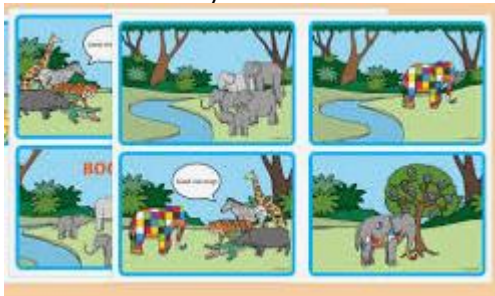
Wednesday 10th February – Elmer Day 3

CORE LEARNING TASK

Today we are going to use our knowledge of the story of Elmer to sequence a set of pictures to make our own zigzag book. You will need a large piece of paper to fold, to create the pages for your book.



Once you have your book, print out the pictures from the story from today's learning page. Cut-out, colour and sequence the pictures, then stick them into your book.



You could have a go at writing a caption on some of the pages. You could also have a go at designing your own front cover. This will need a title and a picture.

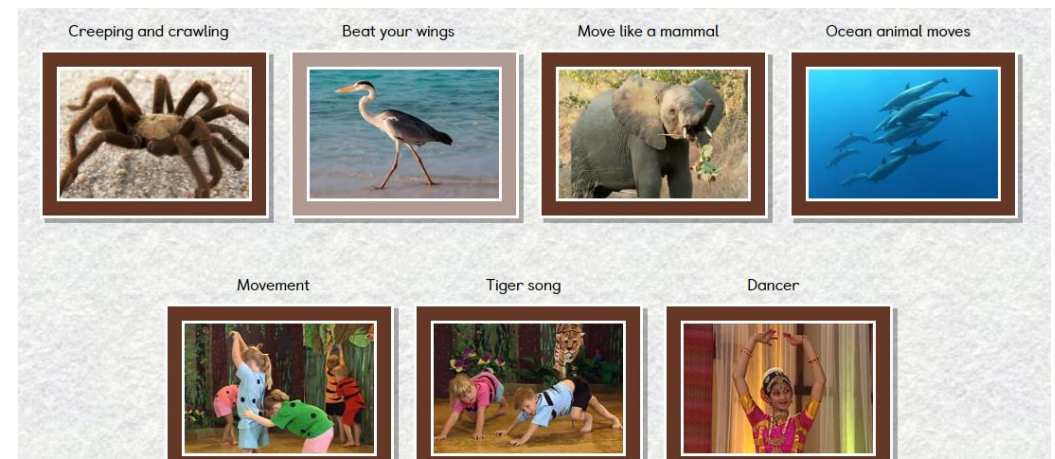
KEY VOCABULARY

Elmer jungle elephant multi-coloured
patchwork beginning middle end
characters setting plot front cover title

MOTOR SKILLS TASK

It's Wednesday, which means it is P.E. today. Follow this link to a series of video clips all about moving like different animals, just like in our Elmer story.

https://central.espresso.co.uk/espresso/primary_uk/subject/module/video_index/item1216686/grade/index.html



MATHEMATICS TASK

Adding Amounts

Today you will need:

Rectangles: Number cards 1-3 and 3 pairs of socks

Squares: Number cards 1- 5 and 5 pairs of socks

Triangles: Number cards 1-10 and 10 pairs of socks

Circles: Number cards 1-10 and 10 pairs of socks



You will also need a label and

1. Separate the socks and put them into a pile.
2. Now shuffle the number cards and put them in a line. Turn them over, so you can't see the numbers.
3. Ask your child to turn over a number card and read the number, then collect the same number of socks. (Remind them to pick up each sock as they count and place it away from the original place.) Get your child to place them in a line in front of you.
4. Then you turn over a number card, say the number and also collect that amount of socks, placing them in a line in front of you.
5. Ask your child, 'How many socks do we have altogether?' They will need to count them all.
6. Complete step 3 but after your child has placed their socks in a line add the label and then move onto step 4, placing your socks the other side of the label, as below. Then move onto Step 5.



and



PHONICS TASK

BLUES – set up a game of pairs using the following words: **peg/nan/run/sock/**

How many matching words can you find and read?

YELLOW – on 'Phonics Play' play 'Buried treasure.' Select **revise all phase 2.**

Practise reading and writing the caption: **pat a dog**

REDS – Join Miss Brown on seesaw for 'Musical Marvellous Mayhem' where I will introduce you to a new game. You will need: 2 trays, a wooden spoon, small pieces of paper and a pen!

Phase 2 sounds: **s/a/t/i/n/m/d/g/o/c/k/ck/e/u/r/h/b/f/l/l/ss/ff**

Here is a list of words you might like to use for this game:

hug/bed/fun/hill/mess/duck/tap/puff/man

Practise reading and writing the captions: **socks on a mat/sit on the hill**

PURPLES – can you remember the sound you learnt yesterday? **/ch/** Can you write the digraph down?

Today's new digraph: **/th/**. This digraph makes two sounds: **a soft sound** and **a hard sound**. Learn this new digraph with Miss Brown on seesaw. You can also click the link below to learn more with Geraldine the giraffe.

<https://www.youtube.com/watch?v=6U354eD-hgQ>

Practise reading the words: **moth, thin and bath** using the **soft sound /th/**, and **this, that** and **them** using the **hard sound /th/**.

Practise reading and writing the sentence: **This moth is big.**

GREENS – Today's new sound: **/ur/** On espresso, watch the video on 'Polly's Phonics' for **/ur/**

Ask a grown-up to hide the following words around your home:

surf/hurt/burn/turn/curl/fur. How many words can you find and read? Add the sound buttons and lines to help you.

Practise reading and writing the sentence: **Jack hurt his arm.**

KEEPING IN TOUCH

Dear Pupils, please submit your work using Seesaw as soon as you have completed your task. This can include a photograph of your completed task, a video or an uploaded file. Your Key Worker will look forward to receiving your work and sharing feedback with you.

Dear Parents, please do not hesitate to use our Year Group emails if you have any questions or concerns. Kind regards, Mrs Hanson, Miss Brown and Mrs Barker.

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