

# EYFS REMOTE LEARNING PLAN

Friday 26<sup>th</sup> February – Elmer on Stilts



## CORE LEARNING TASK

Today, we are going to read the story of Elmer on Stilts. Watch the video of Mrs Hanson reading the story and introducing today's learning.

In the story, Elmer and his friends create footprints to lead the hunters in the wrong direction. Have a go at the animal matching footprint activity and see if you can match up each animal to it's footprint.

If you have some small world animals, you could have a go at printing your own footprints and tracks using the different animals. See if an adult can guess which animal matches each set of footprints.



## KEY VOCABULARY

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

## MOTOR SKILLS TASK

**Curly Caterpillars** – today we are going to combine our learning of all our letter patterns over the last few weeks, by writing words that contain letters from all the different patterns. Here are a few to get you started – *had, full, back, leg, van, wig, red, pup, yet*. I'm sure you can think of lot's more too. Maybe use a different coloured pencil for each word.

**Monster Zig Zags** – today we are going to continue to practise writing some of our caterpillar letters. First, use your writing frame to practise – a c o g s. When you have done this, have a go at alternating between letters, this is much trickier than just writing one letter at a time. For example – a c a c a c, g s g s g s g s.

**One Arm Robots and Ladder Letters** –

Today we are going to practise our writing patterns in playdoh. You need to roll out the playdoh into a flat sheet, then using a small stick or blunt pencil have a go at writing your patterns into the playdoh. Use the writing pattern cards from the remote learning page.



## MATHEMATICS TASK

First, watch the video of Miss Brown explaining today's learning.

Then, we would like you to carry on from yesterday's learning and find the answers to these following number sentences:

$$4 - 2 = \quad 5 - 2 = \quad 5 - 4 = \quad 6 - 2 =$$

$$6 - 5 = \quad 6 - 4 = \quad 7 - 3 = \quad 8 - 3 =$$

You could use objects from around your home, your fingers or a number line to help you find the answers.



## PHONICS TASK

**BLUES** – Today we would like you to play 'Phonics Splat.' Lay the following sounds on the floor: **h/b/f/l**. Ask a grown-up to say a sound. Can you tap the matching sound?

Watch the video on seesaw and learn how to play 'Read and Race' with Miss Brown. You will need: a piece of paper, a pen, a dice and two counters.

Words to use: **hut/hug/bed/fed/bug/lip/lick/**

**YELLOW** – play 'Phonics Relay.' Lay the following words on one side of the room: **hugs/pen/pull/socks/rip/** Stand at the opposite side of the room. Ask a grown-up to say a word and as quickly as you can, find the word and bring it back to your grown-up. How fast can you find all the words?

Practise reading and writing the caption: **a nap in a cot**

**REDS** – can you remember the sounds you have learnt this week? **j/v/w/x**

Follow the link <https://www.ictgames.com/phonicsPop/> and select 'set 6: j/v/w/x.' Listen carefully to the sound. Can you pop the correct bubbles?

On espresso, search for **Scrap's Phonics**, select **/x/** and play the 'spelling' game.

**PURPLES** – practise reading the words: **big/put/but/see**

Practise writing down the following words: **bath/this/ring/chick/rush**. You could write them on the floor outside using chalk, on a large piece of paper using paint or using your finger in baking flour!

Practise reading and answering the funny questions: **Can a moth sing? Can a shop chop?**

**GREENS** – On pieces of paper, make your own flashcards and write down the digraphs: **or/er/ow**. Practise saying the sounds they make. Join in with Miss Brown on seesaw.

Place the following words in a bag: **sort/born/perm/herd/clown/town** Choose one at a time and practise reading them.

Practise reading and writing the sentence: **Miss Brown runs to town.**

## 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 and Miss Brown.

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