

Learning Project WEEK 5- Environments

Age Range: EYFS

Weekly Maths Tasks

- Watch a Numberblocks clip each day at: [BBC](#) or [CBeebies](#). Use this guide [here](#) to give you ideas on what to do with your children whilst watching an episode.
- Working on [Numbots](#) - your child will have an individual login to access this. Play the Numberblocks add and subtract [quiz](#).
- Practise counting up to 20. This can be done through playing hide and seek, singing number songs, chanting, board games etc. Write out the digits 0 - 9.
- Practise recognising amounts up to [five](#) or up to [ten](#) by playing these games. This can be done by reading a dice when playing board games, playing with cards, identifying how many food items on the plate etc.
- Listen to a number song from the [CBeebies](#) website. After listening to them, watch again and sing along if you can. Talk about the maths you can see in the video clip.
- [White Rose Weekly Maths](#) .

[White Rose Maths](#) -click for spring term guidance.

Exploring possibilities

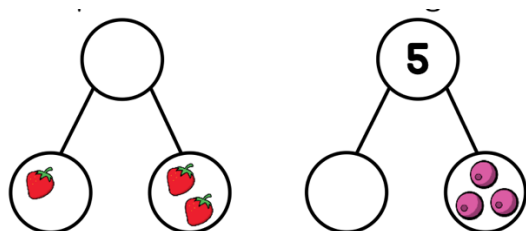
Show the children an empty feely bag.

Together, count 4 cubes into the bag.

Take out an unseen amount.

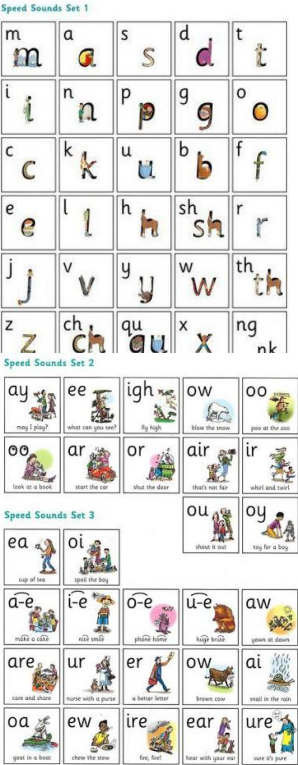
Ask the children to discuss how many **could** be in your hand and how many **could** be left in the bag.

What is missing? Draw the part-whole model below minus the fruits. Use objects to represent the fruits. Show your child a part-whole model with either one of the parts or the whole missing.



Encourage the children to use concrete objects, draw a picture or use their fingers to use their fingers to help them explain how they know what is missing.

Ask your child to write the number sentence to explain the part whole model e.g. $1+2=?$ $5=?+3$

Weekly Phonics Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<p>Sing Nursery Rhymes and songs together. Add in actions and change the words. Can children think of different rhyming words to add in? Repeat old favourites and learn new rhymes. You can find an A-Z of Nursery Rhymes here.</p> <p>A-B-C-D-E-F-G H-I-J-K-L-M-N-O-P L-M-N-O-P-Q-R-S-T U-V-W-X-Y-Zed X-Y-Zed Now I know my "ABCs" Next time won't you sing with me?</p> <p>Read Write Inc daily Phonics</p> <p><i>If your child is in EYFS they should be confident with their Set 1 Speed Sounds and in the process of learning Set 2 Speed Sounds. Some children may be ready for Set 3 sounds in the coming weeks.</i></p>  <p>Monday 23rd March and for the next two weeks, films will show at the times below and be available for 24 hours.</p> <ul style="list-style-type: none"> Set 1 Speed Sounds at 9.30 am Set 2 Speed Sounds at 10.00 am Set 3 Speed Sounds at 10.30 am <p>Your child can record sounds and spellings in their home learning book. Follow the link below to access the videos.</p>	<p>Read a variety of books at home. Favourites can be repeated. Hearing the patterns of language in a story will support your child's language development.</p> <p>Reception age children: Children to read to parents daily. Visit Oxford Owl for free eBooks that link to your child's book band. You can create a free account. Complete the linked Play activities for each book.</p> <p>With your child, look in magazines, newspapers and books for the tricky words they are currently learning. They could use a highlighter to highlight in magazines and newspapers.</p>
	<p>Weekly Writing Tasks (Aim to do 1 per day)</p> <p>Practice name writing. Can they write their first name? Middle name? Surname?</p> <p>Links to learning project below:</p> <p>Discuss with your child what they think happens when ice gets warm. Support your child to write their ideas in a simple sentence e.g. I think the ice will melt in the sun. Encourage them to sound out using their phonic knowledge as they write, remember to include a capital letter to start, finger spaces and a full stop. A line on the paper will support them to form their letters correctly and think about the orientation. Remember spelling only needs to be phonetical as we are encouraging children to love writing.</p> <p>Create a poster to remind people to put rubbish in the bin and recycling. Label the poster.</p> <p>Keep a daily weather diary. Encourage your child to write in simple sentences, as per the guidance above and on lines e.g. On Monday it was hot. Draw picture to go with the sentence. On Tuesday it was windy etc</p> <p>Handwriting</p> <p>Practice forming the letters of the alphabet -upper case letters. These can be practiced in a number of different ways:</p> <ul style="list-style-type: none"> Mud/sand, Large pens/paints on paper Chalk In shaving foam In flour (try not to waste it!) Make letters from sticks/stones Use play dough <p>If you would like siblings/parents to be involved, you can make letters using your bodies:</p>

https://www.youtube.com/channel/UCo7fbLqY2oA_cFCIq9GdxtQ?fbclid=IwAR2zPh6Yahil_fOxLD_ikMQES-EWj_I_6L8MYTCYYUYMBv-1DePkw5_7--E

Mr Thorne's Geraldine the Giraffe is also another resource the children in EYFS really enjoy. Please use this after the Speed sounds lesson.

Start with Season 1- Set 1/Set 2 sounds.

<https://www.youtube.com/playlist?list=PLqh11DN6jmbBDo0L-jrbYymq9aTTs8XdW>

Additional daily phonics - Practice the sounds your child is working on and blend words. This can be oral blending (e.g. spoken out loud c-a-t) or written if appropriate.

[Interactive games](#).

Sing the song, 'Incy, Wincy Spider' and add in the rain sounds using your rainmaker (from the learning project below).

"Itsy Bitsy Spider" Lyrics

"The itsy bitsy spider crawled up the water spout.

Down came the rain, and washed the spider out.

Out came the sun, and dried up all the rain,
and the itsy bitsy spider went up the spout again"



Alternatively, use the link below to practice the forming the letters whilst exercising

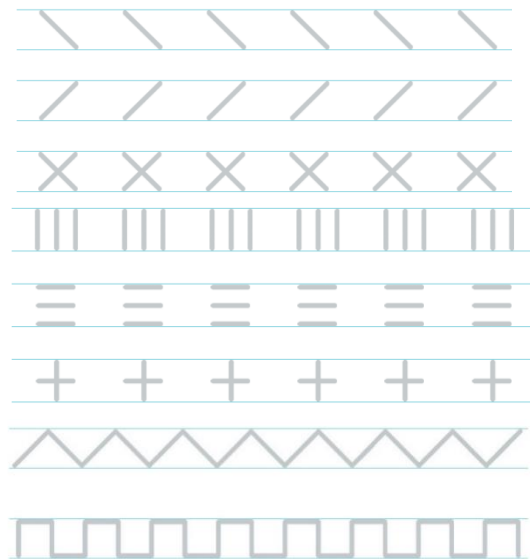
<https://www.youtube.com/watch?v=SE-ljfAmZis>

Week 5- learn the first half of the alphabet A- L

Week 6- learn the second half M-Z



These mark making (warm up exercises) can be used to support your child to form capital letters.



Spelling

EYFS high frequency words to practice and write out in their home learning books.

A a	B b	C c	D d	F f
a	back	called	dad	for
about	be	came	day	from
all	big	can	do	
an	but	children	don't	
and	by	come	down	
are		could		
as				
asked				
at				

Pairs game: write out the tricky words they are working on at the moment on pieces of paper and turn them into a pairs game.

Here are some ideas to practice spelling these words.

Here is a list of fun ideas that can provide memorable alternatives to aid spelling practise at home.

Remember that the children should see, say and do all at the same

3D word search



Chalk on the concrete



Make the word using scrabble tiles



Write the word in the sand



- Using a water bottle with a sports cap, spray the word on the ground
- Paint huge versions of the word

Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about the environment. Learning may focus on changes to different environments, the impact of humans on environments, climate change etc.

- **Create a daily weather chart-**

- Record using pictures and written labels (where appropriate). How has the weather changed over the week?
- If it is raining, leave a container outside to collect the rain e.g. a water bottle with the funnel cut off. Draw a line or make a mark to show where the rain came up to. Repeat overnight or the next day and compare your results.

- **Recycling/ Exploring Materials-**

- Provide your child with a selection of packaging to sort into groups to recycle. Can they identify plastic, paper, card, metal?

- **Create your own rain cloud-**

- Use a plastic container with a lid (e.g. a water bottle) and make small holes on one side. You could stick on cotton wool to decorate. Fill the container with water and watch as the water drips out.

- **Weather sounds (Rainmakers)**

- Provide your child with either a plastic container, bottle or other junk modelling item. Pour in a spoon or two of rice or lentils and secure with a bottle lid or Sellotape. Decorate with stickers, glitter and sequins if you have them available. Have fun exploring making rain sounds.

- **Ice-**

- Watch '[Frozen- In Summer](#)'. Discuss with your child what they think will happen to Olaf when it gets warm. Support your child to fill up ice cube trays or plastic containers, if ice cube trays are not available, and freeze. Once frozen, take them out and explore how quickly they melt: in your hands, in the fridge, on the windowsill and when blown with the hairdryer.
- Search on Google Maps for the UK. Discuss with your child the colour of the land and sea. Scroll up to look at the Arctic. Discuss why the land looks different in the the land is covered in snow and ice. Discuss the differences in the UK and the Arctic. Look at a picture of an [igloo on google](#). Fill an ice cube tray with water and when frozen take out and child to create their own igloo out of the ice cubes.



Arctic, because
temperature in
support your



Additional learning resources parents may wish to engage with

[Classroom Secrets Learning Packs](#) - These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.

[Twinkl](#) - to access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.

[Headteacherchat](#) - This is a blog that has links to various learning platforms. Lots of these are free to access.

[White Rose Maths](#) -click for spring term guidance.

#TheLearningProjects