**Early Years Foundation Stage Home Learning**

**Week 2 (w/c Mon 1/3/21)**

Zoom Weekly Schedule

The details you need to join Zoom are below.

Completed work can be e-mailed to [class1@witheridge.devon.sch.uk](mailto:class1@witheridge.devon.sch.uk) or uploaded to your child’s Learning Journal on Tapestry.

Meeting ID: 378 713 9897

Passcode: 0mcZQe

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|  | Reception Children | Preschool Children |
| Monday | Watch Mrs North message on Youtube | |
| Tuesday |  | Story-time Live  11.30-12.00 |
| Wednesday | Wellbeing Wednesday  Drop In Zoom 1-2pm | |
| Thursday | Phonics live session: 11.30-12.00  Red Group |  |
| Friday morning | Phonics live session: 11.30-12.00  Blue Group |
| Friday afternoon | ‘Catch Up’ live session  2.00 – 2.30 | |

**Phonics**

Reception Children: This week, please continue to practice your Set 1 and Set 2 sounds and work hard at learning your tricky red words – using the flashcards and ideas which I provided for you last week – these are provided for you again this week.

**Sounds**

Use these video lessons to practice your fast recall of these sounds – we do this daily when we are at school.

Set 1 <https://youtu.be/z1w2ypz9p_U>

Set 2 <https://youtu.be/iFzWw8pGlAI>

**Tricky Red Words**

*Note to parents/carers*: These words are exceptions to the phonics rules. This means that they cannot be sounded out and have to be learnt in order that the children can recognise them by sight. Flashcards are provided – it is best to work through the set one colour at a time – once your child has mastered orange they can progress to purple and then green and so on. As a guide, I would suggest that the children learn 5-6 new words each week but, of course, all children are different and therefore I have provided the full set, in order that they can all work through these at their own pace. It is best to practice these a little, often in fun ways – I have included a document of suggestions. Making your own matching and finding games work particularly well and it will help your child to have the words visible – for example stuck onto the fridge or in their bedroom. In a ‘normal’ year, Reception children are expected to practice their tricky words at home as homework, therefore we will be continuing with this once we, hopefully, return to school.

Red Group: This week, your sounds are: ‘ng’ and ‘nk’ Video lesson links are below and there are two activities for you on the website: a ‘ng and nk sound spotter activity’ and ‘special friends read and race’ dice game. You have now completed all of your Set 1 sounds – well done!

Ng: <https://youtu.be/dtagRaqXumw>

Nk: <https://youtu.be/cXWrAZhCC2s>

Blue Group:

* Watch this week’s ‘word time’ video lesson: <https://youtu.be/qmbIYI0rpJs>
* Last week, you read at least one of the stories on the powerpoint and completed the sentences and sentence writing task. This week, I would like you to complete the book – you may have one or two stories and associated writing tasks left to do. If you completed all 3 last week, and would like another story to read then please let me know.
* Please ensure you write a sentence about *at least one* of the independent writing tasks linked to the Topic Work (see below).
* I have assigned books for you to read on Epic.
* Complete the sounds worksheets/activities (‘ow’, ‘ar’, ‘’oo’) and notice these sounds in the words around you – on signposts, cereal boxes, street names and, of course, in books.

Note to parents/carers: All children should be encouraged to form their letters by starting and finishing in the right place. I am not expecting the children to be able to spell words accurately – the important learning for them takes place as they write words which are phonetically plausible. So, for example – writing bel (instead of bell), soc or sok (instead of sock), mumee (instead of mummy), orinj (instead of orange) or howp (instead of hope) are all absolutely fine and do not need to be corrected.

Preschool children

BBC Schools Radio has a collection of audio which promotes listening skills for pre-school children with fun sound discrimination games. Children are encouraged to listen carefully to identify sounds and to respond in a variety of ways, including both speech and movement: [Listening skills - BBC Teach](https://www.bbc.co.uk/teach/school-radio/eyfs-listening-skills/zbc4y9q)

The following website (which you will need to log on to but which is currently free) [www.phonicsplaycomics.co.uk](http://www.phonicsplaycomics.co.uk/) also has a number of online listening activities suitable for your child: Go to the home page, click on resources and then select Phase 1.

Children who will be joining Reception later this year and would like to continue learning about a weekly sound while they are at home, can watch my video lesson – for the sound ‘v’ using this link <https://youtu.be/wq4VAkivITY>

Pencil control activities are also provided – there is no requirement for your child to be able to be able to form letters before they start school. Activities which enable them to build their gross and fine motor skills such a colouring in, playing with lego and other toys which develop dexterity such as using scissors are all beneficial to your child.

**Reading**

Please read storybooks every day and talk lots about the story, pictures and characters. All children should have the opportunity to share a book with a grown-up every day.

Talk your child about the stories and ask questions i.e. what has happened so far, what might happen next? What does the word...... mean? How is… (the character) feeling – how do you know? What is the character thinking – why do you think that? Help them develop their imagination around the story - how could the ending have been different?

I have assigned suggested books for all children on Epic.

**Topic – Are Eggs Alive?**

* Share the book Nine Ducks Nine by Sarah Hayes: [Nine Ducks Nine - YouTube](https://www.youtube.com/watch?v=K7214q_e-xU) After reading, talk about what happened in the story? Read the story again, this time asking the children to listen out for what happens to the number of ducks (they get lower). Use the counting ducks provided on the website and ask your child to take a duck away when they hear it in the story. Each time a duck is taken away count how many ducks are left to see if it is the same as in the story. Encourage the children to continue their number play with the ducks – adding a paper clip to the paper ducks and using a magnet tied to a piece of string is a great way of making a fishing rod for children to catch a duck and put it in a cup with a corresponding number. Preschool children should work with ducks numbered 0-5 or 10. Reception children should work with ducks numbered 0-20.
* Go outside on a rainy day to catch raindrops on sheets of paper – sugar or absorbent paper like newspaper will work best. After a few seconds, take the paper inside and quickly draw around the edge of the raindrops. ‘How many raindrops did you catch? How do you know? Are all your raindrops the same size? What shape are they?’ Watch what happens as the raindrops dry – what do you notice? Can you talk about how this is similar to what happens when a puddle dries or the washing drying on a line?

**Independent Writing Task for Reception Children:** draw a picture and label what happened or write a sentence or two about what happened.

* **Cook or bake something which uses eggs – the choices are endless!**

**Independent Writing Task for Reception Children:** Write a list of ingredients that you used in your recipe.

* Roll some hard-boiled (or polystyrene eggs) in a tray of brightly-coloured paint and then roll these onto paper – what happens when the colours mix?

[Activities for babies, toddlers and children - BBC Tiny Happy People](https://www.bbc.co.uk/tiny-happy-people)

[Early years resources for learning at home - BBC Bitesize](https://www.bbc.co.uk/bitesize/articles/zks4kmn)

[**CBeebies Go Explore app**](https://www.bbc.co.uk/cbeebies/watch/cbeebies-go-explore-app)