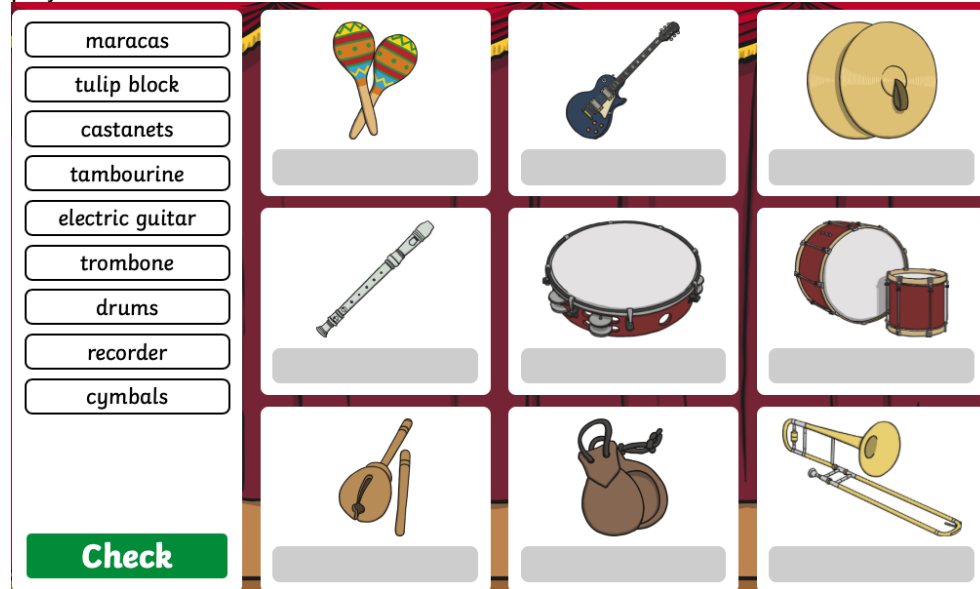


**Age Range:** EYFS

Please share learning on Google Classroom. We'd love to see how you are getting on. Miss Nadler and Mrs Lawrence ☺

### Weekly Reading Tasks

**Monday-** Have a look at the musical instruments. Talk about the different instruments. Can you match the names to the correct one? Discuss the different ways of playing the instruments. Which instrument would you like to be able to play?



The interface shows a list of musical instruments on the left and a grid of nine images on the right. Each image has a blank space below it for a label.

**Instrument List:**

- maracas
- tulip block
- castanets
- tambourine
- electric guitar
- trombone
- drums
- recorder
- cymbals

**Instrument Images:**

- Maracas
- Electric guitar
- Tambourine
- Recorder
- Drums
- Cymbals
- Banjo
- Ukulele
- Trombone

**Check**

Choose 5 of the high frequency words found at the end of the pack to practise reading. Write them onto flash cards to use at home throughout the week.

**Tuesday-** Read and sing the nursery rhymes at the end of the pack with your child. Which one is their favourite? Do any of the rhymes have the same rhythm? Can you think of rhymes that have the same rhythm?

Practise reading the 5 high frequency words you chose from the list on Monday, using the flashcards you made and add these two tricky words; **made** and **there**.

**Wednesday-** Read together the story of [Mr Big](#). Discuss with your child how Mr Big felt when the other animals didn't want to be around him.

### Weekly Phonics Tasks

**Monday-** Play [Odd Sound Out](#). You could play a practical version of this using objects from around the house. Can your child identify which object doesn't begin with the same sound?

Play *f, ff, ll, ss Read and Race* at the end of this pack.

As stated in previous home learning packs, we have now covered all the sounds in the Jolly Phonics scheme plus a few more over Weeks 5 and 6. Please see the resources at the end of the pack for the Jolly Phonics sound order plus the extra sounds we have learnt.

Each day please choose a phoneme (single letter sound such as 's' or 'j') or a digraph (2 letters, one sound such as 'th' or 'oo') that your child is not confident with to practise.

Jolly Phonics video to support learning sounds here - <https://safeYouTube.net/w/d7VF>

To support learning phonics at home the Department for Education uploads new phonics lessons daily on its 'Letters and Sounds' YouTube channel. Click [https://www.youtube.com/channel/UCP\\_FbjYUP\\_UtldV2K\\_-niWw](https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw) to take part.

BBC Bitesize also have phonics videos and tricky words videos to support learning. <https://www.bbc.co.uk/bitesize/topics/zcqqtftr>

**Tuesday-** Choose a letter of the alphabet. How many instruments or sounds can your child name that begin with that sound?

Daily phonics practise. You could use these BBC Bitesize phonics videos to help. <https://www.bbc.co.uk/bitesize/topics/zcqqtftr>.

**Wednesday-** Play [Online Buried Treasure](#) - Click on the sounds your child is learning. Can your child explain what the real word means?

Practise reading the 5 high frequency words you chose from the list on Monday, using the flashcards you made.

**Thursday-** Write the questions onto cards for your child to read. Make yes / no cards for them to use to answer with after they have read the cards. Look at the question mark and discuss.

Phase 3 Yes/No Question Cards (1-6 GPCs) <b>Is the sun wet?</b>	Phase 3 Yes/No Question Cards (1-6 GPCs) <b>Will a pen fit in a box?</b>	
Phase 3 Yes/No Question Cards (1-6 GPCs) <b>Can wax get hot?</b>	Phase 3 Yes/No Question Cards (1-6 GPCs) <b>Can men jog to get fit?</b>	
Phase 3 Yes/No Question Cards (1-6 GPCs) <b>Has a fox got six legs?</b>	Phase 3 Yes/No Question Cards (1-6 GPCs) <b>Has a pot of jam got a lid?</b>	Phase 3 Yes/No Question Cards (1-6 GPCs) <b>Can a van go up a hill?</b>
Phase 3 Yes/No Question Cards (1-6 GPCs) <b>Can a vet fix a jet?</b>	Phase 3 Yes/No Question Cards (1-6 GPCs) <b>Can a taxi hop?</b>	Phase 3 Yes/No Question Cards (1-6 GPCs) <b>Has a cat got a web?</b>

Practise reading the 5 high frequency words you chose from the list on Monday, using the flashcards you made and add these two tricky words; **asked** and **out**.

**Friday - We're Going on a Bear Hunt** Story sound effects - Read the story together and add in your own musical sound effects e.g. make swishy swashy sounds with fabric to go with 'We're Going on a Bear Hunt'. You can repeat this with as many stories as you like!

Practise reading the 5 high frequency words you chose from the list on Monday, using the flashcards you made.

**Daily Phonics** - Practise the sounds your child is working on and blend words. This can be oral blending (e.g. spoken out loud a-n-t) or written.

**Thursday-** Ask your child to find a stick from the garden and explore making music around the house by tapping, hitting and scraping. You could ask them to make loud sounds, quiet sounds, sounds that are short and long.

Individual daily phonics practise. You could use the BBC Bitesize phonics videos to help or watch a 'Letters and Sounds' clip.

**Friday -** Support your child to use their phonic knowledge to match the captions to the pictures at the end of the pack.

On the website 'Classroom Secrets Kids' (free to sign up) play one of the tricky word games (Phase 2, 3 or 4).

<https://kids.classroomsecrets.co.uk/category/eyfs/eyfs-phonics/>


### Weekly Writing Tasks

**Monday-** Ask your child to think about how some musical instruments are played, for example bang a drum, tap a tambourine, shake the maracas. Ask your child to write simple instructions to play their favourite instrument or instruments. Encourage your child to use their phonic knowledge to write words in ways which match their spoken sounds.

### Weekly Maths Tasks- Shape

**Monday-** Take your child on a shape hunt. Look around the house and garden for different objects that have: 2D shapes – circle, square, triangle, rectangle (oblong)



	<p>Where can you see 2D shapes in the surface of everyday objects?  <u>3D shapes</u> – sphere, cube, cuboid, cylinder, pyramid.          Make a collection of everyday objects in different shapes such as boxes, tubes balls etc. Ask your child to choose one of the 3D shapes from your objects – ask them to tell you as many things as they can about this shape, can they find another shape like it? Can they find a different shape, how is it different?</p> <p><a href="#">White Rose Weekly Maths</a>  <a href="#">White Rose Maths</a> - click for Summer Term guidance.</p>
<p><b>Tuesday</b> - Your child could draw a picture of the events from their favourite nursery rhyme. Ask your child to write out the words to the nursery rhyme. Remember capital letters, finger spaces &amp; full stops. Your child should use their phonic knowledge to write words in ways which match their spoken sounds. You should expect some words to be spelt correctly and others should be phonetically plausible.</p>	<p><b>Tuesday-</b> Sing these shape songs together: <a href="#">2D shape song</a> and the <a href="#">3D shape song</a>. Then play the <a href="#">Turtle Diary</a> online game.</p> <p><a href="#">White Rose Weekly Maths</a>  <a href="#">White Rose Maths</a> - click for Summer Term guidance.</p>
<p><b>Wednesday-</b> Think about <a href="#">Mr Big</a>. How did he feel after he had joined the band? Re-listen to the story. Write a list of emotion words to explain how Mr Big would have been feeling.</p>	<p><b>Wednesday-</b> Can your child draw around objects to create 2D shapes? Ask your child to name the shapes they have drawn. Can they cut the shapes out to make a 2D shape picture <i>i.e.</i> a house, rocket, robot?</p> <p><a href="#">White Rose Weekly Maths</a>  <a href="#">White Rose Maths</a> - click for Summer Term guidance.</p>
<p><b>Thursday-</b> Following on from the reading activity today ask your child to write three of their own yes / no questions. Remember to encourage your child to use their phonic knowledge to sound out their question as they write it down.</p>	<p><b>Thursday</b> Look around your home or when out for a walk, for items to help you to talk about tall and short, taller and shorter, tallest and shortest (perhaps you have some spades to compare). Look for items that are longer and shorter, longest and shortest (straws, rope, a hose pipe etc), near and far or nearest or furthest etc.</p> <p><a href="#">White Rose Weekly Maths</a>  <a href="#">White Rose Maths</a> - click for Summer Term guidance.</p>
<p><b>Friday-</b> Listen to the story of <a href="#">We're Going on a Bear Hunt</a>. Draw a picture of the bear together and label it – One shiny wet nose, two big furry ears, two big goggly eyes!</p>	<p><b>Friday-</b> How long are you? Ask your child to lie on the floor, the adult 'measures' the child by putting a marker by the head and the feet, then stretching a piece of tape as long as the child. Ask your child how many pens will match this, carefully place them end to end, making sure they are straight, with no gaps or overlaps. Repeat with other things of uniform length, some long, some short (such as rolled up sheets of newspaper, spoons, buttons, Lego or Duplo bricks) to make several 'trails' of equal length and compare results.</p> 

Encourage Mathematical thinking and reasoning: Describing

What do you notice about using the pens and paper rolls? How many pens does it take to match the tape? You are 20 pens tall! How many paper rolls tall are you? You are 3 and a bit rolls long/not quite 3 rolls long.

Reasoning

I wonder what will happen if we measure with Lego bricks? Why do you think there will be more? There are some gaps between the dinosaurs – do you think that matters? Does it matter if they are not the same length?

Opening Out

Which did you use the most of? Which needed the smallest number? You are three and a bit rolls long – what do you think we could use to measure the extra bit – little Lego bricks? How many pens tall do you think a grown-up will be? What other things are the same height as you? Which are shorter or taller? How tall are you with the measuring tape? What numbers can you see? Are you more or less than a metre tall? How many footsteps tall are you (make sure you walk heel to toe and in a straight line)?

## Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about music. Learning may focus on famous musicians, listening to and performing music and exploring a range of music genres and instruments.

Drummers Drumming

- Using pots, pans and baking trays from the kitchen lay out your own 'drum kit'. Allow your child to explore by banging and tapping the pans to see the different sounds they make. Extend this activity by tapping out a rhythm and asking your child to listen to it then repeat it. You could make this more difficult by adding in a blind-fold so they have to rely on the sound to identify which pot or pan they need to hit to copy.



Make your own Music

- Your child could create a guitar using a plastic tub with elastic bands wrapped around it. Post a picture of your musical instrument onto your child's Tapestry account. Can your child draw instructions on how to make a guitar for somebody else to follow?

Play 'What's that Sound?'

- Game 1-** Hum a song to your child that they are likely to know. Can they guess which song it is from the tune alone? Take it in turns to hum out a tune.
- Game 2-** Go into a room of the house while your child listens outside of the door. Make a sound or play a rhythm out on an item in the room e.g. tapping on the table. Open the door and ask your child to find what you used to make the sound.

A Family Music Show

- Ask each member of the family to prepare a song and then put on a singing performance. You could select someone to be the judge or ask a family member to watch on a video call and decide on the winner.

Discovering Different Eras

<a href="#">1940's</a>	<a href="#">1950's</a>	<a href="#">1960's</a>	<a href="#">1970's</a>	<a href="#">1980's</a>
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- Click on the links above and listen to a sample. Which era did your child find most enjoyable to listen to? Can they dance in the same style?



### Making Instruments – Make Sound Shakers


- Collect some different containers with lids, make sure you cannot see through them. The small plastic water bottles work really well. Put different materials in the containers. (Stones, rice, sugar, paper clips etc.)
- How many shakers can you make? Do they all sound the same? Can you make a shaker with something inside that is difficult to recognise? Can you make loud and quiet sounds with them?
- For more ideas take a look at the full resources [here](#).

### Wellness


Help your child find a quiet space where they can lay down comfortably. Today we will use music as a tool to help us relax.

Explain to your child that you will play some music for them to listen to as they lay still and focus on taking big, slow breaths. You could help them to relax further by guiding them first to relax their toes, then the rest of their legs, relax the tummy and the chest, followed by arms and hands. Finally relax every part of the face. Now the entire body is completely relaxed. Your child can stay here, just listening and relaxing, for as long as they feel comfortable.

### One, Two, Buckle My Shoe



One, two, buckle my shoe...  
 Three, four, knock on the door...  
 Five, six, pick up sticks...  
 Seven, eight, lay them straight...  
 Nine, ten, a big fat hen...  
 Eleven, twelve, dig and delve...  
 Thirteen, fourteen, maids a-courting...  
 Fifteen, sixteen, maids in the kitchen...  
 Seventeen, eighteen, maids in waiting...  
 Nineteen, twenty, my plate's empty.



### Hey Diddle Diddle

Hey diddle diddle, the cat and the fiddle,  
 The cow jumped over the moon.  
 The little dog laughed to see such fun,  
 And the dish ran away with the spoon!




### Jack and Jill

Jack and Jill went up the hill  
 to fetch a pail of water.  
 Jack fell down and broke his crown,  
 and Jill came tumbling after.  
 Up Jack got, and home did trot,  
 as fast as he could caper.  
 He went to bed and bound his head,  
 with vinegar and brown paper.



### Sing a Song of Sixpence

Sing a song of sixpence,  
 a pocket full of rye.  
 Four and twenty blackbirds,  
 baked in a pie.  
 When the pie was opened, the birds began to sing.  
 Wasn't that a dainty dish to set before the king?  
 The King was in his counting house,  
 counting out his money.  
 The Queen was in the parlour,  
 eating bread and honey.  
 The maid was in the garden,  
 hanging out the clothes;  
 When down came a blackbird  
 and pecked off her nose!



# 100 High Frequency Words

a  
about  
all  
an  
and  
are  
as  
asked  
at  
back  
be  
big  
but  
by  
called  
came  
can

children  
come  
could  
dad  
day  
do  
don't  
down  
for  
from  
get  
go  
got  
had  
have  
he  
help

her  
here  
him  
his  
house  
I  
I'm  
if  
in  
into  
is  
it  
it's  
just  
like  
little

look  
looked  
made  
make  
me  
Mr  
Mrs  
mum  
my  
no  
not  
now  
of  
off  
oh  
old

on  
one  
out  
people  
put  
said  
saw  
see  
she  
some  
so  
same  
that  
the  
their  
them  
then

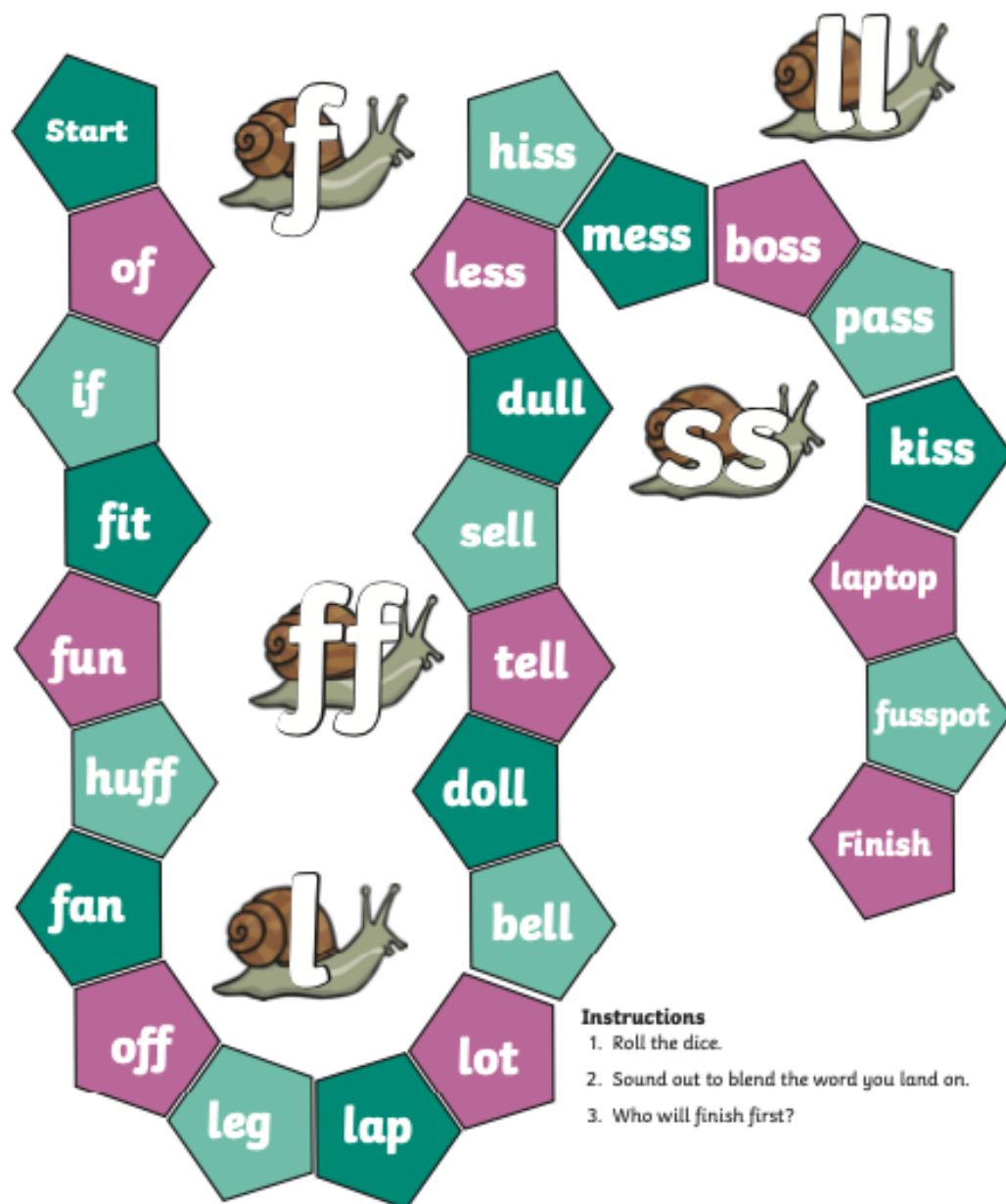
there  
they  
this  
time  
to  
too  
up  
very  
was  
we  
went  
were  
what  
when  
will  
with  
you

Jolly Phonics sounds in the order they are learnt (from top row left to right).

s 	a 	t 	i 	p 	n 	c 	e 
h 	r 	m 	d 	g 	o 	u 	l 
f 	b 	ai 	j 	oa 	ie 	ee 	or 
z 	w 	ng 	v 	oo 	y 	x 	ch 
sh 	th 	qu 	ou 	oi 	ue 	er 	ar 

Plus, over Week 5 and 6 of home learning Acorns learnt the following sounds: nk ay ew ow oy ea ir ur igh.

# f,ff,l,ll,ss Read and Race



## Instructions

1. Roll the dice.
2. Sound out to blend the word you land on.
3. Who will finish first?



### Phase 3 Pictures and Captions Matching Worksheet



Fish and chips  
on a dish.



The light of a torch.



Tools in the shed.



Looking at books.



Digging in the soil.

### Phase 3 Pictures and Captions Matching Worksheet



Bow down to the king  
and queen.



A goat and a cow.



Ships in the port.



Goats in  
the farmyard.



Sixteen trees.