

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- Sing the nursery rhyme 'Wheels on the Bus' with your child. See attachment at the end of this document. Can they add verses about different modes of transport? What sounds and actions do other kinds of transport make?

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

Weekly Phonics Tasks

Monday – 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.

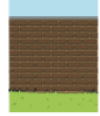





Each day please choose a phoneme (single letter sound such as 's' or 'j') or a digraph (2 letters, one sound such as 'th' or 'oo') that your child is not confident with to practise.

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 to take part.

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

Complete the rhyming strings.

Wall  1. _____ 2. _____ 3. _____	Dig  1. _____ 2. _____ 3. _____	Tree  1. _____ 2. _____ 3. _____	Hat  1. _____ 2. _____ 3. _____	Star  1. _____ 2. _____ 3. _____	Stag  1. _____ 2. _____ 3. _____
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Tuesday- Follow the story [The Bus is for Us](#) with your child. Ask them to recall the different types of transport mentioned in the story.

Tuesday- Play [Rhyme Racer](#) (click games tab to access) - collect all the rhyming words. What rhyming words did you find?

Encourage your child to read the yes/no questions. Make yes and no cards for them to use to answer.

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

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; **one** and **once**.

Play *Read and Race* *qu, ch, sh, th, ng* at the end of the pack to develop confidence.

You could use these BBC Bitesize phonics videos to help with your child's sounds.
<https://www.bbc.co.uk/bitesize/topics/zcqqtftr>.

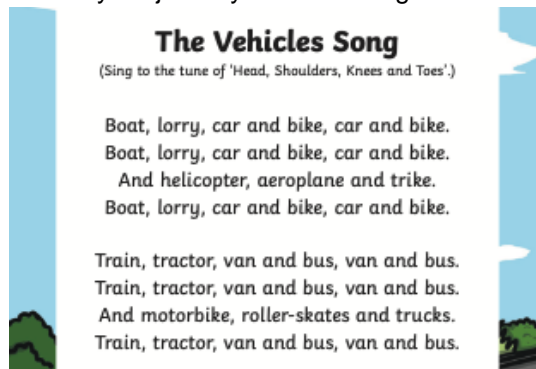
Wednesday- Tell your child that they're going on an imaginary journey. What do they need to take? Play the memory game - 'I packed my bag and in it I put a...' Take it in turns and keep adding to the list. Each time repeat the whole list.

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

Wednesday- 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.

Complete the *Picture and Captions* matching game at the end of the pack.

Thursday- During your daily walk discuss with your child the things they see. Ask them to note the different forms of transport. When you get home, ask them to recount the events from your journey in order. Sing 'The Vehicles Song' together.



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; **friend** and **school**.

Thursday- Play keyword bingo!

that	will	this
then	them	with

see	her	now
down	look	too

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

Friday- Listen to '[The Naughty Bus](#)'. Your child can make a 'wanted' poster for the Naughty Bus.

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

Friday- Play high frequency *Snakes and Ladders* at the back 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/>

Monday- Read/listen to [I Wish I Were a Pilot](#). Discuss the story. Would your child like to be a pilot? Why/why not?

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

Monday- Play *Read and Race* ai, ee, er, oa, oo at the back of the pack to develop confidence.

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

Tuesday- Encourage your child to read the yes/no questions below. Make yes and no cards for them to use to answer.

Tuesday- Play keyword Bingo!

you	they	all
are	that	my

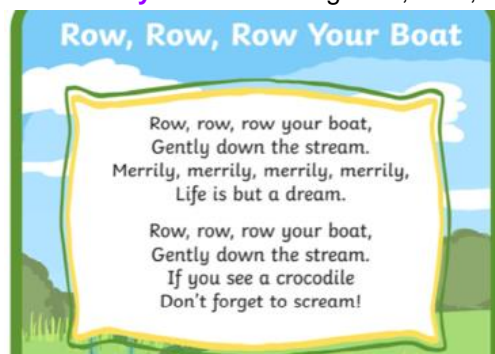
Phase 3 Yes/No Question Cards (1-7 GPCs) Can a duck quack?	Phase 3 Yes/No Question Cards (1-7 GPCs) Will a box fit in a van?	Phase 3 Yes/No Question Cards (1-7 GPCs) Is a robin as big as a jet?
Phase 3 Yes/No Question Cards (1-7 GPCs) Is a zebra a pet?	Phase 3 Yes/No Question Cards (1-7 GPCs) Can a rabbit yell at a man?	Phase 3 Yes/No Question Cards (1-7 GPCs) Can a web buzz?
Phase 3 Yes/No Question Cards (1-7 GPCs) Can dogs yap?	Phase 3 Yes/No Question Cards (1-7 GPCs) Can a hen peck?	Phase 3 Yes/No Question Cards (1-7 GPCs) YES
Phase 3 Yes/No Question Cards (1-7 GPCs) Can a fox get wet?	Phase 3 Yes/No Question Cards (1-7 GPCs) Is a lemon red?	Phase 3 Yes/No Question Cards (1-7 GPCs) NO

then	look	for
this	that	them

You could use these BBC Bitesize phonics videos to help with your child's sounds.
<https://www.bbc.co.uk/bitesize/topics/zcqqtftr>.

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; **you** and **our**.

Wednesday- Read and sing Row, Row, Row, Row Your boat together.



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

Wednesday – Find and colour the sentence to match the picture in the *Reading Sentence Mazes* at the end of the pack.

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.

Weekly Writing Tasks

Monday- Ask your child to draw pictures of a bus and label the picture. Encourage your child to use their phonic knowledge to sound out the word. Do not write the labels for your child to copy as this does not support their learning.

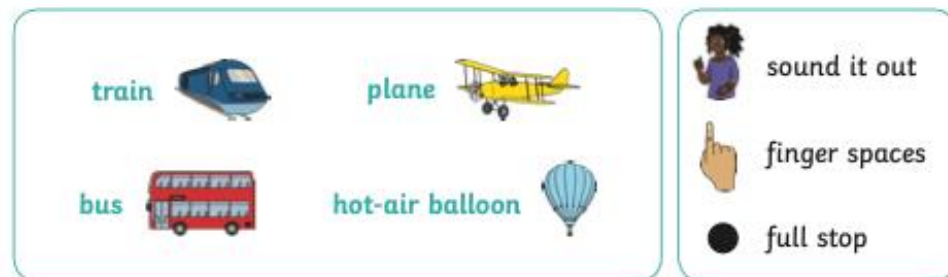
Tuesday- On your daily walk, focus on road safety. Once home ask your child to make their own road safety poster - Stop, Look, Listen. Share your posters with your teachers online.

Weekly Maths Tasks- Capacity From - Nrich.maths.org

Monday / Tuesday-
[White Rose Weekly Maths](#)
[White Rose Maths](#) - click for Summer Term guidance.

Set up a water tray with coloured water (plastic box/trug) and some boxes and flasks of various dimensions with some plastic cups. First of all, enjoy playing with water, pouring and filling containers.
Discuss – We want to take a drink to the park, which bottles will hold the most?

	<p>What do you notice about the bottles? How are they different? What happens if you pour this one into the other one?</p> <p>Reasoning - How can we find out which one holds the most? How do you know which one holds more?</p> <p>Developing - How many cups will they each fill up? Can we put them from smallest to biggest / from which holds the most to the least?</p> <p>Recording - Can we put labels on the bottles to help us remember how much is in them?</p>
<p>Wednesday- Imaginary journey - where would your child go? Why would they go there? What would they do there? They could draw out their imaginary land and write a list of all the items they will be taking with them. Demonstrate how to write a list for your child to see.</p>	<p>Wednesday- Using the water tray and plastic bottles etc discuss how some containers are different shapes or have great capacity than other, progress from just 'bigger' to 'shorter', 'fatter', 'taller', 'thinner'. 'wider' and 'holds more than'. Ask your child to explain how they know that the containers hold more; "This is smaller because when you pour from the bigger one it overflows", "This one is smaller because when you pour it into the bigger one the water only comes up to there" or "This one is bigger because you get six cups and that one only fills four cups."</p> <p>White Rose Weekly Maths White Rose Maths -click for Summer Term guidance.</p>
<p>Thursday- Ask your child to write simple sentences about their daily walk. What did they see and hear? Encourage them to use a capital letter to start, finger spaces between words, a full stop at the end and to use their phonics sounds to help them write their words. We would love to see your writing and drawings on Tapestry!</p>	<p>Thursday - Develop further by asking – 'How much lemonade do we have to make to make sure everyone gets one cup? Two Cups? What happens when we add more or lose some people?'</p> <p>White Rose Weekly Maths White Rose Maths -click for Summer Term guidance.</p>
<p>Friday- Make your very own Naughty Bus (see reading task today) and use this to retell the story. Your child could make a different mode of transport as a challenge.</p>	<p>Friday- Using just 1 cup of coloured water, fill 6 different transparent containers. Discuss what happens to the water level in each and why.</p> <p>White Rose Weekly Maths White Rose Maths -click for Summer Term guidance.</p>
<p>Monday- Having made your paper planes (see project below), ask your child to design a certificate for the winner or winners. Remember to ask them to include a sentence for the reason for the certificate e.g. Award for making the plane that flew the furthest. Discuss how names start with a capital letter.</p>	<p>Monday / Tuesday- White Rose Weekly Maths White Rose Maths -click for Summer Term guidance.</p> <p>Presents! Provide an assortment of wrapped items for your child to explore, making sure some are small but heavy and other are light but large. Place the presents in an area where they can be explored. Encourage the children to make predictions about the wrapped items.</p> <p>Discuss – Tell me about this item. What is the same about these two? What is</p>
<p>Tuesday- Write a sentence or sentences about the transport picture below.</p>	



different? What does this item remind you of?

Reasoning - Do you think this one will be heavier or lighter than that one? Why do you think that? How will you test out your idea? Why or why not? Which do you think is the heaviest/lightest? Could we arrange them in some way? Why have you put that one there? Can we arrange them in a different way?

Develop - What kind of thing do you think might be inside? Why do you think that? Can you find something that is the same weight as this present?

Record - How have you grouped the presents? What can we do to remember the order/arrangement?

Wednesday - How many facts do you know about boats? What kinds of boats are there? How do they move (sail, motor, hovering)? What are they made out of? What are they used for? What might you find on a boat (sail, rudder, seats, tiller, mast, windows, motors)? Can you write a 'Did You Know' information sheet about boats?

Wednesday -

[White Rose Weekly Maths](#)

[White Rose Maths](#) -click for Summer Term guidance.

Can your child say how many there are without counting them all? This is a hiding game that can be made more exciting by having gems, jewels or golden coins. The activity - Put three bowls over one, two and three jewels. Quickly lift and replace one bowl and challenge your child to say how many there are. Swap the bowls around rapidly for a minute. When you stop, can they point to the bowl with three? Lift the bowl and see if your child can instantly say whether they are right or not.

Describe - Can your child see how many there are? How did they see them? (They might say 'I saw 2 and 1 and I know that makes 3.')

Reasoning- How did your child know there were three, ask them to explain.

Opening out - Can you make some different patterns with four jewels?

How can you arrange five jewels so you can quickly see there are five?

Recording - Draw, stamp, sticker or take a photo of your favourite patterns for 5. Use spatial language to develop 'above' and 'underneath' including shape names or properties, such as 'in a line' or 'triangle'.

Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about transport. Learning may focus on modes of transport, transport in the past, the science behind transport, road safety and how to be safe around water.

Make Paper Planes

- Make paper aeroplanes using this [guide](#). Ask your child to come up with a name for their aeroplane and write this on the side. Have a competition to see whose aeroplane will fly the furthest/ highest. Take a photograph of the winning plane to share your success and upload to your Tapestry account.

Traffic Lights

- Play the traffic light game - Ask your child to help create a set of traffic lights. This could be as detailed or simple as you like. Ask your child to run around the garden/ outdoor space. When you point to a colour on the traffic light they have to do the following:
 - Red - Stop or freeze where they are
 - Orange - Walk slowly
 - Green - Run

You can extend this by adding in different colours or actions.



Origami Boat

- Follow the instructions [here](#) to make your very own origami boat. You could float these in a paddling pool, in the sink or in the bath. Experiment with filling your boats up with objects, do they still float?

Follow the instructions -

- Give instructions to guide each other around the house/garden i.e. forward two steps, turn left, forward two more steps.
- Can you support your child in drawing a map to show the way around the house?
- **CHALLENGE:** Work with your child guiding [Bee Bot](#) to the flower. Use the arrows and press 'Go!'



Learn to Ride a Bike

- Support your child in learning to ride a bike. They could even do an obstacle course to help develop their control or have races to improve their speed.

Wellness

Explain to your child that sometimes when we think about new situations, or when we know things are going to change, it can make us feel worried. Feeling anxious or worried is normal; it's a step our body takes to make sure we are safe. There are techniques we can use to help us feel calm, even when things are changing or when times are difficult. Today we will learn one of these techniques. It's all about using your superpowers! Stand in a quiet space with your legs slightly apart, your back straight and your head tall, with your arms bent and your hands on your hips. Make your position big and strong, just like Superman or Wonder Woman might stand! Keep still in this position and start to take long, slow breaths. You can even think about which power you would like to have to help you through the difficult time by saying things like 'I am brave' or 'I am strong'. Notice how you feel after spending a few moments in this big, strong position.

Try it anytime you are feeling worried or nervous... it will really help you to feel brave!

STEM Learning Opportunities #sciencefromhome

Brilliant Boats

- Collect different materials from around your house to make boats i.e. paper, yoghurt pots, cereal boxes, tinfoil cake tins. Which objects make the best boats? Which boat will carry the most coins or marbles?

Additional learning resources parents may wish to engage with

[White Rose Maths](#) online maths lessons. Watch a lesson video and complete the worksheet (can be downloaded and completed digitally).

[Numbots](#). Your child can access this programme with their school login.

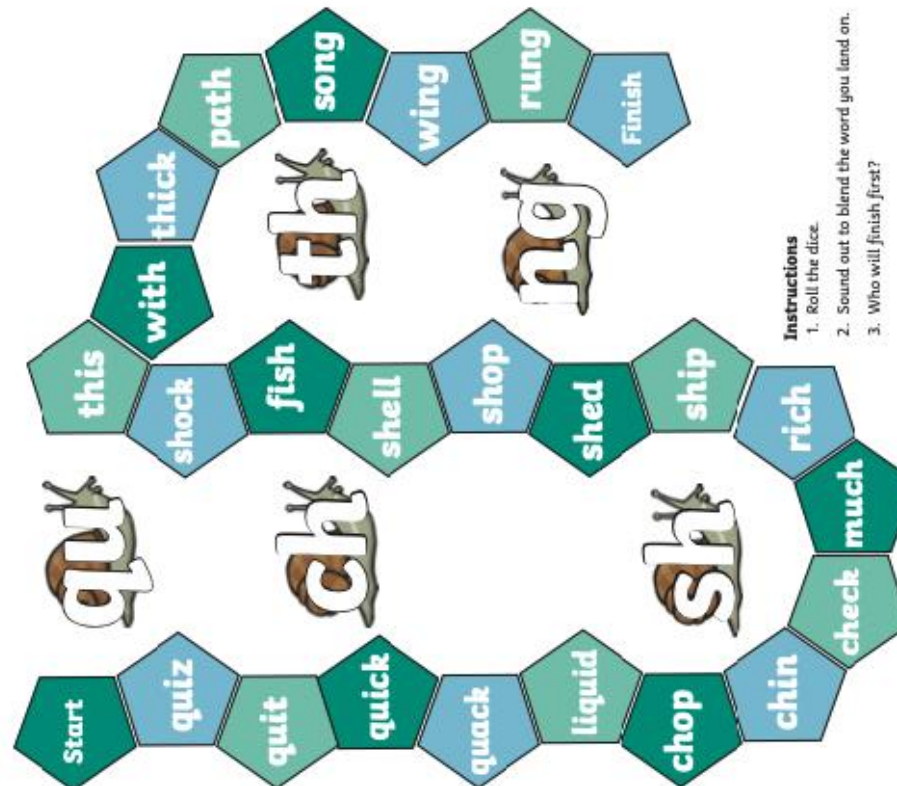
[IXL](#) Click on Maths, Reception. There are interactive games to play and guides for parents.

[Talk for Writing Home-school Booklets](#) are an excellent resource to support your child's speaking and listening, reading and writing skills.

in collaboration with

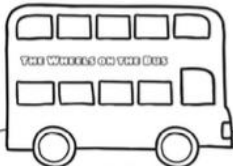


qu,ch,sh,th,ng Read and Race

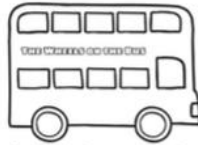


The Wheels on the Bus from Twinkl

The Wheels on the Bus



The wheels on the bus go round and round,
round and round, round and round.



The wheels on the bus go round and round,
all day long.

The money on the bus goes clink, clink, clink,
clink, clink, clink, clink, clink.



The money on the bus goes clink, clink, clink,
all day long.

The bell on the bus goes ding, ding, ding,
ding, ding, ding, ding, ding.



The bell on the bus goes ding, ding, ding,
all day long.

The wipers on the bus go swish, swish, swish,
swish, swish, swish, swish, swish.



The wipers on the bus go swish, swish, swish,
all day long.

The horn on the bus goes beep, beep, beep,
beep, beep, beep, beep, beep.



The horn on the bus goes beep, beep, beep,
all day long.

The driver on the bus says "Move on back,
move on back, move on back."



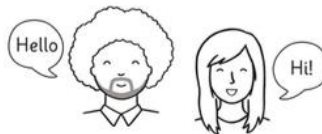
The driver on the bus says "Move on back",
all day long.

The doors on the bus go open and shut,
open and shut, open and shut.



The doors on the bus go open and shut,
all day long.

The people on the bus go chitter and chatter,
chitter and chatter, chitter and chatter.



The people on the bus go chitter and chatter,
all day long.

The baby on the bus goes "Wah, wah, wah,
wah, wah, wah, wah, wah, wah."



The baby on the bus goes "Wah, wah, wah",
all day long.

The mummy on the bus goes "Shush, shush, shush,
shush, shush, shush, shush, shush."



The mummy on the bus goes "Shush, shush, shush",
all day long.

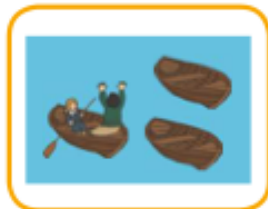
The kids on the bus make too much noise,
too much noise, too much noise!



The kids on the bus make too much noise,
all day long.

Pictures and Captions Matching

Draw lines to match the pictures to the captions.



boats on the river

tools in the shed

a goat and a cow

fish and chips
on a dish

Word and Picture Matching



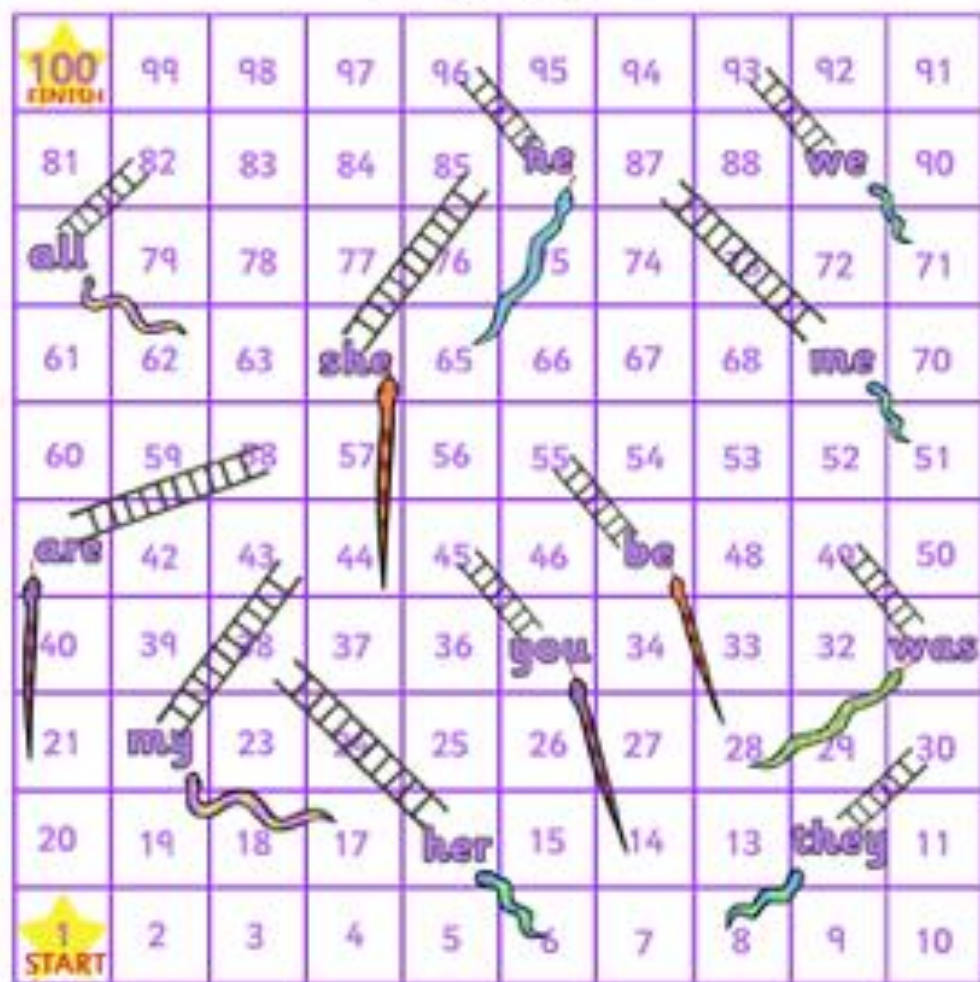
liquid

chicken

shed

fish

shell



Find and colour the sentence in the maze to match the picture.



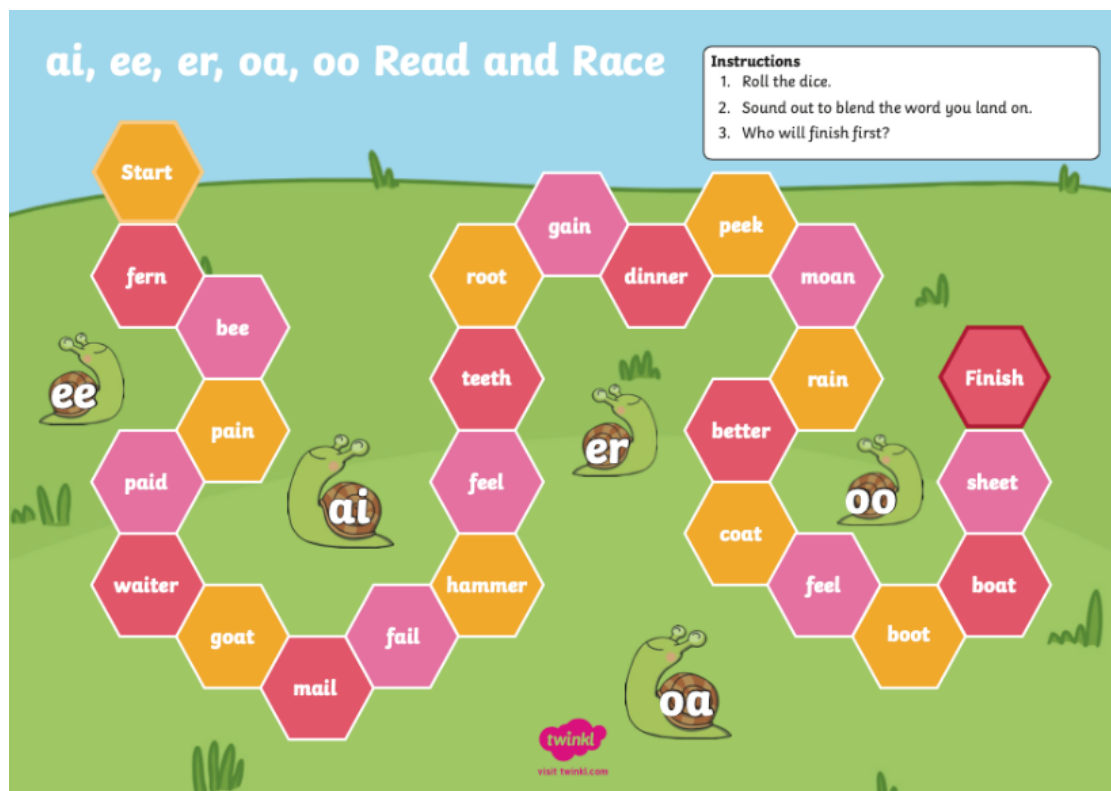
Vikram	and	sister	see
gets	Yazmin	owl	chat
Jon	sail	chicken	bow
been	in	might	hear
light	a	wooden	boat.

Write the sentence you have found.



Kevin	and	shark	sheep
look	Jeevan	had	march
tooth	got	wet	hear
see	mat	in	torch
on	night	the	rain.

Write the sentence you have found.



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



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

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



Origami Boat - sourced from <https://www.origamiway.com/origami-boat.shtml>

Step 1: Start with an 85x11 sheet of rectangular paper.		
Step 2: Fold the paper in half left to right, then fold.	 	
Step 3: Fold in half again, this time folding top to bottom.		
Step 4: Fold the upper left and right corners to the middle.		
Step 5: Fold the bottom strip up.		
Step 6: Do the same to the trip on the other side.		
Step 7: Open up the paper all the way to collapse it into a diamond shaped figure.	  	
Step 8: Fold the bottom corner to the top corner.		

Step 9: Turn the figure over.		
Step 10: Also fold this side's bottom corner to the top corner.		
Step 11: Like before, open the paper all the way until it collapses into a diamond shaped figure.	  	
Step 12: Grab the top two corners and gently pull it apart, then flatten well.	 	
Step 13: Open the sides of the boat. It is now ready to set sail!	