

Learning Project WEEK 5- Environments

Age Range: EYFS

Staying active is really important when you are at home.

There are lots of resources, here are just a few to use! Just click on the link to the website below.

[Go Noodle](#)

[Super movers!](#)

[Cosmic Kids Yoga](#)

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 <http://www.sumdog.com>- your child will have an individual login to access this.
- Practise counting 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.
- In Acorns we follow the White Rose Maths guidance. Please click here for [White Rose Maths](#) summer term guidance. The next link will take you to White Rose free daily Maths lessons for Reception aged children - [White Rose Daily Maths](#).

Exploring possibilities

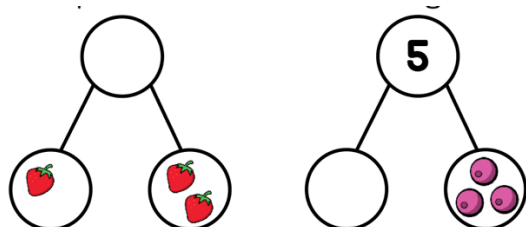
Show the children an empty feely bag.

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)

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](#).

Sing the song 'A, B, C, D':

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?

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

Incy Wincy Spider lyrics

Incy wincy spider climbed up the waterspout,
Down came the rain and washed the spider out,
Out came the sunshine and dried up all the rain,
So Incy wincy spider climbed up the spout again.



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. Click here to access [Interactive games](#).

We follow **Jolly Phonics** in Acorns class. At the beginning of each session we revise all the sounds we have learnt so far i.e. all the sounds on the stickers stuck into your child's 'Sound and Word' book and the new sounds you have been learning at home..

Click [here](#) to find the Jolly Phonics songs we sing to support learning each sound. Forward the YouTube video to sound of the day.

Other Jolly Phonics resources such as activity sheets can be found at (click on link) - <https://www.jollylearning.co.uk/resource-bank/>.

We have now covered all the sounds in the Jolly Phonics scheme. There are some we have not learnt yet in class so we will cover these below but there is not a Jolly Phonics song to go along with that sound. Please feel free to revisit any sounds your child is not confident with and don't worry

Weekly Reading Tasks (Aim to do 1 per day)

Guided Reading

This is used to help the children identify features of a picture or text through talk. The skill of comprehension are being used here and allows the children to develop reasoning, prediction and engagement with text.



Show your child this picture. Talk through these questions. There are no right or wrong answers and share your thoughts with the children too:

- How did the octopus get here?
- Why is it wearing a hat?
- Is it speaking your language? Do you understand what it's saying?
- Where did the plants come from?

Select **three** high frequency words for your child to learn. A copy of the sheet below is on the Acorns page on Google Classroom on the Wonde website.

100 High Frequency Words

a	children	her	look	on	there
about	come	here	looked	one	they
all	could	him	made	out	this
an	dad	his	make	people	time
and	day	house	me	put	to
are	do	I	Mr	said	too
as	don't	I'm	Mrs	saw	up
asked	down	if	mum	see	very
at	for	in	my	she	was
back	from	into	no	some	we
be	get	is	not	so	went
big	go	it	now	same	were
but	got	it's	of	that	what
by	had	just	off	the	when
called	have	like	oh	their	will
came	he	little	old	them	with
can	help			then	you

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.

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.

about progressing onto the sounds below until they are secure with those.

Worksheets to support the sounds below can be found on the Acorns page on Google Classroom through the Wonde website.

Monday - 'ay'

Tell children this makes the same sound as 'ai'.

Click [here](#) to watch a video about 'ay'.

Say it. Sound it out. Write it.

d-ay, s-ay, p-l-ay.

Write a sentence such as 'Today we can play'.

For example, the adult can write the tricky word first so your child can read it. Then ask them to write the word.

Next, cover the word and ask them to write it again.

Tuesday - 'ew'

Tell children this makes the same sound as 'ue' and 'oo'.

Click [here](#) to watch a video about 'ew'.

Say it. Sound it out. Write it.

n-ew, b-l-ew, n-ew-t, ch-ew,

Think of some words with 'ew' in and write them.

Wednesday - 'ow' as in 'snow' (previously they have learnt 'ow' as in 'cow'). Also makes the same sound as 'oa'.

Click [here](#) to watch a video about 'ow'.

Say it. Sound it out. Write it.

s-n-ow, sh-ow, p-i-ll-ow

Draw an 'ow' picture and label it.

Thursday - 'nk'

Click [here](#) to watch a video about 'nk'

Say it. Sound it out. Write it.

s-i-nk, p-i-nk, th-i-nk, t-r-u-nk

Draw a picture and write a sentence about it.

Friday

Revise this week's sounds and tricky words.

You could ask your child to 'look, copy, cover, write, check' the words.

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.

An idea for learning tricky words is to make flash cards so children can revise them daily.

who, which, down, any

Click [here](#) for the 'Teach Your Monster to Read' website. Each child in Acorns has a login.

Listen to a story being read: [Story line](#) and [CBBC](#) Bedtime stories.

Listen to different David Walliams books [here](#)!

Listen to a range of free books on [audible](#).

Weekly Writing Tasks (Aim to do 1 per day)

Practice name writing. Can they write their first name? Middle name? Surname?

Practice forming the letters of the alphabet. Remember to encourage your child to start their letter at the correct starting point.



Ask your child to write out the tricky words they are working on at the moment on pieces of paper and turn them into a pairs game.

Linking to learning project below -

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.

Create a poster to remind people to put rubbish in the bin and recycling. Label the poster.

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

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 Arctic, because the land is covered in snow and ice. Discuss the differences in temperature 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 support your child to create their own igloo out of the ice cubes.



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 Summer Term guidance.

#TheLearningProjects