



Early Years

HOME LEARNING

While you are self-isolating at home please have a go at the following fun activities. These activities will help support your child and ensure that they are accessing both the prime and some specific areas of learning within the EYFS curriculum and continuing their learning journey. Please bring in any evidence when you return to school so that we can share this with your child.

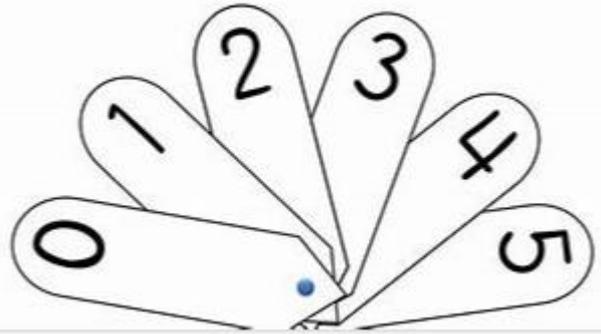
<p><b>Day 1</b></p>	<p><b>Communication Language and Literacy</b> Read your favourite story either from a book or find it online. Talk about it with a grown up. What have you enjoyed / not enjoyed? What happens at the beginning / middle / end? Who is your favourite character and why?</p> <p><b>Physical Development</b> Collect some garments of clothing from around the house and encourage your child to do up the buttons and zips on them.</p>  <p><b>Personal, Social and Emotional Development</b> Go outside and collect some natural objects. Can you use these to make your own feelings face. Explain to a grown up how you are feeling and why?</p> <p><b>Maths</b> Have a tower of three cubes, three bricks, three dinosaurs, 2 wooden bricks. Can we compare each quantity? How many are in each? Are they all the same? How can we find out? (Encourage the children to count the objects, Model to your child how to line the objects up as counting) How did we know which pile of objects was the odd one out? This can be repeated using many different objects. Please though keep to numbers 5 and less as this is where we are working to at present.</p>
<p><b>Day 2</b></p>	<p><b>Communication Language and Literacy</b> Make your favourite characters from your chosen story as a stick puppet.</p> <p><b>Physical Development</b> Sing action rhymes that involve moving your fingers i.e. Tommy Thumb, Here is the Church Here is the Steeple, Two little birds sitting on a wall, Incy Wincy Spider</p> 

**Personal, Social and Emotional Development**

Help to make a healthy lunch for yourself and your family. Make sure that it is balanced and colourful. Can you eat during your day five different colour foods?

**Maths**

Make a number fan using numbers 0-5



With your child look at each of the numbers and see if they can recall the numbers on each part of the fan. Adult to then show a chosen number. Can they find the correct number of objects for the given number? Change it around now and let your child choose the number. You collect the number of objects and get your child to check. Maybe sometimes make a mistake so that they have to help correct you.

Day 3

**Communication Language and Literacy**

Use your stick puppets to retell your favourite story and ask a grown up to write your story down using the language that you used.



**Physical Development**

Let your child borrow your tweezers. Put some cherries, dried pasta in a bowl. Can they pick the objects up using the tweezers and transfer them from on bowl to another?



**Personal, Social and Emotional Development**

Do you have a special toy at home? How would you feel if you lost this toy? Why is it important to keep it safe and not bring it into school? What do you think may happen if you bought this into school? Can you draw a picture of your special toy?

**Maths**

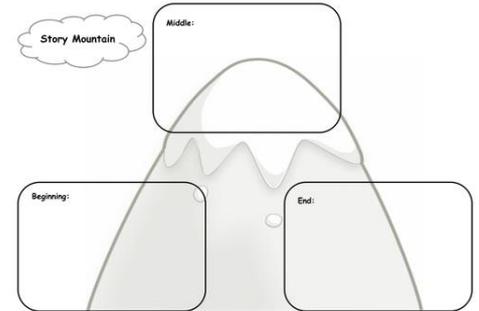
Using the number fan from yesterday show your child a given number. Can they find the correct amount of objects and place in the middle of the paper in the same as column. Now challenge your child to find more than the given number and place in the more column. Now encourage your child to find fewer than the given number and place in the left hand column. Look at each of the quantities and compare and discuss.

Fewer	The same as	More

Day 4

**Communication Language and Literacy**

Make your favourite story into a story map plotting what happened at the beginning, middle and end through images.



**Physical Development**

Using a colander and some string encourage your child to make a web threading the string in and out of the holes within the colander.



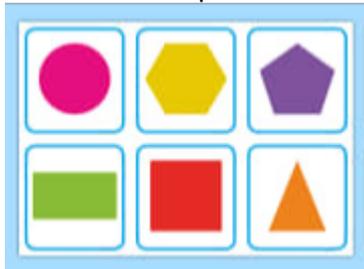
**Personal, Social and Emotional Development**

Look in your wardrobe and think about the clothes that you would wear for different seasons. Look at this alien. Is he appropriately dressed for the weather? Why? Why not? What clothes could you lend him from your wardrobe to make sure he is dressed appropriately?



### Maths

Look at the shapes below



Can your child name them (circle, hexagon, pentagon, rectangle, square, and triangle)? Explain to your child that we call these 2D shapes as they are drawn on the paper and we can't pick them up. Make some shape templates. Can your child use the templates to make their own shape pictures? Can they tell you the shapes that they have used?



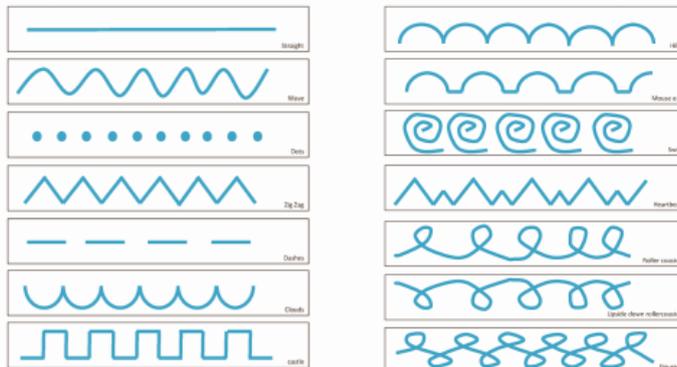
### Day 5

#### Communication Language and Literacy

Use your reading record book to recap on the sounds we have learnt so far. Show your grown up the cued articulation hand signs and see if you can sing the Jolly Phonic songs (these are both on youtube if they need a little reminding).

#### Physical Development

Can your child recreate some of these handwriting patterns?



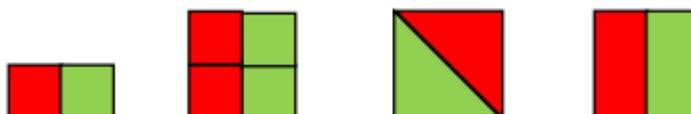
#### Personal, Social and Emotional Development

Think about how you need to sit when eating your lunch at school? What are the rules we need to follow? Can a grown up record your thoughts?

#### Maths

A shape challenge!

Can your child investigate which shapes they can make by combining squares, rectangles and triangles in different ways?



Can you build a small square, a medium square and a large square? Maybe if your child is finding this difficult you could draw outlines for your child to fill. What shapes do you use to make your squares? Is there a different way to build the same shape? Can you build a square using rectangles? How do you know it is a square? Can you build a rectangle using squares? How do you know it is a rectangle?

Day 6

### Communication Language and Literacy and Physical Development

Encourage your child to write their name. It is ok to give them a name card to copy but please avoid getting them to join your dots or write over the top of yellow pen! If they can have a go at writing each letter in pre cursive script. Remember though the initial letter is always a capital!



### Personal, Social and Emotional Development

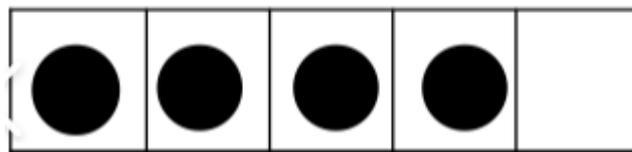
Go outside and look at the bins that are used to collect your weekly rubbish. What are each of the bins for? Can you throughout the week help your grown ups to sort the rubbish and put it into the correct bin so you are a recycling hero? Are there other things that you could start recycling that you don't already? e.g. old clothes / toys etc.

### Maths

Read the story of The Gingerbread Man

[https://www.youtube.com/watch?v=pckuS--Uiv4&feature=emb\\_logo](https://www.youtube.com/watch?v=pckuS--Uiv4&feature=emb_logo)

Whilst reading or watching ask your child... What is happening each time a character comes in to help? There is one more? As we do this recall each time 1 more than 2 is ...? We had 2 and 1 more came how many do we have now? You could also use objects from around the house to act out the story. Encourage your child to use the five frames to put the characters on as they appear in the story so that it is more visual. Can you find any other stories they you have that adopt the same principle?



Day 7

### Communication Language and Literacy

Ask a grown up to share their favourite tale from when they were little. Allow your children to ask and answer questions throughout the story i.e. Who was your favourite character? Why? What was your favourite part? Do you wish the story had ended differently?

### Physical Development

Find some dried pasta and make some pasta necklaces. This encourages great hand eye coordination!



**Personal, Social and Emotional Development**

Can you help a grown up with a chore that needs doing i.e. wash the dishes / lay the table / dust your bedroom? Keep a record of how many things you help out with during the week.

**Maths**

Continuing from the one more activity yesterday collect and label 5 pots with the numerals 0, 1, 2, 3 and 4. Encourage your child to aim and throw a screwed up piece of paper / small ball into the pots. Whichever pot the ball lands in the child has to say the number of the pot it has landed in. Using a fives frame place objects onto the fives frame to represent the number that is on the pot.



Can they now add one more to their fives frame. How many have we got now? 1 more than ... is.... Repeat and keep recalling but remember to just keep the numerals on the pot from 0 - 4!

**Day 8**

**Communication Language and Literacy**

If you haven't already sign up to [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk) and read together some stories under the pink book band section. Use the comprehension games to check your child's understanding and to help develop inference skills.

**Physical Development**

Cut out a cardboard shape and encourage your child to weave with wool or string around your shape (a bit like when you were little and you made pom poms!)



**Personal, Social and Emotional Development**

Make your own mirror using tin foil. Look in the mirror and show different emotion faces. Can a grown up recall what emotion your face is showing? Can they give you an emotion to show on your face in the mirror?

**Maths**

Sing various counting back songs i.e. 5 current bun, 5 little ducks, 5 speckled frogs. <https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-counting-songs/zn67kmn> Encourage the children to use objects from around the house as they are singing to see that each time there is one less. Put manipulatives on a fives frame and each time they are singing take one away so that the children can see that each time one is being removed and recall I had 3 1 less than 3 is 2....

**Day 9**

**Communication Language and Literacy and Personal, Social and Emotional Development**

Make a card for a relative to make them smile. Use the name writing skills you have been practising to put your name in the card. Make sure you think about who it is to and add some decoration to make the receiver smile!

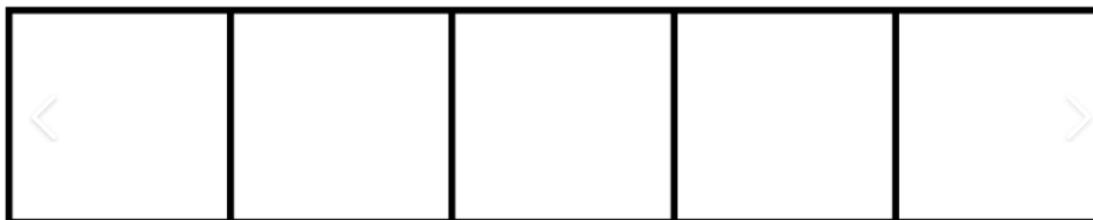
**Physical Development**

Set up a potato and spoon obstacle course in the front room! Encourage your child to try holding the spoon in right then left hand. Which hand is easier to use?



### Maths

Continuing from the one less singing yesterday and replaying a game they know collect and label 5 pots with the numerals, 1, 2, 3, 4 and 5. Encourage your child to aim and throw a screwed up piece of paper / small ball into the pots. Whichever pot the ball lands in the child has to say the number of the pot it has landed in. Using a fives frame place objects onto the fives frame to represent the number that is on the pot.



Can they now take one away from their fives frame. How many have we got now? 1 less / fewer than ... is... Repeat and keep recalling but remember to just keep the numerals on the pot from 1 - 5!

## Day 10

### Communication Language and Literacy

Facetime, ring or zoom a friend or relative and tell them about your learning whilst in isolation. What have you enjoyed? What have you not enjoyed? Why? What else have you enjoyed / not enjoyed doing?

### Physical Development

Be brave and let your child explore cutting with scissors. Draw lines on the paper and encourage them to cut along them. Just start with straight lines from one side of the paper to the other before you make the shape more complex!



### Personal, Social and Emotional Development

Draw around / print your hands and feet onto a piece of paper. Around your printing ask a grown up to record your favourite colour, favourite toy, favourite animal, how old you are, what you want to be when you grow up and have a go at writing your name underneath.

### Maths

Read the story Day Monkey Night Monkey

[https://www.youtube.com/watch?v=Wb-L8fNYPGg&feature=emb\\_logo](https://www.youtube.com/watch?v=Wb-L8fNYPGg&feature=emb_logo)

Talk about the sequence of events in your child's normal day. What do we do first, next, then, after? During the day talk about what you are doing now? What you are going to be doing next? What you are doing this afternoon?

	Talk about the days of the week. Which days do we go to school? Which days do we stay at home?
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