

Home Learning Activities EYFS – Wrens and Robins

Week 1

Weekly Maths activities

Weekly reading activities

Spatial awareness - Week 1

Spring- Jim and the Beanstalk

Discuss positional language to describe how items are positioned in relation to other items.

Vocabulary for the week: inside, on, in front, under, next to, between, behind, around, through.

- Set up your own bear hunt around the house or garden. Ask your child to describe where they could look and where each bear was found.
- Read a book together and take the opportunity to build in positional language. E.g. Finding characters on the page and telling you where they are. E.g. “Goldilocks is in front of the house.”
- On your daily walk ask your child to plan and describe some of the walk. E.g. “Go over the road, through the alleyway and around the letterbox.”
- Use figures to model and encourage positional language as your child plays. E.g. “Where shall we put the horse?” “We’ll put it in the field behind the tree.”
- Record on Tapestry which positional language your child is able to confidently use.

<https://www.youtube.com/watch?v=liizHAry5aU>

Watch the video together, pausing occasionally to allow your child to read some of the simpler words or sentences.

- Discuss the story – who are the characters? Where is the story set? What do you think will happen? Did you enjoy the story? Why?
- How does Jim feel at different points in the story?
- Was Jim a good character or a bad character? Why?
- Which new words have you learnt? E.g. oculist.

Phonics or spellings focus

Weekly writing activities

- Recap of ‘sh’, ‘ch’, ‘th’, ‘ng’
- Suggested words to practise reading/writing: chicken, rush, sing, thick, rich, hush, moth, king, chill, cash, with, wing.
- Hide some of the words around the house or garden and let your child go on a treasure hunt to find and read them. Underline the digraph to help. E.g. shop
- Read and answer these yes/no questions:
 - Is a thick book thin?
 - Will a ship sail on the road?
- Sentences of the week to write and share on Tapestry. Attempt the one that is most suitable for your child:
 - 1. A big ship.
 - 2. The ship hit the rocks.
 - 3. The big ship hit the rocks with a thud.

Spring- Jim and the Beanstalk.

- Draw pictures from the story in the correct order.
- Try to write a simple sentence to accompany each picture. E.g. Jim got some teeth.
- Try to add sequencing language. E.g. first, next, then, after that.

If your child would like a challenge, ask them to rewrite the story in their own words.

Parents tip: allow children to spell words incorrectly as long as they are using plausible sounds. Only correct tricky words that they should know.

Alongside phase 3 games on

<https://www.phonicsplay.co.uk/Phase3Menu.htm> If your child finds this tricky then focus on Phase 2. Some children can also attempt Phase 4 if they would like a challenge.

Foundation subject activities	
<p>Understanding the world - If you have any seeds, plant them and talk about what the seeds need to grow. What would happen if you didn't water them? What would happen if you didn't give them sunlight? What would happen if you didn't plant them in soil? You could conduct an experiment to find out. See if you can find any flowers in your garden or on a walk. Can you identify them? Can you make a chart to show the different flowers you found?</p> <p>Expressive Art and Design- Find a flower or plant outside. Can you create an observational drawing or painting copying the parts you can see?</p> <p>People and Communities – Did you celebrate Easter? How do your family celebrate? Have a discussion about Easter and write down what your child says about your family traditions.</p> <p>Physical Development –</p> <p>Gross motor - Can you move around the room in different ways? E.g. How would Jim move? How would the giant move?</p> <p>Fine motor – Can you carefully cut out the picture you created of the plant or flower?</p>	

NB: Please use these activities as a guide only. Do not feel obliged to complete all of these activities. They are simply to give you some ideas of the sort of themes we might be following if we were in school. Please adapt them to suit your child's individual abilities and interests and continue to use any of the other home learning suggestions if you are finding them helpful and your child is enjoying them.