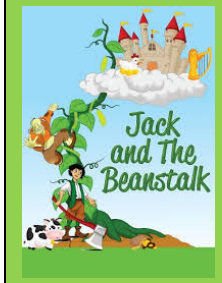
St Thomas More Catholic Primary School

EYFS Home Learning Overview

Here is what we would like you to do over the next week! You will have a literacy task, a phonics task, a maths task, and a topic related task each day as well as RE tasks each week. Don't forget to practice your letter and number formation as often as possible and read a range of books with your grown up.

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading/ Phonics *Videos can be found of staff saying the correct pronunciation of phase 2 and 3 sounds.* *A powerpoint can also be found to support with the teaching of phonics. All 5 lessons will be on one powerpoint.* *Jolly phonics songs for each sound can be found on youtube.*	To recap on previous sounds. (Phase 2 and 3). To say the letter name and sound for each. Please look at the videos that are embedded into the phonic power point for this week Practise reading the Phase 2 and 3 Tricky Words (on power point) Learn the new Phase 4 Tricky Words which can be found on the power point. Children to then read the CVCC words on the power point This may need to be modelled by an adult saying one sound at a time in quick succession and putting them together to make the word. Children in school use their arm to support this, saying one sound as they touch their shoulder, one on their elbow and one on their wrist. They then push the sounds together as they blend the sounds to say the word. Children to then practise writing the CVCC words on the next page of the power point into the phoneme frame. This will now have 4 boxes. Finally, children to read Monday's sentence and practise writing Phase 2 Tricky words.	To recap on previous sounds. (Phase 2 and 3). To say the letter name and sound for each. Please look at the videos that are embedded into the phonic power point for this week Practise reading the Phase 2 and 3 Tricky Words (on power point) Learn the new Phase 4 Tricky Words which can be found on the power point. Children to then read the CVCC words on the power point This may need to be modelled by an adult saying one sound at a time in quick succession and putting them together to make the word. Children in school use their arm to support this, saying one sound as they touch their shoulder, one on their elbow and one on their wrist. They then push the sounds together as they blend the sounds to say the word. Children to then practise writing the CVCC words on the next page of the power point into the phoneme frame. This will now have 4 boxes. Finally, children to write Tuesday's sentence without looking and practise writing Phase 2 Tricky words.	To recap on previous sounds. (Phase 2 and 3). To say the letter name and sound for each. Practise reading the Phase 2 and 3 Tricky Words (on power point) Learn the new Phase 4 Tricky Words which can be found on the power point. Children to then read the CVCC words on the power point This may need to be modelled by an adult saying one sound at a time in quick succession and putting them together to make the word. Children in school use their arm to support this, saying one sound as they touch their shoulder, one on their elbow and one on their wrist. They then push the sounds together as they blend the sounds to say the word. Children to then practise writing the CVCC words on the next page of the power point into the phoneme frame. This will now have 4 boxes. Finally, children to read Wednesday's sentence and practise writing Phase 2 Tricky words	To recap on previous sounds. (Phase 2 and 3). To say the letter name and sound for each. Practise reading the Phase 2 and 3 Tricky Words (on power point) Learn the new Phase 4 Tricky Words which can be found on the power point. Children to then read the CVCC words on the power point This may need to be modelled by an adult saying one sound at a time in quick succession and putting them together to make the word. Children in school use their arm to support this, saying one sound as they touch their shoulder, one on their elbow and one on their wrist. They then push the sounds together as they blend the sounds to say the word. Children to then practise writing the CVCC words on the next page of the power point into the phoneme frame. This will now have 4 boxes. Finally, children to write Thursday's sentence without looking and practise writing Phase 3 Tricky words.	To revisit previously learnt sounds (Phase 2 and 3). To say the letter name and sound for each. Practise reading the Phase 2 and 3 Tricky Words (on power point) Learn the new Phase 4 Tricky Words which can be found on the power point. Children to then read the CVCC words on the power point This may need to be modelled by an adult saying one sound at a time in quick succession and putting them together to make the word. Children in school use their arm to support this, saying one sound as they touch their shoulder, one on their elbow and one on their wrist. They then push the sounds together as they blend the sounds to say the word. Children to then practise writing the CVCC words on the next page of the power point into the phoneme frame. This will now have 4 boxes. Finally, children to read Friday's sentence and practise writing Phase 3 Tricky words.
	Please see video on website for correct pronunciation of letter sounds. Spelling Shed: https://www.spellingshed.com/en-gb/ (your child's login can be found in their reading record) Phonic Bug: https://www.activelearnprimary.co.uk/login?c=0 (your child's login can be found in their reading record) DfE online Letters and sounds lessons: https://wandleenglishhub.org.uk/lettersandsounds/reception Alphablocks: https://www.bbc.co.uk/cbeebies/shows/alphablocks Phonics Play: https://www.phonicsplay.co.uk/ Online Storybooks: https://www.vooks.com/				

Literacy  **On Reception Class pages you will find:** * Worksheets should you wish to use them *sound mats that show the correct letter formation * a video of the Talk for writing actions to help your child retell the story.	To retell story using talk for writing actions (a video of Mrs Sullivan doing this can be found on the class page). Talk about the order of the story. What happened first, next etc. Explain that a story map helps us to retell a story in the correct order. Look at the flip chart on class pages that shows an example of a story map for Jack and the Beanstalk. Draw your own story map for Jack and the Beanstalk . Draw an arrow in between each image. When you have finished use your finger to touch your pictures in order and retell the story of One Snowy Night.	To retell story using talk for writing actions (a video of Mrs Sullivan doing this can be found on the class page). To complete the blending CVCC sheet (this can be found on class pages). Child to look at the image, say the word. Sound out the word, so they can hear all 4 sounds, then write these sounds into the phoneme frame. A phoneme frame is a frame that has several boxes. This idea is that one sound is written in each box to demonstrate a child's phonic knowledge. Your child will be familiar with these as we have used them in school.	To retell story using talk for writing actions (a video of Mrs Sullivan doing this can be found on the class page). Take out your story map that you made on Wednesday. Retell the story using your finger again and your story map. Cut up some small pieces of paper or post it notes that are big enough to write a word on. Talk through your story map and write on your small pieces of paper words that are relevant to the story. They may be the names of the characters or Talk for Writing words. For example, Jack, boy, so, next, then, suddenly, etc. Look at the annotated flip chart on class pages to see further examples of words. Then stick them on your story map next to the appropriate picture.	To retell story using talk for writing actions (a video of Mrs Sullivan doing this can be found on the class page). To complete the blending CCVC sheet (this can be found on class pages). Child to look at the image, say the word. Sound out the word, so they can hear all 4 sounds, then write these sounds into the phoneme frame. A phoneme frame is a frame that has several boxes. This idea is that one sound is written in each box to demonstrate a child's phonic knowledge. Your child will be familiar with these as we have used them in school.	To retell story using talk for writing actions (a video of Mrs Sullivan doing this can be found on the class page). To look at the 'Jack and the Beanstalk Comprehension' PDF. To have a read through the story together with your child, looking at and discussing the images. Then ask your child the questions on page 2 of the PDF about the story. Ask your child to write their answers in their book or on paper. Encourage them to give more than one word answers. For example when it asks what the boy's name is, instead of writing 'Jack' encourage them to write 'His name is Jack'. Etc. Once your child has answered these questions, please complete a book online on Phonic bug.
	Practice writing your name each day. Can you write it without looking at the letters?				

Numeracy **On class pages you will find:** * a sheet with a number line however you may wish to make one of these at home for your child to use. *an example of a part whole diagram. Your child normally draws these on their own in their maths books.	Fluency – Subitising (A video can be found for this on class pages) Main – LO: I can find how many altogether. Have a selection of objects, tens frame, number line or part whole available for your child. Ask your child to look at the sum on the screen, read it. Your child can then choose a way to work out the answer. Once they have done this, we ask that they record this in their books or on paper by writing the sum **and** the answer. Continue this for the questions on the PDF.	Fluency – Doubles and halves(A video can be found for this on class pages) Main – LO: I can use everyday language relating to time. To introduce our vocab and meaning for 'time': Morning, midday, afternoon, night, today, yesterday, tomorrow. To talk about what we do in the day, when do we do it? Can the children look at the image and say when they do it using the vocab from beginning of lesson? Now look at the images as a collection. Can you order them to make a timetable for your day? Children can either move images on the screen, print images to be stuck in their book or draw their own version of the images. To ask your child: What did you do yesterday? What would you like to do tomorrow?	Fluency – Number Rhymes (A video can be found for this on class pages) Main – LO: I can subtract. Have a selection of objects, tens frame, number line or part whole available for your child. Ask your child to look at the equation on the screen, read it. Your child can then choose a way to work out the answer. Once they have done this, we ask that they record this in their books or on paper by writing the equation **and** the answer. Continue this for the questions on the PDF.	Fluency – Doubles and halves (A video can be found for this on class pages) Main - LO: I can use everyday language related to money. To have a selection of coins to look at. To talk about how much each coin is worth, what it looks like, it's shape, size, colour etc. Your child can then order the coins by least amount to most amount. This can also be accessed with a cutting and sticking activity should you need it. REASONING ACTIVITY: To read the following 'problem' and ask your child what they think it could be. Ask them why they think this. encourage your child to give clear reasons, using the coins practically if needed. *Mrs Sullivan has 2 coins in her purse.* *One is small and round.* *One is big with straight edges and corners.* *What coins could they be?*	Fluency – Number rhymes (A video can be found for this on class pages) Main - LO: I can talk about shapes and their properties. To recap on the names of 3D shapes and talk about their properties. Today you have a challenge. To collect a range of 3D objects in your home eg: ball (sphere), dice (cube), ice cream cone (cone), etc. To make a simple ramp. Look at the challenge PDF with you child, ask them the questions as they progress through the experiment. To discuss why these shapes roll and why the other shapes do not roll.
	Numberblocks: https://www.bbc.co.uk/cbeebies/shows/numberblocks Top Marks: https://www.topmarks.co.uk/Search.aspx?Subject=37&AgeGroup=1 Practise counting and number formation throughout the week.				

Religious Education	**People Who Help Us** ***Lesson 1:*** *To know the story of the healing of the blind man.* To watch this version of the Healing of the Blind Man, Bartimaeus. https://www.youtube.com/watch?v=JXa5BEayJMo To cover your eyes. What does everything looks like? How do you think it would feel to never be able to see? What would you miss looking at if you couldn't see? How would it make you feel? Now imagine Jesus helped you and you were seeing for the very first time. how would you feel now? Why? Children to work in small groups roleplaying the story, stopping at different points to discuss how the different people would feel. ***Lesson 2:*** *To know the story of the healing of the blind man.* https://www.youtube.com/watch?v=skE3OvbfeGI Watch this short recap of the healing of the blind man. To discuss what happened. Children to order images from this Bible Story and write some short captions about the story. Children at home can print the images on the website **or** draw their own. Jesus chose to help the blind man. How can you choose to help people during Lent? **Prayer: Walk with Me Prayer** *God our loving Father,* *We come to you today.* *Be with us, near us, guide us* *In all we do and say.* *You give us times and seasons,* *Your Spirit makes us grow.* *In times of joy and sadness* *We see your blessings flow.* *I place my life before you, in all my work and play.* *I'll try to walk with Jesus and in His friendship stay.* *Amen* *Below is a link for the Church Live stream. We are encouraging all families to gather and take part in virtual Mass each Wednesday at 9.30am.* *https://www.stthomasmorercchurch.com/live-streaming.html*

Topic/other activities	Understanding the World	Handwriting	Fitness Time	WORLD BOOK DAY!	PSED – Reflection time
	To look at your bean plant. Discuss what you did and how it has changed over time. To look at the PDF called 'Lifecycle of a bean'. To discuss the different steps in this process and then make your own representation of this cycle. You can **either** print the sheet **or** draw your own representation.	Before we start make sure you are sat of your chair comfortably, tucked in with chair feel and your feet all on the floor. Hold your pencil using the correct grip in your chosen hand, tilt your paper 45° and hold your paper secure with your free hand. This is how we should be writing all of the time. To practice your precursive letter formation for letters j and y.	https://www.youtube.com/watch?v=rnlDBKD2S78 	To dress up as your favourite story character. Two make a sock puppet to help you retell your favourite stories. Make sure you give your sock puppet a name. Share your favourite book with them!  Please send us pictures of your creations on Evidence me, email or Twitter.	To gather somewhere quiet, you may choose to play some calming, instrumental music. To set up a prayer focus with your child. You may wish to include things such as a crucifix, cross, statue, photos of people you love, examples of work that you would like to offer to Jesus. To begin by making the sign of the cross. To watch/listen to the parable of the talents: https://www.youtube.com/watch?v=5YNbpB5OGes What did each servant have? What did each one do with the money? How did the master feel about what they have done? What did the third servant do with his money? Why do you think he did this? What do you think Jesus is trying to teach about the abilities He has given us? (Allow for discussion. We need to be willing to try things out and not be afraid; we should not hide our abilities. We should allow God to use them and let God help us develop them.) What gifts and talents has God given you? How can you use your gifts and talents to help them grow?

We would love to see some of your creations on twitter. Tag us @sttommor or email a photo to r.sharpe@sttommor.bham.sch.uk
Alternatively you can upload a photo onto Evidence Me for your class teachers to see.