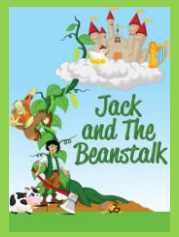
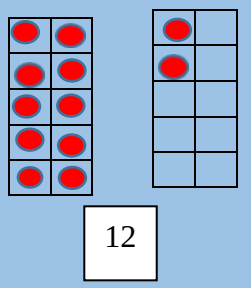
St Thomas More Catholic Primary School

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. .

	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/				
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.	**Teacher Training Day**	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 CVC 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 3 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). https://www.youtube.com/watch?v=W5rxfLRgXRE Think about the castle where the Giant lives. Open the castle power point and discuss the images . Talk about what the castle is made from . What would it be like inside ? Gloomy, cold , dark etc . Why ? Use some of the words that you have spoken about to describe the castle and write a sentence. e.g. The castle is dark and gloomy. The castle is cold and it has a moat. Remember to listen to each word carefully and write down each sound that you can hear. Remember what we need to make a good sentence: • Full stop • Capital letter • Finger spaces • Using sounds Read it back to check that it makes sense	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). PLEASE NOTE TODAY'S WORK IS A CVCC SHEET. PLEASE LOOK AT THE PHONIC LEARNING POWERPOINT FOR THIS WEEK FOR FURTHER CLARIFICATION Child to look at the image, say the word. Sound out the word, so they can hear all 3 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). Look at the flipchart . The pictures show the story of Jack and the Beanstalk . But they are not in order. Think about the beginning, the middle and the end of the story. Which picture comes first, next etc. Move the pictures on the flip chart so they are in the correct order. . Write a sentence in your book about a part of the story relating to one f the pictures Remember to listen to each word carefully and write down each sound that you can hear. Remember what we need to make a good sentence: • Full stop • Capital letter • Finger spaces • Using sounds Read it back to check that it makes sense Parents – please note that your child will not spell every word correctly, hear every sound or include everything that they should. This is ok. This is what we expect at this stage in their

			Parents – please note that your child will not spell every word correctly, hear every sound or include everything that they should. This is ok. This is what we expect at this stage in their learning. Please do not worry if it is not perfect.		learning. Please do not worry if it is not perfect.
	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 – Doubles and halves (A video can be found for this on class pages) Main – LO: I can subtract using a number line.  Open the flipchart for today's learning. Download the worksheet for reference and draw your own number lines or print the worksheet off. Discuss how subtraction means to count back . Use your finger to first practise using the number line with the addition sum provided. E.g., 5 - 2 = Place your finger on the numeral 5 on the number line . Discuss that to subtract you need to count back as the amount gets smaller. Use your finger to jump back to the next number and then the next number until you have moved the correct number of jumps. What number has your finger landed on? That is the answer to your subtraction calculation. Remember ! Do not start counting back until you move your finger to the next number.	Fluency – Subitising (A video can be found for this on class pages) Main – LO: I can subtract using a number line.  Open the flipchart for today's learning. Download the worksheet for reference and draw your own number lines or print the worksheet off. Discuss how subtraction means to count back . Use your finger to first practise using the number line with the addition sum provided. E.g., 7 - 3 = Place your finger on the numeral 7 on the number line . Discuss that to subtract you need to count back as the amount gets smaller. Use your finger to jump back to the next number and then the next number until you have moved the correct number of jumps. What number has your finger landed on? That is the answer to your subtraction calculation. Remember ! Do not start counting back until you move your finger to the next number	Fluency – Doubles and halves (A video can be found for this on class pages) https://www.youtube.com/watch?v=MhD_NQjqKCg Number blocks 11-20 Main – LO.I can order numbers to 20 Write the numbers 0 to 20 on a piece of paper. Cut them up and jumble them around . Can you now put them back in order beginning with 0? Can a grown-up point to random numbers to see if your child recognises the numeral? Can they say 1 more and 1 less than that number?	Fluency – Guess the 3D shape (A video can be found for this on class pages) Main - LO. I can represent numbers beyond 10  Draw 2 tens frames in your book. Choose a number that is beyond 10 . Draw the correct number of dots in the tens frames to represent that amount. Repeat .

	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	**Lent** ***Lesson 1:*** *To know that Lent is a time to prepare* *Lent lasts for 40 days . It is when Christians remember a time of preparation that Jesus went through. A time when Jesus had to be ready.* *Lent is a time when we think more about God, we pray more, we try to feel closer to God. It is a time where we make promises to God to become a better person and be more like him. We make promises to help others who are less fortunate than ourselves and give up something that we enjoy for 40 days.* *Help your child to draw around their foot and cut it out . Help your child think of a promise that they could make to God that they can try and keep during this time of Lent. Write their Lenten Promise on your child's footprint. E.G. In Lent I will be kind , In Lent I will help my mom . etc .Decorate and display as a reminder* ***Lesson 2:*** *To know that Lent is a time to prepare* *Revisit how long Lent lasts for and the meaning of Lent. Look again at your Lenten Promise . Has your child tried to keep their promise ?* *Talk with your child about the things that they enjoy maybe eating or doing. Ask your child to think of something that they are prepared to give up during Lent to help them feel closer to God, It may be eating chocolate, or playing on their bike – something that will make them think about all the things that God gave up for us.* *Find a blank envelope or a box that your child can decorate . Ask your child to decorate it however they choose. Ask them what they are going to give up for Lent. Write this on a piece of paper and put it inside the decorated envelope or box. Keep it next to the Lenten Promise as a reminder.* **Prayer: Walk with Me Prayer** **Walk with Me Prayer** God our loving Father, we come to you today. Be with us, hear 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		Discovery time Parts of a plant	Fitness Time	Creative Time	Handwriting
		Can you remember what you think the five things are that a plant needs to grow. Click on the link below and watch the short clip to see if you were correct. https://www.youtube.com/watch?v=eWodhBfnRto How is your seed growing? What can you see? Think about the different parts of a plant. Look at the power point in the Reception folder called parts of a plant. Can you draw your own flower and label it ? Roots Stem Leaf Flower	Jo Wicks ! Complete exercises with Jo Wicks on u tube https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ	   Be creative and paint some flowers. Flowers grow from seeds and bulbs . They come in lots of different colours and shapes. Here are a few examples of how to paint some flowers. 1. Paint your hand and use that for the flower. Paint on the stem and leaves. 2. Paint your flower, stem and leaves, Decorate with sparkly sequins. 3. Mix washing up liquid and paint into a bowl. Get a straw and blow . Put a piece of paper over the top of the bubbles you have made . Paint on leaves and flowers	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 the time. To practice your precursive letter formation for letters t and u. Remember each of these are ladder letters meaning that go straight up. Whoosh up from the line, up tall , straight back down and flick for t. Then take your pencil off and draw the arms across the middle . For u come back down the straight line , curl at the bottom and then straight backup a new line and then down again and flick. Please practise writing these letters in your book, repeating them across 2 lines to help remember how to form them.

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