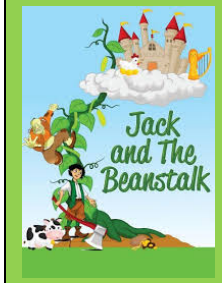
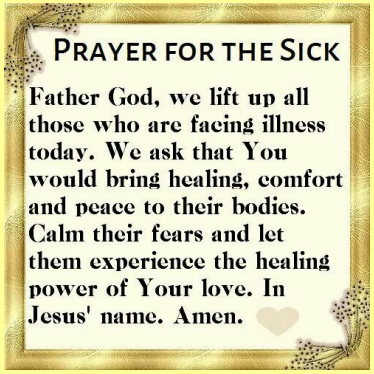
St Thomas More Catholic Primary School
EYFS Home Learning Overview

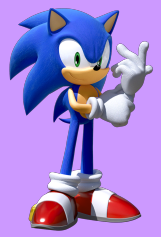
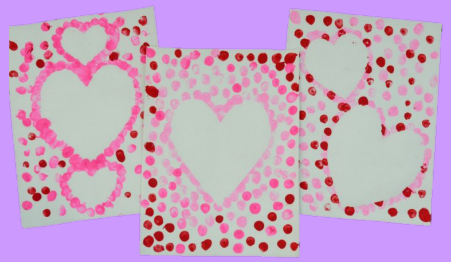
Here is what we would like you to do over the next week! You will have a literacy task, a phonics task, a maths task, and a topic related task each day as well as RE tasks each week. Don't forget to practice your letter and number formation as often as possible and read a range of books with your grown 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. Introduce new sound 'er'. Talk about this being a digraph – 2 letters that hold hands to make one sound but this time with 2 pronounciations (long and short). Children to have a go at writing the new sound. Adult to write some words that include these sounds eg mixer, fixer, her, water, stern, ladder. Children to use a different colour to circle the digraph or Children to then read the words. 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 reading the tricky words as shown on the powerpoint.	To recap on previous sounds. (Phase 2 and 3). To say the letter name and sound for each. Introduce new sound 'ue'. Talk about this being a digraph – 2 letters that hold hands to make one sound. Children to have a go at writing the new sound. Adult to write some words that include these sounds eg clue, blue, true, glue. Children to use a different colour to circle the digraph or Children to then read the words. 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 to then practise reading the tricky words as shown on the powerpoint.	To recap on previous sounds. (Phase 2 and 3). To say the letter name and sound for each. Introduce new sound 'ure' and ' ture'. The ure makes the sound as in pure . When this sound has a 't' in front of it, it changes slightly to 'ture' as in picture. Children to have a go at writing the new sound. Adult to write some words that include these sounds eg pure, picture, future, nature, cure, sure etc. Children to use a different colour to circle the digraph or Children to then read the words. 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 to then practise reading the tricky words as shown on the powerpoint.	To recap on previous sounds. (Phase 2 and 3). To focus specifically on the digraphs and trigraphs learnt in the last few weeks. To use paper and a pencil (or your Home learning book) to have a go at our dictation activity. Click the link below to watch the video: https://www.loom.com/share/2e0758bf3683489e8aece8974625c01d Log in and read a book on Phonic Bug. 	To revisit previously learnt sounds (Phase 2 and 3). To focus specifically on the digraphs and trigraphs learnt in the last few weeks. To use paper and a pencil (or your Home learning book) to have a go at our dictation activity. Click the link below to watch the video: https://www.loom.com/share/ba124012fe4d403e9c705aa68960f53d Log into Spelling shed using your individual logins and play the allocated games.  I wonder who will beat their previous scores?
	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). Think about who the characters are in the Jack and the Beanstalk story. Can you name them ? Think about Jack . What does he look like ? What is his personality like ? Discuss some ideas . Can your child justify their answers? e.g. Jack is quiet because..... Jack is fast because…. Jack is kind because…. etc Open the pdf for today's learning. You will find a zone of relevance and some words that may or may not describe Jack. The inner part of the zone is for words that describe Jack. The middle part of the zone is for words that sometimes describe Jack. Finally, the outer ring is for words that would never describe Jack. Look at the words on the Flipchart, where would you place then on the zone of relevance and why? Draw your own zone of relevance or print off the sheet provided and stick on the words that do or do not describe Jack into the correct zone	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). Think back to Monday's learning about characters. Look back at the Zone of Relevance that you made. Use some of the words that are in the inner zone – the words that describe Jack to write some simple sentences e.g. Jack is small. He is fast. Can you write your sentence? 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 learning. Please do not worry if it is not perfect.	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). Imagine you were Jack from the story. What would you do if you found yourself in the Giant's castle? Would you run and hide? Would you talk to the Giant? Would you use something to trip him up as you ran away? Be as imaginative as you can! Now try writing about what you would do in your book (or on paper). Remember to write in sentences. 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 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 – Subitising (A video can be found for this on class pages) Main – LO: I can recognise number bonds to ten. A number bond is a pair of numbers that total a given amount. We will be looking at pairs of numbers that total 10. We will be using tens frames to find our number bonds systematically. Your child can either draw one tens frame and use counters, writing the sum or they can draw the tens frame for each sum. To look at the pdf document 'Monday Maths Number Bonds'. We will be starting with 0 red counters on our tens frame. How many yellow counters do we need to make 10? Write the sum 0+10=10 Now we will start with 1 red counter on the tens frame. How many yellow counters do we need to make 10? Write the sum 1+9=10 Increase the starting red counters by one each time. write the sum for each combination. When your child is finished they should have the following sums written in their books: 0+10=10 1+9 = 10 2+8=10 3+7=10 4+6=10 5+5=10 6+4=10. 7+3=10 8+2=10. 9+1=10 10+0=10 Can your child notice anything?	Fluency – Doubles and halves(A video can be found for this on class pages) Main – LO: I can subtract. Have a selection of toys in front of you (less than 10). Remove some from the group. Say "I am taking 3 toys." Ask your child how many toys are left? Repeat this a few times. Open pdf 'Tuesday Maths Subtraction'. To use a part whole diagram to show 5-2= put the first amount (5) in the whole (larger circle). Move 2 from the whole into a part (one of the smaller circles). Move the remainder into the other part. This is the answer (in this case 3). Write the answer after the equals. 5-2=3 Repeat this for the sums shown on the screen.	Fluency – Subitising (A video can be found for this on class pages) Main – LO: I can subtract. Have a selection of toys in front of you (less than 10). Remove some from the group. Say "I am taking 3 toys." Ask your child how many toys are left? Repeat this a few times. Open pdf 'Wednesday Maths Subtraction'. To use an A4 part whole diagram to complete the subtractions. You do not need to draw the part whole today, just use one to pratically move objects and work out the answers then complete the equations. Repeat this for all of the sums shown on the screen.	Fluency – Doubles and halves (A video can be found for this on class pages) Main - LO: I can subtract using a tens frame. Have a selection of toys in front of you (less than 10). Remove some from the group. Say "I am taking 3 toys." Ask your child how many toys are left? Repeat this a few times. Open pdf 'Thursday Maths Subtraction using a tens frame'. Read the equation. E.g. 6-3= Place the first amount (6) of dots or stickers onto the tens frame. Count them to check that you have the correct amount. Now cross out the number of dots that you are subtracting (in this case 3). Count how many dots you have left on the tens frame. This is the answer. Write this numeral after the equals. Now repeat for the equations on the pdf. To write the sums and draws the tens frame in your books.	Fluency – Subitising (A video can be found for this on class pages) Main - LO: I can subtract using a tens frame. Have a selection of toys in front of you (less than 10). Remove some from the group. Say "I am taking 3 toys." Ask your child how many toys are left? Repeat this a few times. Open pdf 'Thursday Maths Subtraction using a tens frame'. Read the equation. E.g. 6-3= Place the first amount (6) of dots or stickers onto the tens frame. Count them to check that you have the correct amount. Now cross out the number of dots that you are subtracting (in this case 3). Count how many dots you have left on the tens frame. This is the answer. Write this numeral after the equals. Now repeat for the equations on the pdf. To write the sums and draws the tens frame in your books.
	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 that a Priest shows love and care for God's family.* *To be able to discuss some of the special things that the Priest does.* To about who a priest and their role in the community. Children to describe the personality of a priest e.g. kind, friendly, caring, helpful, etc. To write these in the hearts. Then draw a picture of our parish priest. To discuss what they have learnt about the role of a Priest in the local community. Would you like to be a priest? Pink pen – Can you tell me something special that Father Christopher does? ***Lesson 2:*** *To know that God calls individuals and communities to share life and care for each other.* To look at images of the Church. To talk about why people go to Church ie to pray, to celebrate Mass, for a Baptism, for a wedding etc. The people that are part of our Church community are all part of God's family. Why might people not be able to go to Church? What do you think happens when people cannot go? Normally if someone is sick then the priest and people from the parish community go to visit them. Children to make a card for a sick member of the parish community. Cards to be given to the priest to deliver. **Prayer: To say the Our Father as a family**  *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	Go Bright for the Fight! Muscular Dystrophy UK **Muscular Dystrophy is a medical condition that effects the way the muscles work over time. It makes it hard for these people to do things like walk, sit upright, breathe easily, and move the arms and hands.** **Activity - Tired Muscles** Talk about muscles in the arm and how the muscles help us to move and make us strong. Can you put your arm in the air and open and close your hand, while someone times you? How many seconds could you do it f How did it feel at the start? How did it feel after your arm was in the air for a while? How did it feel when your arm was back for down? Dress in orange, put on your sun glasses and put a picture on Twitter. Tag us at @StTomMore	**Safer Internet Day 2021!** **This years theme is 'AN INTERNET WE TRUST'.** To listen to this story about DigiDuck. https://www.saferinternet.org.uk/detective-digiduck-virtual-assembly-3-7s Open the pdf called 'An Internet We Trust' and complete the activities.	**Fitness Time** https://www.youtube.com/watch?v=QM8NjfCfOg0 Sonic the hedgehog Cosmic Yoga Adventure. 	**Creative time** To talk about Valentines day. Make and write a card for someone that you love. I can't wait to see your creations! 	**Social Time** **Turn Taking** 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 i and l. Remember that each of these are ladder letters meaning that they go straight up. Woosh up from the line, up tall, straight back down and flick. Try and make your 'l' taller than the 'i'. For each of these letters remember not to take your pencil off the paper until you have finished it. 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 r.sharpe@sttommor.bham.sch.uk
Alternatively you can upload a photo onto Evidence Me for your class teachers to see.