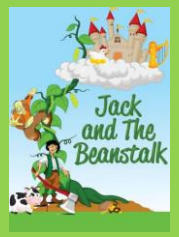
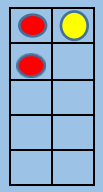
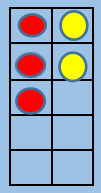
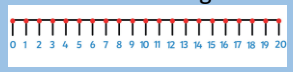
St Thomas More Catholic Primary School

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 'ow'. Talk about this being a digraph – 2 letters that hold hands to make one sound but this time with 2 pronunciations (long and short). Children to have a go at writing the new sound. Adult to write some words that include these sounds eg cow, owl, frown, down. Children to use a different colour to circle the digraph. 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 power point.	To recap on previous sounds. (Phase 2 and 3). To say the letter name and sound for each. Introduce new sound 'oi'. 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 boil, coil, oil, foil. Children to use a different colour to circle the digraph .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 power point.	To recap on previous sounds. (Phase 2 and 3). To say the letter name and sound for each. Introduce new sound 'ear'. Talk about this being a trigraph – 3 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 beard, fear, clear, tear. Children to use a different colour to circle the digraph. 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 power point.	To recap on previous sounds. (Phase 2 and 3). To say the letter name and sound for each. Introduce new sound 'air'. Talk about this being a trigraph – 3 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 hair, stair, fair Children to use a different colour to circle the digraph. 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 power point.	To revisit previously learnt sounds (Phase 2 and 3). To say the letter name and sound for each. Children to then practise reading the tricky words as shown on the power point. To play Dragons Deb on Phonics Play website.  Phonics play website are currently offering their premium games for free with the following information: **username: jan21** **password: home**
	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). Read the story of Jack and the Beanstalk either from a book that you have at home or by clicking on the link below https://www.youtube.com/watch?v=W5rxfLRgXRE Look together at the shortened Talk for Writing version as stated above, Practise the Talk for Writing actions with your child. Say the word – do you know the action? Then practise saying the whole Talk for Writing story together	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 about who the characters are in the Jack and the Beanstalk story. Can you name them ? Think about the Giant . What does he look like ? What is his personality like ? Discuss some ideas . Can your child justify their answers? e.g. the Giant is mean because..... the Giant is angry because …. Open the flipchart for today's learning. You will find a zone of relevance and some words that may or may not describe the Giant . The inner part of the zone is for words that describe the Giant. The middle part of the zone is for words that sometimes describe the Giant. Finally, the outer ring is for words that would never describe the Giant .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 the Giant 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 Wednesday'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 the Giant to write some simple sentences e.g. The Giant is massive. The Giant is angry. 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.
	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 add using a tens frame. Look at the worksheet provided on class pages titled adding using a tens frame. Either print off or draw your own tens frames and addition calculations onto your paper.  2+1 = Children to use 2 different coloured spots or 2 different coloured crayons to create the addition within the tens frame. Count all the spots to find how many altogether and write the answer . Use the language addition, add, plus, equals and altogether. Repeat with further addition calculations.	Fluency – Doubles and halves (A video can be found for this on class pages) Main – LO: I can add using a tens frame. Look at the second worksheet provided on class pages titled adding using a tens frame. Either print off or draw your own tens frames and addition calculations onto your paper.  3+2 = Children to use 2 different coloured spots or 2 different coloured crayons to create the addition within the tens frame. Count all the spots to find how many altogether and write the answer . Use the language addition, add, plus, equals and altogether. Repeat with further addition calculations.	Fluency – Subitising (A video can be found for this on class pages) Main – LO: I can add 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 addition means to count on . Use your finger to first practise using the number line with the addition sum provided. E.g., 3 + 2 = Place your finger on the numeral 3 on the number line . Discuss that to add you need to count on as the amount gets larger. Use your finger to jump 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 addition calculation. Remember ! Do not start counting on 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 add 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 addition means to count on . Use your finger to first practise using the number line with the addition sum provided. E.g., 4 + 3 = Place your finger on the numeral 4 on the number line . Discuss that to add you need to count on as the amount gets larger. Use your finger to jump 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 addition calculation. Remember ! Do not start counting on until you move your finger to the next number.	Fluency – Guess the 3D shape (A video can be found for this on class pages) Main - Look at some empty boxes . What shape are they ? Can you find a cylinder, a cube and a cuboid? Make a collection of small objects that are 3D shapes, such as a small ball, a small building brick, a dice and a glue stick. Hide the objects in a bag. and then put your hand in the bag to choose one of the objects. Describe the shape to an adult and see if they can guess the object that you are holding. Then they could describe a shape for you to guess. Use some playdough or salt dough to make 3D shapes. Can you make a cube, a sphere, a cuboid, a cylinder, and a pyramid?
	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	**Baptism** ***Lesson 1:*** *To know about the story of the Presentation of Jesus.* *To read the story of the Presentation of Jesus in the Temple form the Bible.* *The link below will also retell the story for you if you also wish to do so.* *https://www.youtube.com/watch?v=L1AS8RbJPyU* *Talk about how Mary and Joseph were a poor couple, coming to the Temple with their baby.* *Simeon and Anna knew that Mary and Joseph and baby Jesus were special. The Holy Spirit told Simeon to go quickly to the Temple . When he arrived there ;he saw Jesus in Mary's arms and new that Jesus was special and was the Son of God. Simeon And Anna knew that God had kept his promise .* *This story teaches us that everyone is important to God.* ***Lesson 2:*** *To know about the story of the Presentation of Jesus.* *To think about ways in which Jesus can help and guide us.* *Draw a picture of Jesus with Mary and Joseph at the Temple with Anna and Simeon or print of the picture to colour on Reception class pages.* *Write a sentence about something you remember from the Bible story and what happened to Jesus on that special day. Discuss how Anna and Simeon felt when they saw Jesus? Why?* **Prayer: To say the Our Father as a family** *Dear Lord, Thank you for the special gift of Baptism.* *Thank you for welcoming us into your family. 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	Creative Time Junk Modelling	Discovery time Growing a plant from a seed	Fitness Time	PSHE Children's Mental Health Week	Handwriting
	Look at the images provided on the flipchart found in class pages titled castles. Discuss the parts of a castle eg the turrets, the moat, the shape and size of the windows, the drawbridge , the door, what the castles are made from etc. Draw a castle with all the parts that you have discussed. Think about resources that you have in your home and what you could use to make your own 3D castle. Gather spare empty boxes, tubes, and any other pieces of cardboard that you have. Using glue and/ or masking tape assemble your boxes together. Use scissors with an adults help if needed to create turrets and a drawbridge to create your very own 3D castle. Begin to think about you will paint, decorate your castle ready for next week.	Discuss 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 To complete this activity, you will need a bean seed e.g., a runner bean, broad bean etc. Place some soil in a small pot or plastic cup and then place the bean about a third of the way down into the soil. Cover gently with soil. Give the seed a small amount of water and place in a warm area that has sunlight and air. Water your seed regularly. Each week take a photograph or draw a picture of how your plant grows. Measure your plant weekly and make a bean diary adding your photograph or picture and measurements.	Jo Wicks ! Complete exercises with Jo Wicks on u tube https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ	To talk about what makes you special. It may be something visual like our hair or our eyes or it may be something inward such as kindness, a caring nature etc. Talk about what we are good at- swimming , building towers, reading etc. Talk about things that make you happy. Get an adult to help you draw your name in bubble writing to decorate it in a way that represents you . Use your favourite colours etc Draw your favourite things inside the letters. Draw a picture of yourself next to you name and ask an adult to help you write down around the picture all the things that you like about yourself , what you are good at and what makes you happy. Display your picture for everyone in your family to see. Remember you are an amazing person!	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 a and q. Remember each of these are 'curly caterpillar' letters that start on the line, 'whoosh' to the top, then curl back round. 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.