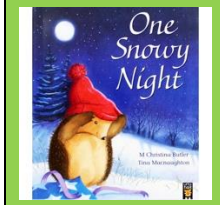
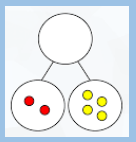
St Thomas More Catholic Primary School

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 'oo'. 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 food, look, cool, wood. 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 'ar'. 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 arm, farm, star, far. 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 'or'. 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 fork, lord, torn, cord 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 'ur'. 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 turn, curl, burn 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 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 powerpoint. To play Pick a picture 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). To talk about how stories are structured (beginning, middle and end). To look at your story map and have a go at writing the beginning of the story in your book or on paper. For this you should go up until Little Hedgehog wraps the gift up again and writes a new label. Encourage your child to sound each word out and write all of the sounds that they can hear (a sound mat can be found in a previous week on Reception class page if needed). 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). To recap on how stories are structured (beginning, middle and end). To look at your story map and read the beginning of the story that you wrote on Monday. To have a go at writing the middle of the story in your book or on paper. For this you should go from when Little Hedgehog wraps the gift up again and writes a new label up until fox gets the hat and cuts 2 holes for his ears. Encourage your child to sound each word out and write all of the sounds that they can hear (a sound mat can be found in a previous week on Reception class page if needed). 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	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). To recap on how stories are structured (beginning, middle and end). To look at your story map and read the beginning and middle of the story that you wrote earlier this week. To have a go at writing the end of the story in your book or on paper. For this you should go from when fox gets the hat and cuts 2 holes for his ears until the end of the story. Encourage your child to sound each word out and write all of the sounds that they can hear (a sound mat can be found in a previous week on Reception class page if needed). 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

	We would appreciate it if you could email a photo of this completed work to your child's class teacher or upload it onto Evidence Me so that we can use this as an assessed piece of writing.		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.		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 partition 6 and 7. Children to have 6 counters (or other small objects). Count them to check. Now put these into the 'whole' on the part whole diagram (the big circle). You can now split that amount into 2 parts. E.g. when partitioning 6: 4 is a part and 2 is a part so 6 is the whole. Therefore 4+2=6 To have a go at writing the sum. Repeat for 6 and 7. Can you split it in more than one way? To record different ways of partitioning 6 and 7 in your book or on paper.	Fluency – Doubles and halves(A video can be found for this on class pages) Main – LO: I can partition 8 and 9. Children to have 8 counters (or other small objects). Count them to check. Now put these into the 'whole' on the part whole diagram (the big circle). You can now split that amount into 2 parts. E.g. when partitioning 8: 5 is a part and 3 is a part so 8 is the whole. Therefore 5+3=8 To have a go at writing the sum. Repeat for 8 and 9. Can you split it in more than one way? To record different ways of partitioning 8 and 9 in your book or on paper.	Fluency – Subitising (A video can be found for this on class pages) Main – LO: I can partition 10. Children to have 10 counters (or other small objects). Count to check. Now put these into the 'whole' on the part whole diagram (the big circle). You can now split that amount into 2 parts. E.g. 10: 5 is a part and 5 is a part so 10 is the whole. Therefore 5+5=10 To have a go at writing the sum. Repeat. See how many different ways you can partition ten. To record different ways of partitioning 10 in your book or on paper.	Fluency – Doubles and halves (A video can be found for this on class pages) Main - To draw your own A4 part-whole diagram. You will be able to use this with counters, sweets or other small objects to practically find the answer to some sums. To look at the sums on the power point. Read them together, using your arms to make the signs. Ask your child to write the sum in their book (or on paper). Then use the part whole model to practically find the answer. Eg. 4 + 2 = Place the counters in the two parts as shown to the right.  Then your child can count them as they move them all into the larger circle that we call the 'whole'. Repeat this for all of the sums displayed on the powerpoint.	Fluency – Subitising (A video can be found for this on class pages) Main - To draw your own A4 part-whole diagram (or use the same one from yesterday's lesson). You will be able to use this with counters, sweets or other small objects to practically find the answer to some sums. To look at the sums on the power point. Read them together, using your arms to make the signs. Ask your child to write the sum in their book (or on paper). Then use the part whole model to practically find the answer. Repeat this for all of the sums displayed on the powerpoint. Your child should be more independent with this process after yesterday's lesson, but they may still require some support.
	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 understand that during Baptism we are given a special name.* To discuss that during Baptism we are given a Christian name. To talk about what this means, what their name is etc. To know that God will call them by their name. To bubble write your name (with help from your grown up) and decorate it. Put it up somewhere to remind you that your name is special just like you. ***Lesson 2:*** *To know that Jesus is the light of the world.* *To think about ways in which Jesus can help and guide us.* To light a candle and sit in a quiet space. During our Baptism we are given a Baptismal candle. This represents Jesus being the light of the world, always helping and guiding us in all that we do and providing a hopeful light in the darkness. To discuss ways that Jesus can help and guide us. What might you ask for help with? To write a prayer asking Jesus for help. Chn to also decorate a candle to remind them that Jesus is the light of the world. **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 Rothko	Discovery time Light and Dark	Fitness Time	Handwriting	Social Time Turn Taking
	To look at powerpoint called 'Monday Rothko' Today will look at an artist called Mark Rothko and we will be mixing colours to make our own artwork. This lesson involved painting. If you do not have paints at home then you can just discuss the colour mixing slides and your child can create their own art piece with whatever media you have available. All the information that you need can be found on the powerpoint.	To look at the powerpoint called 'Tuesday A tale of two feathers'. Read the story and discuss any questions about light and dark that may arise. Eg. Why is it light in the day time? why does it get dark at night time? what do we use to help us see at night? Etc. Now use materials that you can find in your home to make a den. Try to make the den as dark as you can. Now use torches in the den. How can you make it brighter? Can you make shadows? Explore and tell your grown up what you have found.	https://www.youtube.com/watch?v=KAT5NiWHFIU Cosmic Yoga Adventure.	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 c and o. 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.	To talk about why we have to take turns. How does it make you feel if someone doesn't take turns fairly? How can we make sure it is fair? When do we take turns? Etc. Discuss how taking turns works – You have a turn then the next person has a turn, until everyone has had one go. Then it is time to start again, taking turns until everyone has had 2 goes etc. Find a game that requires you to take turns. Play the game with your family. Can you show your family how to take turns fairly?

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.