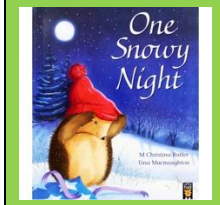
**St Thomas More Catholic Primary School**

**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 |
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| **Reading/ Phonics**<br><br>*Videos can be found of staff saying the correct pronunciation of phase 2 and 3 sounds.*<br><br>*A power point can also be found to support with the teaching of phonics. All 5 lessons will be on one power point with an initial overview page that explains the weeks learning.*<br><br>*Jolly phonics songs for each sound can be found on you tube.* | To recap on previous sounds. (Phase 2 and 3). To say the letter name and sound for each.<br>Introduce new sound 'ai'. Talk about this being a digraph – 2 letters that hold hands to make one sound.<br>Children to have a go at writing the new sound.<br>Adult to write some words that include these sounds e.g., rain, train, pain, nail. 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.<br>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.<br>Introduce new sound 'ee'. Talk about this being a digraph – 2 letters that hold hands to make one sound.<br>Children to have a go at writing the new sound.<br>Adult to write some words that include these sounds e.g., seed, feet, week, sheep. 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.<br>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.<br>Introduce new sound 'igh'. Talk about this being a trigraph – 3 letters that hold hands to make one sound.<br>Children to have a go at writing the new sound.<br>Adult to write some words that include these sounds e.g., night, sight, fright, tight. Children to use a different colour to circle the trigraph. 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.<br>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.<br>Introduce new sound 'oa'. Talk about this being a digraph – 2 letters that hold hands to make one sound.<br>Children to have a go at writing the new sound.<br>Adult to write some words that include these sounds e.g., boat, float, coat ,coach. 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.<br><br>Children to then practise reading the tricky words as shown on the power point.<br><br>To play Dragon's Den on Phonics Play website.<br><br> |
| | **Please see the overview power point slide for the explanation of Phonics this week and the power point containing all the sounds and words that you need for the week. There is also a video on website for correct pronunciation of letter sounds.**<br>Spelling Shed: https://www.spellingshed.com/en-gb/ (your child's login can be found in their reading record)<br>Phonic Bug: https://www.activelearnprimary.co.uk/login?c=0 (your child's login can be found in their reading record)<br>DfE online Letters and sounds lessons: https://wandleenglishhub.org.uk/lettersandsounds/reception<br>Alpha blocks: https://www.bbc.co.uk/cbeebies/shows/alphablocks<br>Phonics Play: https://www.phonicsplay.co.uk/<br>Online Storybooks: https://www.vooks.com/ | | | | |

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| **Literacy**<br><br><br><br><br>**On Reception Class pages you will find:**<br><br>* Worksheets should you wish to use them<br><br>*sound mats that show the correct letter formation<br><br>* 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).<br><br>To talk about who did the present go to after it landed with a bump.? Discuss how the present was given to Hedgehog, then to Rabbit, then to Badger and finally to Fox. Talk about when you get a present, how do you feel, do you write a thankyou letter? Think about how a letter begins – Dear… and ends love from…<br>Write a letter to one of the characters in the story thanking them for the red bobble hat present.<br><br>Remember what we need to make a good sentence:<br>• Full stop<br>• Capital letter<br>• Finger spaces<br>• Using sounds<br>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).<br><br>To complete the blending CVC sheet (this can be found on class pages). If you are unable to print out the CVC sheet, please draw your own phoneme frame and look at the images from the CVC sheet.<br><br>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.<br><br>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).<br><br>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 One Snowy Night.<br>Draw your own story map for One Snowy Night . Draw an arrow in between each image.<br><br>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).<br><br>To complete the blending CVC sheet (this can be found on class pages). If you are unable to print out the CVC sheet, please draw your own phoneme frame and look at the images from the CVC sheet.<br><br>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.<br><br>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).<br><br>Take out your story map that you made on Wednesday. Retell the story using your finger again and your story map.<br><br>Cut up some small pieces of paper or post it notes that are big enough to write a word on.<br><br>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, Hedgehog, hat , but, thump, 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. |
| | Practice writing your name each day. Can you write it without looking at the letters? | | | | |

| **Numeracy**<br><br>**On class pages you will find:**<br><br>* a sheet with a number line however you may wish to make one of these at home for your child to use.<br><br>*an example of a part whole diagram. Your child normally draws these on their own in their maths books. | Fluency – Marbles in a jar<br>(A video can be found for this on class pages)<br><br>Main –Write the numerals 0 to 10 on a piece of paper. Next cut them into individual numbers. Shuffle them and then put them back into the correct order and stick them onto a piece of paper or in your workbook. Keep checking that your numbers are in the correct order by reciting the numbers 0 to 10 .<br><br>Once they are stuck down in the correct order either draw the correct number of dots with a coloured crayon underneath or use sticky dots / stickers to represent the correct amount .<br><br>, | Fluency – Doubles and halves<br>(A video can be found for this on class pages)<br><br>Main – Look at the flipchart for today's learning which can be found on class pages. You will find an image of three penguins of different height. Discuss their height using the vocabulary taller, tallest, tall, shorter, shortest , shorter etc. Print off the images of the penguins which you will also find on class pages or use the penguins on the flip chart and rearrange them into the correct height order beginning with the shortest. If you use the flipchart take a photograph of the penguins in order and send it to us !<br>Discuss who is the tallest , shortest in the family . Who is taller than who? Use string or wool to measure each other. Label the strings with names and put them in order of size . | Fluency – Marbles in a jar<br>(A video can be found for this on class pages)<br><br>Main –– Look at the flipchart for today's learning which can be found on class pages. You will find an image of penguins and igloos. Discuss the preposition of the penguins e.g., under the igloo, on top , next to, beside, inside. Print off the worksheet which you will also find on class pages or use the penguins on the flip chart and move them under , on top of the igloos etc. If you use the flipchart take a photograph at the end and send it to us !<br><br>Look at further preposition at home . Use a bed , or a chair and physically sit on , under , next to etc. Then use dolls/ action figures to do the same.<br><br>. | Fluency – Doubles and halves<br>(A video can be found for this on class pages)<br><br>Main - To look at number bonds to 5 together. Use fingers on one hand to remind yourselves e.g., 0 fingers down 5 fingers up. The sum is 0 +5 =5<br>1 finger down 4 fingers up. The sum is 1 + 4 = 5 etc<br><br>Draw 5 five frames onto your paper or into your workbook<br><br><br><br>Use stickers or a coloured crayon to represent the different number bonds to 5 within the 5 frames.<br><br><br>Write the relevant sum 1 +4 =5<br><br>Repeat | Fluency – Marbles in a jar<br>(A video can be found for this on class pages)<br><br>Main- To look at a number line to 10. To play a game where the child finds and points to different numerals (6, 7, 8, 9 and 10). Can they find them on the number line?<br>Remind your child that the number to the right of a given number is one more than. To find one more than a given number to 10.<br>Now remind your child that the number to the left of a given number is one less.<br>Children to have a fast recall practically of one more and one less than a given number up to 10 with and without using the number line .<br><br>. |
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| | Numberblocks: https://www.bbc.co.uk/cbeebies/shows/numberblocks<br>Top Marks: https://www.topmarks.co.uk/Search.aspx?Subject=37&AgeGroup=1<br>Practise counting and number formation throughout the week. | | | | |

| Religious Education | |
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# Baptism

Lesson 1: To know that Baptism happens in the Church.

Talk about how families are incredibly special.
Discuss who is part of their family.
Think about and discuss the broader concept of family beyond their own home eg. Class family, school family. Explain that we are going to be learning about how we become a part of God's family. This special celebration is called Baptism.

Talk about your child's Baptism or someone that they know who has been baptised . What happened?
What were they given at their Baptism – a name and then they became part of God's family.
Discuss where a Baptism takes place- in Church (God's house)Talk about how we can feel closer to God in Church.
Discuss who carries out the Baptism ? Why ?
Adult to lead in the roleplay of a Baptism in church, where children /doll take key roles. If you have a Baptismal Candle / shawl etc at home, please use these if you can.

Lesson 2 :To be able to talk about some of the signs and symbols of a Baptism.

To look at images of the signs and symbols of Baptism on the flipchart which can be found on class pages . Focus on what the key symbols of a Baptism are. Print off the sheet on class pages with the symbols on or get the children to draw their own symbols.
Children to label the key symbols of Baptism in their books.
Shell, Baptismal Candle. Holy Water, Font.
To ask children: What do we become part of during Baptism?

**Reflect on whether they are baptised and what that means to them. The importance of listening to God, to hear what he is calling us to be and to say yes.**

**Prayer:**
**Dear Lord,**
**Thank you for the special gift of Baptism.**
**Thank you for welcoming us into your family.**
**Amen**

| Topic/other activities | Creative Time | Discovery time | Fitness Time | Handwriting | Social Time |
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| | To collage a snowman .<br>Get creative!<br>We cannot wait to see your hard work!<br>Here is one I made earlier !<br> | This half term we will be looking at the North and South Poles. The North Pole is called the Arctic and the South Pole is called the Antarctic.<br>Ernest Shackleton was a famous explorer who explored the South Pole .<br>Look at the power point on class pages to find out more about him .<br>Talk about what an explorer would need to take on their journey with them? What things would they need ?<br>Imagine that you are going to explore the North Pole . What would you see? Draw a picture of all the animals you would see in the North Pole and make an explorer's collage. | Jo Wicks !<br><br>Complete exercises with Jo Wicks on u tube | 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.<br>To practice your precursive letter formation for letters s and f .<br>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. | Road Safety<br>Talk about how we cross a road safely. What do we need to think about ?<br>Watch the video following the link below stop. Look. Listen .Live Discuss<br>https://www.youtube.com/watch?v=pI4Ye4EZo00<br><br>Go for a walk with your grown up and practise what you have learnt about how to cross a road safely .<br><br>Make a poster to show the rules of how to cross the road safely. |

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.