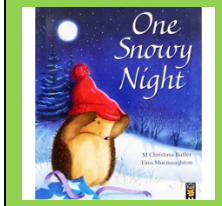
St Thomas More Catholic Primary School
EYFS Home Learning Overview

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 'sh'. 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 ship, fish, shop, wash. 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 'ch'. 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 chip, chop, chain, chin. 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 'th'. 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 thin, that, with, then. 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 'ng'. 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 wing, song, lung, gang. 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 Dragon's Den on Phonics Play website. 
	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 the hedgehog. To think of some adjectives to describe him. These words should tell us what he looks like and what he might feel like to touch. Once you have decided on some interesting words try and put them into a sentence. Remember a sentence needs to make sense to the listener/reader. 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 talk about the Rabbit. To think of some adjectives to describe him. These words should tell us what he looks like and what he might feel like to touch. Once you have decided on some interesting words try and put them into a sentence. Remember a sentence needs to make sense to the listener/reader. 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 talk about the Fox. To think of some adjectives to describe him. These words should tell us what he looks like and what he might feel like to touch. Once you have decided on some interesting words try and put them into a sentence. Remember a sentence needs to make sense to the listener/reader. 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
	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 – 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? 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 8. Now remind your child that the number to the left of a given number is one less. Your child can now represent this using the sheet found on class pages. Children should draw (or use stickers if you prefer) to represent the correct amount, then either add another or take one away. To fill in the missing numerals in the sentence 'one more than …. Is …..' and 'one less than …. Is ….'	Fluency – Doubles and halves (A video can be found for this on class pages) Main – 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 Repeat for 6 7 and 8. Can you split it in more than one way?	Fluency – Doubles and halves (A video can be found for this on class pages) Main – we will be representing 9 and 10 in different ways. Ask your child to represent 9 on their fingers. Can they make it a different way using their fingers? On paper to have a go at writing the numeral, using the numberline if needed. Then to draw 9 objects. Can they remember what the 9 numberblock looks like? What about the 9 numicon? To repeat to represent 10 in different ways.	Fluency – Doubles and halves (A video can be found for this on class pages) 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? 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, repeating Monday's. Now remind your child that the number to the left of a given number is one less. Your child can now represent this using the sheet found on class pages. Children should draw (or use stickers if you prefer) to represent the correct amount, then either add another or take one away. To fill in the missing numerals in the sentence 'one more than …. Is …..' and 'one less than …. Is ….'	Fluency – Doubles and halves (A video can be found for this on class pages) to have 9 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 9: 4 is a part and 5 is a part so 9 is the whole. Therefore 4+5=9 Repeat for 9 and 10. Can you split it in more than one way? If they find this easy can they split the number into 3 parts.
	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	**Christmas** *Lesson 1: To be able to empathise with some of the thoughts and feelings of the Shepherds.* To recap on the Christmas Story. Where might we find this story? In the Bible, which is God's special book. To link the Christmas Story to their Christmas Play. Can they remember what happened? You may wish to re-watch the Nativity together using the QR codes provided before the holidays. How would you feel if you were out at night time on the side of the hill looking after sheep? Now imagine a bright light appeared and someone spoke to you. How would you feel then? Shocked, surprised, excited? What would you think and wonder about? I would probably wonder how it happened and wonder who else knew about the birth of this amazing baby. Children to have a go at writing the thoughts and feelings of the shepherds onto the thought bubbles on the sheet. *Lesson 2: To be able to understand that the Wise Men went on a special journey.* What journey did the Wise Men take? Why did they go to Bethlehem? How did they get there? Did they take the train? What did they take with them? Why? How do you think they would have felt? Think carefully about the journey the Wise men took to visit Baby Jesus. Think about the gifts that they took with them. I want you to think about something that you can give to Jesus as a gift. Miss Sharpe has decided to offer the gift of patience and hope to Baby Jesus. Mrs Sullivan has decided to offer the gift of prayer and love to Baby Jesus. What gift will you offer Jesus? What about your grown up? How can you show this? You might want to write this somewhere to remind you, or draw a picture of how you can show this whilst at home. **Prayer:** *Loving God,* *Help us to remember* *the birth of Jesus.* *That we may share* *in the song of the angels,* *the gladness of the shepherds* *and the worship of the Wise Men.* *Amen*

Topic/other activities	Creative Time	Discovery time	Fitness Time	Handwriting	Social Time
	To make your own penguins. You can paint, collage, sculpt, etc. Get creative! We can't wait to see your hard work!	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. They have different animals that live in each. Look at the powerpoints on class pages and discuss the facts about these animals. Now complete the sorting activity (also found on class pages). Can you remember where each animal lives?	Dance! Turn up your favourite song and dance!	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 d, g, 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.	Internet safety To look at the powerpoint 'Smartie the Penguin' and discuss where appropriate as prompted by the questions on each slide. As learning goes online and our young children are using technology more, we feel that revisiting how to be safe online is important. Should you have any questions or concerns about things that your child says then please let your class teacher know and they will try their best to help and support you. https://www.childnet.com/resources/smartie-the-penguin

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.