



Hello from the EYFS team. It's the Easter holidays but as we'll all be at home we thought you would still like some things to do.

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MATHS

Task: Number line fun!

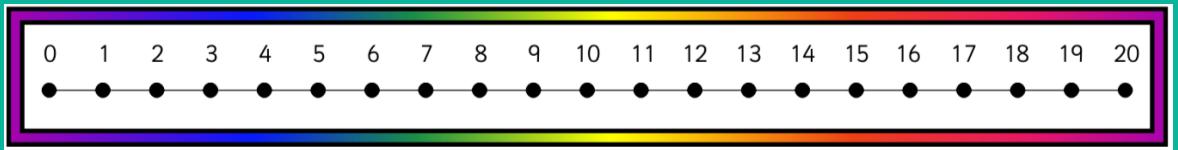
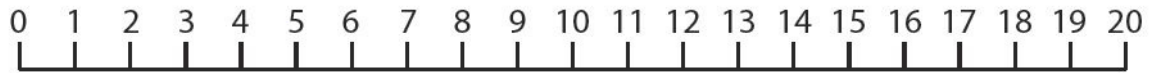
We know how great a number line is at helping us with our maths. It would be good for you to make your own. Number lines are easy to make. You can ask an adult to help you if you don't know what number comes next. It would be good to make one up to 20 if you can. Don't worry about the numbers being exactly the same distance apart, just make sure your number line is mostly straight. You could use a book or a ruler to help you. And each number has a small line or dot mark on the line. You can decorate it however you like or keep it plain, as long as you can still see the numbers.

Here is an interactive number line.

http://www.eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/mw/manip/mn_popup.shtml&filename=nmb1_prim&title=Number%20Line&grade=1

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Parent guidance:

The children are encouraged to refer to their class number line whenever completing any number task as a reference and to reinforce their number knowledge, even if they know an answer without it. It would be good to have their own number line nearby which they can refer to. A large number line is better, I would recommend 2 pieces of paper, about 60cm. Please remind them that it is ok to refer to it whenever they like. Resource- rich learning in maths lessons is applied throughout MRA, so it would be good to recreate some helpful simple resources at home too.

See Appendices 1 for number lines

Literacy



Task: Look at this picture of a bird can you remember what it's called? That's right, it's a Pied Wagtail, we often see them at school. Write some sentences to describe it. What colour is it? What body parts does it have? What size is it? What would it sound like?

Or draw a picture of a bird and label it's different body parts.

Extension: Write a story about the bird coming to visit our outside area.

Parent guidance:

When writing encourage your child to use their phonics independently. Get them to keep repeating the word slowly to hear all the sounds, ask them to use their Fred fingers. Remember we're looking for phonetically plausible attempts. It can be a slow process, so if either of you are getting frustrated just praise the attempt and move on to the next word or take a break!

Here's a link to a RWI parent video explaining Fred fingers.

<https://m.youtube.com/watch?v=absSgYIPCns&t=22s>

TOPIC

Task: Materials

You are going to think about what things are made from. Make a collection of interesting objects from around your house. Make sure they are made from different materials. Now sit down and look carefully at them all. Use your senses to investigate them; what do they feel like? What sound can

they make? What colour are they? What do they smell like? Don't use your sense of taste, yuck!

Now you could sort them into different groups maybe all the hard things and all the soft things. How many different ways can you sort them?

Extension Draw 2 big circles and label them with one way you sorted the objects. Now draw the objects in the correct circles and label them.

Or watch this

<https://www.bbc.co.uk/bitesize/topics/zrsgk7/articles/z9pgcdm>

Parent guidance: Encourage your child to choose objects made of a range of materials e.g. metal, wood, plastic, fabric, glass so that when they investigate them there are clear differences. When sorting into groups it will be interesting to see what they come up with! You could also suggest some ways that have 2 clear options such as smooth or rough.

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MATHS

Task: One more, one less

Use your number line to find one more and one less than a number. Pick any number up to 19 and write it down on paper. Then find it on your number line. Jump forward or back depending on what you are finding. Remember 'more'

a
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is jumping forward, getting bigger and 'less' is jumping back, getting smaller and you are only ever jumping one jump to the numbers next to it. When you have found the numbers, write them either side of your original number and say your 'super sentences'. "One more than 2 is 3" "one less than 2 is 1" Once you have practiced, you could get someone to play a game with you.

Adult/Sibling: "What is one more than 11?"

Child: "One more than 11 is 10"

1	2	3
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Challenge:

You could try writing the matching equations.

For example: $2 + 1 = 3$ and $2 - 1 = 1$

Parent guidance:

Make sure they understand that 'one less is taking one away' and 'one more is adding one'. They should recognise the pattern but also be able to prove it to you with their number line. Or, if they need further support, you can get them to count out the same number of objects and physically add one more or take one away and count them again to find the answer. Remember always say the 'super sentences' out loud each time, i.e. full sentences.

LITERACY

Tricky word list

the	a	do	to	today
of	said	says	are	were
was	is	his	has	I
you	your	they	be	he
me	she	we	no	go
so	by	my	here	there
where	love	come	some	one
once	ask	friend	school	put
push	pull	full	house	our
then	them	her	all	like
into	when	have	their	out
little	two	what	came	

look  write  check 

Task:

Make some flash cards of 5 of the tricky words from the list we sent home or choose some from the picture above. Cut up some scrap paper into 10 pieces and write each word twice, so you have 10 cards in all.

Now you could play pairs to practice reading the words. Shuffle them up, lay them out face down. Now turn 2 over at a time, read each word, are they the same? If they are keep that pair if not turn them back over. Keep going till you have found all the pairs.

Or you can practice reading tricky words here:

<https://m.youtube.com/watch?v=TvMyssfAUx0>

Parent guidance:

Use the same method as we do for homework to write the words on scraps of paper. Choose 5 words that your child is

currently working to learn. They can play pairs with you or on their own, they may need help recognising the words.

TOPIC

Task: Interview a member of your family about what life was like when they were your age. It could be someone you live with or you could give someone a ring. Choosing someone who is lots older than you like a grandparent will make it more interesting. Before you start, think about what you want to find out. You could write some questions down. You could ask what their favourite toy was, where did they live, how did they get to school.

Or choose one of these Cbeebies radio programmes to listen to about lives in the past.

<https://www.bbc.co.uk/programmes/p0301mcv/episodes/player>

Extension: Write a few sentences about the person you interviewed. You could give it a title eg. My Grandad, draw a picture of them and write the sentences underneath.

Useful words who what where why when how

Parent guidance: This could be a nice opportunity to give an older member of your family a ring and spend some time talking to them. Your child will need some help to think of 4 or 5 questions they want to ask.

MATHS

Task: Who can jump the furthest?

<https://www.youtube.com/watch?v=ftB5VU64yGA> You could start by watching this video about measuring.

Play a jumping game with the people you live with. Warm up with some jumping on the spot. We can jump up high but we can also jump across (like if we had to jump over a puddle). Who can jump the furthest? How could you measure the jumps? Create a starting point and a way to record where people land (this could be with toys, chalk marks or coins). Have some practice jumps and then take turns to jump, recording the landing points. Measure the length of each jump by placing an object as many times as it takes to cover that distance. You could use a shoe, a bottle, a book but only use **one**. You can use a super sentence to describe your measurement "I jumped 4 shoes" or "I jumped 5 books".



Challenge:

Create a table to record everyone's jumping distance. Challenge yourself to increase your distance. Support others to do the same.

Use the internet to find out the jumping distance of other animals – mark out the distance using your shoe.

Or play Chopper squad to practicing finding one less or 10 less <https://www.topmarks.co.uk/learning-to-count/chopper-squad>

Parent guidance:

Ask questions to reinforce learning and understanding. Who do you think can jump the furthest? How can we find out? How can we measure the distance? What if we used different objects for each person? How can we record/remember how far each person has jumped? Let the child lead as much as possible and praise all suggestions/ answers, encouraging discussion and problem- solving.

LITERACY

Task: Match the sentences to the pictures. Use Fred talk or Fred in your head, you can 'speedy read' words you know.



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pat a
dog



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a cat on
a bed



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a cat in
a hat



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to the top
of the hill



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a sad
man



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get off
the bus



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a pin on
a map



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no lid on
the pan

Or you can read some silly sentences here:

<https://www.ictgames.com/mobilePage/tellATRex/index.html>

Extension:

Can you draw some pictures and write your own sentences? Cut them up, muddle them up and get someone else to match them up. Have fun!

Parent guidance: The children can sound out each word if they need to or use 'Fred in your head' when they look at each sound then say the word out loud. Here's a link to a RWI video explaining how to blend words.

<https://m.youtube.com/watch?v=MNyFikwNQTg>

TOPIC

Task: There are 2 choices with today's task both of them are about making a map.

1. Make a map of an imaginary desert island. Draw the outline of the island then use pictures to show all the different things on the island. You could put a cave, a mountain, a river, a hut where you live, a volcano. Colour it in to make it look really interesting.



2. Draw a map of a room in your house. Start by drawing the shape of the room, it's probably a rectangle. Then draw all the furniture in the room, try and put it all in the correct position.

Extension Write a story about how you ended up on a desert island, were you ship wrecked? Are you an explorer? Are there dinosaurs? Let your imagination go wild!

Parent guidance: For task 1 they may need help to draw a big enough outline at the beginning as it will be hard to do if

the island is too small! Then you could make a list of what they are going to include first then let them get on with drawing and colouring their island. Task 2 is a bit more challenging have a good look at the room they choose together and make a list of all the furniture to include.

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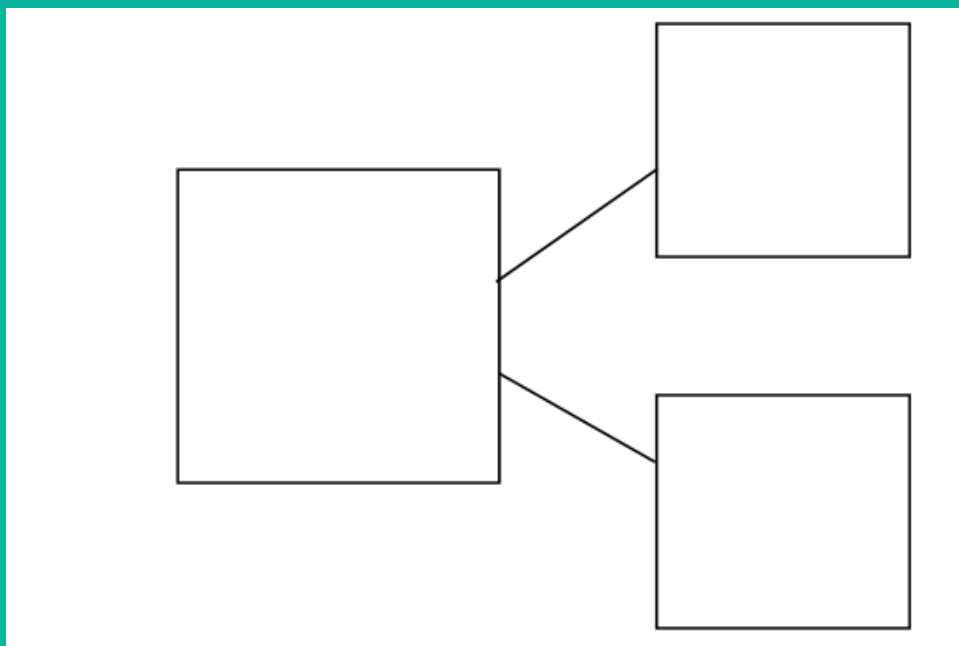
MATHS

Task:

Number bonds.

Can you find the missing part (number)? How could you find the missing part? You could draw a 'part, part, whole' model to help you. Draw dots to support your learning or use small objects in the part/s to help you. This video shows you a good technique. Write the answer in the whole (i.e 7) and the part in the part (i.e 4). Put 7 objects in the whole and move 4 over into the part. Move the rest into the other part, the missing part (i.e 3) and count how many.

<https://www.youtube.com/watch?v=Awd460WLwRs>



Just like in our 'maths meetings', you could use your count on method and fingers to help you.

If not, you could count out the objects and see how many more you would have to add to get the answer. For example, count 4 books and see how many more you need to count 7 altogether. Once you find an answer, always say your super sentence! For example "4 plus 3 is equal to 7". You can write the matching equations if you like.

$$4 + \underline{\quad} = 7$$

$$6 + \underline{\quad} = 9$$

$$3 + \underline{\quad} = 10$$

$$5 + \underline{\quad} = 6$$

$$2 + \underline{\quad} = 5$$

Or play this addition game

<https://www.oxfordowl.co.uk/api/interactives/24456.html>

Challenge:

Make up a 'first, then, now' maths story for your equations . For example, 'First there were four pigs in the pen, then three more pigs came into the pen. Now there are seven pigs altogether'.

Parent guidance:

You could write out the equations with just the missing part first for the children to finish. Remember if they make a

mistake, encourage them to figure out what went wrong and fix it. They can complete the process again to help them. Maths stories can be as simple or complex as they like, as long as the maths is correct.

LITERACY

Task: Complete a page in your handwriting book, make sure you use the rhymes to form each letter correctly.

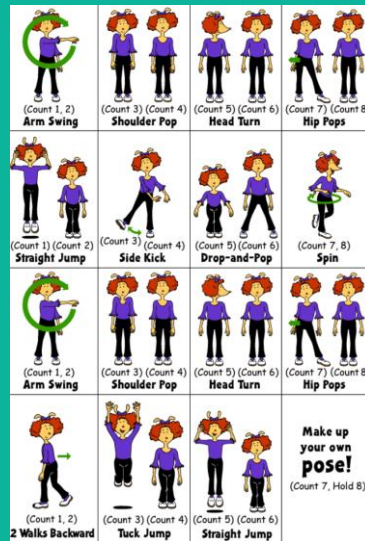
Extension: Write some sentences using some of the words from your handwriting page.

Parent guidance:

Your children should be very familiar with the handwriting rhymes for each letter, if you still have the little green book we sent home at the end of the autumn term they are also in there. Encourage the children to take their time and form each letter correctly.



TOPIC



Task: Make up your own dance routine. Choose one of your favourite songs or get a grown up to choose you a new piece of music, sit down and listen to it carefully a few times. Think about how it makes you feel. Does it make you feel calm and relaxed or energetic and bouncy? Now stand up and start dancing! First of all do some free dancing. Now think about the, movements, did you stamp your feet, skip, wave your arms, spin around? Choose 4 or 5 movements and join them together to make a dance. You have created a repeating pattern! Repeat the 5 movements lots of times till the music finishes.

Or watch this and make up a dance move for each instrument.

<https://m.youtube.com/watch?v=3nsCMkiKp5I>

Extension Teach someone else your dance routine.

Parent guidance: The main aim of this activity is to have fun and be active. It is a good opportunity to introduce them to a different style of music possible classical or jazz. Here are some ideas.

<https://www.letsplaykidsmusic.com/14-best-classical-music-tracks-for-kids/>

<https://www.classicsforkids.com/music/jazz.php>

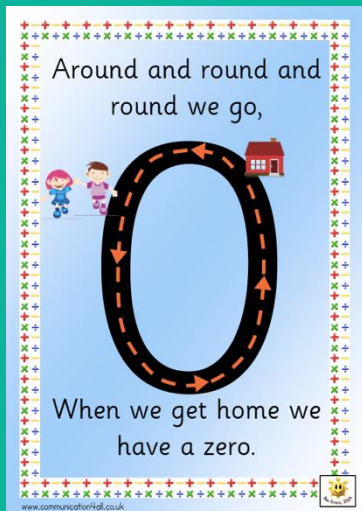
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MATHS

Task: Number formation

Spend some time practising writing your numbers!

Remember practice makes perfect 😊 Start with numbers within 20. Work up from 0 if it helps.



Use your number rhymes to help you! Use your 'magic pencils' in the sky first to practise before you write.

0- around and around and around we go, when we get home we have a zero

1- 'Start at the top and down we run, that's the way we make a one!'

2- 'Around and back on a railroad track- two, two, two!'

3- 'Around the tree and around the tree that's the way we make a three!'

4- 'Down and over and down some more, that's the way we make a four!'

5- 'Down and around then a flag on high, that's the way we make a five!'

6- 'Down we go and make a loop, number six makes a hoop!'

7- 'Across the sky and down from heaven, that's the way we make a seven!'

8- 'Make a 's' and do not wait, when it's joined up you have an 8!'

9- 'Make a loop and then a line, that's the way we make a nine!'

Numbers from 10 - __ group of ten and __ ones

This numbers in the teens song may help

<https://www.youtube.com/watch?v=uedvwH6Ay18>

Challenge:

Try making your own number cards with the same amount of dots below and/or write a number then draw the same amount of dots next to it. You could even try to tally the number! Saying "1,2,3,4,5 shut the gate, 6,7,8,9,10 shut the gate" as you go.

Parent guidance:

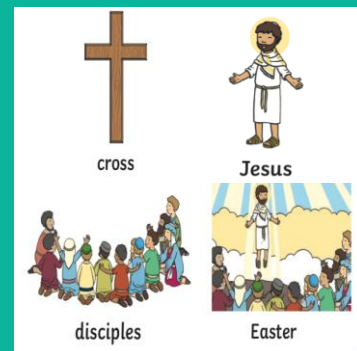
Encourage children to write numbers starting from 0-10 first so you can work out which numbers they still need to practice. Only practise writing numbers within 20 if these can be written. 'Magic pencil' means they hold an imaginary

pencil in their hand, writing the formation in the air in front of them.

See Appendices 2 and 3 for print out practice sheets

LITERACY

Task:



Make an Easter or spring card for someone in your family

Remember to write 'to' and 'love from' and write a message for them in the middle.

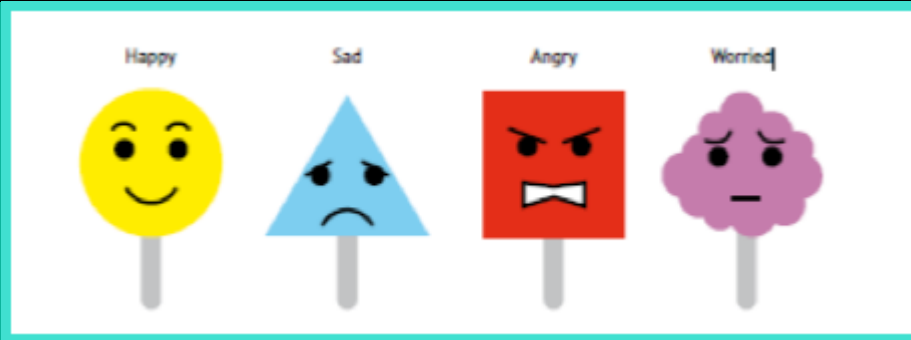
Parent guidance:

This is good practice for some tricky words as well as thinking up a sentence for their message. They may need help folding the paper in half and setting out the card.

TOPIC

Task: How do you feel today?

Do you remember the emotions puppets we made at school?



Mr/s Happy, Mr/s Sad and Mr/s angry, Mr/s Worried.

Shut your eyes and ask yourself “How am I feeling now?”

Maybe you feel like one of the puppets but maybe you feel a different emotion. If you find it difficult to find a word, think about how your body feels and what your face is doing. Are you smiling like Mr/s Happy, scrunching up your eyes and eyebrows like Mr/s Angry or feeling a bit scared like Mr/s Worried? These videos describe different emotions. Maybe after watching them you’ll know which emotion you feel better. Make sure once you know how you feel you talk to your grownup about it.

A collection of clips presented by Dr Radha Moghil that explore a whole range of feelings and emotions, as well as providing talking points and tools to feel better.

<https://www.bbc.co.uk/teach/class-clips-video/pshe-early-years-foundation-stage-ks1-feeling-better/zm2st39>

Parent guidance:

If children are worried or unsettled about Coronavirus, here’s a good book you can read to help the children feel less worried. I’m sure you’re all doing a great job already.

<https://subscriptions.earlyyearsstorybox.com/dont-worry-little-bear-book/>

Or this little story

https://660919d3-b85b-43c3-a3ad-3de6a9d37099.filesusr.com/ugd/64c685_0a595408de2e4bfcbf1539dcf6ba4b89.pdf

Check out the Pacey website

<https://www.pacey.org.uk/working-in-childcare/spotlight-on/coronavirus/supporting-children-in-your-setting-coronavirus/>

Or check out the government website advice on supporting children.

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak>

Challenge

Useful Links

Extension activity with each activity for more challenge have a look at the home learning section of the website.

All links with activities.

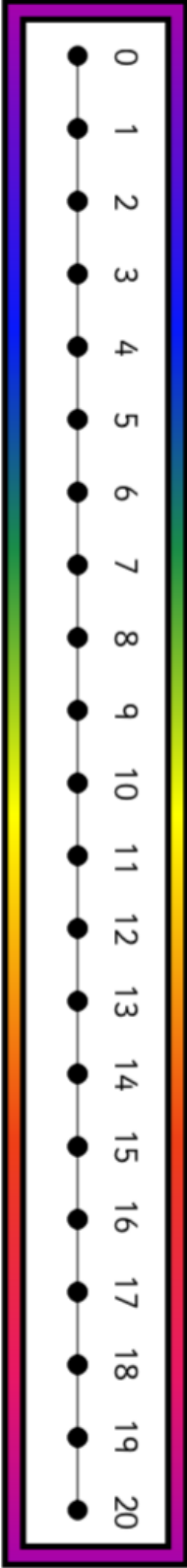
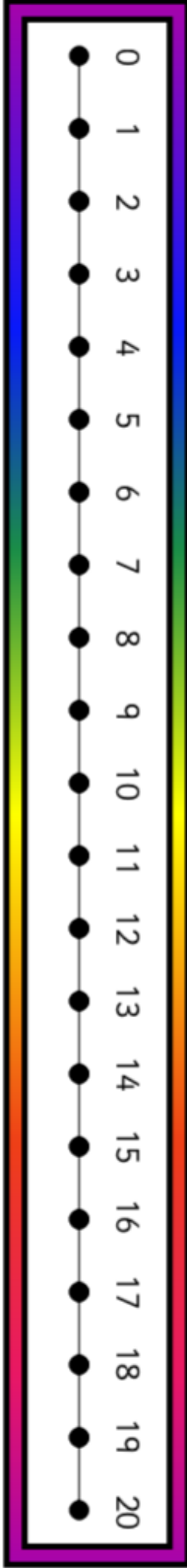
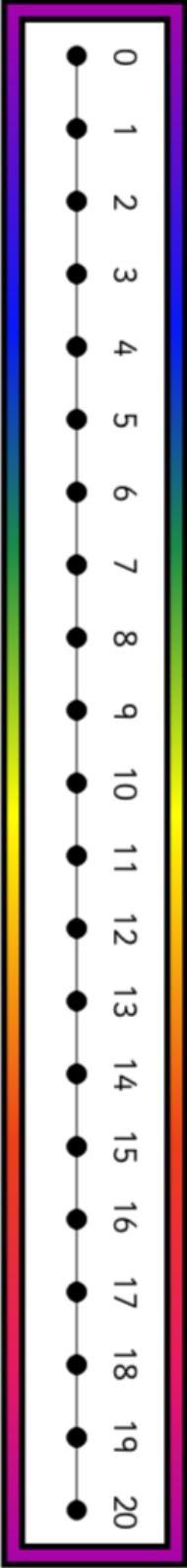
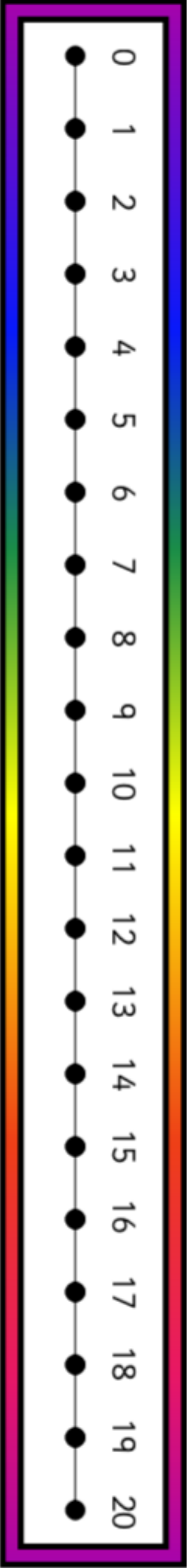
RWI are running daily speed sound lessons on their YouTube channel

Set 1 sounds- single sounds a-z and sh, ch, th, qu, ng and nk. 9.30

Set 2 sounds- long vowel sounds eg. ay, ee, these will be new to some of the children. 10.00

https://m.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ

Appendices 1



Number Formation Activity

Can you trace the numbers?

0 0 0 0 0 0 0 0 0 0

1 1 1 1 1 1 1 1 1 1

2 2 2 2 2 2 2 2 2 2

3 3 3 3 3 3 3 3 3 3

4 4 4 4 4 4 4 4 4 4

5 5 5 5 5 5 5 5 5 5

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Number Formation

Can you trace the numbers?

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