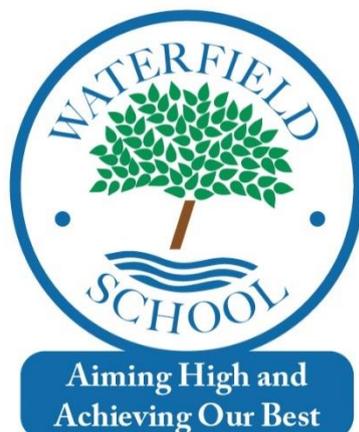


Reception (EYFS)

Home Learning Pack 1

2020



In order to support you at home we have devised the suggested timetable below

This is Ideal for children in the Early Years

Reading and writing ideas for morning	<p>We are encouraging your child to read a book or part of a book to you every day (this could be half the story early morning and half the story before lunch).</p> <p>Help your child to blend words together and build up their reading confidence by giving them lots of praise. They could read one of their schoolbooks, a book from home or a story on Oxford Reading Buddy.</p> <p>In this Session children could also practise their writing. They could write their name using correct letter formation or write a sentence about how they are feeling / what they are wearing / what they are going to play with today.</p>
Play time	<p>Help your child to choose a healthy snack to eat.</p> <p>If you have access to outdoor space and are allowed outside (<i>depending on current advice form the government</i>) encourage your child to spend time outside, running around, climbing and getting some fresh air.</p> <p>Should you need to stay inside possibly try following one of these activities: https://www.jumpstartjonny.co.uk/free-stuff</p>
Number and shape ideas for morning	<p>In the morning children could also practise counting up from 0 – 20 and back from 20 – 0, they could do this by counting 20 claps, 20 jumps, walking up 20 steps or stamping 20 times.</p> <p>Children should also practise writing numbers, remembering to write them the correct way around.</p> <p>Children may also like to watch a Maths based show such as: https://www.bbc.co.uk/iplayer/episodes/b08bzfnh/numberblocks https://www.bbc.co.uk/cbeebies/shows/the-numtums https://www.bbc.co.uk/cbeebies/curations/number-raps</p>
Lunch time	<p>We like to encourage children to be independent. They could help you by writing a list of what they would like to eat for lunch and then help you find the ingredients to make their lunch with you.</p> <p>Perhaps you could ask your child to help clear up afterwards, they could help by washing up, wiping down surfaces and putting clean plates or cups away.</p>
Activity ideas for afternoons	<p>Please see enclosed ‘Nursery Rhyme’ sheets for you to support your child’s language learning at home. In the afternoon you could learn a new song together and make up actions to it. You might also wish to try one of the other activities on the ‘Help at home’ sheet we have also provided.</p> <p>We have previously sent home Sound Mats, Tricky Word Mats and High Frequency Words to learn – these can be difficult to learn and require a lot of practise, so please help your child every day to recognise new sounds, tricky words and high frequency words. We have included some more copies within this pack for you.</p> <p>You could also play turn taking games such as snakes and ladders or complete a jigsaw puzzle together.</p>
Before Bed	<p>Remind your child of everything they have done during the day using language of ‘first’, ‘then’, ‘next’, ‘after’ to help them to remember all they have achieved and how busy they have been.</p> <p>If possible, please read a bedtime story (or stories!) to your child. You could even use different voices to make it exciting!</p>

Reception - Help at Home sheet

Here are some ideas of how you can help me grow and learn at home. Please do as many of these as often as you can with me.

Talk to me about my emotions. Help me to recognise when I am happy, sad, angry, upset or excited. I could make faces in a mirror and draw pictures of how I am feeling. I could even write about it!

Ask me about my friends. I could tell you what they look like; how are they are the same or different.

Play rhyming string games with me. Help me to recognise rhyming words – see who can say or write down the most to win!

mat, cat, bat, hat

jog, bog, log, dog

tip, nip, sip, dip

bun, fun, pun, run

Talk to me about the importance of eating a varied diet and about the health benefits of eating vegetables and fruit. What do I already know?

Help me to stay fit and active by challenging me to hop 5 times on each leg or do 10 bunny hops. Vary the task and how many you ask me to do!

Help me to act out stories with puppets, dolls or teddy bears. Stories could include: 'Little Red Riding Hood', 'We're going on a bear hunt' or 'Goldilocks and the 3 bears'

Encourage me to cook with you, measuring ingredients and noticing changes e.g. the difference between a raw and cooked eggs.

Help me recognise 2D shapes such as squares, triangles, rectangles, circles. Take me on a shape hunt around the home. What shapes can I see? I could label shapes I find.

Help me to recognise and sort different real objects by 3D shape such as cylinders (a tin of beans) and cereal boxes (cuboid).

Read a bedtime story to me as well as me reading to you at least once during the day, every day.

Ask me to label items around the home using correct letter formation. Either with an initial sound, whole words or sentences such as 'the black cat', 'a big bed'

Encourage me to help you to lay the table at mealtimes, or help me to serve dinner to members of my family.

Help me to recognise different technology within the home. I could make a list of everything that uses electricity and make another list for objects that use a battery around the home.

Ride a cock horse to Banbury Cross

Ride a cock horse to Banbury Cross
To see a fine lady upon a white horse
With rings on her fingers and bells on
her toes
She shall have music wherever she
goes.

The big ship sails on the ally all oh

The big ship sails on the ally ally oh,
The alley ally oh,
The alley ally oh.
The big ship sails on the ally ally oh,
On the last day of September.

Cobbler, cobbler mend my shoe

Cobbler, cobbler mend my shoe,
Get it done by half-past two,
Stitch it up and stitch it down,
Then I'll walk around the town.

Cobbler, cobbler mend my boot,
Mend it well to fit my foot,
Stitch it up and stitch it down,
Then I'll walk around the town.

1, 2, 3, 4, 5, Once I caught a fish alive

One, two, three, four, five,
Once I caught a fish alive.
Six, seven, eight, nine, ten,
Then I let it go again.

Why did you let it go?
Because it bit my finger so.
Which finger did it bite?
This little finger on the right.

Nursery rhymes help children to understand rhyme and rhythm and supports their language development.

Please sing with your child and help them to learn
some nursery rhymes. More are available on:

<https://www.bbc.co.uk/programmes/p06kbsbz>

Thank you for your continued support.

Down at the station

Down at the station, early in the
morning,
See the little puffer trains, all in a
row.
Here comes the driver to start up the
engine,
Puff! Puff! Peep! Peep! Off we go!
Puff! Puff! Peep! Peep! Off we go!
Puff! Puff! Peep! Peep! Off we go!

A sailor went to sea, sea, sea

A sailor went to sea, sea, sea,
To see what he could see, see, see.
But all that he could see, see, see,
Was the bottom of the deep blue
sea, sea, sea.

Little Bo Peep

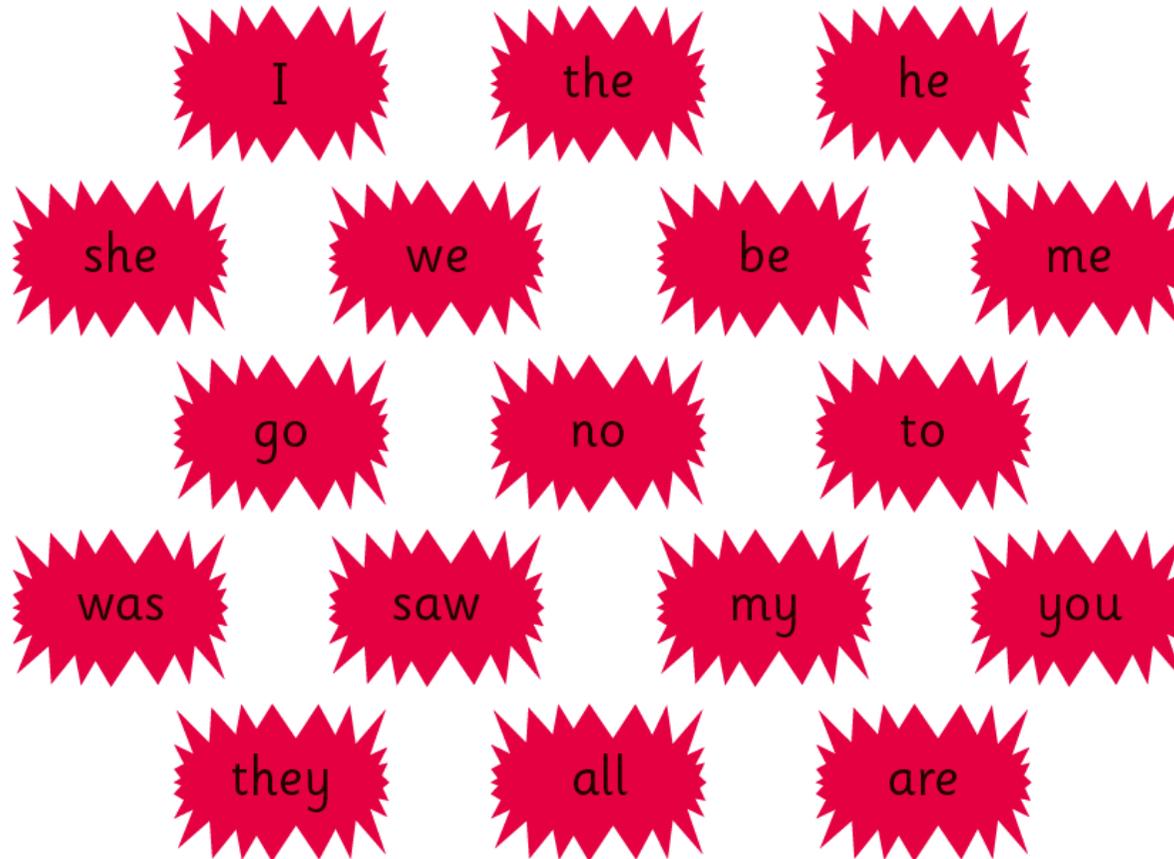
Little Bo Peep has lost her sheep,
And doesn't know where to find
them.
Leave them alone and they'll come
home,
Bringing their tails behind them.

Mary, Mary quite contrary

Mary, Mary quite contrary,
How does your garden grow?
With silver bells and cockle shells
And pretty maids all in a row.

Mary, Mary quite contrary,
How does your garden grow?
With silver bells and cockle shells
And pretty maids all in a row.

Tricky words need to be recognised by sight, in books when we are reading and should also be used in our writing.



On YouTube there is a Tricky Word song that can help me to learn and remember some of the Tricky words we have learnt in school so far: <https://youtu.be/TvMyssfAUx0>

High frequency words are words that we use regularly in language, reading and writing. Some of the words can be sounded out, some are tricky and need to be learnt by sight. Please help your child to recognise, read and write these high frequency words.

a about all and are	as an asked at	back be but by	called came can children come could	dad day do don't down	for from get go got	had have he help	her here him his house	I I'm in into if	is it it's just	like little look looked
made make me mum Mr Mrs my	no not now	of off oh old on one out	people put	said saw see she	said some so same	that the then them their there	they this time to too	up very	was we went were what	when will with you

Help me to use this sheet to form my letters correctly when I am writing my name, labels, sentences and stories.

a b c d e f g h i

j k l m n o p q r

s t u v w x y z

Remind me how to form my numbers correctly. I could trace over these numbers with my finger before I try writing the number or a number sentence on a piece of paper.

