



Home Learning

EYFS

Maths Tasks and Activities

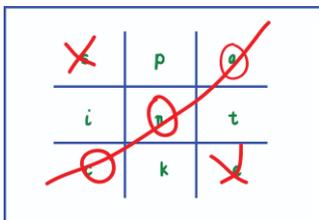
- Watch a Numberblocks clip each day at: [BBC](#) or [CBeebies](#). Use this guide [here](#) to give you ideas on what to do with your children whilst watching an episode.
- Working on [Numbots](#) - your child will have an individual login to access this.
- Practise counting up to 20. This can be done through playing hide and seek, singing number songs, chanting, board games etc.
- Write out the digits 0 - 9.
- Practise recognising amounts up to [five](#) or up to [ten](#) by playing these games. This can be done by reading a dice when playing board games, playing with cards, identifying how many food items on the plate etc.
- Sing Number songs to practise counting, reciting numbers in order, one more, one less using number songs: Five Little Ducks, Five Little Men, Ten Green Bottles

Reading Tasks and Activities

- Read a variety of books at home. Favourites can be repeated. Hearing the patterns of language in a story will support your child's language development.
- Reception age children: Children to read to parents daily. Visit Oxford Owl for free eBooks that link to your child's book band. You can create a [free account](#).
- Complete the linked Play activities for each book.
- With your child, look in magazines, newspapers and books for the tricky words they are currently learning. They could use a highlighter to highlight in magazines and newspapers.

Weekly Spelling Tasks (Aim to do 1 per day)

- Sing Nursery Rhymes and songs together. Add in actions and change the words. Can children think of different rhyming words to add in? Repeat old favourites and learn new rhymes. You can find an A-Z of [Nursery Rhymes here](#).
- Daily phonics - Practice the sounds your child is working on and blend words. This can be oral blending (e.g. spoken out loud c-a-t) or written if appropriate. [Interactive games](#).
- Sing the song 'Daddy Finger' - Can your child change their voice for each person e.g. a deep voice for Daddy finger, a squeaky voice for Baby finger.
- Play phonics noughts and crosses. Draw out a grid and write a letter, digraph, trigraph or tricky word in each part of the grid. Take it in turns to name what is written in the grid. If you say it correctly you can add your nought or cross in that square.



Weekly Writing Tasks (Aim to do 1 per day)

- Ask your child to draw a picture of the people who live in their house. If they share time across two houses, draw who lives in each house. Can they label their family members using their phonics knowledge?
- Practise name writing. Can they write their first name? Middle name? Surname?
- Can they write the names of their family members? Do they know Mummy and Daddy's real name? They could copy this or use their phonics knowledge. Can they write this? Using chalks, crayons, paint, felt tips.
- Practise forming the letters of the alphabet. Follow your school's script.
- Ask your child to write out the tricky words they are working on at the moment on pieces of paper and turn them into a pairs game.



Learning Project Ideas

The project this week aims to provide opportunities for your child to gain a better understanding of their own family. Learning may focus on what different makeup of families, what traditions your family has, stories linked to your family etc.

- **Look at a selection of family photographs** and discuss the changes over time.
 - Show your child a photograph of them as a baby, a 1 year old, a 2-year-old. What could they do at that age? What can they do now that they couldn't do then?
 - Look at a picture of a family member as a baby (this could be parents, siblings). Discuss how everyone was a baby once.
 - Are there any black and white photographs? Why are these photographs black and white? Do they show older family members when they were younger? Talk about how life was different then.
- **Draw a family tree**- How does your family link together? Can your child draw out their family members and link them together using lines?
- **Do a picture survey of the people in your house.** How many family members have blonde/ brown/ black/ red hair? Can you record this with pictures? How many people have blue/ brown/ green eyes?
- **Have a family picnic.** Lay out a blanket in the living room or garden. Can children make sure everyone has a plate, fork, spoon, cup? How many do we need all together? Give your child a selection of food and ask them to share it fairly between everyone? If there is one left over what could we do?
- **Sort out the clean clothes.** Who do they belong to? Can they deliver them to the right place in the house? Pair up socks. Can they match the patterns/ colours? Can they count in twos to work out how many there are all together? Peg clothes on the ailer (this will support children to develop hand strength which will impact on their writing).
- **Put on a show or performance**- Perform a story or song to your family. Plan out costumes, props. Children could make a show program.
- **Lay the table for your family for dinner**- How many people are there? How many knives, forks, cups do you need? Write out name cards for everyone in your family to show them where to sit. Write a menu to let them know what is for dinner that night. Roleplay as a waiter/ waitress. What would everyone like in their sandwiches for lunch? What drinks would everyone like to have with their dinner?
- **Make a birthday card for the next family birthday**- How old are they going to be? Can they write the numerals to show the correct age? Write a message inside for your family member and sign it with your name.
- **What jobs do the people in your family do?** Talk to your child about your job and what you do. What would they like to be when they grow up? Can they draw a picture of themselves in the job they would like to do?
- **Use play dough to make your family members**- Use ready made play dough or make your own using this recipe:
 - 2 cups of plain flour, one cup of salt, a tablespoon of oil, a cup of water (add gradually), a couple of drops of food colouring (optional), a teaspoon of cream of tartar (optional, but will make it last longer)
 -
- **Play a family board game**- Play a game together. Talk about taking it in turns and fairly. Dice games will support your child's number recognition. You could use a spinner numerals on to help develop numeral recognition. If you don't have a spinner you could use an old cereal box and a split pin.
- **Find out everyone's favourite song in your family**- Listen to each person's favourite song and make up a dance to match. Do you like the same music? What is your favourite song?

playing
with
make one

Additional learning resources you may wish to engage in at home

[Classroom Secrets Learning Packs](#) - These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.

[Twinkl](#) - to access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.

<https://whiterosemaths.com/resources/> - there are age group specific maths resources here that can be accessed for free that you can do at home.

<https://www.tes.com/teaching-resources/hub/primary> - further learning resources can be found here.

Find out more about what your children are learning about from our school website:

<https://www.ernesfordgrange-coventry.org.uk/nursery-curriculum/>

This half term Nursery are learning about: 'Are Eggs Alive?'

<https://www.ernesfordgrange-coventry.org.uk/reception-curriculum/>

This half term Reception are learning about Sounds

Information about the children's topics can be found on these pages, as well as information about what the children should be learning about in maths and English.

If you cross reference the website to see what the children are learning about, you can search within Twinkl by the name of the topic or the area of maths and English to find suitable resources to support children's learning at home. You can also add your child's year group to the search to help you find the most suitable resources.

The curriculum leaflets for Y3 and Y4 will also help you to know what your children have been learning this half term.

You can see what the children have already been learning about here:

<https://www.ernesfordgrange-coventry.org.uk/nursery-weekly-planner/>

<https://www.ernesfordgrange-coventry.org.uk/reception-weekly-planner/>

Memorable Experiences:

- Spring Walk around school
- Easter bonnet parade

Phonics

- Continuing to develop children's ability to distinguish different sounds through a variety of Phase 1 (Letters and Sounds) activities and games
- Looking at non-fiction books
- Mark-making using a variety of media and materials
- Continuing to practise writing our names
- Writing passports
- Listening to the story, 'We're going on an egg hunt' and 'Chicken Licken'

*Please visit the Early Years page on the website and see our Weekly planners for details



Communication and Language

- Joining in with repeated refrains in stories
- Answering questions about stories they have heard

Mathematics

- Counting forwards and backwards
- Looking at one more/one less
- Making symmetrical butterflies
- Counting Easter eggs and finding the correct number to match
- Ordering number 1-10 and beyond.

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Understanding the World

- Exploring life cycles
- Planting a sunflower
- Discussing the Easter story and why it is important to Christians
- Making chocolates

Physical Development

- Exploring gymnastics equipment
- Dressing and undressing with help
- Using tools and objects safely and with increasing control

Personal, Social and Emotional Development

- Developing confidence to take part in our Easter bonnet parade
- Adapting behavior to different events or changes in routines
- Discussing feelings

Expressive Arts and Design

- Painting Spring flowers
- Learning Easter songs and performing them to our grown ups
- Making Easter cards
- Exploring collage



Year R – Spring 2 Curriculum Leaflet
Learning Project: What's That Sound?
Subject Focus: Understanding the World, Expressive Arts and Design



Memorable Experiences:

- Sound Walk
- Visiting composer-pianist
- Guitarist and ukulele player
- Performance with our instruments

Communication and Language

- Developing listening skills
- Learning new vocabulary to talk about the science of sound
- Learning the names of different instruments
- Answering how and why questions

Physical Development

- P.E. with Callum Burgess
- Dance – using music to move
- Continue to be independent when changing for P.E.
- Handling a variety of tools safely and with control

Literacy

- Continuing 'Letters and Sounds' Phase 3, learning vowel digraphs
- Learning to read all the Phase 3 'tricky words'
- Developing reading and writing skills through applying phonic skills
- Learning poems, including learning a poem for homework
- Listening to a variety of stories on a sound, or musical theme

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Mathematics

- Continue working with numbers to 20 and beyond
- Learning to add by counting on
- Introducing subtraction by taking away and counting how many are left
- Doubling, halving and sharing
- Sequencing everyday events, and learning o'clock time
- Comparing two objects to find which is heavier

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Personal, Social and Emotional Development

- Thinking and talking about feelings, especially how different music makes us feel
- Develop an understanding of people's feelings and how our actions can affect others
- Understanding personal likes and dislikes, particularly the musical tastes of different people
- Developing a language for resolving conflicts and solving problems with other children



Understanding the World

- Distinguishing different sounds including natural and man-made sounds
- Learning about how sound travels and what sound vibrations look like
- Exploring music in different cultures around the world

Expressive Arts and Design

- Exploring the sounds that instruments make and how we can change them
- Making instruments
- Using instruments to tell a story
- Listening to music to inspire drawing and painting

