

EYFS Home Learning Timetable – Week starting 1.2.21



Monday

Maths Number

Home learning focus:
To explore one less

Warm up for today's session by practising your child's counting with this song:
<https://www.youtube.com/watch?v=D0Ajq682yrA>

Share the story of Ten in the Bed with your child:
<https://youtu.be/ZnhP9P7Obfc>

Support your child to listen to the story (alternatively you can mute and read it yourself), stopping to ensure your child is accurately keeping track using their fingers or number line. Can they say how many there will be after each page? Can they point to the number? (You can find a number line in our home learning pack or you can make your own).



RA and RB	9am
RC and RD	9am

Activity

Re-read the story and re-enact it using cuddly toys or other objects you have at home. Support your child to accurately identify how many there are after each part.

We would love to see some photos of this activity!

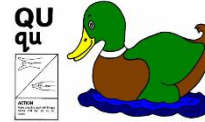
Literacy Phonics

Home learning focus:
To recognise the grapheme: qu

Recap sounds covered so far using yellow sound cards or playing this game, selecting Phase 2 and j, v, w, x, y and z
<https://www.phonicsplay.co.uk/resources> and select Speed Trials.

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Today we are going to be learning a new grapheme (letter shape) which makes a new phoneme (sound). Share the grapheme: *qu*.



it has a 'q' and a 'u'. Explain that on its own, the 'q' makes no sound, but when it has an 'u' it makes the 'qu' sound. This is called a *digraph*, which means it is two letters making one sound. Model the sound it makes and the action: make a duck's beak with hinged hands and say *qu, qu, qu*. Can you think of any words that start with a 'qu' sound? Share [Geraldine's](#) search around the house.



RA and RB	10:30am
RC and RD	10:30am

Activity

Ask your child to search the house to find things that start with a 'qu' and practise writing the grapheme using the correct letter formation.



You can also share the jolly phonics song and action:
<https://www.youtube.com/watch?v=JluAxsek-zQ>

Foundation

Physical Development – Clever Hands

Home learning focus:
To use a controlled movement

Today we are going to take part in Clever Hands activities. Ask your child if they can tell you what Clever Hands is and what it is for.

We do Clever Hands to build the strength and control in our fingers so we can do lots of different things with our hands.

If you have playdough, use this video as a warm up to the session:
<https://www.youtube.com/watch?v=BOLR3pQt8zg&t=4s>

You can find additional activities in our resource pack for this week on the home learning section of the website. Here you can also find recipes for making your own playdough.



Please join us for a story at the end of the day. We look forward to seeing you 😊



RA and RB	2:45pm
RC and RD	2:45pm

Tuesday

Maths Number

Home learning focus:
To explore one less

Share the video of the One Less Than Monkey:
<https://www.youtube.com/watch?v=mNJ8C0ijBk>

Stop at each page to get your child to count the amount and then identify what is one less. They can use their own manipulatives, such as Lego, marbles etc. to explore one less alongside the Monkey.



RA and RB	9am
RC and RD	9am

Activity

Share a number card, or roll a dice (<https://eslkidsgames.com/classroom-dice>). Ask your child to count out the matching amount. Get their favourite stuffed animal to cheekily take one away from that amount. Encourage your child to identify how many objects there are now, counting them to check. Together you can write the numeral.

Literacy The Gingerbread Man

Home learning focus:
To use story language

Share the story of The Gingerbread Man. If you do not have the book at home you can find it here:

<https://youtu.be/Kaje-MIZCRs>

Talk to your child about the characters (who was in the story) and the setting (where did the story take place). Stop at different points in the story and ask your child what they think might happen next and why.



RA and RB	10:30am
RC and RD	10:30am

Activity

Support your child to complete a story review page (you can find an example of this in the home learning pack, or alternatively you can create your own). Encourage them to describe and talk about the setting (where) and the characters (who) and what happened first, next (in the middle) and last (how did it end?)



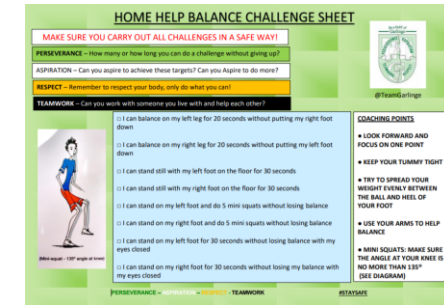
Your child can draw pictures for each section and if they are confident, can use their sounds to write a caption, e.g. *The river.* (setting).

Related resources for this lesson can be found in the resources section of Foundation Stage home learning.

Foundation Physical Development

Home learning focus:
To develop balancing skills

Today we are going to be practicing our balancing. Support your child to complete the activities on the following page (you can also find this in our home learning pack):



Who can balance for the longest?
We would love to see some photos! 😊

Related resources for this lesson can be found in the resources section of Foundation Stage home learning.



Please join us for a story at the end of the day. We look forward to seeing you 😊



RA and RB	2:45pm
RC and RD	2:45pm

Wednesday

Maths Number

Home learning focus:

To explore one less/two less

Warm up counting one less using this song:

<https://www.youtube.com/watch?v=D3b-kcK3Eg8>

Share with your child the Gingerbread People. Roll a dice (<https://eslkidsgames.com/classroom-dice>) or select a number card and ask your child to count out the correct amount of buttons for the Gingerbread Person (these 'buttons' could be anything you have to hand). Take away one/two of the buttons (oh dear they fell off!), and ask your child how many the Gingerbread Person has left. Can they count back from the starting number to find the answer? Support them to count what is left to check.



Repeat with different amounts,

taking one / two away each time, writing the amount that is left.



RA and RB	9am
RC and RD	9am

Activity

Go outside. Take turns in deciding the amount of steps, jumps or hops you do. Then take one or two less, predicting the total you would get to – encouraging your child to count backwards/ go backwards. They can use their fingers alongside this to keep track.

Related resources for this lesson can be found in the resources section of Foundation Stage home learning.

Literacy Phonics

Home learning focus:

To recognise tricky words

Recap what a 'tricky word' is. A tricky word is a word that we cannot use our sounds to sound out to read so we have to remember them.

Play Tricky Word Trucks, selecting Phase 2:

<https://www.phonicsplay.co.uk/resources> and select Tricky Word Trucks.

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Use this game to support your child's understanding of tricky words. Go through the 'introduction' and 'demonstration':

<https://www.phonicsplay.co.uk/resources/phase/2/train-your-brain-ph2> (using the same login as above)

Today we are going to be learning some more tricky words. Introduce tricky word: he. Ask your child to tell you what sounds they see. Model blending the word to your child – explain that the word doesn't make sense and that there is a tricky part in the word which makes a different sound. Use this game to explore the tricky word and what part of it makes it tricky:

<https://www.phonicsplay.co.uk/resources/phase/3/train-your-brain-ph3> and select 'choose words'

Repeat for tricky word 'we'.



RA and RB	10:30am
RC and RD	10:30am

Activity

You can continue to support your child to explore the tricky words – even going back to Phase 2: *the, to, I, no* and *go* <https://www.phonicsplay.co.uk/resources/phase/2/train-your-brain-ph2> and selecting 'choose words'.

Support your child to practise writing the tricky words.

Foundation Understanding the World

Home learning focus:

To make observations

Today we are going to be conducting our own experiment. If you have not got any gingerbread men, you can complete this experiment with any biscuit or cracker you have at home.

Talk to your child about how the Gingerbread Man goes to the river and does not want to get wet. Encourage your child to talk about what would happen if he were to get wet?



Support your child to conduct the following experiment to see what would happen if the Gingerbread Man got wet. Using different liquids, talk to your child about what they think might happen. Are they the same as him getting wet with water? Are they different? Repeat the experiment to see if your child was right!



We would love to see some photos 😊

Related resources for this lesson can be found in the resources section of Foundation Stage home learning.



Please join us for a story at the end of the day. We look forward to seeing you 😊



RA and RB	2:45pm
RC and RD	2:45pm

Thursday

Maths Number

Home learning focus:

To explore one less/two less

Share this song with your child:

<https://www.youtube.com/watch?v=pZw9veQ76fo>

Support them to identify that there is one less duck each time and that they are counting backwards.

Warm up with a one less/two less activity. Share a number with your child. Ask them to show you how many fingers, then ask them to show you one less/two less. Encourage them to hold up less fingers. How many have they got?

Share one of the one less stories below. Stop at each page to talk about what is happening. When one of the characters leaves, ask your child what is happening. How many will be left? Encourage your child to tell you that it is one less. Continue through the story, supporting your child to use their fingers throughout.

[Aliens](#) [Pirates](#) [Dinosaurs](#)

(Sorry Dragon Class, there isn't a Dragon version, but there are lots of other ones you can explore: [Monkeys](#), [Princesses](#), [Superheroes](#), [Monsters](#))



[RA and RB](#)

9am

[RC and RD](#)

9am

Activity

In the home learning pack there is a bus with people. Alternatively you can draw your own bus with 10 windows, or just 10 empty squares. Ask your child to put some people on the bus (can be Lego people, counters or Barbies etc). Talk about the bus journey, when they get to the next stop explain that one more/two more people get off. Support them to say how many people are now on the bus. Repeat this with various amounts. If your child is confident with this, you could create a larger bus with more spaces (e.g. 15 squares).

Please send us photos of your bus games!

Literacy The Gingerbread Man

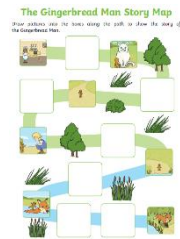
Home learning focus:

To use talk to organise ideas

Re-share the story of The Gingerbread Man. If you do not have the book at home you can find it here:

<https://youtu.be/Kqje-MIZCRs>

Today we are going to be creating our own story map of The Gingerbread Man's adventure. Talk with your child about the different characters the Gingerbread Man sees and where he goes (the setting) – refer to the story review page from Tuesday's session.



Share this story map with your child (you can find this in our home learning pack). Talk about the characters and parts of the story you can see, and explain that there are gaps that need to be finished. Encourage your child to talk through the story from the beginning, and talk about what is missing when they get to it.



[RA and RB](#)

10:30am

[RC and RD](#)

10:30am

Activity

Support your child to draw the missing picture. If they are confident, they can write a label or caption underneath. If you do not have a printed version of this, you can work with your child to draw your very own using the same layout.

Related resources for this lesson can be found in the resources section of Foundation Stage home learning.

Foundation Expressive Art and Design

Home learning focus:

To join in with singing

Share the following Gingerbread Man songs with your child (you can either choose a song, or have a try at a few!)

See How He Runs - <https://youtu.be/8aJKEdaBEMg>

Gingerbread Man on the Run -

<https://youtu.be/SccydatCmNQ>

Don't Trust Them - <https://youtu.be/8BXrTb1cN14>

Explain to your child that they are familiar tunes, can they recognise them?

Support your child to join in with singing to the tune.

You can find the lyrics in our home learning pack also. We hope you enjoy this singing activity together!

Related resources for this lesson can be found in the resources section of Foundation Stage home learning.



Please join us for a story at the end of the day. We look forward to seeing you 😊



[RA and RB](#)

2:45pm

[RC and RD](#)

2:45pm

Friday

Maths Number

Home learning focus:

To explore one less/two less

Share this video with your child to warm up and practise their skill of taking two away (finding two less):

https://www.youtube.com/watch?v=pBjFM-Di7_M

Using a bag, count objects into the bag with your child. Share the numeral of how many there are in there. Take two objects out of the bag and ask, "how many objects are there now?"

Encourage your child to count backwards from your first numeral to find the answer. They can use their fingers to support. Empty the bag and count the total to check. Repeat with a mixture of one and two less, confirming the total by saying "5 **take away** 2 equals 3". Etc.



[RA and RB](#) 9am
[RC and RD](#) 9am

Activity

Take turns with your child using the bag to explore one less/two less. Can they identify the amount? Count to check.

Share this Numberblocks video to help set up the language of 'taking away' ready for Monday's session.

<https://www.bbc.co.uk/iplayer/episode/b08dmjsk/numberblocks-series-1-holes>

<https://www.youtube.com/watch?v=lgWbM7Pfcc>

Literacy Phonics

Home learning focus:

To blend to read

Recap what a 'tricky word' is. A tricky word is a word that we cannot use our sounds to sound out to read so we have to remember them.

Play Tricky Word Trucks, picking individual words (the, to, I, no, go, he, we):

<https://www.phonicsplay.co.uk/resources> and select Tricky Word Trucks.

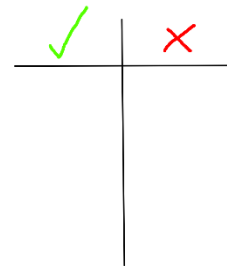
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Today we are going to be practising our blending to help Obb and Bob: select Phase 3 and 'qu':

<https://www.phonicsplay.co.uk/resources/phase/2/picnic-on-pluto>

Support your child to draw a yes/no sheet like this:



For each word, support your child to sound out the word and blend it together. What word is it? Is it a real word or is it a fake word? A nonsense word?

Support your child to copy it into the correct column.



[RA and RB](#) 10:30am
[RC and RD](#) 10:30am

Activity

Continue the game with any letter you feel where more practise is needed. Please take a picture if you can so we can see what words you got!

Foundation Understanding the World

Home learning focus:

To observe changes

Today we are going to be making our very own Gingerbread Men! Choose one of the following recipes:

Making gingerbread men



Ingredients
60g brown sugar
300g self raising flour
2 teaspoons ginger
1 egg
125g butter
90g golden syrup
Currants, cherries and orange peel

The instructions can be found in our home learning pack.

<https://www.persil.com/uk/dirt-is-good/recipes/make-your-own-gingerbread-men.html>

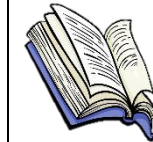


Support your child to follow the instructions to create the Gingerbread Men together. Encourage your child to talk about what the mixture feels like, what it looks like and how it is changing at each stage.

While you are waiting for your Gingerbread Men to cook, your child could order the Gingerbread Man pictures to show how they made their Gingerbread Men. You can find this in the home learning pack, or your child can draw their own pictures of each stage.

We look forward to seeing some photos!

Related resources for this lesson can be found in the resources section of Foundation Stage home learning.



Please join us for a story at the end of the day. We look forward to seeing you 😊



[RA and RB](#) 2:45pm
[RC and RD](#) 2:45pm

Other activities for the week

For more exciting activities to complete this week visit <https://www.gosh.org/power-of-play>

You can also look on the home learning section on our website under the 'PE and Sport' section to find some additional activities to carry out with your child.

<https://www.garlingeprimary.co.uk/home-school-learning>

Reception Phonics:

You can find a video which will model the correct pronunciation of each sound here:

<https://www.youtube.com/watch?v=-ksblMiliA8>

<https://www.youtube.com/watch?v=MbO6vGBkx48>

Zoom details:

RA and RB

RC and RD

	<u>RA and RB</u>	<u>RC and RD</u>
Maths Mr B/Miss M	https://zoom.us/j/93798178587?pwd=YXBYRUtKSDVQbGNqRUdLTGw1RDhQQT09 Meeting ID: 937 9817 8587 Passcode: 2ZC0tp	https://zoom.us/j/91990139544?pwd=Y2ZiUkk1VHREaE5PT1RuNGVFchDjQT09 Meeting ID: 919 9013 9544 Passcode: FUxA1q
Literacy Miss S/Mrs K	https://zoom.us/j/7720871753?pwd=dUIBR2VwcnhUQUV4cnBFRURzK2JVQT09 Meeting ID: 772 087 1753 Passcode: rb9nYR	https://zoom.us/j/92826266133?pwd=VXhly2IBOWptWE1RR3FSaE0vL3VGQT09 Meeting ID: 928 2626 6133 Passcode: M5mBGr
Story time Mon/Wed/ Fri Miss S/Mrs K	https://zoom.us/j/7720871753?pwd=dUIBR2VwcnhUQUV4cnBFRURzK2JVQT09 Meeting ID: 772 087 1753 Passcode: rb9nYR	https://zoom.us/j/97203450736?pwd=Z0pqY2pwOTA2WW9PdXRwVOZCQIZKUT09 Meeting ID: 972 0345 0736 Passcode: 0ua3rd
Story time Tue/Thu Mr B/Miss M	https://zoom.us/j/95787214726?pwd=RU9GMnBHMEMwOXFXR1daOVNiSIVTUT09 Meeting ID – 957 8721 4726 Passcode - Z0sSv9	https://zoom.us/j/93309064602?pwd=MWljQnExQ001MURTMVpJdXZnaEFLUT09 Meeting ID: 933 0906 4602 Passcode: WP9kj0