

Learning Project 15.06.2020- Under the sea



EYFS (Reception)

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>• Continue to practise counting in 2s. When you are fluent from 0-20, upload a short video clip of your counting to the class TEAMS channel! We haven't had many videos yet - dojo points up for grabs!</li> <li>• Can your child join in with tongue twisters: red lorry, yellow lorry, red lorry, yellow lorry?</li> <li>• Ask your child to make a <a href="#">simple shape</a> pattern or a colour pattern by visiting <a href="#">String of beads</a> CHALLENGE: Make your own repeating pattern.</li> <li>• Ask your child to create repeating patterns with actions: Clap hands, tap knees, clap hands, tap knees. Make your own action patterns. CHALLENGE: one person makes the action pattern, the other person is to listen and repeat.</li> <li>• Draw the outline of a fish for your child to make a pattern in. Could they make the pattern out of 2D shapes? Can they make a repeated pattern?</li> <li>• Log in to <a href="#">education city</a> and complete the subtraction task set.</li> </ul>	<ul style="list-style-type: none"> <li>• Share 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.</li> <li>• Visit Oxford Owl for free eBooks that link to your child's book band. You can create a <a href="#">free account</a>. Complete the linked Play activities for each book.</li> <li>• This half term, our story is The Very Hungry Caterpillar. The story can be found on <a href="#">YouTube</a> if you do not have the book at home. Recall and describe the main events from the story. Discuss your favourite part of the book and your favourite character.</li> <li>• Ask your child to read these tricky words: I, no, go, to, the, into, he, she, me, my, we, be, said.</li> <li>• Ask your child to look at the books you have in your house. Can they find any other books about other animals? Can they group the animal books e.g. farm animals, jungle animals, bugs in the garden etc.</li> </ul>
Weekly Phonics Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>• Daily phonics - Practise the sounds your child is working on and blend words. This can be oral blending (e.g. spoken out loud c-a-t). <i>Please see the separate sheet attached, which details the sounds we have covered in our different phonics groups.</i></li> <li>• Can your child think of rhyming words? Take it in turns to say a rhyming word i.e. cat, mat, bat, sat. Play 'odd one out' – which word does not rhyme? Click <a href="#">here</a>.</li> <li>• Write out some letter sounds that correspond to the food the caterpillar eats – a for apple, p for pear. Try and write them outside in chalk or similar and encourage your child to trace over them.</li> <li>• Buried Treasure: Write out some real words and made up words (e.g. tud, jup, fub). Place these in a pile and using 2 containers, label one as 'Treasure' and the other as 'Bin'. Can your child read the word and decide if it is real? If it is real it goes in the treasure chest, if not it goes in the bin. Simplify this activity for</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to practise our pre-cursive letter formation. Letter formation mats have been emailed out to your child's account.</li> <li>• Ask your child to draw a picture and write about their favourite underwater creature. They could label the picture too.</li> <li>• Have a try at Snail Writing. Using hair gel, shaving foam or any other slimy liquid, show your child how to form the letter 's' using your finger. If your child can, ask them to try the word 'snail'. Repeat for other words.</li> <li>• Use this <a href="#">animated letter formation tool</a> to help your child practise letter formation. You can select those they find most challenging.</li> <li>• - Listen to the song Henry the Crab- Ask your child to draw a picture of what they think <a href="#">Henry the crab</a> looks like. CHALLENGE- Can they write a letter to Henry and ask him about what it is like to live under the sea?</li> </ul> <p><i>Remember – we do not expect the children to</i></p>

- Nursery by sounding the words out for them.
- 👉 Play [Buried Treasure](#) online on PhonicsPlay.
  - 👉 Sing '1,2,3,4,5 Once I caught a fish alive'. [Click here](#) for the words. Can your child learn this by heart?

*spell every word correctly, as long as they are trying hard to use the sounds they hear in each word!*

### Learning Project - to be done throughout the week

**The project this week aims to provide opportunities for your child to learn more about life in and around the sea. Learning may focus on the strange and wonderful creatures and plants that occupy our oceans, their habitats and how human beings affect this environment.**

#### After listening to the story, 'The Snail and the Whale' (see reading task).

- 👉 Take your child on a snail hunt around the garden. Can they think about the places a snail might want to live?
- 👉 Show your child a picture of a [sea snail](#). Ask, how is it different from the snails they found in the garden?
- 👉 Have a [Snail Race](#)- Use chalk to draw out lines on the ground (or sticks to mark out the lines) to create a race track. Place your snails at the starting line and watch them go! You could give your child a timer to measure how long it takes for the snails to make their way across.

#### Make your own 'Under the Sea' Scene

- 👉 [Watch this video](#) of the coral reef. Talk about the animals you can see. What are the animals called?
- 👉 Use junk modelling or craft items you have around your house to create the scene. You could even add in natural objects e.g. grass as seaweed.

#### Counting Undersea Creatures

- 👉 Show your child how to play this [game](#). There is a simpler version with amounts to 5 and a more challenging version with amounts to 10. CHALLENGE: Support your child to create a record of how many of each creature there were.

#### Make your own Fishing Game

- 👉 Make a fishing rod using a stick or similar (a wooden spoon would work well!). Tie some string on to one end and tie a magnet onto the end of the string (you could use a fridge magnet).
- 👉 Using the rod, your child could explore which items are attracted to the magnet around the house

#### Explore Floating and Sinking

- 👉 Fill up a bowl, sink or basin and provide your child with a range of objects to explore. Which ones float and which sink? Ask them why they think they float/ sink? CHALLENGE: Keep a record of the objects that float and sink? This could be using pictures or written.

### Additional learning opportunities, linked to our topic – 'The Very Hungry Caterpillar'

- 👉 Can your child make a repeating pattern using objects around the house/garden i.e. apple, banana, apple, banana. CHALLENGE: Ask your child to build on the above to create more complex patterns e.g. apple, apple, banana, apple, apple, banana.
- 👉 Can you make a photo collage inspired by the animation video? [Watch it here.](#)
- 👉 Make your own caterpillar pet! Use pom-poms, pipe cleaners, and googly eyes to create these adorable caterpillars. Cut out some fresh green leaves and pop them in a mason jar.
- 👉 What did the caterpillar eat? Sort out [these pictures](#) and place them into the correct days of the week.



### Additional learning resources parents may wish to engage with

- 👉 White Rose Maths online maths lessons. Click [here](#). Watch a lesson video and complete the worksheet (can be downloaded and completed digitally).
- 👉 [Numbots](#). Your child can access this programme with their school login.
- 👉 [IXL](#) Click on Maths, Reception. There are interactive games to play and guides for parents.

- ☞ Talk for Writing Home-school Booklets are an excellent resource to support your child's speaking and listening, reading and writing skills. Click [here](#).
- ☞ [EducationCity](#) – All NHA children should have a login to access the resources.

## #TheLearningProjects

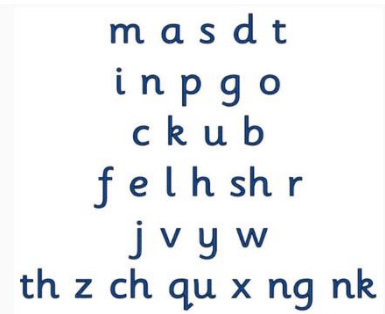

If you have any queries, please do not hesitate to contact the Early Years teaching team:

Mrs Davitt: [cdavitt@newarkhillacademy.org](mailto:cdavitt@newarkhillacademy.org)

Mrs Hubbard: [chubbard@newarkhillacademy.org](mailto:chubbard@newarkhillacademy.org)

Mrs Worts: [kworts@newarkhillacademy.org](mailto:kworts@newarkhillacademy.org)

Mrs Haughton: [kjones@newarkhillacademy.org](mailto:kjones@newarkhillacademy.org)

Phonics – which sounds are we learning? EYFS (Reception)	
Please find your child's phonics group below to see which sounds they are focussing on in class. A quick daily recap is very beneficial for their phonics learning. For support on sound pronunciation, please watch these helpful clips on <a href="#">YouTube</a> .	
Mrs Worts' phonics group	Mrs Hubbard' and Mrs Haughton's phonics group
	
Mrs Davitt's phonics group	
