

EYFS REMOTE LEARNING PLAN

Monday, 6th July – Friday, 10th July, 2020



Our theme this week is:

The Rainbow Fish

KEY VOCABULARY

length	metre
How long...?	ocean
longer	sea
longest	river
short	shiny
shorter	shimmering
shortest	dazzling
ruler	scale
centimetre	lonely

KEEPING IN TOUCH

If you have any questions or queries regarding remote learning tasks, please contact your child's class teacher through the email address below.

We invite you to submit photographs of your children's experiences and photographs of completed paper based tasks to:

eyfs@sherwood.lancs.sch.uk

EXPRESSIVE ART & DESIGN FOCUS

Espresso – Under the Sea module – Ocean Animal Moves video. Watch and copy how the creatures move. Now, make a dance to move like the sea creatures! Listen to the **Music section of the module** to dance to and paint to!

Look at how the pictures in The Rainbow Fish have been painted. They are watery or blurry. The artist used a 'wash' of water to wet the paper first, then he painted over it using watercolour paints. Any paints will be great though. Have a go at painting two of your favourite scenes from the story. Now for the fun part! Add some shiny paper/ kitchen foil for your shimmering scales! Twist some green/ pink/ purple paper for the coral to enhance your painting! See English tasks – write sentences. Listen to the **Aqua Mundi music** as you paint!



UNDERSTANDING THE WORLD FOCUS

Espresso – Under the Sea module. Explore all of the wonderful videos. Complete the activities. There are some excellent phonics and maths related ones too! If you have an atlas or globe, look at the oceans around the world. Discuss the difference between oceans, seas, lakes, rivers, streams, ponds.

PSHE FOCUS ON SHARING

Discuss the **feelings** in the story of the little blue fish asking for one shiny scale, then being disappointed and hurt. Did the Rainbow Fish do the right thing? Should he have shared? Why? How did he feel at the start and at the end of the story? Talk about **opportunities for us to share** with our family, friends and in the community. Throughout the week, provide opportunities to share toys, food, treats, good deeds and **kindness**. Make time to discuss how it made us feel.



ENGLISH CORE LEARNING TASKS

Listen to Mrs Brown reading the story. Ask questions about how the little blue fish is feeling and the other fish. Why do they feel hurt and shocked? How do they react when the Rainbow Fish swims by them? Why? Is this fair or kind? The Rainbow Fish cries, "Get away from me!" How does this make you feel? The Rainbow Fish is lonely. Does he deserve to be lonely? What advice would you give him to stop feeling lonely. Does he follow the advice of the Wise Octopus? At the end of the story, the Rainbow Fish is very happy. His friends say, "Come on, Rainbow Fish ... come and play with us!" Think of the times when you have said that to your friends and how happy you feel afterwards. Talk about being kind to others. Are there times when you could invite other children to join in with your game if they are playing on their own?

Task One – Discuss the story as above and then act out the story using props. You may make a set of shimmering scales and peg them to your t-shirt. Then share them out! Use a duvet to be the octopus, etc!

Task Two – Paint two scenes from the story. (See Art Focus) Use your sentence writing skills to write 2 or 3 sentences beneath each picture once it has dried. Rehearse your sentence out loud. Check it for making sense. Are there any words missing? Have you used finger spaces, a capital letter and a full

MATHS CORE LEARNING TASKS: Measuring Length

Task One: Talk about what the word 'length' means. We measure objects to find out 'how long' they are and to make comparisons in length. Use the words long/ longer/ longest; short/ shorter/ shortest. Find a range of objects to compare, placing them in order from longest to shortest. Use statements to explain: *The book is longer than the peg. The table is the longest.*

Task Two: Cut out a fish shape from a piece of card that is about 20cm long or so. Use the fish as your unit of measure. Go around the house and garden measuring 'how many fishes long' your object is. For example, *The bat is three fishes long.* Or, you may say, *The table is 8 and a half fishes long. The bike is about 6 fishes long.* Record these pictures and fish measurements in your Remote Learning Book.

Discuss other non-standard units of measure, such as hand span and our feet. How many feet long/ how many hands long the spade is, etc? **Extend** this to introducing standard units of measure, such as centimetres and metres. Discuss a ruler and the increments in centimetres.

ESPRESSO PHONICS FOCUS

This week, please consolidate on those sounds learned so far by playing a Rainbow Fish Word Hunt! In particular, the digraphs (sounds with two letters) and trigraphs (sounds with three letters) in phase 3 – Kim's/ Scrap's Phonics.

Please do this in a practical game. Make about 20 shiny, shimmering scales in card with kitchen foil. They do not need to be big. On the back, write a phase 3 word, such as *train, goat, fish, wax, coil, chair, spear, pure*. Hide them around the house. When you find a shiny scale, **read** it, then **write** it down. Afterwards, see how many you can **spell** correctly. Extend by writing the word inside a sentence. You could also play this game with tricky words/ high frequency words.

KEY MENTAL MATHS SKILLS TO REHEARSE ORALLY

Please practice some accurate counting of groups of objects. Please point to each object, **counting in one-to-one correspondence** as you go. You may use pasta shapes, cutlery, cars or pencil crayons to count with, for example.

Extend, if appropriate, by counting in sets of 2, 5 or 10, depending if there are many objects!

Through the week, please recap on **adding one more or two more** to your group of objects. How many now? Extend this to **subtracting one less or two less** from your group of objects. This a key skill in mental maths for then being able to count on or back mentally in their head.