

EYFS REMOTE LEARNING PLAN

Wednesday 13th January – Gingerbread Man Day 3

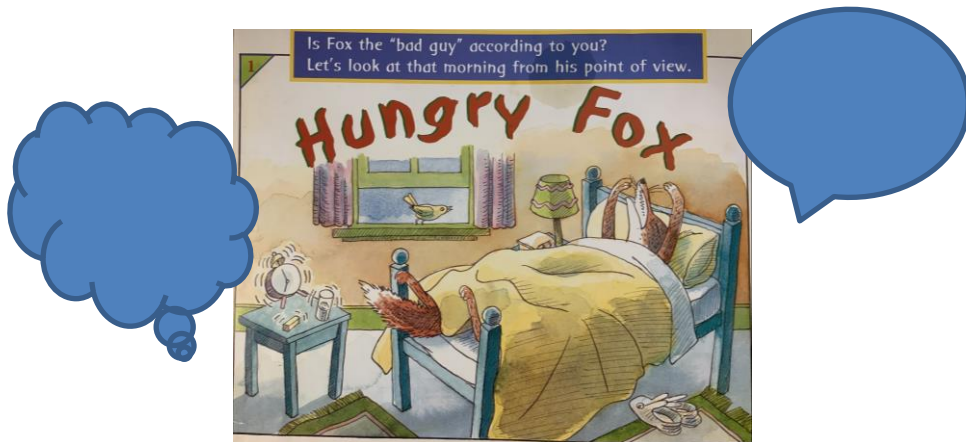


CORE LEARNING TASK

Watch the video of Mrs Hanson introducing today's learning. Then look at the cartoon strip of the fox's story – 'Hungry Fox.' Look carefully at each picture and describe what is happening to an adult. Discuss whether or not the fox had a good reason for eating the Gingerbread Man.

Think about what the characters might be saying/thinking in each of the pictures and have a go at creating some speech. You could even have a go at writing these down in a speech or thought bubble (use the sheet provided or draw your own.)

Next, think more about the fox. What might his house look like. Have a go at designing and making a house for the fox. You could even make a little fox puppet to live inside your house.



KEY VOCABULARY

Gingerbread characters setting
beginning middle end
escape rescue alternative
speech bubble thought bubble

MOTOR SKILLS TASK

It's Wednesday, which means it's time for P.E. Use this link for your lesson today or make up your own activities and film them for your Key Workers to see.

<https://m.youtube.com/watch?v=tSi2ix1i180>


For fine motor skills, have a go at practicing to write your name. Use the cursive letter formation sheet to help you remember how to write each letter correctly. Maybe an adult could make you a name card like the one you have in school, then you could use that to name all the work you are doing at home.

a b c d
j k l m .

MATHEMATICS TASK













Let's play a game:


Today you will need dice, paper and pencils. You are going to play 'Roll a Gingerbread Man' with other members of your family. Who will win?

Roll-A-Gingerbread Man 

Take turns rolling a die. First one to finish drawing a gingerbread man is the winner.

Roll-A-Gingerbread Man

		Draw his head.
		Draw his body.
		Draw his face.
		Draw one arm.
		Draw one leg.
		Draw 1 button.



Your gingerbread man is finished when he has a head, a body, a face, 2 arms, 2 legs and at least 3 buttons.

PHONICS TASK

BLUES – Can you remember the sound you learnt yesterday? /n/ Today's new sound: /m/. On espresso, watch the video on 'Scrap's Phonics' for /m/ and practise saying the sound. Practise reading the words: **is, it, in** and **at**. Can you read the following words and draw a picture to match each word: **man/map/mat**.

YELLOW – Can you remember the sound you learnt yesterday? /e/ Today's new sound: /u/. On espresso, watch the video on 'Scrap's Phonics' for /u/ and practise saying the sound. Please practise reading the tricky words: **to** and **the**. Ask a grown-up to hide the following words around your home: **dug/bun/sun/duck**. How many words can you find and read?

REDS – Can you remember the sound you learnt yesterday? /b/ Today's new sound: /f/ /ff/. On espresso, watch the video on 'Scrap's Phonics' for /f/ and practise saying the sound. Please can you show /ff/ to your child and explain that it makes the same sound as /f/. It has two letters but makes one sound and is found at the end of a word. On Phonics Play, play Picnic on Pluto. Select phase 2 and words containing /f/ff/. Practise reading the tricky words: **no** and **go**. The end sound in these words tricks us. They make the sound /oa/. Don't let them trick you!

PURPLES – Can you remember the sounds you have learnt this week? /ll/ /ss/ Keep practising reading the words: **of, dad, mum** and **up**. Practise reading the words: **hill/till/mess/fuss**. Read the caption: **run up the hill**

GREENS – Can you remember the sound you learnt yesterday? /ee/ Today's new sound: /oa/. On espresso, watch the video on 'Polly's Phonics' for /oa/ and practise saying the sound. Practise reading the tricky word **was**. The middle sound in this word tricks us. It makes the sound /o/. Don't let it trick you! Practise reading the words: **goat/coat/boat/float**. Practise reading the sentence: **The goat was at the top of the hill.**

KEEPING IN TOUCH

Dear Pupils, please submit your work using Seesaw as soon as you have completed your task. This can include a photograph of your completed task, a video or an uploaded file. Your Key Worker will look forward to receiving your work and sharing feedback with you.

Dear Parents, please do not hesitate to use our Year Group emails if you have any questions or concerns. Kind regards, Mrs Hanson, Miss Brown and Mrs Barker.

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