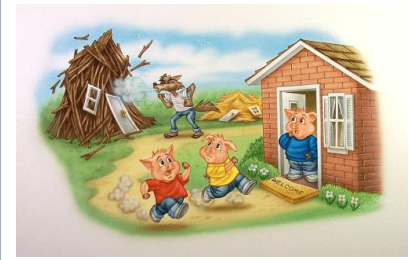


EYFS REMOTE LEARNING PLAN

Wednesday 3rd February –The 3 Little Pigs Day 3



CORE LEARNING TASK

Today we are going to carry out a Science investigation. Watch the video of Mrs Hall and Miss Thorpe introducing today's learning.

For the investigation you will need:

- at least 3 objects of varied weight
- hair dryer, fan, or your very own breath
- I'll Huff and Puff observation sheet

Before you begin blowing, ask your child to predict which items would be blown away by the wolf's huffing and puffing. Allow your child to hold the items and make comparisons. Record these predictions on the prediction and observation sheet. This would be an excellent opportunity to discuss comparative vocabulary such as light, lighter, lightest or heavy, heavier, heaviest. Depending on the writing level of your child, you may have them draw a picture of their prediction and then write beginning sounds or words to label their picture. You may also choose to have your child dictate their prediction to you.

Once predictions are made, test the materials. You may decide to place a piece of tape down to have a better visual on how far each item blew. One by one, set each item on the piece of tape and BLOW!



KEY VOCABULARY

light lighter lightest heavy heavier
heaviest
investigate predict record observe

MOTOR SKILLS TASK

It's Wednesday, which means it is P.E.

This week in school we are learning to improve our balancing skills. Use the home learning sheet to practise some of these skills at home.

Foundation PE (Reception) - Balancing Home Learning Challenge Sheet

At school we are learning to balance well. Please help me at home. The following activities will help us to become good at balancing.

Activities to Support Learning

Balance that Balloon

Try to balance a balloon on different body parts e.g. your head, hand, foot, shoulder, arm. How many seconds can you keep that balloon balanced for?

How Long Can You Last?

Ask someone to time you while you balance on different body parts e.g. one foot, one knee, one hand or one foot. See how long you can balance for before you start to wobble.

Balancing Bridges

Ask someone to help you make different types of bridges; you can do this by leaning against one another or a solid surface. For example, put the palms of your hands together and lean towards one another; stand back-to-back and slowly move your feet out to make a bridge beneath you; or put the palms of your hands against a wall and walk your feet out - can you make a bridge so low that no one can get under?

Can't Push Me Over

Create a balance e.g. stand on one leg or sit on your bottom with your arms and legs off the floor. Ask someone to try to gently push you over - can you remain balanced? Try again with different types of balances.

You could take a photo or draw a picture of you practising the different activities to show us at school. You could tell us about how you have

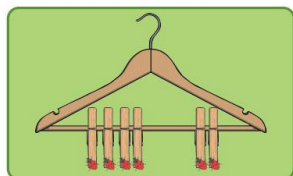
How to Balance:
1. Make sure you are looking forward.
2. Look at a fixed point in front of you.
3. Make sure you are holding your body in a strong position.
4. Make sure you are balancing on a flat surface.
5. Try to hold your balance for about 5 seconds.



MATHEMATICS TASK

Counting – How many altogether?

You will need is a coat hanger, pegs and a dice.



*Ask your child to roll the dice. Ask what number did they roll?

Ask them to add that number of pegs to one side of the coat hanger.

Now ask your child to add 1 more peg to the other side of the coat hanger.

Encourage your child to say how many they have on each side. Then, move the pegs into the middle of the coat hanger and work out how many pegs there are in total.

*Continue to repeat the process above, rolling the dice and then adding 1 more.

Continue as above moving onto 2 more etc. Please see group instructions below.

Circles: Work up to 6 more

Triangles: Work up to 5 more

Squares: Work up to 3 more

Rectangles: Work up to 2 more

PHONICS TASK

BLUES - Can you remember the sound you learnt yesterday? **/e/** Join in with Miss Brown on seesaw and practise all the sounds you have learnt so far. Today's new sound: **/u/**. On espresso, watch the video on '**Scarp's Phonics**' for **/u/** and practise saying the sound. Ask a grown-up to hide the following words around your home: **dug/bun/sun/duck**. How many words can you find and read?

YELLOWs - Follow the link and join in with the song to practise your tricky words: <https://www.youtube.com/watch?v=TyMyssfAUx0&t=13s>
Today we are going to recap the digraph **/ss/** Follow the link below to learn more about **/ss/**: <https://www.bbc.co.uk/bitesize/topics/zf2yf4j/articles/zkbk92p>
Practise reading the captions: **a big mess/ kiss and hug**

REDS - Follow the link and join in with the song to practise your tricky words: <https://www.youtube.com/watch?v=TyMyssfAUx0&t=13s>
Today we would like you to revisit **/ss/** Follow the link and learn more about this sound: <https://www.bbc.co.uk/bitesize/topics/zf2yf4j/articles/zkbk92p>
Practise reading and writing the caption: **a big mess**

PURPLES -
Practise reading the tricky word **/be/** The last letter in this word makes an **/ee/** sound. Don't let it trick you!
Today's new sound: **/zz/** Follow the link and learn all about this new sound. <https://www.bbc.co.uk/bitesize/topics/zvq9bdlm/articles/znrdrj6>
On phonics Play, play Picnic on Pluto. Select phase 3 and words containing **/z/zz/** Practise reading and writing the caption: **we buzz off back**

GREENS - practise the sounds: **ai/ee/igh**
Today we are going to revisit words containing **ai/ee/igh**
Ask a grown-up to write the following words on separate pieces of paper:
rain/train/meet/feet/night/light
Now write out the following graphemes on separate pieces of paper: **ai/ee/igh**
Now have a go at reading each word and matching them to the correct grapheme.
Practise reading and writing the sentence: **At night I run in the rain.**

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.

eyfs@sherwood.lancs.sch.uk

