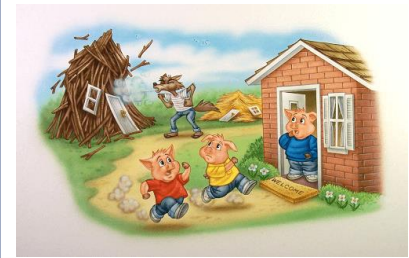


EYFS REMOTE LEARNING PLAN

Thursday 4th February –The 3 Little Pigs Day 4



CORE LEARNING TASK

Today, we are going to listen to an alternative version of the story of The Three Little Pigs. Watch the video of Mrs Hanson explaining today's task and the follow-up activities. Then watch the story here, on Espresso:

https://central.espresso.co.uk/espresso/primary_uk/subject/moodle/frontscreen/item986668/grade/index.html?source=search-all-all-all&source-keywords

When, you have listened to the story have a go at these activities:

https://central.espresso.co.uk/espresso/primary_uk/subject/moodle/activity_index/item986668/grade/index.html

There is a comprehension about the story, a sequencing activity, an animal snap game and an animal sounds game. Have fun!



KEY VOCABULARY

house	straw	sticks	bricks
build	huff	puff	character
rhyme	alternative	different	same

MOTOR SKILLS TASK

Curly Caterpillar – today we are going to continue to practice our long ladder letters. Have a go at each letter – l, i, t, u, y, j. Once you've practised each letter, try to write them alternately, e.g. l u l u l u l, t y t y t y t, j i t j i t j i t – can you think of any words you could write using only these letters? Take a picture to show your Key Worker on See Saw.

Monster Zig Zag – today we are going to continue to practise our long ladder letters – l, i, t, u, y. Use the tracing sheet to write over the letters and then have a go yourself on lined paper. Take a picture to show your Key Worker on See Saw.

One Arm Robot – today we are going to practise copying some of our writing patterns. The cards are in your remote learning pack of can be found here, <http://www.sherwood.lancs.sch.uk/page/motor-skills/83156>, on our school website EYFS page. Use whatever writing equipment you want – pencils, felts, chalks, crayons or even paint. Try each pattern several times to see if you can write it the same.

Ladder Letters – today we are going to trace over some of our writing patterns. The cards are in your remote learning pack of can be found here, <http://www.sherwood.lancs.sch.uk/page/motor-skills/83156>, on our school website EYFS page. Place a blank piece of paper over each pattern and try and trace over the pattern as carefully as you can. Use whatever writing equipment you want – pencils, felts, chalks, crayons or even paint. Try each pattern several times to see if you can write it the same.

MATHEMATICS TASK

Comparing weight – Heavier and Lighter

- Gather some objects from around the house, such as toys, books, tins and packets. Try to find a range of different sizes and weights, and to find a couple of objects which are large but light or small but heavy.
- Ask your child to choose two objects and hold them in their hands while they stretch their arms out to the sides, as if they were a balance scale.
- Talk to your child about which object feels heavier and which feels lighter.
- Ask them to tip to the side which is heavier like a balance scale would.
- Repeat with different objects. If the objects are too big to hold, try giving your child two buckets or carrier bags to hold and put the objects in them.
- If you have a set of balance scales, you could take this further by helping your child to weigh objects, such as building bricks, buttons, coins or other small objects.



How to Get Your Child Thinking

- Which object is heavier?
- Which object is lighter?
- Can you find the heaviest or lightest of all the objects? How would you do that?
- Are the biggest things always the heaviest? How can we find out?
- Are the smallest things always the lightest? How can we find out?
- Do any of the objects weigh about the same?
- Do all cardboard boxes have the same weight?



PHONICS TASK

BLUES - Can you remember the sound you learnt yesterday? /u/ Today's new sound: /r/. On espresso, watch the video on 'Scarp's Phonics' for /r/ 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: **run/rug/rat/red**. How many words can you find and read?

YELLOW - please practise all the sounds you have learnt so far in foundation: **s/a/t/p/i/n/m/d/g/o/c/k/ck/e/u/r/h/b/f/ff/l/ll/ss**.

Today we are going to recap the diagraph /ll/ Follow the link below to learn more about /ll/ <https://www.bbc.co.uk/bitesize/topics/2f2yf4j/articles/z4v4cqt>

Please watch the video of Miss Brown on seesaw and practise reading and writing the caption: **a big hill**

REDS - please practise all the sounds you have learnt so far in foundation: **s/a/t/p/i/n/m/d/g/o/c/k/ck/e/u/r/h/b/f/ff/l/ll/ss**.

Today we would like you to revisit /ll/ Follow the link and learn more about this sound:

<https://www.bbc.co.uk/bitesize/topics/2f2yf4j/articles/z4v4cqt>

Practise reading and writing the caption: **up the hill**

PURPLES -

Practise reading the tricky word /she/ The last letter in this word makes an /ee/ sound. Don't let it trick you!

Today's new sound: /qu/ On espresso, watch the video on 'Scarp's Phonics' for /qu/ Practise spelling the words: **quack/quick/quiz/** Practise reading and writing the caption: **run up the hill quick**

GREENS -practise the sounds: **oa/oo(short sound)/oo (long sound)**

Today we are going to revisit words containing the diagraphs: **oa/oo/oo**

Ask a grown-up to write the following words on separate pieces of paper:

goat/coat/zoom/spoon/hood/good

Now write out the following diagraphs on separate pieces of paper: **oa/oo/oo**

Now have a go at reading each word and matching them to the correct diagraph.

Practise reading and writing the sentence: **The coat has a hood.**

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

