



# Summer Term Learning Curriculum

## Year Group: EYFS    Week 5

Current topic: Nursery – Teddy Bears

Current topic in Reception – Dinosaurs

**Aim to talk to children, find and read stories or texts relating to these topics (see overviews on website for more suggestions and detailed information relating to knowledge required on current topics).**

### **Religious Education**

Say daily prayers. Read stories from the bible about Jesus and the season of Easter.

Plan a prayer service and make the sign of the cross. Say some prayers together.

Talk about why we go to Mass and who is there. Draw a picture of Fr Simon our parish priest and our church.

### **Maths**

**White Rose Maths (school scheme we use with our pupils) have prepared and released free daily maths lessons for each year group. You will find activities on their website: [whiterosemaths.com/homelearning](http://whiterosemaths.com/homelearning)**

Count toys or objects and place them on a number line. Find different ways of making 5, 10 and beyond. Ask children to practice forming numbers to 20. Practise halving numbers to 10 and 20 and writing number stories. (+/-). Recap on language, big, small, short, tall, on, under, over, next to, between, heavy and light. Use two dice or number card to add or subtract 2 amounts.

Set up a shop at home with pennies and two pence pieces ask children to add shopping together and pay with correct amount.

Watch a Number blocks episode each day on BBC iPlayer or CBeebies. Use this guide here to give your ideas on what to do with your children whilst watching an episode. Practise counting up to 20. This can be done through playing hide and seek, singing number songs, chanting, board games etc. Practise recognising amounts up to five or up to ten by playing these games. This can also be done by reading a dice when playing board games, playing with cards, identifying how many food items on the plate etc. Sing Number songs to practice counting, reciting numbers in order, one more, one less using number songs: Five Little Ducks, Five Little Men, Ten Green Bottles

### **Reading**

Discuss all the stories you have read so far. Discuss them with your child and ask them to name their top 3 stories or books. Practise all tricky words to read and recognise (use some the children already know). Create posters about favourite stories and copy and write characters names. Draw three boxes on a page and title them beginning, middle and end. Ask the children to draw a picture / write a simple sentence about what happens in each part. (Parents can write sentence or model for children to copy underneath).

Reception age children: Children to read to parents daily. Visit Oxford Owl for free eBooks that link to your child's book band. You can create a free account. Complete the linked Play activities for each book.

### **Phonics**

Practise all Phase 1-3 (and if appropriate phase 4) tricky words and sounds and mix them all up and practise recall and writing them. (see resources on home learning pack). Visit letters and sounds website to support phonics with games and resources.

Practice letter formation of all the letters in the alphabet. Start with correct formation of the sounds a,b,c,d etc. then learn the letter names A, B, C, D etc.

Sing Nursery Rhymes and songs together. Add in actions and change the words. Can children think of different rhyming words to add in? Repeat old favourites and learn new rhymes. You can find an A-Z of Nursery Rhymes here. Daily phonics - Practice the sounds your child is working on and blend words. This can be oral blending (e.g. spoken out loud c-a-t) or written if appropriate. Interactive games.

### **Writing**

Ask your child to draw a picture of a favourite book character (Nursery) and write 2 simple sentence about them (Reception). Write sentences about Teddy or Dino (Teddy is big. / Teddy is small. / Teddy is light/ Teddy is heavy).

Use paintbrushes and water or chalks in the garden to practice letters and words.

Ask an adult to draw letters for you to cut out and practice writing the letter or word inside it.

### *Additional Theme: Music*

- Drummers drumming using pots, pans and baking trays from the kitchen lay out your own 'drum kit'. Allow your child to explore by banging and tapping the pans to see the different sounds they make. Extend this activity by tapping out a rhythm and asking your child to listen to it then repeat it. You could make this more difficult by adding in a blindfold so they have to rely on the sound to identify which pot or pan they need to hit to copy.
- Make your own Music your child could create a guitar using a plastic tub with elastic bands wrapped around it. Post a picture of your musical instrument on our school twitter feed.
- Can your child draw instructions on how to make a guitar for somebody else to follow?
- Play 'What's that Sound?' Game 1- Hum a song to your child that they are likely to know. Can they guess which song it is from the tune alone? Take it in turns to hum out a tune. Game 2- Go into a room of the house while your child listens outside of the door. Make a sound or play a rhythm out on an item in the room e.g. tapping on the table. Open the door and ask your child to find what you used to make the sound.
- A Family Music Show - ask each member of the family to prepare a song and then put on a singing performance. You could select someone to be the judge or ask a family member to watch on a video call and decide on the winner.
- Investigate music from different eras: 1960's 1970's 1980's 1990's 2000's up to today. Is there a piece of music or song that you particularly like or dislike. Talk about how the sound has changed over time.
- Making Instruments – Make Sound Shakers - collect some different containers with lids; make sure you cannot see through them. The small plastic containers from inside chocolate eggs work really well. Put different materials in the containers. (Stones, rice, sugar, paper clips etc.) How many shakers can you make? Do they all sound the same? Can you make a shaker that is difficult to recognise? Can you make loud and quiet sounds with them?