

Home Learning

Term one home learning activities bingo

<p>Create a treasure chest time capsule to open at the end of the year. Place pictures, objects and writing of all of your child's favourite things in a box to open at the end of the year.</p>	<p>Take a trip on a bus or train. Collect pictures of the journey to talk about when you get home.</p>	<p>Visit the park to collect different items linked to autumn.</p>	<p>Use the items collected at the park or woods to make a picture and photograph it.</p>
<p>High-five someone in uniform who helps us. Can you find out 1 thing about their job.</p>	<p>Go out in the rain to jump in puddles and catch rain on your tongue. At home discuss what you did and how children felt.</p>	<p>Go for a walk in woods to find out about autumn changes. Talk about what you see.</p>	<p>Place I spy on your way to school.</p>
<p>Help a grown up cook a meal.</p>	<p>Dance to a grown ups favourite song.</p>	<p>Share a book with a grown up every day for a week.</p>	<p>Blow bubbles and chase them.</p>

How many boxes can you colour in?

Here are some ideas linked to our theme for the week you might like to try at home. You may want to try one of more of these activities or you might just want to choose an activity from the home learning bingo.

Week 1: What makes me a me?

Encourage your child to talk about school by using the relaxed question phrase 'Tell me about...'

English: Practice writing their name using a capital letter for the first letter and lowercase letters for the rest.



Top tip:

Write the name on a piece of paper and encourage the children to trace over it in different colours.

Write their name on a piece of paper and hide it for them to find. Once they've found their name encourage them to copy it on to a new piece of paper.

Maths: Practice naming shapes and talking about their properties.



Top tip:

Around the house or on the way to/from school search for different shapes. Encourage children to name the shapes e.g. What shape is this? Or Can you find a...? Talk about the features of the shape; how many sides?, how many vertices (corners)? Is it a 2D or 3D shape?

Creative: Draw, paint or create a volcano.



Top tip:

Look at pictures or films of a volcano discuss the colours and shapes you can see. Talk about the different textures you might need to create and the materials you'll use to create it.

Understanding the world: Using photos or mirrors encourage your child to look at themselves and other members of the family and discuss the similarities and differences.

Practice pulling faces to show different emotions.



Top tip:

Key words to use: same/similar/different e.g. I have blue eyes and mummy have blue eyes they are the same. I have little ears but Sammy's are bigger. They are different.

Look in the mirror and take turns to pull different faces to show emotions; angry, sad, happy, excited, nervous. Talk about what makes them feel this way. E.g. can you pull a happy face. When did you feel happy? Why?

Week 2: 3 Little Pigs

Encourage your child to talk about school by using the relaxed question phrase 'Tell me about...'

English: Name writing as the week before. **Practice the word pig.**



Top tip:

Sound out the word pig (p i g). Can they say the word e.g. you say p-i-g child shouts PIG!

Talk about the first sound in pig – p. practice tracing the letter on their hand, on the floor, on the wall using their finger.

Practice drawing a picture of a pig and writing p next to it.

Maths: Focus on numbers 1 – 3.



Top tip:

Sing 3 blind mice.

Practice counting 3 on your fingers, finding 3 objects that are around the house e.g. 3 cars, spoons etc.

Look for the numbers 1,2 and 3 on house doors, car number plates and buses.

Hide the numbers 1, 2 and 3 around the house and encourage children to find it. Can they put 3 objects with the number 3, 2 objects with the number 2 1 object with the number 1.

Creative: Build houses using different materials (it doesn't have to be straw, twigs or bricks) you could use cereal packets, pasta, playdough etc. build at least 2 different houses.

Understanding the world: using a hair dryer and the houses you made as part of their creative work see which house is the strongest.



Top tip:

Discuss why you think one house was stronger than the other and how you could change it.

Week 3: A walk in the park

Encourage your child to talk about school by using the relaxed question phrase 'Tell me about...'

English: Name writing as before. **Practice writing the letters in names of family members (mum, dad, nanny, grandad, brother sisters etc)**

Sound out the words e.g mum (m u m). Can they say the word e.g. you say m-u-m child shouts MUM!

Talk about the first sound in mum – m. practice tracing the letter on their hand, on the floor, on the wall using their finger.

Practice drawing a picture of mum and writing m next to it. Repeat or choose other names e.g. dad.

Maths: Focus on numbers 0 – 5



Top tip:

Sing 5 little speckled frogs or 5 little ducks.

Look for the numbers 3, 4 and 5 on house doors, car number plates and buses.

Hide the numbers 3, 4 and 5 around the house and encourage children to find it. Can they put 5 objects with the number 5, 4 objects with the number 4, 4 object with the number 4.

Creative: Use the objects collected from walking in the woods and parks to create a picture.

Understanding the world:

Take a walk in the woods and park to collect autumn leaves, acorns and other objects.



Top tip:

Look closely at the changes, compare the leaves and the different colours. Try to order the leaves from green through to brown.

Week 4: We completely must go to London/Dick Whittington

Encourage your child to talk about school by using the relaxed question phrase 'Tell me about...'

English: Name writing as before. Practice writing CVC words like cat, bus, cab and red (taxi).



Top tip:

Sound out the word e.g bus (b-u-s). Can they say the word e.g. you say b-u-s child shouts BUS!

Talk about the first sound in bus – b. practice tracing the letter on their hand, on the floor, on the wall using their finger. Talk about the other sounds in bus (u, s) repeat as above.

Practice drawing a picture of a bus and writing b next to it, repeat for the other letters in the word.

Maths: Addition focusing on numbers to 5.



Top tip:

Sing 5 little speckled frogs. As you sing count how many frogs are being taken off the log and how many are being added to the pond.

Using objects around the house practice adding 2 groups e.g. how many knives do we have? 3 and how many forks? 2

How many altogether? (count to find the total).

The total is 5 we have 5 altogether.

Key vocabulary: add, altogether

Creative: build a bus.



Top tip:

Look at pictures, watch films or talk about the buses you see when you're out. Talk about their features. Discuss what you might use to make your own bus. This might be something small make with cereal boxes or it might be made using chairs and cushions from around the house so that family members and toys can be driven around the world!

Understanding the world: go for a walk about.



Top tip:

Go for a walk around your local area. Encourage children to photograph the different things they see. At home look back at the pictures and talk about what you saw, where and the features of it. Discuss the similarities and differences for example with your local shop and morrisons.

Week 5: Handa's Surprise

Encourage your child to talk about school by using the relaxed question phrase 'Tell me about...'

English: Name writing as before. Following instructions.



Top tip:

Make a fruit salad or fruit kebab. Lay out all the ingredients (children can help you shop for these first). Given children simple instructions such as First cut the strawberries in half (children will need help with using sharp implements). Next add the strawberries to the skewer. Keep going with simple instructions encouraging the children to follow the instructions for themselves with minimal help.

Once they've had a turn swap rolls with the child giving the instructions for you to follow. Encouraging them to use specific instructions by making deliberate mistakes for example if they say "put it on there." You might put the piece of fruit on a spoon or the top of the microwave. Talk about what they specifically needed to say.

Maths: Subtraction focusing on numbers to 5.



Top tip:

Sing 5 little ducks. Use your fingers to take away 1 duck each time. Recount the ducks to emphasis that you have 1 less.

Collect 5 pieces of fruit and 5 teddies, dolls or action figures.

Put some of the fruit in front of you e.g. 4 pieces say 'Batman wants 2 apples' encourage your child to give that toy (batman) 2 apples then count how many are left. Say the phrase 4

take away 2 equals 2. Encourage them to repeat it back to you. Repeat this with different amounts.

Creative: weave a basket.



Top tip:

Using strips of paper weave them together. Use different colour paper or use playdough.

Understanding the world:

Find Africa on the map. Watch short clips of Africa and the animals. Talk about what is the same and what is different from the animals, weather, landscape in the UK and Africa. Pretend to fly to Africa and be explorers, what do we see? What do we do? What is the temperature? Pretend to catch a bus to the park and repeat exploring. Pretend to be the different animals, how do they move? What sounds do they make?

Week 6: Lost and Found

Encourage your child to talk about school by using the relaxed question phrase 'Tell me about...'

English: Name writing as before. Practice writing initial sounds for words like lost, found, ship, sad.



Top tip:

Sound out the word e.g lost (l o s t). Can they say the word e.g. you say l-o-s-t child shouts LOST!

Talk about the first sound in lost – l. practice tracing the letter on their hand, on the floor, on the wall using their finger. Talk about the other sounds in bus (o, s, t) repeat as above.

Practice writing the letters in order.

Maths: addition and subtraction up to 5.



Top tip:

Use the previous weeks work on addition and subtraction.

Creative: create a snowy scene. Look at pictures or films of the Arctic. Using white paper, cotton wool or paint create a snowy scene.

Understanding the world: does it float or does it sink?

Top tip:

Collect objects from around the house in a bowl or the bath test them in water to see if they float or sink. You could also try to build a boat.

5 Little Ducks

Five little ducks went out one day
Over the hill and far away
Mother duck said, "Quack, quack, quack, quack"
But only four little ducks came back
One, two, three, four

Four little ducks went out one day
Over the hill and far away
Mother duck said, "Quack, quack, quack, quack"
But only three little ducks came back
One, two, three

Three little ducks went out one day
Over the hill and far away
Mother duck said, "Quack, quack, quack, quack"
But only two little ducks came back
One, two

Two little ducks went out one day
Over the hill and far away
Mother duck said, "Quack, quack, quack, quack"
But only one little duck came back
One

One little duck went out one day
Over the hill and far away
Mother duck said, "Quack, quack, quack, quack"
But none of the ducks came swimming back.

ZERO!

5 little speckled frogs
Five little speckled frogs
Sat on a speckled log
Eating some most delicious grubs, yum, yum
One jumped into the pool
Where it was nice and cool
Now there are four more speckled frogs, glub, glub
Four little speckled frogs
Sat on a speckled log
Eating some most delicious grubs, yum, yum
One jumped into the pool
Where it was nice and cool
Now there are three more speckled frogs, glub, glub
Three little speckled frogs
Sat on a speckled log
Eating some most delicious grubs, yum, yum
One jumped into the pool
Where it was nice and cool
Now there are two more speckled frogs, glub, glub
Two little speckled frogs
Sat on a speckled log
Eating some most delicious grubs, yum, yum
One jumped into the pool
Where it was nice and cool
Now there is one more speckled frog, glub, glub
One little speckled frog
Sat on a speckled log
Eating some most delicious grubs, yum, yum
One jumped into the pool
Where it was nice and cool
Now there are no more speckled frogs, glub, glub



