

## Learning Project WEEK 5- Environments

**Age Range: EYFS**

Hold control and click on the blue links to take you to the websites

### Weekly Maths Tasks

- Watch a Numberblocks clip each day at: [BBC](#) or [CBeebies](#). Use this guide [here](#) to give you ideas on what to do with your children whilst watching an episode.
- Working on [Numbots](#) - your child will have an individual login to access this. Play the Numberblocks add and subtract [quiz](#).
- Practise counting up to 20. This can be done through playing hide and seek, singing number songs, chanting, board games etc. Write out the digits 0 - 9.
- Practise recognising amounts up to [five](#) or up to [ten](#) by playing these games. This can be done by reading a dice when playing board games, playing with cards, identifying how many food items on the plate etc.
- Listen to a number song from the [CBeebies](#) website. After listening to them, watch again and sing along if you can. Talk about the maths you can see in the video clip.
- [White Rose Weekly Maths](#) . Learn numbers 15, 16, 17, 18, 19, 20.
- Continue to practice bonds to 10.

### Small world



Ask the children to build 2 fields and collect 10 farm animals.

How many ways can the children find to arrange their 10 animals in the 2 fields?  
Can they record the ways they found?

[White Rose Maths](#) -click for Spring term guidance.

## Exploring possibilities

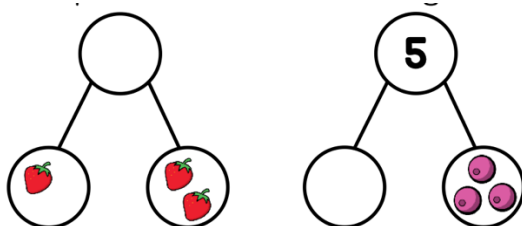
Show the children an empty feely bag.

Together, count 4 cubes into the bag.

Take out an unseen amount.

Ask the children to discuss how many **could** be in your hand and how many **could** be left in the bag.

**What is missing?** Draw the part-whole model below minus the fruits. Use objects to represent the fruits. Show your child a part-whole model with either one of the parts or the whole missing.



Encourage the children to use concrete objects, draw a picture or use their fingers to use their fingers to help them explain how they know what is missing.

Ask your child to write the number sentence to explain the part whole model e.g.  $1+2=?$   $5=?+3$

Weekly Phonics Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<p>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 <a href="#">Nursery Rhymes here</a>.</p> <p>A-B-C-D-E-F-G H-I-J-K-LMNOP LMNOP-Q-R-S-T U-V-W-X-Y-Zed X-Y-Zed Now I know my "ABCs" Next time won't you sing with me?</p>	<p>Read a variety of books at home. Favourites can be repeated. Hearing the patterns of language in a story will support your child's language development.</p> <p>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 <a href="#">free account</a>. Complete the linked Play activities for each book.</p> <p>With your child, look in magazines, newspapers and books for the tricky words they are currently learning. They could use a highlighter to highlight in magazines and newspapers.</p>
	<b>Weekly Writing Tasks (Aim to do 1 per day)</b>

Daily phonics - Send your child on a sound hunt around the house. Can they find and record all of the items that make sounds? (e.g. hairdryer, TV, fridge, microwave, phone).

[Interactive games.](#)

Sing the song, 'Incy, Wincy Spider' and add in the rain sounds using your rainmaker (from the learning project below).

### "Itsy Bitsy Spider" Lyrics

"The itsy bitsy spider crawled up the water spout.  
Down came the rain, and washed the spider out.  
Out came the sun, and dried up all the rain,  
and the itsy bitsy spider went up the spout again"

Practice name writing. Can they write their first name? Middle name? Surname?

Practice forming the letters of the alphabet.

Read Write Inc Handwriting Rhymes and Characters

Sound	Rhyme
a	Round the apple and down the leaf (apple)
b	Down the laces to the heel, round the toe (Boot)
c	Curly around the caterpillar (caterpillar)
d	Round his bottom, up his tall neck and down to his feet (dinosaur)
e	Lift off the top and scoop out the egg (egg)
f	Down the stem and draw the leaves (flower)
g	Round her face, down her hair and give her a curl (girl)
h	Down the head to the hooves and over his back (horse)
i	Down his body, and a dot for his head (insect)
j	Down his body, curl and dot (Jack in the box)
k	Down the kangaroo's body, tail and leg (kangaroo)
l	Down the long leg (leg)
m	Down Maisie, over the mountain, over the mountain (Maisie and mountains)
n	Down Nobby, over his net (football net)
o	All around the orange (orange)
p	Down his plait and around his head (pirate)
q	Round her head, up past her earrings and down her hair (queen)
r	Down his back, then curl over his arm (robot)
s	Slither down the snake (snake)
t	Down the tower across the tower (castle tower)
u	Down and under, up to the top and draw the puddle (umbrella)
v	Down a wing, up a wing (vulture)
w	Down up, down up (worm)
x	Down the arm and leg and repeat the other side (exercise)
y	Down a horn, up a horn and under his head (yak)
z	Zig - zag- zig (zip)

Bouncy vowels    Bouncy consonants    Stretchy consonants

Ask your child to write out the tricky words they are working on at the moment on pieces of paper and turn them into a pairs game.

what, all, was, we, so

Linking to learning project below -

Discuss with your child what they think happens when ice gets warm. Support your child to write their ideas in a simple sentence e.g. I think the ice will melt in the sun. Encourage them to sound out using their phonic knowledge as they write, remember to include a capital letter to start, finger spaces and a full stop. A line on the paper will support them to form their letters correctly and think about the orientation. Remember spelling only needs to be phonetical as we are encouraging children to love writing.

Create a poster to remind people to put rubbish in the bin and recycling. Label the poster.

Keep a daily weather diary. Encourage your child to write in simple sentences, as per the guidance above and on lines e.g. On Monday it was hot. Draw picture to go with the sentence. On Tuesday it was windy etc

## Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about the environment. Learning may focus on changes to different environments, the impact of humans on environments, climate change etc.

- **Create a daily weather chart-**

- Record using pictures and written labels (where appropriate). How has the weather changed over the week?
- If it is raining, leave a container outside to collect the rain e.g. a water bottle with the funnel cut off. Draw a line or make a mark to show where the rain came up to. Repeat overnight or the next day and compare your results.

- **Recycling/ Exploring Materials-**

- Provide your child with a selection of packaging to sort into groups to recycle. Can they identify plastic, paper, card, metal?

- **Create your own rain cloud-**

- Use a plastic container with a lid (e.g. a water bottle) and make small holes on one side. You could stick on cotton wool to decorate. Fill the container with water and watch as the water drips out.

- **Weather sounds (Rainmakers)**

- Provide your child with either a plastic container, bottle or other junk modelling item. Pour in a spoon or two of rice or lentils and secure with a bottle lid or Sellotape. Decorate with stickers, glitter and sequins if you have them available. Have fun exploring making rain sounds.

- **Ice-**

- Watch '[Frozen- In Summer](#)'. Discuss with your child what they think will happen to Olaf when it gets warm. Support your child to fill up ice cube trays or plastic containers, if ice cube trays are not available, and freeze. Once frozen, take them out and explore how quickly they melt: in your hands, in the fridge, on the windowsill and when blown with the hairdryer.
- Search on Google Maps for the UK. Discuss with your child the colour of the land and sea. Scroll up to look at the Arctic. Discuss why the land looks different in the Arctic, because the land is covered in snow and ice. Discuss the differences in the UK and the Arctic. Look at a picture of an [igloo on google](#). Fill an ice cube tray with water and when frozen take out and child to create their own igloo out of the ice cubes.



Arctic, because temperature in

support your



## Additional learning resources parents may wish to engage with

[Classroom Secrets Learning Packs](#) - These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.

[Twinkl](#) - to access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.

[Headteacherchat](#) - This is a blog that has links to various learning platforms. Lots of these are free to access.

[White Rose Maths](#) -click for spring term guidance.

#TheLearningProjects