

## Bude Primary Academy EYFS Home Learning Pack - March 2020

Dear Parent(s)/Carer(s),

In these uncertain times, we are providing you with some ideas to help you with your child's learning at home while they are not at school. Safety, however, must come first and we wish you and your families the best of health as we enter uncharted territory. These are unsettling times for adults and children are often very aware of this. Most importantly, spend time as a family with as much love, laughter and special time as you can, use this time to build memories. Do what makes life at home the least stressful. Bake, create, share films. Don't worry about what other families are doing - do what is right for you and your family.

Here are some ideas for you under each Early Learning Goal:

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development (PSED)	Making Relationships	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
	Self-Confidence and Self-Awareness	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
	Managing Feelings and Behaviour	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

This is obviously a bit tricky if you are in isolation or have a small family. Where possible, play board games and activities that involve turn taking and sharing. Have a go at trying new things and encourage challenge, where persistence eventually pays off e.g. building a tower with a sibling to see how tall they can make it. Encourage children to talk about their feelings and behaviours at home. Do they demonstrate understanding of rules? If required, you and your child could develop a reward chart. You could give your child more responsibilities at home e.g. laying the table, sorting the washing....If isolated from friends and family members, set up Skype chats where your child can engage in conversations or talk about something they have learned or a story book they have read.

### **COMMUNICATION AND LANGUAGE**

Communication and Language (C&L)	Listening and Attention	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
	Understanding	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
	Speaking	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

**Listening and attention** - Stories, stories, stories! Read stories with excitement and fun to engage you and your listener! Make stick puppets (all you need is paper/card and stick it on a straw/pencil) or sock puppets. Challenge your child's understanding of the story. What do they think is going to happen next? Etc. Good guidance of this is in the Oxford Owl section below. Perhaps you could watch wildlife documentaries (child appropriate ones) or story times on CBeebies and engage in conversation about what they understand. CBeebies also does a story time app for free with loads of stories, activities and questions. There are thousands of videos online of people reading children's story books if you are struggling for time. There is no substitute for human interaction where possible, however. we know this can be hard.

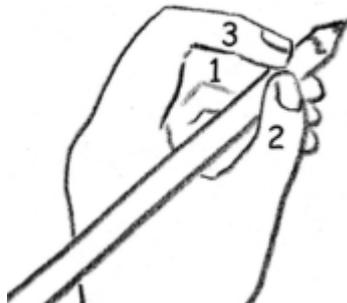
**Understanding** - It is always very tempting to 'over' help your child but the best thing you can do, is enable them to become independent and proud of their achievements. Time at home is the best excuse to make the most of this opportunity. Set your expectations high and encourage your child to listen to your instruction once. As they get better, add two instructions in a row e.g. please put your toys in the box and put the box on the shelf. Ask them to repeat the instruction, as this can help and show they have acknowledged what you have said/asked them to do. Then more than 2 instructions and so on. Don't be tempted to just do it yourself (we've all been there - it is often a lot quicker! 😊) You will begin to reap the rewards. Also, story time again - How do the characters feel? Why did something happen? Also about children's TV programmes. You could do little science experiments and ask how and why something might have happened etc. Lots of conversations with your children are key here to develop their understanding.

**Speaking** - All of the above opportunities will lead to meaningful speech. Make sure when children are talking they are using the correct tense e.g. not "I goed to the park." "I am going to/ I went to the park." Ask children to explain what they did, what they understand, what happened. Scribe their conversations where possible without disrupting the flow. Skype or phone conversations with friends and family would be great for this.

## PHYSICAL DEVELOPMENT

Physical Development (PD)	Moving and Handling	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
	Health and Self-Care	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

**Moving and handling** - practise fine motor skills (small movements) - tracing letters, drawing shapes in trays of sand/flour, painting numbers, using tweezers to pick up grains of rice etc. Lots of scissor skills - cutting and craft work, making and doing. Lego and dressing small dolls are also great for building fine motor skills. Writing and holding a pencil with a good grip - the



optimum grip is shown below for left-handed and right handed writers.

- 1 - Tall Finger (side)
  - 2 - Thumb (pad)
  - 3 - Pointing Finger (tip)
- All fingers are slightly bent.



Gross motor skills (larger movements) - if you have a garden or private outdoor space, then practise ball skills, jumping, running, hopping, skipping. Maybe build an obstacle course and do a timed challenge (safely). If your outdoor space is limited or the weather is not good and you can't access large open spaces then 'Go Noodle' is a really great website of active dance workouts that the children love in class. It is free to use, just register on it. <https://family.gonoodle.com/> Playdough is also a great activity to build up hand muscle strength.

**Health and Self Care** - Talk to children about the importance of brushing teeth, keeping ourselves clean and safe from germs. Encourage children to help to make meals and safely prepare food as well as try new healthy foods. Talk about the different food groups and the importance of a healthy diet. Design a healthy meal by drawing/painting food and labelling it on a paper plate. (Or draw it on a piece of paper). Talk about food at meal times and the importance of having a balanced plate with protein, vegetables/fruit, carbohydrates for energy. Also that treats are fine in moderation. Children could fill a box with their treats/snacks for the day. Encourage children to be independent about dressing, including buttons and zips and also toileting. Talk to children about staying safe - what risks do they see? What do they need an adult to help with? What should they do if they see something dangerous that shouldn't be there? What about road safety? Online safety.

## LITERACY

Literacy	Reading	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
	Writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

### Reading -

Here is some really great advice from Oxford Owl website: <https://www.oxfordowl.co.uk/for-home/>

#### 1. Read together every day

Reading with your child continues to be really important so keep reading lots of different books together. Most picture books will be too hard for a child of this age to read alone, but it's good for them just to listen to a story or information book and talk about the pictures with you.

#### 2. Allow some reading alone time

Try a short reading time when you are reading (newspaper, magazine, book, on-screen) and your child is too. It's good to start this habit of quiet reading time early, however short to begin with!

#### 3. Talk about the book before you begin reading

Before reading a book together, always talk about the title, the pictures and the information on the cover (front and back). If it's new, ask what your child thinks the book might be about. If it's an old favourite then talk about the bits you love most! Don't worry if some books get chosen again and again!

#### 4. Read with different voices

When reading aloud use lots of expression and try different voices for different characters. Get your child to join in with bits too, such as, 'They pulled and they pulled!' and 'Fee, fi, fo, fom...'. See if your child can copy you!

#### 5. Ask each other questions

Talk about the stories and information books when you've finished reading together and ask questions. *What did you like best? Why did the tiger let Floppy go? Have you ever played a trick on anybody? Get your child to ask you questions too.*

#### 6. Retell stories and events

Ask your child about things that they have done/seen. Sometimes, after you've shared a story or watched a TV programme, ask your child to tell you about it. Help them by asking *What happened first? What next? And then what?*

### Early reading skills

#### Looking at words and letters

After you have read a book, play letter-spotting and word games like these with your child: *Can you find Dan's name on this page? Can you find the word 'and' on this page? How many words can you find on this page that begin with 't'? Get your child to ask you too!*

#### Sound out first...

If your child gets stuck on a word, check first if it can be sounded out or blended by saying the letter sounds individually and putting them together quickly to hear the word. If your child can't work out the word, then you say it and move on.

**Oxford Owl for Home** - <https://www.oxfordowl.co.uk/for-home/>

You may be thinking, "I haven't got the right/ enough books at home for my child to read." However, please don't go and buy lots, Oxford Owl have lots of ebooks online for your child to access. Select books in the 4-5yrs age range. The colour of your child's Read, write inc book (in their book bag) indicates which level to attempt in Read, Write Inc books online. You can attempt other books from other schemes also if you run out - but please stick to age range. If read all the books easily, then move up to age 5-6yrs.

**Some useful reading/phonics apps are:**



## Jolly Phonics Lessons

Jolly Futures Technologies C.I.C.

★★★★ 4.3, 3.5K Ratings

Free - Offers In-App Purchases



Pirate Phonics 3 : Kids learn to read!



Pirate Phonics 2 : Kids learn to read!



Pirate Phonics 1 : Kids learn to read!



<https://www.teachyourmonstertoread.com/> This is FREE

Also CBeebies Storytime app



## CBeebies Storytime App

Discover the CBeebies Storytime App with lots of new stories for you to explore!

This is Free

## Writing -

One of the main parts of the ELG is to for a child to be able to read their own writing, as well as an adult interpret it independently. Finger spaces are really useful to make a sentence readable.

- 1) Encourage a child to speak their sentence and repeat.
- 2) Point in the air for each word (if needed).
- 3) Write each word step by step, then use a lolly stick or strip of paper to leave a finger space (or own finger). Several children can do this already and some don't need to use their finger to space. If they are struggling, help them with each finger space to start with and gradually encourage them to try one or two on their own. Also, they can write each word on a little piece of paper and then leave a gap between each piece before copying e.g.

The	dog	went	to	the	park	.
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Each word needs to be sounded out carefully using Fred talk (sounding out e.g. d \_ o \_ g - a sound on each finger). It is also a lovely activity to rearrange words on cards like the ones above.

- 4) Capital letter at beginning, full stop at end.

Encourage your child to write more than one sentence at one time.

Ideas for writing:

- Keep a diary - write a sentence or two a day about what you have done.
- Write about anything that you are interested in - a little book about animals, football...
- Write a story - either of your own making or following a story you have shared.
- Write a menu for teatime or take an order like you are a waiter/waitress.
- Post-it note label things around the house.
- Practise writing your name (if you can't already) or names in your family. Write about your family members.
- Write a set of instructions on how to do something or something fun like how to look after a dinosaur!
- Write a letter to send to friends or relatives.
- Make a time capsule of their life right now.

## MATHS

Maths	Number	Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
	Shape, Space and Measure	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

**Number:**

- Recognise numbers to 20.
- Counting to 20 from 0 to 20, but also 4 to 7, 8 to 15 etc. Pick 2 numbers from a bag.
- Pick a number - what is the number 1 more? 1 less?
- Pick 3 numbers, put them in order from smallest to greatest.
- Write numbers from 0-20 and check orientation.
- Add objects e.g. 4 and 3 sweets, how many altogether? Count total. Then count on e.g. 4 in my head, count on 3 more.....5...6..7....
- Roll 2 dice - how many altogether? Count on from the biggest number.
- Numberblocks (Cbeebies iplayer) are really lovely resources. The Cbeebies website also has lovely games and songs <https://www.bbc.co.uk/cbeebies/shows/numberblocks>
- Taking away - Bob has 6 sweets (have real ones if poss), Jim eats 3 (take 3 away), how many are left? Then 6 count back 3 (5 4 3) equals 3.
- Doubling - roll a dice, what is double?
- Halving numbers by sharing between 2. Kim has 6 blueberries, she shares them on two plates.... Do practically but also by drawing.

<https://www.oxfordowl.co.uk/for-home/> also has lots of maths resources. Most children in EYFS will access the 3-5yr activities.

Topmarks <https://www.topmarks.co.uk/> has lots of good maths games for addition, counting etc.

Also the Endless Numbers app:

**Endless Numbers**  
 Originator Inc. Education Education  
 ★★★★★ 3,524  
 PEGI 3 Ages 8 & Under  
 Offers in-app purchases  
 Add to wishlist  
 Install  
 This is FREE

**Shape, space and measure:**

- Compare objects by size / length - put them in order.
- Compare weights (not in grams) but how heavy they feel. Measure together and do lots of baking and cooking.
- Use positional language as part of every day life. "Where's my toy?" "Over there next to...."
- Make shape/bead patterns, recognise shapes in the home environment. Talk about how many sides these shapes have.
- Order the days of the week. Talk about the time when it is o'clock.

**UNDERSTANDING OF THE WORLD**

Understanding the World	People & Communities	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
	The World	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
	Technology	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

- Look through family photos and talk about events and family members. Maybe write about them.
- Explore minibeasts and wildlife in the garden or in wide open spaces/ woodlands where possible and if safe to do so. How are they the same or different?
- Notice any seasonal and weather changes in the outdoor environment.
- Ipad learning time, time using drawing programmes on laptops, apps on mobile phones.
- Nature Detectives  
<https://naturedetectives.woodlandtrust.org.uk/naturedetectives/activities/>  
A lot of these activities can be done in a garden, or if you can get to a remote forest location!

## EXPRESSIVE ARTS AND DESIGN

Expressive Arts and Design	Exploring & Using Media & Materials	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Being Imaginative	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

- Cbeebies Radio <https://www.bbc.co.uk/cbeebies/radio> for singing and listening activities
- Arts and crafts, sticking and doing.
- Lots of good ideas on The Artful Parent <https://www.facebook.com/artfulparent/>
- Also - The Imagination Tree <https://theimaginationtree.com> for learning through play activities.
- Imaginative small world play and imaginative construction play.

We have heard that parents/carers are also being offered a month of free access in the event of school closures on Twinkl. This is an excellent website full of activities in all subject areas, not just for EYFS. From colouring to maths to phonics and more! <https://www.twinkl.co.uk>

### CBeebies has lots of apps e.g.

#### Go Explore - Fun Early Learning Skills App

Download the Go Explore app now via the Apple, Google Play and Amazon app stores.



**FOR CHILDREN WHO NEED EXTENSION ONLY** (who are confident in the expected areas and who, at parent meetings, were informed that they could possibly attain exceeding), here are the exceeding statements. PLEASE DO NOT ATTEMPT THIS if your child is not secure in the previous ELGS.

Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development (PSED)	Making Relationships	Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.
	Self-Confidence and Self-Awareness	Children are confident speaking to a class group. They can talk about the things they enjoy, and are good at, and about the things they do not find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.
	Managing Feelings and Behaviour	Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.
Communication and Language (C&L)	Listening and Attention	Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props. They can listen in a larger group, for example, at assembly.
	Understanding	After listening to stories, children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence.
	Speaking	Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.
Physical Development (PD)	Moving and Handling	Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.
	Health and Self-Care	Children know about, and can make healthy choices in relation to, healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.
Literacy (L)	Reading	Children can read phonically regular words of more than one syllable as well as many irregular high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in simple stories they have read.
	Writing	Children can spell phonically regular words of more than one syllable, as well as many irregular high frequency words. They use key features of narrative in their own writing.
Maths (M)	Number	Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.
	Shape, Space and Measure	Children estimate, measure, weigh, compare and order objects and talk about properties, position and time.
Understanding the World (UW)	People and Communities	Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.
	The World	Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking and experimentation.
	Technology	Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need, for example, in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.
Expressive Arts and Design (EAD)	Exploring and Using Media and Materials	Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.
	Being Imaginative	Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others' work, recognising the differences between them and the strengths of others.

## TAPESTRY

No pressure but if you would like to upload photos of what your child has been doing at home during this time in particular this would be welcome. It is really easy to do from laptop, ipad or phone. Please find a brief explanation of how to do it at the end of this document. We would love to see any of the work or activities you have been doing - you could make a scrapbook or folder or work or pictures or even simpler, upload onto Tapestry.

### How to upload onto Tapestry

The screenshot shows the Tapestry website interface. At the top, there are navigation tabs for 'Observations', 'Children', and 'Reports'. Below this is a decorative header with a grid pattern, a bee, and clouds. A 'Children' dropdown menu is visible, and a '+ Add Observation' button is on the right. The main content area is titled 'Add Observation' and contains several fields: 'Children' (with a 'Select Children' button), 'Title \*', 'Notes', and 'Media' (with a 'Drag and drop files here or use the Add Files button below' instruction). A 'Save' button is at the top right of the form. Five yellow callout boxes with black outlines provide numbered instructions:

- 1.) Click this box "+ Add Observation"
- 2.) Select your child's name from the drop down menu.
- 3.) Add a simple for the activity.
- 4.) Add a positive comment about what your child did. Where possible, indicate what your child could do independently and what was supported. This will help us to see how your child is getting on and be able to support you where possible. We can also comment on the observation to give you a next step if relevant.
- 5.) Add a photo where possible. A photo of your child 'in the moment' is best - not too posed! And of the finished product if relevant.

### FINAL WORD:

(5.) Start upload.

Please do not be intimidated by this learning pack. It is designed to provide you with activities and ideas in order to entertain and stimulate your child's learning. We understand that this is uncharted territory in so many ways and that everyone is being challenged in all aspects of their lives. For some of you, childcare will be a huge barrier and we greatly sympathise. We hope that you all stay safe and healthy and are able to somehow enjoy this unique opportunity for family time and are able to minimise stress for you all. Some children beg for work at home, others actively avoid it. This is normal. For some parents/carers it is therefore much easier to 'home school' than for others. A happy home is a priority. A few learning tasks may help to break up the boredom that may ensue for this period of however long. Lots of the tasks we have suggested are learning where a child may not realise there is learning involved. Also, there is a delicate balance to be had. If you have a reluctant home learner, start with short activities and build up stamina as you go. Nothing is gained from a battle that turns off learning altogether but if your expectation is "now this..." "next play" then that should help. Also, be careful to be positive and supportive. Sometimes it can be frustrating when you don't understand why your child doesn't understand something that we perceive as "easy." If you need to, take a break and return to it with fresh eyes. Most importantly take time to hug, play, reassure, have fun and be a family - we all need that.

Kindest regards and best wishes to you all,

Anne Garrad (Early Years Lead), Roo Sheppard and the EYFS Team.