

Learning Project WEEK 7- Celebrations Online

Age Range: EYFS

Weekly Maths Tasks (Aim to do 1 per day)

- 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.

One, Two, Buckle My Shoe

One, two buckle my shoe (pretend to tie shoe)
Three, four knock on the door (pretend to knock on door)
Five, six pick up sticks (pretend to pick up sticks)
Seven, eight lay them straight (pretend to lay sticks down)
Nine, ten a big fat hen!

5 Cheeky Monkeys Jumping On The Bed

Five cheeky monkeys jumping on the bed (hold up five fingers and make them jump up and down)

One fell off and bumped his head (rub head)

Mama called the doctor and the doctor said (pretend to call on phone)

"No more monkeys jumping on the bed" (wag pointer finger like scolding someone)

Four cheeky monkeys jumping on the bed....

Every morning sing the Days of the Week Song - Sing to the tune of Alouette – change the day on each new day.

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, the week has seven days, today is (day in here e.g. Monday), (day again e.g. Monday), (day again e.g. Monday), today is (day in here Monday) all day long.

Reception class can also sing the days of the week song we sing during our morning jobs if they wish.

- Working on [Numbots](#) - your child will have an individual login to access this.
- Play this [game](#) to practise counting, ordering and matching numbers to 10.
- Practise counting up to 20. This can be done through playing hide and seek, singing number songs, chanting, board games etc.

Counting : *What is the rule about counting? We count everything once and we stop when we have done so. The last number we say tells us how many we have (the quantity). You will need a tin or cup and a collection of small toys, buttons or stones.*

Drop 4 stones into the tin one at a time, while your child listens carefully. Ask how many they think are inside the tin? Why do they think that? How sure are they? Tip the tin out and check. This game can be varied by dropping irregularly, or by using quieter objects. Later when they get good at this, ask "How many is that so far inside?" and then dropping two more on top of the original amount, supporting the child in counting on from a small amount: "Four.... Five, six." The important idea is to draw their attention to the last number we say telling us how many there are.

What's missing? You will need 6 pieces of paper and a collection of small bricks, stones, buttons or similar. Clearly write the numbers 0,1,2,3,4,5; one on each piece of card. Together with your child, organise the 0 – 5 number cards in order from the smallest (0) to the largest (5) number. Take it in turns to hide your eyes whilst the other player turns a card over (or removes a card and closes the gap – harder!). Player one opens their eyes and works out which number is missing.

To extend this, you could shuffle the cards around after removing one or play with numbers 0 to 9. But remember it is best to begin any game at a slightly easier level than you think your child can manage. It is easy to introduce a challenge with their agreement! You could match an amount of bricks to each number, and play the hiding game by removing one brick – what has changed? How do you know?



- Listen to a number song from the [CBeebies](https://www.cbeebies.com/) website. After listening to them, watch again and sing along if you can. Talk about the maths you can see in the video clip.

Make a selection of birthday cards with numerals on the front. Can your child count out birthday candles (if you have them available) or objects to match the amount? Can they order the numerals from the smallest amount to the largest?

Draw a large hopscotch grid or use masking tape on the floor for you and your child to jump along, show them how to play. Create a diagram with ten sections and number them. Each player has a marker such as a stone, bottlecap, shell, button, etc.



For younger children simply hopping across the single versus double squares can provide hours of fun. The first player stands behind the starting line to toss his or her marker in square one. Hop over square one to square two and then continue hopping to square ten, turn around, and hop back again. Pause in square two to pick up the marker, hop in square one, and out. Then continue by tossing the stone in square two. All hopping is done on one foot unless the hopscotch design is such that two squares are side-by-side. Then two feet can be placed down with one in each square. A player must always hop over any square where a marker has been placed. Getting out: A player is out if the marker fails to land in the proper square, the hopper steps on a line, the hopper loses balance when bending over to pick up the marker and puts a second hand or foot down, the hopper goes into a square where a marker is, or if a player puts two feet down in a single box. The player puts the marker in the square where he or she will resume playing on the next turn, and the next player begins.

[White Rose Weekly Maths](#) [White Rose Maths](#) -click for Summer Term guidance.

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 Nursery Rhymes.</p> <p style="text-align: center;">Hey Diddle Diddle</p> <p style="text-align: center;">Hey diddle diddle, the cat and the fiddle, The cow jumped over the moon. The little dog laughed to see such fun, And the dish ran away with the spoon!</p> <p style="text-align: center;">The Grand Old Duke of York</p> <p style="text-align: center;">Oh the Grand Old Duke of York, He had ten thousand men; He marched them up to the top of the hill, And he marched them down again.</p> <p style="text-align: center;">And when they were up they were up, And when they were down they were down, And when they were only half way up, They were neither up nor down.</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 free account. Complete the linked Play activities for each book.</p> <p>Mrs. O'Mahoney's group should choose the sound blending books.</p> <p>Mrs. Kearton's group should choose the red books.</p> <p>Mrs. Read's group should choose the green books.</p> <p>Mrs. Baron's group should choose the pink or purple books.</p> <p>Mrs. Cameron/Miss Warn's group should choose the orange books.</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> <p><i>come, went, up, day, and, on, dad, can, said, get, cat, is</i></p> <p>Use the Small Talk website for ideas on supporting your child's Communication and Language development.</p>

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](#).

Join in with the [daily phonics lessons](#) online.

Children in Reception, Year 1 and Year 2 who usually work with Mrs. Small, Mrs. O'Mahoney or Mrs. Kearton for Read Write Inc should focus on the Set 1 lessons.

Children in Reception, Year 1 and Year 2 who usually work with Mrs. Read or Mrs. Baron for Read Write Inc should focus on the Set 2 lessons.

Children in Reception, Year 1 and Year 2 who usually work with Mrs. Cameron / Miss. Warn or Ms. Bredin for Read Write Inc should focus on the Set 3 lessons.

There is more information here. <https://www.ruthmiskin.com/en/finding-outmore/parents/>

- Watch a video of a [fireworks display](#). Can your child explore using instruments (if available) or household objects e.g. pots and pans to make their own imitation of firework sounds.
- Learn the song '[On Bonfire Night](#)' and encourage your child to make marks to represent the sounds in the song e.g. whiz, whiz could be a swirling pattern.

On Bonfire night at five o'clock
I took my money to the firework shop
I bought a rocket and it cost one pence and I -
Put my rocket by the fence
And my rocket went Whoooooooooosh !

On Bonfire night at five o'clock
I took my money to the firework shop
I bought a whizzer and it cost two pence and I -
Put my whizzer by the fence
And my whizzer went Whiz - Whiz - Whiz - Whiz - Whiz
And my rocket went Whoooooooooosh !

I bought a rip-rap and it cost three pence etc.
And my rip-rap went Rip - Rap - Rip - Rap - Rip...

I bought a fountain and it cost four pence etc.
And my fountain went
Whoosh - Whoosh - Whoosh - Whoosh - Whoosh ...

I bought a banger and it cost five pence etc.
And my banger went
Bang - Bang - Bang - Bang - Bang ...

I bought a Roman Candle and it cost six pence etc.
And my Roman Candle went
Phut - Phut - Phut - Phut - Phut - Phut - Phut - Phut -
Phut - Phut - Phut - Phut - and my banger...

Weekly Writing Tasks (Aim to do 1 per day)

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

Practice forming the letters of the alphabet.

Rhymes for letter formation - taken from Read Write Inc.

a  Around the apple and down the leaf.	b  Down the laces to the heel and around the toe.	c  Curl around the caterpillar.	d  Around the dinosaurs bottom, up his tall neck & down to his toes.	e  Lift off the top and scoop out the egg.	f  Down the stem and draw the leaves.
g  Around the girls face, down her hair and give her a curl.	h  Down the head, to his hooves and over his back.	i  Down the body and dot for the head.	j  Down his body, curl, dot for his head.	k  Down the kangaroo's body tail and leg.	l  Down the long leg.
m  Down Maisie, mountain, mountain.	n  Down Nobby and over his net.	o  All around the orange.	p  Down the pirates plait and around his face.	qu  Round her head, up past her earring, down her hair, and flick.	r  Down the robots back and curl over his arm.
s  Slither down the snake.	t  Down the tower, across the tower.	u  Down and under, up to the top and draw the puddle.	v  Down a wing, up a wing.	w  Down, up, down, up.	x  Down the arm and leg, repeat the other side.
y  Down a horn, up a horn and under head.	z  Zig-zag-zig.				

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.

come, went, up, day, and, on, dad, can, said, get, cat, is

Create a card for a celebration of your choice. Can your child use their phonics knowledge to write a message for the person they would like to give it to?

Ask your child to draw a picture of a celebration they have taken part in. Encourage them to use their phonics knowledge to write simple sentences about their memory of that day. Remind your child where to start on the page, starting with a capital letter, finger spaces and a full stop. Make a high frequency word mat for your child to use.

Phase 2 and 3 High Frequency Words

a	be	go	if	my	see
all	big	got	in	no	she
an	but	had	into	not	that
and	can	he	is	now	the
are	dad	her	it	of	them
as	down	him	look	off	then
at	for	his	me	on	they
back	get	I	mum	put	this

Learning Project - to be done throughout the week

This project this week aims to provide opportunities for your child to learn more about celebrations. Learning may focus on different types of celebrations that take place and who may celebrate them. It could look at how people celebrate different events differently in other parts of the world.

• Family Photographs-

- Look over a selection of photographs of family celebrations and discuss with your child: what the celebration was about, who attended, what you did to celebrate, when it took place, whether it is an event that happens each year. Can your child remember the event taking place? What do they remember of it?

• Plan a family celebration-

- Decide on a family celebration for the week. This family indoor picnic, meal, dance etc. Ask your child to write invitations to family members to the party.
- Create homemade decorations using coloured paper (if you do not have coloured paper at home, you could use old newspaper or wrapping paper) You could make paper chains or
- Plan a menu for the party and make the food together.



could be a to write

(If you do not have newspaper bunting)

• Discover religious celebrations-

- Watch the Let's Celebrate video collection for [Easter](#). Discuss the celebrations with your child. Did they celebrate Easter? Which of the events did they take part in?
- Watch the Let's Celebrate video collection for [Eid-al-Fitr](#). Discuss the celebrations with your child. Did they celebrate Eid-al-Fitr? How did they celebrate? Are there any similarities and differences between the celebrations they saw in the Easter videos?
- Look through the range of [videos](#) available on Cbeebies and watch together. Discuss who celebrates the event and any similarities and differences with celebrations your child has taken part in.

Mindfulness – Balance the toy!

Helping your child to have some focused mindfulness time is a great way to help them cope with any difficult feelings or emotions so over the next few weeks we will be offering some techniques to try.

Help your child to find a soft toy (it will need to be something that will balance on their body, so make sure it's not too big or heavy!). Explain to your child that they should lie down on their back with their legs stretched out straight and their arms straight down by their sides. Tell them you are going to balance the toy on their tummy, and they need to stay still so that it doesn't fall off. Explain this is a quiet time when you are both going to focus on your breathing because it's a great way to keep your brain and body healthy. Ask your child to take big slow breaths. Can they feel their toy moving up and down? Encourage them to keep quiet and still, with just their belly moving up and down as they continue to focus on taking long, slow breaths. Keep going until you sense your child is getting

restless. You could try doing this a few times throughout the week. You can use different toys to maintain your child's interest. You could add some gentle music to relax to.

- **Birthdays-**

- Talk to your child about when they were born. Look at photographs of the day they were born, if you have them available. Do they know the date of their birthday? Support your child to create an all about me folding book (as pictured) with their birth date, current age and anything else they think is important for people to know about them.



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.

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