



Home Learning Pack EYFS

Guidance



This week's pack supports the activities from the [Week 3 timetable](#) on Classroom Secrets Kids.

Maths – Number

This week, the number activities link to the concepts of [counting objects to 20](#), [matching amounts to numerals](#) and [addition](#). The activities in this pack can be printed out and should be completed with the support of an adult.

Counting Objects to 20 (page 2)

Encourage children to carefully count the objects in each group by pointing to each item and saying the number name aloud. Children should then write the correct numeral to represent how many objects they have counted in the box. You could set up this activity with real fruit or different objects to cover all numbers 0-20.

Matching Amounts to Numerals (page 3)

Encourage your child to point and say the number name out loud when counting each block in a tower. After counting, they need to match the amount to the correct numeral. This activity will help with counting and recognising numerals.

Addition (page 4)

In this activity, your child can use pictorial representations (pictures) to solve an addition sum. You should encourage them to count each group of objects, before counting them altogether. Emphasise by counting all the objects together, '*we have added two groups*'. When the sum is not represented with pictures, encourage your child to use their fingers or objects to solve the sum in the same way. They can record their answer in the box provided.

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Maths – Shape, Space and Measures

This week, the shape, space and measures activities link to **positional language** and **size language**. The activities in this pack can be printed out and should be completed with the support of an adult.

Positional Language (page 5)

Positional language refers to describing the position of where something is. For example, on, on top, under, next to, beside, in front and behind. Children can match the cut-out labels to the correct picture (always supervise when children are using scissors!) Discuss the language together. You could also play this game with a real box and teddy by asking your child to move a teddy into the correct position.

Size Language – Tall and Short (page 6)

Size Language – Long and Short (page 7)

Give your child the initial object. Encourage them to choose a selection of other items and then compare the height or length. Can they sort the objects into two groups – taller and shorter or longer and shorter? The images may give you or your child an idea of what you could find. You could model using the first object and then let your child measure the other objects independently. Discuss what they have found.

Size Language – Narrow and Wide (page 8)

Look at the pictures together. Discuss which is narrow, which is wide and why. After your child has cut out the pictures, ask them to sort them into the correct group.

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Phonics

This week, the sounds used are 'ai', 'ee', 'igh', 'oa', 'oo', 'oo' and 'ar'. The activities in this pack can be printed out and should be completed with the support of an adult.

The sound 'ai' (page 9)

The pictures show rain, kebab, train, chain, hat and tail. Encourage children to name each picture and decide which ones include the 'ai' **sound**. Encourage them to **segment** the letters so that they can hear each sound in the word, and then read the word by **blending** the sounds together. Following this activity, you might like to ask children to try writing the words with the 'ai' **sound** by saying all the sounds that they can hear and writing them down.

The sound 'ee' (page 10)

The pictures show tree, bee, bird, sleep, digger and sheep. Encourage children to name each picture and decide which ones include the 'ee' **sound**. Encourage them to **segment** the letters so that they can hear each sound in the word, and then read the word by **blending** the sounds together. Following this activity, you might like to ask children to try writing the words with the 'ee' **sound** by saying all the sounds that they can hear and writing them down.

The sound 'igh' (page 11)

The pictures show duck, tights, pens, light, jelly and night. Encourage children to name each picture and decide which ones include the 'igh' **sound**. Encourage them to **segment** the letters so that they can hear each sound in the word, and then read the word by **blending** the sounds together. Following this activity, you might like to ask children to try writing the words with the 'igh' **sound** by saying all the sounds that they can hear and writing them down.

Guidance for Parents/Carers

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The sound 'oa' (page 12)

The pictures show ring, coat, goat, cow, road and soap. Encourage children to name each picture and decide which ones include the 'oa' **sound**. Encourage them to **segment** the letters so that they can hear each sound in the word, and then read the word by **blending** the sounds together. Following this activity, you might like to ask children to try writing the words with the 'oa' **sound** by saying all the sounds that they can hear and writing them down.

The sound 'oo' (long 'oo' like in moon) (page 13)

The pictures show spoon, balloon, tools, scarf, robin and pool. Encourage children to name each picture and decide which ones include the long 'oo' **sound**. Encourage them to **segment** the letters so that they can hear each sound in the word, and then read the word by **blending** the sounds together. Following this activity, you might like to ask children to try writing the words with the long 'oo' **sound** by saying all the sounds that they can hear and writing them down.

The sound 'oo' (short 'oo' like in book) (page 14)

The pictures show hook, foot, banana, book, cook and highlighters. Encourage children to name each picture and decide which ones include the short 'oo' **sound**. Encourage them to **segment** the letters so that they can hear each sound in the word, and then read the word by **blending** the sounds together. Following this activity, you might like to ask children to try writing the words with the short 'oo' **sound** by saying all the sounds that they can hear and writing them down.

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The sound 'ar' (page 15)

The pictures show farm, star, cat, park, bucket and car. Encourage children to name each picture and decide which ones include the 'ar' sound. Encourage them to **segment** the letters so that they can hear each sound in the word, and then read the word by **blending** the sounds together. Following this activity, you might like to ask children to try writing the words with the 'ar' sound by saying all the sounds that they can hear and writing them down.

Phonics Vocabulary

Sound refers to the single unit of sound in a word. Also known as 'phoneme'.

Blending refers to stringing together all the sounds in a word. For example, these three sounds, sh - e - ll, blend together to make the word 'shell'.

Segmenting refers to splitting up a word into the different sounds. It is the opposite of blending. For example, the word shell can be segmented into three sounds (sh - e - ll).

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Literacy

This week, the literacy activities uses the sounds that children have practised as part of the phonics sessions.

Reading 1 (page 16)

Reading 2 (page 17)

The words for children to read are 'bee', 'light', 'rain', 'pool', 'book', 'tool', 'soap' and 'barn'. Encourage children to read the words by saying each sound aloud and **blending** the sounds together. Once children have read each word, look at the pictures together and ask them to describe what they can see. They should then draw a line from each word to the corresponding image.

Writing 1 (page 18)

Writing 2 (page 19)

The images show 'night', 'chain', 'moon', 'sheep', 'foot', 'coat', 'tail' and 'farm'. Encourage children to first describe what they can see in each picture. They should write the words by **segmenting** and saying each sound aloud and writing it down. Each word is made up of three sounds. It is worth noting that the sounds 'ch', 'ai', 'oo', 'sh', 'ee', 'oo', 'oa', 'ai' and 'ar' are made up of two letters that make one sound and the sound 'igh' is made up of three letters that make one sound.

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Practical Ideas

These do not need to be printed and are intended to offer ideas for furthering children's learning.

Practical ideas covering the development of language, physical and creative skills (page 20)

Practical ideas covering the development of maths, literacy and an activity from a Lockdown Live (page 21)

Further guidance for the activity linked to Lockdown Live (page 22)

Each practical idea has a short description underneath to help you in delivering this activity. The maths and literacy ideas relate to topics that children have covered this week including positional language and size language.

For other Resources and Ideas

- Go to <https://kids.classroomsecrets.co.uk/> for interactive games that your child can play.
- Access resources for all areas of EYFS learning, including activities just like the ones in this pack, for only £4.83 a month at www.classroomsecrets.co.uk