

## Lapal Primary School EYFS Learning Project

Age Range: EYFS	Week Beginning: 6 <sup>th</sup> July 2020
Daily Maths Tasks	Daily English Tasks
<p><b>The maths focus this week: Capacity</b> This week, we will be developing problem solving skills through capacity. Throughout each of the activities, support your child to use the key vocabulary: <i>full, almost full, half full, almost empty, empty</i>. Use the questions below to encourage your child to give the reasons to their answers, for example, “<i>Why do you think that container has the most?</i>” “<i>Why do you think the number increased with the smaller spoon?</i>” “<i>How do you know that bowl has more?</i>” “<i>Why did you make that prediction?</i>”</p> <p><b>Monday:</b></p> <ul style="list-style-type: none"> <li>• <b>Warm up:</b> <a href="#">Practise forming numerals</a></li> <li>• <b>Capacity:</b> Set up a milkshake cafe (plastic cups, jug, coloured water) and explore filling and emptying containers, describing their capacity using the key vocabulary.</li> </ul> <p><b>Tuesday:</b></p> <ul style="list-style-type: none"> <li>• <b>Warm up:</b> <a href="#">Whack-a-Mole</a> to recognise and order numbers to 20.</li> <li>• <b>Capacity:</b> <a href="#">Colour in or cut and stick the correct container to the correct capacity vocabulary.</a></li> </ul> <p><b>Wednesday:</b></p> <ul style="list-style-type: none"> <li>• <b>Warm up:</b> Name <a href="#">number bonds to 10</a>.</li> <li>• <b>Capacity:</b> Explore the capacity of containers by counting the number of items it takes to fill them. You could choose to use soil and different sized plant pots, saucepans and pasta, toy boxes and toys. Order the containers by capacity from most to least.</li> </ul> <p><b>Thursday:</b></p> <ul style="list-style-type: none"> <li>• <b>Warm up:</b> <a href="#">Save the Whale</a> by finding the number bond.</li> <li>• <b>Capacity:</b> Which container holds more water, a plastic milk bottle or a cereal bowl? Make a written prediction, then measure the capacity by counting the spoons of water. Try again with a different sized spoon. Does the number change? Why?</li> </ul> <p><b>Friday:</b></p> <ul style="list-style-type: none"> <li>• <b>Warm up:</b> Hit the <a href="#">duck target</a> by counting in multiples.</li> </ul>	<p><b>The phonics focus this week:</b> Identifying phonemes <b>The kinetic letters focus this week:</b> Writing pairs of letters from the abracadabra family. Please use the <a href="#">kinetic letter guide</a> to ensure letters begin at the correct starting place. <b>The reading focus this week:</b> <a href="#">Vocabulary questions</a>. Further examples can be found in your child’s planner. <b>The writing focus this week:</b> Information Text. Focus book: ‘<a href="#">At the Seaside</a>’.</p> <p><b>Monday:</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics:</b> Take part in a daily, online <a href="#">phonic session</a>. Practise naming phonemes by creating a sounds hopscotch (draw a grid and write a letter sound in each square using chalk.)</li> <li>• <b>Kinetic Letters:</b> <b>c d</b></li> <li>• <b>Reading:</b> Share the text ‘<a href="#">At the Seaside</a>’. Encourage your child to read sections of the text independently. <i>What does the word snorkel mean? What would you use a snorkel for?</i> Discuss any other unknown vocabulary.</li> </ul> <p><b>Tuesday:</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics:</b> Take part in a daily, online <a href="#">phonic session</a>. Practise recognising phonemes with <a href="#">Phonics Pop</a>.</li> <li>• <b>Kinetic Letters:</b> <b>c o</b></li> <li>• <b>Writing:</b> Return to the text ‘<a href="#">At the Seaside</a>’ and read the information in the red and blue boxes. Discuss why this text has a warning sign. Select one of the highlighted boxes to focus on and discuss the reasons why we need to follow this rule using the word ‘<u>because</u>’. For example, page 11, ‘<i>Always swim with an adult <u>because</u> the water is deep and wavy.</i>’ Then write the reasons you have given, for example, ‘<i>The water is deep and wavy.</i>’ (Your child does not have to write the entire sentence).</li> </ul> <p><b>Wednesday:</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics:</b> Take part in a daily, online <a href="#">phonic session</a>. Practise using phonemes with <a href="#">Foam Phonics</a>.</li> <li>• <b>Kinetic Letters:</b> <b>c g</b></li> <li>• <b>Writing:</b> Conduct research about sun safety by watching <a href="#">Barnaby Bear’s Trip to the Seaside</a> (Time 6:55-7:38). Draw and label the 3 facts you have learnt about Slip, Slap, Slop. For example, draw an image of a hat and write ‘<i>Slap on a hat</i>’.</li> </ul>

- **Capacity:** Using a numbered measuring jug or a homemade jug (plastic milk bottle with numbers written on the side) write a magic potion recipe for your child to follow, for example, 10ml pink water, 5ml blue water, 20ml glitter water. Explore writing and reading other measurements of capacity to make new potions. You could play [Capacity Countdown](#) instead.

**Thursday:**

- **Phonics:** Take part in a daily, online [phonic session](#). Practise recognising phonemes with [Blending Bingo](#).
- **Kinetic Letters:** **c s**
- **Writing:** Using the [text](#) and [clip](#) from this week, create a seaside safety poster by drawing a picture and writing one or more safety sentences. Your poster could be about the meaning of beach flags, the role of lifeguards or what to wear at the beach. The [RNLI](#) have lots of resources to help you.

**Friday:**

- **Phonics:** Take part in a daily, online [phonic session](#). Practise recognising phonemes with [Pirate Flashcards](#).
- **Kinetic Letters:** **c q**
- **Reading:** Share another text about the seaside such as [The Starfish](#), [Ant's Pact](#), [Jellyfish Shoes](#), [Lucy and Tom at the Seaside by Shirley Hughes](#) or one from your own collection. Use the [vocabulary questions](#) to ask your child about the text.

**Daily reading**

Practise reading using the [Silly Sentences](#) game or choose an eBook from the shelves of [Oxford Owl](#).

**Learning Project  
(Aim to do throughout the week)**

**Understanding the World**

- Find a photograph of a beach (this could be a family trip or an online image) and describe what you can see. Now, look at the [beaches in the image](#). What do you notice about this beach? Compare the two images, discussing how you think the litter got to the beach, then find out more by watching [Newsround's 'What is plastic?'](#). What new information have you learnt in addition to your knowledge from World Ocean's Day.
- Navigate [Google maps](#) to locate seaside destinations, you have or would like to visit. Can you: type the name of the destination, use satellite mode to see a detailed image of the beach, zoom in and out, scroll across the map to find an unknown destination. Try to use the seaside features vocabulary you learnt last week to describe what you see. Here's one to get your started: [Llandudno, Wales](#).

**Expressive Arts and Design**

- [Visit Tate Kids](#) to discover the art of Wave Painting. Using the clip as inspiration, create your own water inspired image. You could use watered down paint instead of ink and trial different natural paint brushes such as leaves, twigs or flowers.
- **This week's reflective question:** What would you like your audience to know about your creation?

**Mental Health & Well Being Tasks**

- Think about our GREAT ways to wellbeing. This week focus on exercise your body. We might not be able to go swimming, but there are lots of other beach games you could play in your garden; try French cricket, bat and ball, Frisbee or volleyball.
- Look at the [Jump Back July 'Action for happiness'](#) and complete the daily activities.
- Drift off to your favourite happy place with [Cosmic Yoga's Peace Out](#) relaxation session or get moving with a high energy [Cosmic Noris the Baby Seahorse Yoga](#).