

## Lapal Primary School EYFS Learning Project

Age Range: EYFS	Week Beginning: 29 <sup>th</sup> June 2020
Daily Maths Tasks	Daily English Tasks
<p><b>The maths focus this week: 2D and 3D shapes</b> This week, we will be exploring the characteristics of shapes. Throughout each of the activities, support your child to use the key vocabulary for each shape. 2D: name of shape, side, corner. 3D: name of shape, face, edge, vertices. Use the questions below to encourage your child to use mathematical language to describe and compare the shapes, for example, "How did you know it was a cube?" "Would a cuboid be able to roll? Why not?" "Can you sort the shapes by the number of corners?" "How are a square and rectangle similar/different?"</p> <p><b>Monday:</b></p> <ul style="list-style-type: none"> <li>• <u>Warm up:</u> Practise number formation to 20 using the <a href="#">numeral song</a>.</li> <li>• <u>Shape:</u> Name the <a href="#">2d shapes</a> and identify the number of sides and corners they have. <a href="#">Sort shapes</a> by their properties or play <a href="#">Properties I Spy</a> by describing the shape, for example, "It has 4 equal sides".</li> </ul> <p><b>Tuesday:</b></p> <ul style="list-style-type: none"> <li>• <u>Warm up:</u> Sing along to the <a href="#">doubling</a> song.</li> <li>• <u>Shape:</u> Create your own shape picture by <a href="#">drawing</a> what your adults describe using the following <a href="#">images</a> and positional language. For example, <i>draw a 4 sided shape with 4 corners in the middle with a triangle on top. Draw a shape with no corners next to the square.</i></li> </ul> <p><b>Wednesday:</b></p> <ul style="list-style-type: none"> <li>• <u>Warm up:</u> Use your doubling facts in the <a href="#">doubling</a> game.</li> <li>• <u>Shape:</u> Name the <a href="#">3d shapes</a>. Collect 3D <a href="#">items</a> and investigate their properties by counting the number of faces, edges and vertices. You could <a href="#">name and colour</a> the 3D shapes.</li> </ul> <p><b>Thursday:</b></p> <ul style="list-style-type: none"> <li>• <u>Warm up:</u> Sing along to the <a href="#">halves and halving</a> song.</li> <li>• <u>Shape:</u> Do all 3D shapes roll? Explore how properties of 3D shapes change how they travel by pushing a shape (use your items from yesterday) down a ramp. Super</li> </ul>	<p><b>The phonics focus this week:</b> Reading words. <b>The kinetic letters focus this week:</b> Writing pairs of letters from the jumper family. These letters are written next to each other and are appropriately sized. Please use the <a href="#">kinetic letter guide</a> to ensure letters begin at the correct starting place.</p> <p><b>The reading focus this week:</b> <a href="#">Prediction questions</a>. Further examples can be found in your child's planner or on <a href="#">Twinkl</a>.</p> <p><b>The writing focus this week:</b> Recount through postcards. Focus text: <a href="#">Seaside Poems</a>, Jill Bennett.</p> <p><b>Monday:</b></p> <ul style="list-style-type: none"> <li>• <u>Phonics:</u> Take part in a daily, online <a href="#">phonic session</a>. Practise reading words with the Letters and Sounds <a href="#">bingo game</a>.</li> <li>• <u>Kinetic Letters:</u> <b>h b</b></li> <li>• <u>Reading:</u> Listen to one of the <a href="#">Seaside Poems</a> by Jill Bennett. Pause the poem at different points and encourage your child to predict what will happen next. For example, "Which activity might they do at the beach once they've finished their picnic?"</li> </ul> <p><b>Tuesday:</b></p> <ul style="list-style-type: none"> <li>• <u>Phonics:</u> Take part in a daily, online <a href="#">phonic session</a>. Practise reading words with <a href="#">Tricky Word Song</a>.</li> <li>• <u>Kinetic Letters:</u> <b>h m</b></li> <li>• <u>Writing:</u> <a href="#">Discuss what, when and why postcards are sent</a>. Identify the 5 <a href="#">features of a postcard</a> (image on the front, space in the right-hand corner for a stamp, name of recipient, address lines, space to write). Using the <a href="#">template</a>, practise writing an address on the lines. This could be your own or another family member's address.</li> </ul> <p><b>Wednesday:</b></p> <ul style="list-style-type: none"> <li>• <u>Phonics:</u> Take part in a daily, online <a href="#">phonic session</a>. Practise reading words with <a href="#">Dinosaurs Eggs</a>.</li> <li>• <u>Kinetic Letters:</u> <b>h n</b></li> <li>• <u>Writing:</u> Listen to the <a href="#">Seaside Poem 'Picnic'</a> and identify the foods the family packed in their basket. <a href="#">Using the template</a>, write a postcard from the family explaining what 3 foods they ate on the beach and what the problem was.</li> </ul> <p><b>Thursday:</b></p>

vocabulary: face, flat, curved, roll, slide. Remember to make your prediction first.

**Friday:**

- **Warm up:** Use your halving facts in the [halving](#) game.
- **Shape:** Design your own 3d shape monsters using [playdough](#) or [salt dough](#). Can you make a pyramid, a cube and a cuboid? How many vertices does your monster have?

- **Phonics:** Take part in a daily, online [phonic session](#). Practise reading words with [Tell a T-Rex](#).
- **Kinetic Letters:** **h r**
- **Writing:** Last week, your [wellbeing task](#) was to discuss a special journey. Create a postcard about this memory by writing: where you visited, how you got there and your favourite moment.

**Friday:**

- **Phonics:** Take part in a daily, online [phonic session](#). Practise reading words with [Odd and Bob](#).
- **Kinetic Letters:** **h p**
- **Reading:** Share another text about holidays such as [The Lighthouse Keeper's Lunch](#) or [Billy's Bucket](#). Children could read [A flight to New York](#) or [Paris Adventure](#). Use the [prediction questions](#) to ask your child about the text.

**Daily reading**

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

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

**Understanding the World**

- 'British seaside towns are found on the coasts of the British Isles'. Identify where the land and sea meet by colouring [the coast on the map](#). You could use [Google Maps](#). Using photographs of your own seaside holiday or these [seaside videos](#), describe what you can see and compare it to our local area. For example, "There is a beach and harbour at Padstow but there isn't in Halesowen." Using the [worksheet](#) or an image from the internet, label features of a seaside town using the key vocabulary: sea, ocean, coast, land, beach, cliffs, pier and harbour.
- What do you notice about these [photographs of the seaside](#)? Discuss the similarities and differences between past and present-day holidays by chronologically sequencing the [seaside images](#) or sorting the [seaside activities](#). Find out more by talking to an older relative or neighbour about their childhood holiday memories.

**Expressive Arts and Design**

- Using what you have learnt about the features of seaside, create your own seaside scene. You could use these [seaside images](#) or create your own collage using art materials you have at home.
- **This week's reflective question:** Why did you choose to create your seaside scene in that way?

**Mental Health & Well Being Tasks**

- Think about our GREAT ways to wellbeing. This week focus on **relate to other people**. You could play a board game with someone in your family and talk about their childhood memories or listen to your favourite piece of music and share why it is so special.
- Look at the [Joyful June Action for Happiness calendar](#) and complete the daily activities.
- Using some of the exercises you have learnt from the Joe Wicks morning workouts, create your own sequence of exercises. You may choose to include star jumps, the plank and lunges.