

## Learning Project WEEK 3- Viewpoints

**Age Range:** EYFS (Reception)

### 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.
- Access [EducationCity](#) (**Click on: 'Subjects' – 'Mathematics' – 'EYFS' – 'F1' or 'F2'- Activities**). Focus on counting, finding one more/one less and addition activities.
- *Log in details can be found in your child's red contact book.*
- Practise counting up to 20. This can be done through playing hide and seek, singing number songs, chanting, board games etc.
- Practise recognising and ordering numbers to 20. This can be done through the use of number flashcards. You could create your own using pens and paper, or access them online [here](#).
- Look out of the window and count how many houses or buildings can be seen.
- Practise Sing Number songs to practice counting, reciting numbers in order, one more, one less using number songs: Five Little Ducks, Five Little Men, Ten Green Bottles.
- Our number of the week is 10. What do you know about the number 10?
  - Can you find the numeral 10 anywhere?
  - Can you count out 10 objects?
  - Can you think of an addition or subtraction number sentence for 10?
  - Discuss with a grown up, or record your response using flipgrid! Click [here!](#)
- Find the total by completing some of the challenges [here](#). Sign up for free, using the help code UKTWINKLHELPS.
- Complete some of these one more/one less challenges [here](#). Sign up for free, using the help code UKTWINKLHELPS.

### Weekly Reading Tasks (Aim to do 1 per day)

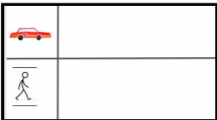
- Continue to share a variety of books at home. Favourites can be repeated. Hearing the patterns of language in a story will support your child's language development. Discuss the characters and events with your child, to ensure they are understanding what is being read to them/ what they are reading.
- This half term, our story is Goldilocks. What kind of a character do you think Goldilocks was? Why? What do you think about the 3 Bears? What makes you think that?
- Read Jasper's Beanstalk. It can be found here on [YouTube](#). Have a go at completing one of the story activities [here](#).
- Children to read their reading book to an adult 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.
- 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. (*Our red (tricky) words are: I, to, the, no, go, he, she, my, of, said*).

Weekly Phonics Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>👉 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). <i>Please see the separate sheet below, which details the sounds we have covered in our different phonics groups.</i></li> <li>👉 Access <a href="#">PhonicsPlay</a> and sign up for free, for interactive phonics games (phases 2-4).</li> <li>👉 Access <a href="#">EducationCity</a> (<b>Click on: 'Subjects' – 'English' – 'EYFS' – 'F1' or 'F2' - Activities</b>).</li> <li>👉 <i>Log in details can be found in your child's red contact book.</i></li> <li>👉 Play I-spy with things you can see out of the window. You could alternate between the initial sound in the word e.g. "I spy with my little eye something beginning with t". Or with oral blending e.g. "I spy with my little eye a t-r-ee"</li> <li>👉 Select 3-4 pictures and captions from the selection <a href="#">here</a>. Mix them up – can children read the caption accurately and find the matching picture?</li> </ul>	<ul style="list-style-type: none"> <li>👉 Practice name writing, using our pre-cursive letters which can be found <a href="#">here</a>.</li> <li>👉 Show your child one of these pictures (without showing them the caption). Encourage them to write a short caption for the <a href="#">picture</a>. Remember to practise writing using our pre-cursive letters which can be found <a href="#">here</a>.</li> <li>👉 Practise sounding out and then writing down 3 or 4 words containing the sound/s your child is currently focussing on. Remember to practise writing using our pre-cursive letters which can be found <a href="#">here</a>. <i>Please see the separate sheet below, which details the sounds we have covered in our different phonics groups.</i></li> <li>👉 Ask your child to write a shopping list to help plan for the weekly shop. Encourage them to ask all family members views on what they would like to eat that week. Items do not have to be spelt accurately, but encourage your child to think carefully about the sounds they can hear in each word (e.g. ch-ee-z for cheese would be a good phonetic attempt)</li> <li>👉 Write a caption for one of the Pop the Giraffe pictures <a href="#">here</a>. <i>Mrs Worts' phonics group – write 2 words from the picture (e.g. 'Pop', 'bin'). Mrs Hubbard's group – write short sentence. Mrs Branston's group and Mrs Woodcock's group – have a go at writing a longer sentence, or even 2-3 different sentences about the same picture.</i></li> </ul>

**Learning Project - to be done throughout the week**

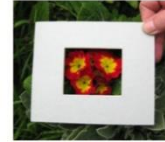
**The project this week aims to provide opportunities for your child to learn more about different viewpoints. Learning may focus on physical viewpoints in terms of what you can see outside of the window at home, what others can see looking into your home and then progress onto personal viewpoints and of others.**

- 👉 **What can you see out of your window?**- Ask your child to look out of a window in the house and draw what they can see. Look out of a different window (e.g. back or side of the house), draw what they can see. Look at the two pictures together and discuss what is the same in both pictures (e.g. the sky) and what is different.
- 👉 **Record how many cars/ people walk past your house-** Set a timer for 5 minutes on your phone or tablet. Draw out a simple grid (as below) and ask your child to put a tick in the right place every time a person or car goes past. When complete, can they count up the ticks and write the matching numeral? Were there more people or cars?



- 👉 **How do we differ from others?**- Ask your child to look in a mirror at their hair colour, eye colour, skin colour. Ask them to create a self-portrait using either felt-tips, crayons or paint. Look at some pictures in books and magazines. Does everyone look the same way as them? How do people look different?

- **Go on a sight hunt-** Support your child to make a viewfinder. Cut out a square of card from an old cereal box/ cardboard. Cut a smaller square out of the centre. Take your viewfinder around the house and garden and explore what things you can see. Alternatively, you could create a pair of binoculars as pictured. Your child could write a list of the things they see or draw/ paint a picture. If you have a tablet or phone that could be used by your child they could do the same activity but using photographs to record.



### Additional learning opportunities, linked to our Goldilocks topic

- **Make porridge –** Make some porridge for the 3 bears. Can you find 3 different sized bowls for each bear (small, medium, large)? Can you write out a simple recipe for making porridge?
- **Create your own Goldilocks character mask –** Colour it in, cut it out and use a lolly pop stick for a handle. Can you re-enact the story? Mask templates can be found [here](#).
- **Paint a picture from the story –** you could paint a picture of the woods, the 3 bears' house, or one of the characters. Think carefully about the colours you choose. Will you have to mix any of the paints to create a specific colour?

### 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.
- **[EducationCity](#)** – All NHA children should have a login to access the resources.

#TheLearningProjects

If you have any queries, please do not hesitate to contact the Early Years teaching team:

Mrs Davitt: [cdavitt@newarkhillacademy.org](mailto:cdavitt@newarkhillacademy.org)

Mrs Hubbard: [chubbard@newarkhillacademy.org](mailto:chubbard@newarkhillacademy.org)

Mrs Worts: [kworts@newarkhillacademy.org](mailto:kworts@newarkhillacademy.org)

**Phonics – which sounds are we learning?  
EYFS (Reception)**

Please find your child's phonics group below to see which sounds they have covered in class. A quick daily recap of all previously learnt sounds is very beneficial for their phonics learning. For support on sound pronunciation, please watch these helpful clips on [YouTube](#).

**Mrs Worts' phonics group**

m a s d t  
i n p g o  
c k u b  
f e l h s h r  
j v y w  
t h z c h q u x n g n k

**Mrs Hubbard's phonics group**

m a s d t  
i n p g o  
c k u b  
f e l h s h r  
j v y w  
t h z c h q u x n g n k

ay ee igh ow  
or ar air ir

**Mrs Branston's phonics group**

m a s d t  
i n p g o  
c k u b  
f e l h s h r  
j v y w  
t h z c h q u x n g n k

ay ee igh ow oo oo  
or ar air ir ou oy

**Mrs Woodcock's phonics group**

m a s d t  
i n p g o  
c k u b  
f e l h s h r  
j v y w  
t h z c h q u x n g n k

ay ee igh ow oo oo  
or ar air ir ou oy