

Week 3
Week Beginning: 13.04.20

Theme: Where I Live

Maths (15-30 minutes, daily)

New skills can be identified by the * preceding them. Other skills and activities listed can be repeated regularly to develop and consolidate your child's mathematical understanding.

Watch a Numberblocks clip each day. You can assess these clips through either the [BBC](#) or [CBeebies](#).

* Practise subtracting by 'counting back' from a given amount. First have a go at doing this using objects. Once you have mastered this, have a go at 'counting back' out loud. For example, if you say the number 14 aloud, can your child count back from this number until they reach 10, or perhaps even 0?

* Practise adding by 'counting on' from a given amount. First, have a go at doing this using objects. Once you have mastered this, have a go at 'counting on' out loud. For example, if you say the number 12 aloud, can your child count on from this number until they reach 15, or perhaps even 20?

Starting from 0, practise counting up to 20 and beyond 20. This could be done through playing hide and seek, singing number songs, chanting and board games. Remember to ensure that your child is pronouncing all of the number names correctly, particularly the teen numbers.

Task A – My Local Area

Explore your local area using Google Maps or Google Earth. You could look at your house from above and using the 'street view' tool. You can do this using a phone, tablet or computer. Use the directional arrows to navigate the area around your house. Can you recognise key places located nearby?

Once you have done this, you could use Google Maps or Google Earth to compare your local area to another part of the world. This could be a place you have visited on holiday or somewhere completely different! How is this area similar or different to your local area?



Connor Bear used Google Earth to find our school!

Task B – My House/My Dream House

Can you draw and label a picture of your house and the people who live with you? You could even use recyclable materials to create a model of your house.

Alternatively, can you design your dream house? You could think about what rooms you would choose to include in your dream house. Connor Bear and I would choose to have a cinema room and a room made of chocolate!



Practise writing the digits 0 – 9. Please support your child in forming these correctly by modelling the digits as needed. If you can do this, can you write the numbers 10 – 20 independently?

Sing **songs and rhymes** to practise counting, reciting numbers in order, and finding one more/less than a given amount. Can you learn these songs by heart?

Task C – Playful Learning

Play is the key to learning, both at school and at home. Through their playful learning, your child will continue to develop key skills such as inquiry, expression, experimentation and teamwork. Take this opportunity to play alongside your child and see where their imagination can take you!

You could support your child by allow them to lead the play, and by responding to their ideas and instructions. You could use '**I wonder how/what/when/where/why?**' questions to help deepen your child's thinking.

Please feel free to use Tapestry to share as many examples of your child's playful learning as you wish.

Task D – 5 Things You Can't Wait to Do!

Whilst we are all at home having lots of fun with our families, there are some things we can't do right now. It's important to remember that it won't always be this way though! Can you list 5 things that you are looking forward to doing in the future?

Here is my list (Connor Bear helped!):

1. Going back to school to see all of you!
2. Hearing all about what you have been up to whilst we have been away from school.
3. Going for a walk on my favourite beach.
4. Spending lots of time outside with my family and friends.
5. Going to the cinema.

Phonics

Please refer to the Phonics Guidance for EYFS document to support your child's ongoing learning of Letters and Sounds. Resources for each Phase of Letters and Sounds can be accessed through both the school website and Tapestry. If you experience any difficulty in accessing these resources, or would like additional guidance on how to support your child further, please do not hesitate to contact Mr Masters via Tapestry.