






## Larks Hill EYFS: Home Learning Schedule

| W/C 29th June   | Monday   | Tuesday  | Wednesday  | Thursday  | Friday   |
|---|--|--|--|---|--|
| <p><b>Story time</b></p> <p><i>Each week different Early Years staff will read a story to you. This week it is the staff at <b>The Rookeries, Carleton Junior &amp; Infant School.</b></i></p>  | <p><b><u><a href="#">The Three Little Pigs</a></u></b></p> <p>After the three little pigs had got rid of the big, bad wolf they enjoyed living together. However, after a while they decided their house was too small. Can you draw a picture of a new house that all the pigs could fit in to? You can label and have a go at writing a sentence about your house.</p> | <p><b><u><a href="#">Goldilocks and the Three Bears</a></u></b></p> <p>Can you imagine you are Goldilocks and write a letter of apology to the three bears?</p>  | <p><b><u><a href="#">The Gingerbread Man</a></u></b></p> <p>Following on from your description of Wizard Lizard. Can you write a wanted poster about the fox? Tell us his eye colour, the colour of his fur. Tell us how he tricked the gingerbread man.</p>  | <p><b><u><a href="#">Jack and The Beanstalk</a></u></b></p> <p>Can you imagine you had magic beans? What would be at the top of your beanstalk? It may be a magical land full of rainbows and chocolate.</p> <p>If you would like to find out more about a lifecycle of a plant. You can watch <a href="#">here</a> the lifecycle of a plant.</p> | <p><b><u><a href="#">Little Red Riding Hood</a></u></b></p> <p>Can you draw or fill a basket full of treats you would like to take to a Grandparents house?</p> <p>Write the list of treats in your basket and tell an adult what you have written.</p>  |
| <p><b>We have produced a 'pre-teach' video to introduce this week's learning in English. We recommend watching the video before commencing Lesson 1. Please click <a href="#">here</a> to view this.</b></p>  |  |  |  |   |  |
| <p><b>Phonics</b></p> <p><i>Suggested timing: 45 mins per lesson</i></p> <p><b>This week our sounds will be:</b></p> <p><b>Set 2: air, ir, ou, oy &amp; ay.</b></p> <p><b>Set 3: oi, a-e, i-e &amp; Tricky words.</b></p>   | <p><b><u><a href="#">RWI Set 2 Phonics.</a></u></b></p> <p>Click on the above link and scroll down on You Tube. Click on Set 2 speedy sound 'air'. After the session write down as many words as you can with the 'air' sound in 3 minutes.</p>  | <p><b><u><a href="#">RWI Set 2 Phonics</a></u></b></p> <p>Click on the above link and scroll down on You Tube. Click on Set 2 speedy sound 'ir'. Using the sound mat below how many sounds can you remember?</p> | <p><b><u><a href="#">RWI Set 2 or 3 Phonics</a></u></b></p> <p>Click on the above link and scroll down on You Tube. Click on Set 2 or Set 3 speedy sound for today. Can you write a sentence with tricky word 'the'?</p>   | <p><b><u><a href="#">RWI Set 2 or 3 Phonics</a></u></b></p> <p>Click on the above link and scroll down on You Tube. Click on Set 2 or Set 3 speedy sound for today. Can you click <a href="#">here</a> and select the sound you have learnt today. Read the sentences.</p>  | <p><b><u><a href="#">RWI Set 2 or 3 Phonics</a></u></b></p> <p>Click on the above link the link and scroll down on You Tube. Click on Set 2 or Set 3 speedy sound for today. Can you write as many words down from the sounds you have learnt this week? There is a worksheet to support the 'ay' sound.</p> |
| <p><b>Remember to share your learning on Class Dojo or Tapestry!</b></p> <p><i>Take a photo of your work and upload it to the Portfolio section for your teacher to see.</i></p>   |  |  |  |   |  |
| <p><b>Maths</b></p> <p><i>Suggested timing: 45 mins per lesson</i></p> <p><b>This week our learning will all be based on:</b></p>   | <p>Can you find 5 of your toys? Then find 2 more. How many do you have now? (Repeat this for other numbers)</p>  | <p>Can you build a tower of blocks or bricks? Can you add some more? How many do you have now?</p> <p><b><u><a href="#">Addition to 10 Game</a></u></b></p>  | <p>Can you show me 4 fingers? Now show me 3 more? How many will this be? How do you know?</p> <p><b><u><a href="#">Robot Addition Game</a></u></b></p>   | <p>Can you remember that double means 'twice as many'?</p> <p>Play this game to double the numbers!</p>   | <p>Can you remember what double means?</p> <p>Ask a grown up to say a number. Can you say the double? (Use the number</p>  |




**Adding more by counting on.**  
**Doubling.**

We have produced a 'pre-teach' video to introduce this week's learning in maths. We recommend watching the video before commencing Lesson 1. Please click [here](#) to view this.

**Number Blocks Addition Game**

Complete today's activity below. (Pirate Addition)

Complete today's activity below. (Under the Sea Addition) 

Could you write or draw some addition questions for your family at home?

**Doubling Game**

Could you find 4 toys? Could you double them? How many do you have now? (Repeat for other numbers)

Use the Doubling Cards below to help you remember some of the doubles.



cards from yesterday to help you remember).

Complete the Ladybird Doubling activity below.

**Creative Ideas: The stories this week are based on traditional tales.**

Could you build a house that the wolf could not blow down?  
 Can you sort different materials out into hard and soft?  
 Can you bake or make a gingerbread man? [Gingerbread recipe](#)  
 Can you act out any of the stories from this week?

**We can't wait to see what you have been learning and making at home!**

 **Having any problems with the tasks?**   
 Feel free to pop any questions or issues onto our class Padlet [here!](#)

**Don't forget to join us every afternoon, Monday to Friday, at 1:30pm. Click [here](#) to take part in a live discussion on Microsoft Teams about the day's learning alongside your classmates and teacher.**

|   |   |  |   |  |
|---|---|--|---|--|
| ay<br><br>may I play?     | ee<br><br>what can you see? | igh<br><br>fly high      | ow<br><br>blow the snow     | oo<br><br>poo at the zoo   |
| oo<br><br>look at a book | ar<br><br>start the car    | or<br><br>shut the door | air<br><br>that's not fair | ir<br><br>whirl and twirl |
| ou<br><br>shout it out | oy<br><br>toy for a boy  |  |   |  |



# WANTED



Last seen:

Crime:

Eye colour:

Hair colour:

Clothes:

Name: \_\_\_\_\_



Dear Daddy Bear, Mummy  
Bear and Baby Bear.

I am really, really sorry  
that I \_\_\_\_\_  
and \_\_\_\_\_  
and \_\_\_\_\_.

It was very \_\_\_\_\_  
of me.

Please forgive me.

From \_\_\_\_\_

---



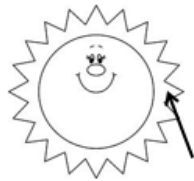
Name: \_\_\_\_\_

Date: \_\_\_\_\_

ay



Monday



Answers

play hay pray tray spray clay crayon  
day ray



# Pirate Addition Sheet

Write the answers in the circles.

 +  =

 +  =

 +  =



 +  =

 +  =





# Under The Sea Addition

Count the pictures and write down the answers in the circles.

 +  =

 +  =

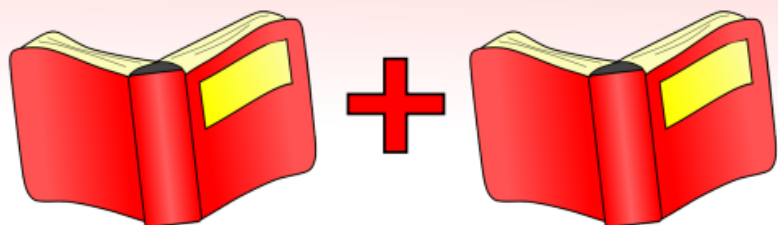
 +  =

 +  =

 +  =



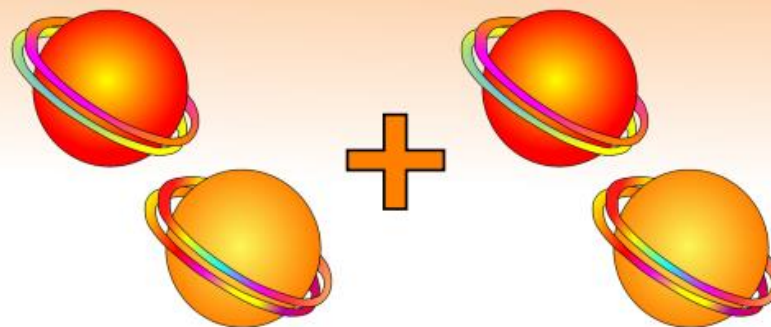
## Double 1



$$1 + 1 = 2$$

© Copyright 2012, www.sparklebox.co.uk

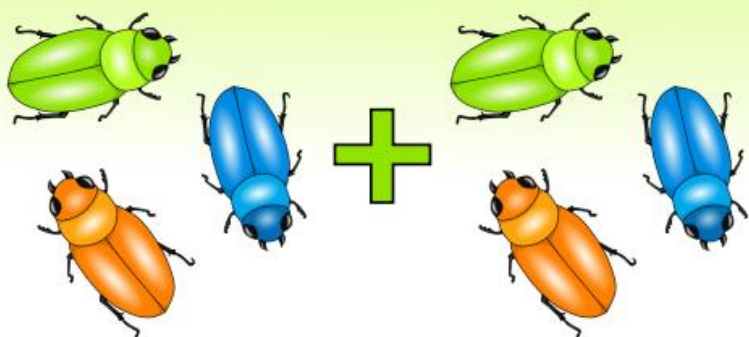
## Double 2



$$2 + 2 = 4$$

© Copyright 2012, www.sparklebox.co.uk

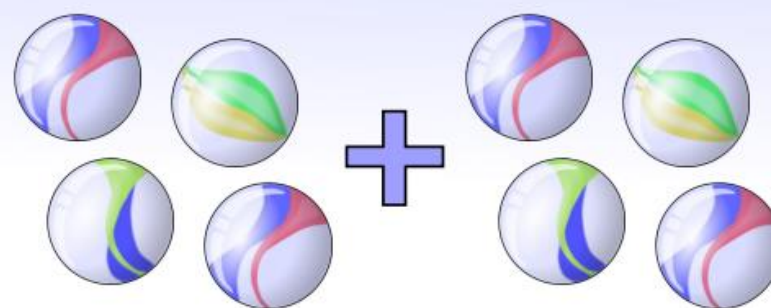
## Double 3



$$3 + 3 = 6$$

© Copyright 2012, www.sparklebox.co.uk

## Double 4



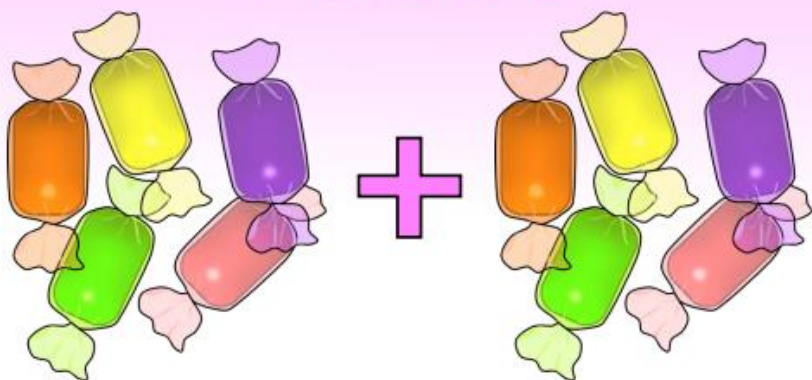
$$4 + 4 = 8$$

© Copyright 2012, www.sparklebox.co.uk





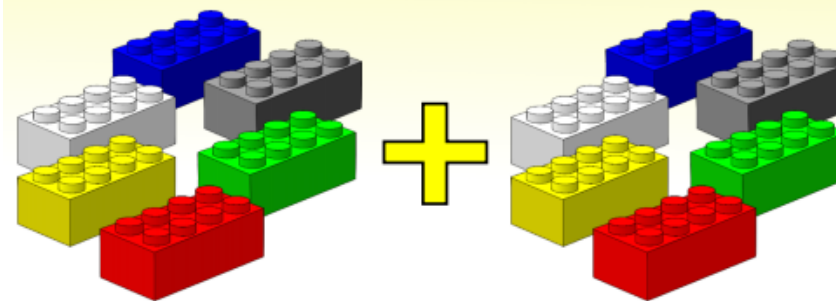
## Double 5



$$5 + 5 = 10$$

© Copyright 2012, www.sparklebox.co.uk

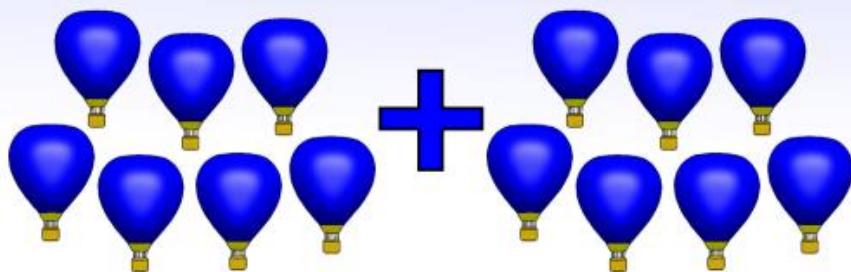
## Double 6



$$6 + 6 = 12$$

© Copyright 2012, www.sparklebox.co.uk

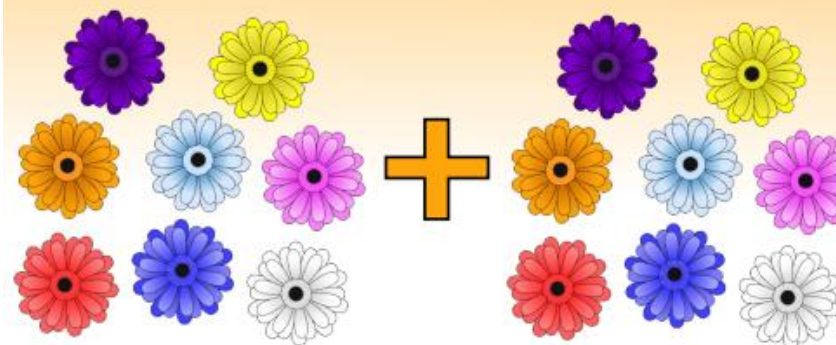
## Double 7



$$7 + 7 = 14$$

© Copyright 2012, www.sparklebox.co.uk

## Double 8



$$8 + 8 = 16$$

© Copyright 2012, www.sparklebox.co.uk





## Double 9



$$9 + 9 = 18$$

© Copyright 2012, www.sparklebox.co.uk

## Double 10



$$10 + 10 = 20$$

© Copyright 2012, www.sparklebox.co.uk

## Ladybird Doubling

Double the number of spots on the ladybirds by copying the same number of spots as the left hand side onto the right hand side. If you can, write the number sentence underneath each one.



— + — = —

— + — = —



— + — = —

— + — = —



— + — = —

— + — = —