



Home Learning Pack EYFS

Guidance



Guidance for Parents/Carers

This week's pack supports the activities from the [Week 5 timetable](#) on Classroom Secrets Kids.

Maths – Numbers

This week, the numbers activities link to the concepts of [matching objects to numerals](#) and [subtraction](#). The activities in this pack can be printed out and should be completed with the support of an adult.

[Count and Match \(up to 10\)](#) (page 2)

[Count and Match \(up to 20\)](#) (page 3)

Encourage your child to point and say the number name aloud when counting how many spots are in the box. They can then draw a line to the correct corresponding number. This activity will help with one-to-one counting and number recognition.

[Subtraction](#) (page 4)

Talk to your child about what the take away symbol looks like and what it means. Ask your child to solve each number sentence and write the correct answer in the box. You will see a mixture of written number sentences and number sentences represented by objects. Your child could use objects to solve the number sentences. This can help children visually see take away means to physically take away some objects.

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Maths – Shape, Space and Measures

This week, the shape, space and measures activities link to **time**. The activities in this pack can be printed out and should be completed with the support of an adult.

Time (Language) (page 5)

This activity supports your child's understanding of everyday language linked to time. It focuses on day time language. Encourage your child to cut out the labels. Always supervise when your child is using scissors. Discuss what time of day each image represents and ask them to match the image to the correct label.

Time (Sequencing) (page 6)

This activity focuses on sequencing familiar events linked to time. Talk about what each picture represents, encouraging the use of language such as 'first', 'next', 'after' and 'finally'. After this, ask your child to cut out the pictures. Always supervise when your child is using scissors. Can they sequence them in the correct order? You could make your own fruit salad together before completing this activity.

Time (Measuring) (page 7)

This activity focuses on measuring time. Encourage your child to do each activity and discuss. You could ask your child to complete each activity several times. Can they count, bounce and jump more times in the same amount of time?

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Phonics

This week, the focus sounds are 'ear', 'air' and 'ure'. The activities in this pack can be printed out and should be completed with the support of an adult.

The sound 'ear' (page 8)

The pictures represent tear, car, beard, crayons and hear. Encourage children to name each picture and decide which ones include the 'ear' **sound**. Encourage them to **segment** the letters so that they can hear each sound in the word, and then read the word by **blending** the sounds together. Following this activity, you might like to ask children to try writing the words with the 'ear' **sound** by saying all the sounds that they can hear and writing them down.

The sound 'air' (page 9)

The pictures represent stairs, chair, orange, fishing rod and hair. Encourage children to name each picture and decide which ones include the 'air' **sound**. Encourage them to **segment** the letters so that they can hear each sound in the word, and then read the word by **blending** the sounds together. Following this activity, you might like to ask children to try writing the words with the 'air' **sound** by saying all the sounds that they can hear and writing them down.

The sound 'ure' (page 10)

The pictures represent pure, paint, octopus, trike and cure. Encourage children to name each picture and decide which ones include the 'ure' **sound**. Encourage them to **segment** the letters so that they can hear each sound in the word, and then read the word by **blending** the sounds together. Following this activity, you might like to ask children to try writing the words with the 'ure' **sound** by saying all the sounds that they can hear and writing them down.

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Literacy

This week, the literacy activities use the sounds that children have practised as part of the phonics sessions.

Reading (page 11)

The words for children to read are 'tear', 'pure', 'hair' and 'beard'. Encourage children to read the words by saying each sound aloud and **blending** the sounds together. Once children have read each word, look at the pictures together and ask them to describe what they can see. They should then draw a line from each word to the corresponding image.

Reading Captions (page 12)

The captions for children to read are 'the shed is full', 'ring the bell' and 'hang up the red top'. Encourage children to read each word in the caption either by sight, or by saying each sound aloud and **blending** the sounds together. You should encourage your child to read the **tricky words** by sight (see page 6 for phase 2 and phase 3 tricky words). After, encourage them to read the caption as a whole. Once children have read each caption, ask them to draw a line from each caption to the corresponding image.

Writing (page 13)

The images show 'hear', 'chair', 'cure' and 'hair'. Encourage children to first describe what they can see in each picture. They should write the words by **segmenting** and saying each sound aloud and writing it down. Each word is made up of two sounds. It is worth noting that the sound 'ch' is made up of two letters that make one sound and the sounds 'ear', 'air' and 'ure' are made up of three letters that make one sound.

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Literacy

This week, the literacy activities use the sounds that children have practised as part of the phonics sessions.

Writing Captions (page 14)

The image represents 'a fox in a box'. Encourage your child to look at the image and describe what they can see. They should then write their sentence by **segmenting** each word and writing the sounds they can hear. They may need to write some **tricky words** too (see below for phase 2 and phase 3 tricky words). You may need to support your child to simplify their sentence to help them write it.

Phase 3 Sounds, Suggested Words, Phase 2 and Phase 3 Tricky Words

Sounds

j v w x y z qu ch sh th ng ai ee igh oa
oo oo ar or ur ow oi ear air ure er

Suggested Words

jam van web box six yak zip queen chick ship
bath ring rain feet light soap boot hook farm corn
cow oil ear chair pure letter

Phase 2 Tricky Words

I into of the no go

Phase 3 Tricky Words

he she we me be was you they all are my her

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Phonics Vocabulary

Sound refers to the single unit of sound in a word. Also known as 'phoneme'.

Blending refers to stringing together all the sounds in a word. For example, these three sounds, sh - e - ll, blend together to make the word 'shell'.

Segmenting refers to splitting up a word into the different sounds. It is the opposite of blending. For example, the word shell, can be segmented into three sounds (sh - e - ll).

Tricky words are words that are phonetically irregular, so they can not be sounded out and blended. As they can not be sounded out, we teach children to recognise tricky words as a whole word by sight instead.

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Practical Ideas

These do not need to be printed and are intended to offer ideas for furthering children's learning.

Practical ideas covering the development of language, physical and creative skills (page 15)

Practical ideas covering the development of maths, literacy and an activity from a Lockdown Live (page 16)

Further guidance for the activity linked to Lockdown Live (page 17)

Each practical idea has a short description underneath to help you in delivering this activity. The maths and literacy ideas relate to topics that children have covered this week including matching objects to numerals and the matching objects to phase 3 phonics sounds.

For other Resources and Ideas

- Go to <https://kids.classroomsecrets.co.uk/> for interactive games that your child can play.
- Access resources for all areas of EYFS learning, including activities just like the ones in this pack, for only £4.83 a month at www.classroomsecrets.co.uk