



M	<p>Literacy</p> <ul style="list-style-type: none">• Show your child the front cover of the book we began to focus on last week. It's called 'Here We Are' (see attached PowerPoint). Ask them what we were thinking about last week in school. We were learning more about planet Earth so that we can inform our class alien Zog! What have we learnt so far? Talk about Earth, the solar system, the land and sea.• Re-read the book so far, to reorient your child with the storyline and read up until: "<i>The most important things for people to remember are to eat, drink and stay warm</i>". Ask your child if they can read any of the labels on the diagram. How did they know what these words said? e.g. Look at the word 'head'. It starts with the sound /h/ and ends with the sound /d/. Listen, 'head' (emphasise the sounds at the start and end of the word).• You can also orally segment phonetically decodable words, such as, leg (l-e-g), arms (ar-m-s), brain (b-r-ai-n) to tune children into the sounds of words. Together use post it notes or cut up paper to label different body parts of a favourite doll or soft toy, adults to scribe for the children e.g. hands, fingers, belly etc.• Next, talk about the functions of each body part.• Support your child in writing a healthy shopping list for your next shop. Draw each item and think about what sounds they can hear in each word. Scribe the words for your child next to their pictures. <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none">• Talk together about how we keep ourselves safe and healthy. What would happen if we didn't eat or drink? Why are these things important? Think about the snacks and meals that we have? Are they healthy? Why is it important to eat and drink regularly?• Discuss other ways we keep ourselves safe and healthy (recap important health messages surrounding Covid).• Choose food items from the kitchen to make a healthy and balanced dinner or draw a plate and draw a healthy dinner. Alternatively prepare a healthy lunch together. <p>Physical Development</p> <ul style="list-style-type: none">• Use different items from around the house or garden to create an obstacle course. How quickly can you complete the course? Count in seconds to time each other. <p>Watch and sing the following songs together!</p> <ul style="list-style-type: none">• CBeebies Body Parts song https://www.bbc.co.uk/programmes/p07f3g0n• I've Got a Body, a Very Busy Body https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-my-busy-body/zr3vhbk• Oh I've Got a Body! https://www.youtube.com/watch?v=0OGR43e5hpA• Heads, Shoulders, Knees and Toes
T	<p>Understanding the World</p> <ul style="list-style-type: none">• Re-read 'Here We Are' up to '<i>Don't be fooled, we are all people</i>'.• Allow your child time to look closely at the people and respond to what they can see. Do any of the figures interest them? Do any remind them of people in their own lives? What do some of them have in common? They may pick out people that are engaged in sports, music or another hobby. They may notice some of them are children and some are adults. Ask them to pick out someone in the image that they think they have something in common with and to explain why e.g. 'They are riding a bike ... that's like me!'• Watch the story 'One World Together' on Cbeebies• Talk about the clip and the story together and the fact that people come in many shapes, sizes and colours. We may all look different, act different and sound different but we are all people.

What does your child understand from this? Use this to introduce key words like fairness, inclusivity and equality and explore what these mean in the context of all they have heard. Explain that at St James, everyone is welcome and that no-one will be treated differently because of the way they look and that we will work together to make sure this happens.

Creative and Physical Development

- Encourage your child to make a drawing to represent themselves. Support them to think about what they will be wearing or what they will be doing or holding that will tell others something about them. When they have finished their drawing they can cut it out and place themselves on a large sheet of paper, with the words from the text replicated. Where possible, other family members can draw themselves in the same way and add to the spread.

Maths

- Practise counting using objects around the house, whilst making lunch or hanging out the washing. If your child can count reliably identical objects such as spoons, then move on to counting objects that have slight difference in colour and shape, such as pencil crayons and books. Encourage your child to put the objects into a line so that they have a clear start and end point. Write numerals (0-10) on pieces of paper and ask your child to find that many objects from around the house. They can attempt to write these numerals themselves.



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Understanding the World

- Re-read the book so far and on to: '*They can't speak, though that's no reason not to be nice to them*'. Allow your child time and space to look closely at all the animals they can see in the illustrations. Which can they name and recognise easily? Which animals are their favourites? Why? Think about where these animals might live, linking back to the environments we saw previously in the book: land, sea and sky.
- Draw your child's attention to the Dodo, and the thought bubble that reads, '*I'm not supposed to be here*'. Explain that this is an animal that is now extinct. This means that there are no longer any living. Explain that this is mostly because people hunted them for food. Talk about other animals that are in danger because of people hunting them or destroying their habitats, such as the orangutan, tiger and turtle. Talk to the children about how they feel about this. Are all the people on our planet always nice to the animals that live there? What do you think our planet would be like if all these creatures no longer existed?
- Use Cbeebies - Our Planet to look at more animals shown in the book earlier e.g. the clip about an orangutan <https://www.bbc.co.uk/programmes/p011t32h>
- Talk about what animals at home or at school we need to care for. Talk about the school rabbit called 'Flo', our fish called 'Stanley' and our tortoise that hasn't a name yet. Talk about and research on the internet what is involved in caring for them. Explain that we need to come up with a name for the tortoise. Scribe some ideas ready for an EYFS vote when we are back at school.

Creative and Physical development

- Make a 3D animal habitat using a box. It may be a spiders home, under the sea habitat, jungle etc. Use paper, leaves, stones or anything you can find around your home and garden.

Maths

- Explore Numberblocks with your child, a BBC television series which introduces concepts of number through animation and characters.

<https://www.bbc.co.uk/cbeebies/shows/numberblocks>



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Literacy

- Read the whole book 'Here we are.'
- Ask you reread parts, ask your child questions to develop their understanding of the 5 key concepts of print (see below).
 - 1. Print has meaning** Where do we find out the title of the book? What do I need to do to read you the story? What is this? (the writing, the story, illustrations)
 - 2. Print can have different purposes** What does this print tell us? Story. What about this print? Labels.
 - 3. We read English text from left to right and from top to bottom** Where shall we start to read from? Ask at different times. Where shall we read from on this page? Where next?
 - 4. The names of the different parts of a book** What is this? The title/what the book is called. What is this page called? The front cover. What do we call this? The picture. What is this? The story/the writing.
 - 5. Page sequencing** What number page number will come next? This is the first page. What is this page called? (Last page)
- After you have read the book fully reflect on it together. How can you be kind? How can you look after the Earth? Who can you ask if you have questions? Do you have any questions?

Maths & Physical Development

- Time each other to see how many exercises you can do in a given time, i.e., star jumps, hops etc. Count each movement together.

Creative

- Create 'transient' art using natural objects that you find on our wonderful Earth!



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Physical Development

- Talk to your child about the word 'space' and that in small spaces it is important to use our own space so that we can move properly and safely. Ask them to move around the house by walking, jogging, hopping, skipping etc. but when you shout 'SPACE' they have to find their own bit of the room where no-one else is and where they aren't touching anything so that they can stand as wide as they can.
- Play 'Astronauts'- where you and your child will fly off to space, have an explore and hopefully meet some aliens before returning home. Begin by you and your child sitting in a space curled up tightly and preparing to launch. Together, count down and launch into space with a large jump before jogging round the room travelling quickly. Pretend to look out of the space shuttles and use slower movements. Then pretend to come out of the space craft and bounce around on the moon. Show how to twist, turn, roll etc. Next, create jerky, fast movements as you meet aliens. Then travel back to return to Earth.

Maths

- Play counting games on Top Marks <https://www.topmarks.co.uk/maths-games/3-5-years/counting>

Literacy

- Practice writing some letters or shapes of letters from your name. Be creative- this can be in flour, shaving foam or using paint.



Additional Resources

[Phonics Play](#)- Click on Phase 1 Phonics activities for your child to practise and consolidate skills learnt during Nursery.

[IXL](#) Click on Maths, Reception. There are interactive games to play and guides for parents.

[The National Academy](#)-The Oak National Academy is a resource, created by the Government, which provides the equivalent of three hours of lessons a day for primary students. It provides daily English, Maths and Foundation lessons for Reception children.