

EYFS Home Learning Challenges

Weeks 1-5

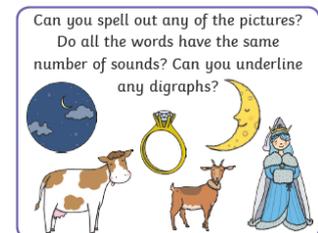
Dear Parents and Carers,

The EYFS team have prepared a selection of home learning challenges for the coming weeks.

Please feel free to record some of these challenges in a way that suits you – this could be in your child’s challenge book, recorded as a video or sound file, photos etc.

Phonics:

- Please recap all Phase 2 and Phase 3 sounds (busy things and ICT games will help). Use your child’s sound mat to focus on the ones they need additional support with.
- Create some rhyming strings using cvc word eg. dog, hen, bug, pin, dig, cat, bun, man, bed, sock. How many rhyming words can your child come up with?
- For an added challenge, children can choose a page in a book or magazine and use their sounds to label the picture.



- Play tricky word bingo with your child. Ask your child (and any other siblings/adults who are playing) to choose six sounds or tricky words and write them on paper or a whiteboard. Then call out random sounds or tricky words. The first to cross out all six wins and takes a turn as the bingo caller.
- Use robot talking in your speech eg. “L-E-T-S have a S-N-A-CK”. See if your child can spot the tricky words when you speak – maybe they could tap their head each time they hear a tricky word, or they may wish to choose their own action.
- As an added challenge, ask your child to use robot talking for some of the words in the sentences they say to you!

Reading:

- Share books with your child. Encourage them to find tricky words and use their sounds to read simple words. Look on Busythings and ICT games for reading games as well as twinkl.co.uk (code: UKTWINKLHELPS) for reading activities.
- Choose a new book to read. When you are halfway through the book, stop reading and ask your child to make a prediction about what will happen at the end. Keep reading and see if you were right.
- Look through a book. Can you find any words with more than seven letters? Look at one of your chosen words. Are any of the letters the same? How many digraphs does it have? Does it have any trigraphs? What is the longest word you can find? On different day, after reading a story, ask your child to draw five thought bubbles and write what the main character might be thinking

at different stages in the story. How might the character be feeling? How do you know?

- Read a story with your child. Once you have finished, see how much they can recall. Ask them to draw a picture of their favourite part of the story and to describe/write what they have drawn.
- Have a look at the punctuation in a book. Where do they find capital letters? Why might they find some in the middle of a sentence and not just at the beginning? How might different types of punctuation change the way we say a sentence we are reading? Can your child find different types of punctuation on a laptop? What about on a phone?

Writing:

- Choose a story book from your selection or online. Ask your child to write a sentence about the picture - who is in the picture and what they are doing.
- Ask your child to write a sentence to describe the block model (created during the maths challenge). Can they create some instructions to help other people build the same model?
- Ask your child to write a poem that uses rhyming eg.
I saw a little dog
That jumped on a log
I think he saw a toad
Sitting in the road
- Play the SATPIN Read, Race and Write game (see resources). How many sentences can your child think of using these words?
If your child wants an extra challenge, choose some different sounds, including one or two your child needs support with and make your own game!
We would love to see some pictures if you do this.
- Choose a story book from your selection/from online. Ask your child to write a sentence about the picture saying who is in the picture, what are they doing and where.
Ask your child to draw a square. Now tell them to turn it into a window. Can they draw what they can see outside the window? Ask them to write a sentence to describe what they can see.
- Make a list of the different types of technology you can see around your home environment. Think about the technology that is used at school and make another list. Are there items on your lists that are the same?
Can your child design (and create) their own technology? Ask them to write a list of what they need to make it and why we need their new invention – what problem will it solve? Who might buy it?

Fine and Gross Motor Skills:

- Knead, twist, roll, squeeze and pinch playdough (recipe included if you wish to make your own!), challenge your child to do this both double and single handed.
- Ask your child to use Lego to create model – and break up for themselves after they have finished.
- Encourage your child to peel their fruit independently.

- Find a wall to perform a “wall push up”. Push against it as hard as you can. Challenge your child to estimate how many wall push ups they can do in a minute and then find how close they were.
- Find a favourite song from Just Dance on youtube:
https://www.youtube.com/channel/UChIjW4BWKLqpojTrS_tX0mg. Maybe your child will find a new favourite that they would like to share when we’re back at school.
- Using tweezers or a peg, see if your child can separate a pile of pasta and peas (or similar). How long can they hold each piece in their tweezers/peg before they place them in separate piles? Set a timer and see how quick they can be. Were peas or pasta easier to pick up?
- Find a favourite from Cosmic Kids on youtube:
<https://www.youtube.com/user/CosmicKidsYoga>
- See how many buttons your child can do up in 1 minute. Can they undo them in the same time? Try with buttons of different sizes.
- Ask your child to fill a piece of paper with their fingerprints. Can they use all their fingers to do this?
- Ask your child to place their hands together (once they have washed any paint off!), make sure they keep their elbows out and their forearms horizontal. Ask them to push their hands together as hard as they can and to hold for five seconds. Then repeat five times.

Maths:

- Use a part part whole model (model included but feel free to create your own) for all numbers up to 7. Use real objects to show how many. If needed, prompt your child to add all the parts to ensure they have the correct total. Then encourage your child to begin to record their answers using their own ideas (not just $1+1=2$).
- Ask your child to create an ABB pattern. Can they also create an AAB pattern? Once a unit of repeat has been established, can they identify a mistake?
- Choose 20 blocks and build a model with your child. Can they use the same blocks to build a different model?
- Set up a small shop with toys or snacks. Give each item a price label of up to 5p. How much does each item cost? Encourage your child to think about how much change they may receive. After a few days, have a sale. What if an item was discounted by 1p?
- Use a 10 grid to create number bonds to ten (see below for an example). Use real life objects. If I have six apples, how many more are needed to make 10. What if I have four apples? Encourage your child to decide a method to record their findings.
- Set up some skittles or empty plastic bottles. How many skittles do you have? Roll a ball and count how many you have knocked down. How many do you have left?
- Ask your child to use the words; ‘morning’, ‘afternoon’, ‘evening’ and ‘night’ to describe their day. Does your child link certain routines to specific parts of the day?

- Write out the numbers 0-20 on some paper or card, cut them up and mix the numbers up. Then, see how quickly your child can put them into the correct order. You could also time them and then see if you can improve your time next time. Count out objects to match the digit shown. As a bonus challenge, can you show how many more or fewer you would need to make 10.
- Laurel's favourite season is when it is cold – sometimes it is snowy too. Laurel likes to build snowmen, wear her woolly scarves and gloves and drink hot chocolate. What is Laurel's favourite season? Can you think of any other seasons? How would you describe them? Which one is your favourite?
- Estimate which room in your house has the most technology. Go on a technology hunt and see whether you were right. See if your child can record their findings.
- Decide on a start point and an end point. Take it in turns with your child to direct each other from the start to finish points. Eg. 5 steps forward, 6 jumps to the left. Will your child need the same amount of steps as you to finish the course? What if you use different actions like skipping or hopping?

Please also take the opportunity to ensure that your child can independently blow their nose and is confident in dressing independently (including shoes).

Please also continue to practise letter formation with the children to ensure they remember the correct formation.

As always, thank you for your continued support.

The EYFS Team

EYFS Home Learning Challenges

Weeks 6 - 10

Dear Parents and Carers,

We hope you have had a few good weeks. Here are our home learning challenges for the coming weeks, we hope you enjoy them.

Please feel free to record some of these challenges in a way that suits you – this could be in your child's challenge book, recorded as a video or sound file, photos etc.

Phonics:

- Write down some of the sounds and place them around a room in your house. Ask your child to go to the different sounds, using different ways of travelling eg. "Hop to ch", "skip to igh".
- Call out different sounds and take it in turns to write them in sand, flour or rice. When it's your turn, try making a mistake and asking your child to help!

- Ask your child how many sounds they remember. Turn it into a competition and see if you know as many as your child!
- Choose a sound and take it in turns with your child to think of words with that sound. See how many you can think of (maybe your child could keep a tally!) – to make it extra hard, set a time limit.
- Look at things around the room and say the sound they begin with. Can you hear the sound they end with too? Try writing some of them down. Next time, try a different room.
- Sound match – write sounds on individual pieces of paper or card, make sure you write each sound twice. Mix all the sounds up and put them face down. Take it in turns to try and match a pair. Make sure you say each sound you turn over and if you make a match, see how many words you can think of using that sound!
- Say a sound to your child. Can they write the sound down? They could use different colours to show graphemes, digraphs and trigraphs.
- Choose some words. Give your child the initial sound but leave out either the middle or end sound. Show your child a picture or say the word. See if they can fill in the gap. For an extra challenge, leave out the initial sound too!
- How many digraphs or trigraphs can you remember without looking?
- Write down as many as you can and try to think of a word for each one. Can you think of words where the sound is in the middle or at the end?
- Check your sound mat to see which sounds you missed

Reading:

- After reading a book, ask your child to come up with five questions they could ask someone to check if they were listening!
- Can your child think of five words they could use instead of said? Try using some of them in the book you are reading.
- Ask your child to draw a picture of their favourite character from a story. Ask them to describe them and what they have learnt about the character using their inference skills.
- Encourage your child to think about how they may feel as different characters in the book. Can they act out some of these emotions?
- Ask your child to design a poster for a book they have read that will persuade others to read it. Why did they like it? Who else might like to read it?
- Can your child think of three titles that may be more appropriate for the book? Can they reason their choices?
- Choose some sentences with adjectives from a book you have read with your child. Can they think of other describing words that you could use instead? Does the new describing word change the meaning of the sentence?
- Choose a book with your child. Make a list of the words and phrases in the story that create an atmosphere. What is the atmosphere of the book? Is it relaxing, scary, light-hearted or something else?
Once you have finished the book, challenge your child to think about what might happen next.

Writing:

- Describe what a tree in spring looks like. Think about: the colours; the sounds; the textures.

Check for capital letters and full stops; that every sentence makes sense; that you have used some interesting adjectives (describing words) How would the tree look different in autumn? Or winter?

- Create a leaflet encouraging people to recycle. Why is this important?
- Ask your child what other ways we can help the planet – can they write these down too?
- Imagine you've found an old suitcase. Describe what is inside. Think about: How old are the objects? What do the objects look like? Who do you think the suitcase may have belonged to?
Remember to check capital letters and full stops are in the right place; that every sentence makes sense.
- Ask your child what they think about it their toys came to life while they were asleep, what sort of things they think they would they get up to? Think about:
The things they would say
The feelings they would have
The things they would do and places they would go.
- Show your child a picture (no words!) from a book or the internet. Ask them to describe who is in the picture and what is happening. Encourage your child to use their senses to help them describe the picture – if they were there, what might they be able to hear, see, feel, taste and/or touch.
- Keep practising tricky words as we can't sound these out. Try making them with playdough or "magic painting" (using water and a paintbrush).

Fine and Gross Motor Skills:

- How many paperclips can your child link together? Can they undo them (without breaking them!) too?
- Give your child some padlocks, can they find the right key or code to open them? You could also number the padlocks and label the keys with two sets of pictures so that your child has to find the total to open the correct lock (eg. 4 stars and 2 circles unlocks padlock 6).
- Check your recycling for some square paper (or cut some into a square). Fold this into the smallest piece possible, only using your thumb and a finger to make the creases. You can also make paper fans.
- With both arms outstretched and index fingers pointing forward, make a large figure of 8 with both arms moving in the same direction at the same time. Repeat several times and also with eyes closed.
- Pass a ball from your left hand to the right hand around the body. Repeat this several times, then change the direction from right hand to left hand. Repeat this activity but with eyes closed.
- Use different sized beads or pasta to thread. See if you can make a pattern while doing so.
- From a standing position, back straight, walk forwards whilst passing a ball or beanbag around the body from the left hand to the right hand. Without turning around, walk backwards to where you started from whilst passing the ball or beanbag around the body but change the direction of the ball/beanbag.
- Touch the left ear with the left index finger and the tip of the nose with the right index finger. Then cross over, with the right index finger touching the left ear and the left index finger touching the tip of the nose. Repeat several times and also with eyes closed.

Touch the right ear with the right index finger and the tip of the nose with the left index finger. Then cross over, with the left index finger touching the right ear and the right index finger touching the tip of the nose. Repeat several times and also with eyes closed.

Maths:

- Play 'Guess the Shape' with a friend or family member. Describe a shape, remembering to say how many sides and corners it has and to be specific, e.g. "It has 4 sides. It has 4 corners. It has 4 equal sides." See who can guess the most shapes correctly.
- Collect some sticks, pebbles and leaves. See what 2D shapes you can make using them. Which shapes are easiest to make using the sticks? Which objects are best for making a circle?
- You could also ask your child to help with pairing socks or shoes – can they count in twos?
- Use a part part whole model (model included but feel free to create your own) for all numbers up to 8, then 9 and then 10. Can they use more than two parts? Use real objects to show how many. If needed, prompt your child to add all the parts to ensure they have the correct total. Then encourage your child to begin to record their answers using their own ideas (not just $1+1=2$).
- Cut some different shapes out of paper and attach some sticky tack to the back of the shapes. See how many different things you can build with the shapes. You can move the shapes around to make lots of different pictures if you use sticky tack.
- Ask your child to look for how numbers are displayed around the house. What objects have they found numbers on?
- As an added challenge, can your child record the numbers they found on different objects in their own way.
- Look at some empty packages and boxes. What shape are they? Can you find a cube, a cylinder and a cuboid shape?
- Use some playdough or salt dough to make 3D shapes. Can you make a sphere, a cube, a cuboid
- Find out what you can use to measure a minute. Ask an adult to time a minute and see if you can guess when it's up.
- Make a simple calendar. You could make it for a week or for a month. You will need to write the days of the week and could write the month too. Use your calendar to write down special events and activities. Can you use the words; day, week, month, tomorrow, yesterday and next week?

Please remind your child to use a tripod grip; holding an object such as a marble against their palm with their little finger and ring finger often helps with this.

Please also continue to practise letter formation with the children to ensure they remember the correct formation – remember we start at the top for every letter, apart from 'e' and 'd' which we start in the middle.

Don't forget the handouts sent following the Listen and Learn sessions – these have other ideas on how to help your child to learn.

As always, thank you for your continued support and keep safe.

The EYFS Team

