


Timetable for Early Years remote learning

Please find below the timetable for your child to complete during school time whilst they are not at school. Your child can work through the lessons set each day, and just follow the link which will take you straight to the teaching/learning for that lesson. For the afternoon, choose 2 sessions to complete.

	Subject	Activity
Day 1	Phonics	<p>Reception</p> <p>Practise writing the common exception words –I, no, go, to, into</p> <p>Practise sounds learnt so far in phase 2 and phase 3. These have been added to Evidence Me with actions.</p> <p>Write simple words – say the word, repeat the word, segment the word to hear all the sounds and write the matching letters in order. Add the word to a sentence/caption and write it. Some examples are:</p> <p>pot – put it in the pot</p> <p>quick – the cat it quick</p> <p>shop – the shop is shut</p> <p>Nursery</p> <p>Sound hunt. What sounds can you hear around the house? Make a list of all the sounds you can hear.</p> <p>Discuss which sounds are quiet/loud, which sounds are quick/sharp or soft.</p>
	Literacy/Writing	<p>Reception – What do you already know about the gingerbread man story? What happens? Who are the characters? What is the setting? Share the story together, with a book you have or in this video:</p> <p>https://www.youtube.com/watch?v=pckuS--UIV4&ab_channel=GeethanjaliKids-RhymesandStories</p>  <p>Talk about what happens. Write words to help you remember what you know, ie, buttons, runs, quick, fast, fox.</p> <p>Write a description of the gingerbread man using simple sentences with sounds and tricky words we have learnt:</p> <p>He runs away</p> <p>He is quick</p> <p>Run, run as fast as you can</p>

	<p>(Have a go at sounding out longer/trickier words and write the letters to match the sound you hear in order. Spellings may not be correct but writing letter sounds in the order we hear them is important)</p> <p>Nursery – retell parts of the story you remember using full sentences Talk about the pictures/ animations and what you see. The lady baked the gingerbread man. The gingerbread man has buttons. He ran away from the lady. Have a go at mark making the words to label the story. i.e. run, fox, dog</p>
Literacy/Reading	<p>Read your phonics and library book at home. Talk about what is happening in the story, what might happen next and how the story might end. What did you like/dislike about the story? How would you change the story to improve it? Can you find any tricky words you know in the story?</p> <p>Write your own story and draw the characters? You could bring this into school to show your teachers and friends.</p> <p>Letter hunt. Hide letters around the house and children to find them. Can you make a word with the letters? This could be a real word or a made up word.</p>
Maths	<p>Finding the amount of objects to match the number. Can you find 1,2,3,4 or 5 objects. Count to make sure you have the right amount. What if we add one more – how many will you have now? What if we take one away – how many will you have now?</p> <p>Shape hunt How many different shapes can you find in your house? Make a list of all the shapes you find and how many you spot throughout the day.</p>
Understanding the world	<p>Senses – explore your house using your senses. What can you smell? Listen to the sounds – what can you hear? Traffic outside, chatter from siblings, the washing machine etc. What can you taste? What different tastes will you explore today?</p>

		Say what you can see in 10 seconds. You could go room to room and try to name as many things as you can How many different materials can you feel? Describe what they feel like.
	Expressive arts and design	Family portrait Draw a picture of what you can see outside your house today? What does the weather look like? Can you see any plants, trees or animals? Have a go at labelling your picture.
	Story time	Finish the day sharing your favourite story.