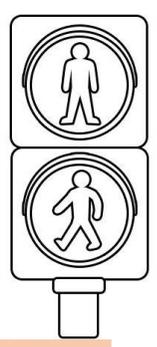
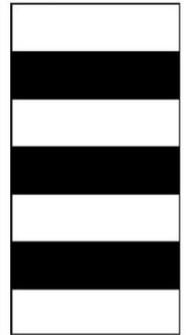
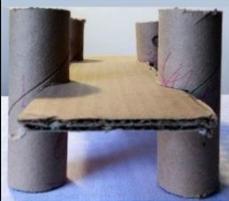


EYFS Timetable WEEK 2 Summer 1

		Morning					Afternoon			
		Compulsory				12-1pm	Recommended		Optional	
Monday	<p><b>Get ready for learning- PE</b></p> <p><a href="#">PE with the Body Coach</a></p>	<p><b>Topic: Time</b> <a href="#">Days of the Week</a></p> <p>Using a stopwatch Ask your child to write their name as many times as they can/hops/star jumps in 1 minute.</p> <p><a href="#">Stop watch</a></p> <p>How many times did you write it? How many hops did you do? How many star jumps did you do? Record in a chart.</p> <p>Explain that 1 minute is 60 seconds so more things can happen in that time</p> <p><b>Record it together:</b> Name _____ Hops _____ times</p> <p><b><u>Don't forget to upload on Tapestry</u></b></p>	<p><i>Watch this clip</i> <a href="#">Pelican Crossing – watch for 2 minutes</a></p> <p>Explain that at these crossings, people (pedestrians) press a button to stop the traffic so that they can cross safely.</p> <p>Explain that when the man is 'red' people must stop and wait and when the man is 'green', people may cross..</p>	<p>Snack time <a href="#">Vegetable Song</a></p> <p>- What is your favourite vegetable?</p> <p>- Why are vegetables healthy?</p> <p>- Name 10 vegetables</p> <p>- Where and how do vegetables grow?</p>	<p><a href="#">Read Write Inc YouTube Channel</a></p> <p><a href="#">How to say the phonic sounds</a></p> <ol style="list-style-type: none"> <li>Say the new sound (start with the whoosh)</li> <li>Write the sound with that sound in</li> <li>Write some words using those words, and some red words</li> <li>Write some sentences using those words, and some red words</li> </ol> <p>e.g. k 1. (say k k k k k ) 2. (write k) whoosh, down the kangaroo's body, tail and leg. (You can teach this k as well) 3. (sound out and write) king, kite, kiss, kit 4. (write) The king is the best.</p>	<p>Read using these books: <a href="#">Log In Oxford Owl!</a></p> <p>Story books → children to make a story map about the book that was read to them</p>	Lunch Time and free play	<p>Days of the week song. What day is it? <a href="#">Days of the week</a></p> <p>Months of the year song. What month is it?</p> <p>What is the weather like today?</p> <p>What is the season?</p> <p>Recap simple shapes.</p> <p>Count from 0-20 and back from 0-20.</p>	<p>Draw a picture of the red and green man seen at pelican crossings and write a sentence to explain what each means (e.g. when the man is red, people must stop and wait. When the man is green, people may cross the road).</p> <p>e.g.:</p> 	<a href="#">Storyline</a>

	Morning							Afternoon		Optional
Tuesday	<p><b>Get ready for learning- PE</b></p> <p><a href="#">PE with the Body Coach</a></p>	<p><b>Topic: Time</b></p> <p>Look at times of the day: <a href="#">Times in a day</a></p> <p><b>Morning:</b> What happens in the morning? What do you do in the morning? (breakfast, brush teeth etc.) Take a picture or draw a picture</p> <p><b>Afternoon:</b> Show on a clock what noon is (12 o'clock) Show that the long hand and short hand are both on 12. What do you do in the afternoon? (Lunch, play etc.) Take a picture or draw a picture.</p> <p><b>Evening:</b> Explain that evening is when sunsets and it starts to get dark. If possible watch the sunset. What do you do in the evening? (Sleep? Brush teeth? Dinner? Etc.) Take a picture or draw a picture</p>	<p>Walk to your nearest 'Zebra crossing' <i>Or watch this <a href="#">Zebra crossing</a></i></p> <p>Explain that at these crossings, if people (pedestrians) are waiting, drivers must stop so that they can cross. Explain that to be safe, people (pedestrians) must only start to cross once the traffic has stopped.</p> <p>Ask your child: Why do you think this is called a 'zebra'</p>	<p>Snack time</p> <p><a href="#">Fruit Song</a></p> <p>- Why do we eat fruit?</p> <p>- What is your favourite fruit?</p> <p>- Name all the green fruits</p> <p>- Name all the red fruits</p> <p>Name all the round fruits</p> <p>- Where do fruits grow?</p>	<p><a href="#">Read Write Inc YouTube Channel</a></p> <p><a href="#">How to say the phonic sounds</a></p> <ol style="list-style-type: none"> <li>1. Say the new sound</li> <li>2. Write the sound (start with the whoosh)</li> <li>3. Write some words with that sound in</li> <li>4. Write some sentences using those words, and some red words</li> </ol> <p>e.g. l</p> <ol style="list-style-type: none"> <li>1. (say) l</li> <li>2. (write l) whoosh, down the long leg</li> <li>3. (sound out and write) leg, long, lap, lips, lash,</li> <li>4. (write) She has long legs.</li> </ol>	<p>Read using these books: <a href="#">Log In Oxford Owl</a></p> <p>Make up a story with your child. Create a character, location. What happens? Where does the character go? What do they see? What happens next?</p> <p>e.g. Emily is going to the funfair and she meets a dinosaur. They end up playing together and eating together...</p>	Lunch Time and free play	<p>Days of the week song. What day is it? <a href="#">Days of the week</a></p> <p>Months of the year song. What month is it?</p> <p>What is the weather like today?</p> <p>What is the season?</p> <p>Recap simple shapes.</p> <p>Count from 0-20 and back from 0-20.</p>	<p>Draw a zebra crossing on paper using a ruler.</p>  <p>Count the bands and label how many bands there are in your picture.</p> <p>Write a sentence to describe the pattern.</p>	<p><a href="#">Story Time and songs</a></p> <p><a href="#">Storyline</a></p>

		Put the pictures in a sequence and write a sentence or words next to show the time of the day. Upload on Tapestry	crossing? Encourage them to reply in a full sentence: I think this crossing is called a 'zebra' crossing because...							
	<b>Morning</b>						<b>12-1pm</b>	<b>Afternoon</b>		
<b>Wednesd ay</b>	<b>Get ready for learning- PE</b>  <a href="#">PE with the Body Coach</a>	<b>Topic: Time</b>  <a href="#">Months of the Year</a> What month are we in?  <a href="#">Calendar of April</a> How many days in April?  What day is it today?  <a href="#">Calendar of the year 2020</a> When is your birthday? Let's find the month in the calendar. Say: My Birthday is in ____ How long until your birthday? How long until mum/dad/sister/brother's birthday? Highlight special events such as Easter/Ramadan/Eid etc.	Focus on a 'subway'/'un derpass'.  Explain that these allow people to cross safely by going under the road.  Take your child to see and use an actual 'subway' crossing if possible.  Ask your child to describe what it is like when they are in the subway:	Snack time  <a href="#">Tricky Words Song 1</a>  <a href="#">Tricky Words 2</a>  <a href="#">Tricky Words Song 3</a>	<a href="#">Read Write Inc YouTube Channel</a>  <a href="#">How to say the phonic sounds</a>  <b>1.</b> Say the new sound <b>2.</b> Write the sound (start with the whoosh) <b>3.</b> Write some words with that sound in <b>4.</b> Write some sentences using those words, and some red words  e.g. m <b>1.</b> (say)m m m m <b>2.</b> (write m) whoosh, down maisy, mountain, mountain <b>3.</b> (sound out and write) man, map, might, moon, mood, miss, mint, <b>4.</b> (write) The man was on the moon.	Read using these books: <a href="#">Log In Oxford Owl</a>  Children can write a book review about the book. Did they like it? What did they like about it? Draw a picture about it	<b>Lunch Time and free play</b>	Days of the week song. <a href="#">Days of the week</a> What day is it?  Months of the year song. What month is it?  What is the weather like today?  What is the season?  Recap simple shapes.  Count from 0-20 and back from 0-20.	<b>Make a bike using drinking straws and paper, e.g.:</b>    Talk about the shape of the wheels and discuss the properties of a circle.  Ask them why wheels are always circles. Ask if wheels can be any other shape?	<a href="#">Storyline</a>

			What does it sound like? What happens to the light? How do you feel?							
	<b>Morning</b>					<b>12-1pm</b>	<b>Afternoon</b>			
<b>Thursday</b>	<b>Get ready for learning-PE</b>  <a href="#">PE with the Body Coach</a>	<b>Topic: Time</b>  Show a real analogue clock. <a href="#">Analogue clock</a>  Highlight there are usually two or three hands on a clock. The short hand is the hour hand. The long hand is the minute hand.  The quick (red) hand is the second hand.  Explain that when the minute hand is at 12 it is o'clock, depending on what the hour hand is pointing to. For example if the hour hand is pointing to 5 and minute hand is pointing to 12, it is 5 o'clock.  Watch <a href="#">Time video</a>	Focus on a 'foot bridges'. Explain that these allow people to cross safely by going over the road.  Take your child to see and use an actual 'foot bridge' going over a road if possible.  Ask your child to describe what it is like when they are on the bridge.  What does it sound like? How do you feel? Do you prefer	Snack time  <a href="#">Drinks song</a>  What are healthy drinks?  Why is water important? (We drink water to stay hydrated – to give us energy)  Why is milk important?  What is unhealthy	<a href="#">Read Write Inc YouTube Channel</a>  <a href="#">How to say the phonic sounds</a>  1. Say the new sound 2. Write the sound (start with the whoosh) 3. Write some words with that sound in 4. Write some sentences using those words, and some red words  e.g. n 1. (say)n n n n n 2. (write n) whoosh, down Nobby, over his net 3. (sound out and write) neck, net, night, nod, 4. (write) At night I nod off.	Read using these books: <a href="#">Log In Oxford Owl</a>  Make up a story with your child.  Create a character(s). Decide on a setting. What happens? Where does he/she go? What does he/she see? What does he/she do next? Children can make story maps	<b>Lunch Time and free play</b>	<a href="#">What do you do today? - Watch the video and talk about it</a>  What day is it?  What day do you go to the shops?  What day do you have PE in school?  Draw a picture of what did you do today.	Junk modelling: Make a bridge for your cars / trains etc.  You can use - cardboard - bottles - toilet roll - egg box - cartons - newspaper And more!  Some ideas:  	<a href="#">Storyline</a>

			subways or foot bridges? Why?	about fizzy drinks?						
	<b>Morning</b>						<b>12-1pm</b>	<b>Afternoon</b>		
<b>Friday</b>	<p><b>Get ready for learning-PE</b></p> <p><a href="#">PE with the Body Coach</a></p>	<p><b>Topic: Time</b> <a href="#">Learn to tell the time!</a></p> <p>Talk about different times of day (to o' clock)</p> <p>What time is lunch time/bed time/ dinner time? (To the hour)</p> <p>Show on <a href="#">Clock</a></p> <p>What time of day is it? (Morning, Afternoon or Evening)</p>	<p>What kind of vehicles will you see on the road (car, bus, bike)? Explain the meaning of 'vehicle'.</p> <p><a href="#">Types of Transport</a></p> <p>Ask your child to make a list of the different ways that people can travel. Let them use their sounds to spell <b>bus, car, train, bike, scooter</b></p> <p>They can then write a sentence about their favourite mode of transport.</p>	<p>Snack time</p> <p><a href="#">Healthy eating video</a></p> <p>Why is exercise important?</p> <p>What is a balanced diet?</p> <p>Name some examples of carbohydrates</p> <p>Name some examples of Protein</p>	<p><a href="#">Read Write Inc YouTube Channel</a></p> <p><a href="#">How to say the phonic sounds</a></p> <p>1. Say the new sound 2. Write the sound (start with the whoosh) 3. Write some words with that sound in 4. Write some sentences using those words, and some red words</p> <p>e.g. o 1. (say) o o o o o 2. (write ) whoosh, all around the orange, off we go. 3. (sound out and write) ox, on, off, shop, chop, crop, stop, cot, frog 4. (write) I stop off at the shop.</p>	<p>Read using these books: <a href="#">Log In Oxford Owl- Read with an adult</a></p>	<b>Lunch Time and free play</b>	<p>Days of the week song. What day is it?</p> <p>Months of the year song. What month is it?</p> <p>What is the weather like today?</p> <p>What is the season?</p> <p>Recap simple shapes.</p> <p>Count from 0-20 and back from 0-20.</p>	<p>Create a road map of your local area, for e.g.:</p>  <p>Draw any features (e.g. shops, park, etc.) and label.</p> <p>Make it big! Take a photo and put it on tapestry.</p>	<a href="#">Storyline</a>

			<b>Upload it to Tapestry!</b>							
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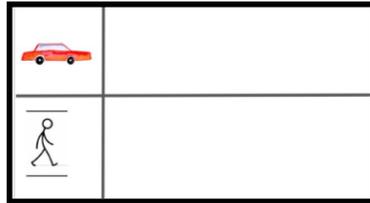
The project this week aims to provide opportunities for your child to learn more about different viewpoints. Learning may focus on physical viewpoints in terms of what you can see outside of the window at home, what others can see looking into your home and then progress onto personal viewpoints and of others.

- **What can you see out of your window?**

- Ask your child to look out of a window in the house and draw what they can see. Look out of a different window (e.g. back or side of the house), draw what they can see. Look at the two pictures together and discuss what is the same in both pictures (e.g. the sky) and what is different.

- **Record how many cars/ people walk past your house**

- Set a timer for 5 minutes on your phone or tablet. Draw out a simple grid (as below) and ask your child to put a tick in the right place every time a person or car goes past. When complete, can they count up the ticks and write the matching numeral? Were there more people or cars?

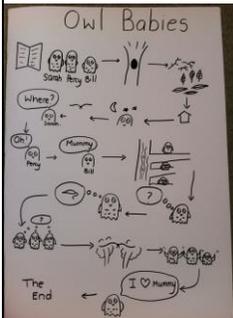


- **How do we differ from others?**

Ask your child to look in a mirror at their hair colour, eye colour, skin colour. Ask them to create a self-portrait using either felt-tips, crayons or paint. Look at some pictures in books and magazines. Does everyone look the same way as them? How do people look different?

- **Imagine another world outside the window.**

Close the curtains and ask your child to imagine that the house is in a new imagined world. What do they imagine? Is it snowy? Are there dinosaurs/ monsters in the new world? Ask them to tell you a story about it... Your child could create a story map to show what happens in their imaginary world (see right).



**You can continue with these from previous weeks:**

- **Lay the table for your family for dinner-** How many people are there? How many knives, forks, cups do you need? Write out name cards for everyone in your family to show them where to sit. Write a menu to let them know what is for dinner that night. Role-play as a waiter/waitress. What would everyone like in their sandwiches for lunch? What drinks would everyone like to have with their dinner?
- **Make a birthday card for the next family birthday-** How old are they going to be? Write the numerals to show the correct age. Write a message inside for your family member and sign it with your name.
- **What jobs do the people in your family do?** Talk to your child about your job and what you do. What would they like to be when they grow up? Can they draw a picture of themselves in the job they would like to do?
- **Use play dough to make your family members-** Use readymade play dough or make your own using this recipe:
  - 2 cups of plain flour, one cup of salt, a tablespoon of oil, a cup of water (add gradually), a couple of drops of food colouring (optional), a teaspoon of cream of tartar (optional, but will make it last longer)
- **Play a family board game-** Play a game together. Talk about taking it in turns and playing fairly. Dice games will support your child's number recognition. You could use a spinner with numerals on to help develop numeral recognition. If you don't have a spinner you could make one using an old cereal box and a split pin.
- **Find out everyone's favourite song in your family-** Listen to each person's favourite song and make up a dance to match. Do you like the same music? What is your favourite song?



**We will be delighted to see photos or videos of your work/performance on Tapestry. Teachers look forward to seeing them in the folder!**

