



Learning Project 12 - FOOD

Age Range: EYFS

Weekly Reading Tasks	Weekly Spelling Tasks
Monday- Listen to the nursery rhyme 'Hot Cross Buns' here . Once your child has listened to it a few times, encourage them to sing along. Can they learn the rhyme independently?	Monday- Ask your child to practise writing the sounds which they are currently working on. They can do this with a pencil, chalk, felt tips or anything else you have access to.
Tuesday- Task your child with finding foods in the fridge/cupboard that begin with these sounds: b, s, m, a, p & c . Can they find more than one?	Tuesday- Pour flour, rice or lentils into a shallow tray or plate. Show your child a letter/sound or tricky word and ask them to 'write it' in the food using their finger.
Wednesday- Share stories about food e.g. The Gingerbread Man . Look here or here for a range of stories. Ask your child to describe what happened in the story.	Wednesday- Practice the sounds your child is working on here . This can be oral blending (e.g. spoken out loud c-a-t) or written if appropriate.
Thursday- Listen to the story 'Oliver's Vegetables' here . Talk to your child about their favourite foods. Which foods would they like to try that they haven't tried yet?	Thursday- Think of words to describe different foods - each word should start with the same letter i.e. tasty tomato, spicy spaghetti.
Friday- Look at recipe books and food magazines together. Show your child how each recipe tells you what ingredients you need first. Is there a recipe that you could follow together?	Friday- Play 'What am I?'. Describe food types to your child and they have to guess what food you are describing e.g. I am yellow. I am a fruit. I begin with the sound 'b'. I can be peeled.
Weekly Writing Tasks	Weekly Maths Tasks- Describing and Sorting into Sets
Monday- Ask your child to draw the events from 'The Gingerbread Man' in order. They could label each picture with words or write sentences about each picture. You can listen to the story here .	Monday- Select some toys and ask your child to pick one and describe it. Can they talk about it's colour, pattern, shape and size? Repeat this for a different toy. Afterwards, get them to compare the toys explaining similarities and differences.
Tuesday- Using recipes from books as a guide, ask your child to create their own recipe for their dream meal. They could draw out the ingredients and label them and draw the finished meal. Some children may be able to write a few short sentences as instructions.	Tuesday- Put out a selection of toys/objects you have at home that are similar, e.g. cars, pens and pencils, pieces of fruit, pebbles etc. Thinking about what is the same and what is different, can your child sort them into 2 groups? Ask your child if the objects can be sorted into 2 groups in a different way. CHALLENGE: If your child can sort them into 2 groups, can they try and sort them into three groups?
Wednesday- Look at a range of different packages found around the kitchen. Discuss with your child what makes it stand out. Support them to design a package	Wednesday- Sort objects that are similar to each other (look above for ideas) and sort them into groups yourself. Then, show your child the groups you have sorted them



for a treat of their choice by drawing and labelling.	into. Can they decide how the objects have been sorted?
Thursday- Can your child complete these sentences: My favourite food is...I like this because... Your child can repeat this activity for other family members.	Thursday (theme)- Look for numerals on packaging you find around the house. Can your child recognise the numerals and count out a matching amount?
Friday- Practice name writing. Can your child write their first name? Middle name? Surname? Do this using a variety of pens, pencils, pebbles, shaving foam, etc.	Friday (theme)- Explore weighing and measuring food on the kitchen scales. Ask, what happens as you place more on the scales?

Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more food. Learning may focus on where different foods originate from, what makes a healthy meal, opportunities to cook etc.

- **What Food Keeps us Healthy?-** Provide your child with a selection of items from your kitchen cupboards. Write the word 'healthy' onto one piece of paper and 'unhealthy' onto another. Ask your child to sort the food accordingly. Discuss why the food is good for you or bad for you. Look at the [Eatwell Plate](#) and explain to your child which foods they should eat a lot of or not very much of.
- **Eating 5 a Day-** Support your child to create a food diary to record how many pieces of fruit and vegetables they eat in a day. They could write these using their phonics knowledge e.g. **p-l-u-m** or draw a picture of each item. Ask them to count at the end of each day how many items of fruit and vegetables they've eaten. **Challenge:** Ask your child to count how many pieces of fruit and vegetables they've eaten over the course of the week.
- Encourage your child to stay fit and healthy by taking part in a [Wake Up, Shake Up game](#).
- **Create a Collage-** Ask your child to draw out a number of fruits or vegetables, large enough to fill a piece of A4 paper. Provide them with a selection of colourful packaging or magazines. Can they carefully cut out the colourful pieces and stick them onto their picture to create their very own collage? Share at [#TheLearningProjects](#).
- **Shopkeeper Fun-** Using toy food or old packaging, set up a food shop for your child to act out being the shopkeeper and customer. You could introduce coins to support their developing knowledge of money. Give them a notepad to use as a shopping list to encourage in the moment writing. This is a great opportunity to practise your child's speaking and listening skills too.
- **Potato Printing-** Using a potato, support your child to print and explore the shapes and patterns they can create by printing. Can they make a repeated pattern using two colours? Vegetables such as carrots and peppers will also work for this activity.





Learning Project 13 - Celebrations

Age Range: EYFS

Weekly Reading Tasks	Weekly Spelling Tasks
Monday- Watch the story of Kipper's Birthday here . Ask your child to talk about the problem in the story. How did Kipper feel?	Monday- Your child can practice reading and listening to sounds by playing Odd Sound Out or practise reading their Tricky Words .
Tuesday- Find old celebration cards, perhaps from past birthdays or religious celebrations, and share them with your child. Talk about the features of the cards e.g. who it is to who, poems/verses, pictures of cakes, etc.	Tuesday- Write a variety of sounds on balloons (or paper). Place the balloons around a room. Say words associated with celebrations e.g. cake and ask your child to identify the initial sound by running to the balloon that represents the sound.
Wednesday- Listen to the story of the Scarecrow's Wedding here . Ask your child to recount the important events from the story.	Wednesday- Role play a celebration event of your child's choice. This will support your child's speaking and listening skills.
Thursday- Ask your child to look at the books you have in your house. Can they find any books which reference celebrations e.g. The Snowman. Read the story to your child, encouraging them to join in with familiar phrases.	Thursday- Learn the song ' On Bonfire Night ' and encourage your child to make marks to represent the sounds in the song e.g. whiz, whiz could be a swirling pattern.
Friday- Reception age children: Children to read to parents daily. Visit Oxford Owl for free eBooks that link to your child's book band. Complete the Play Activities.	Friday- Watch this fireworks display video . Can your child make their own imitation of firework sounds? They could use pots, pans or any other household object.
Weekly Writing Tasks	Weekly Maths Tasks- Time and Money
Monday- Watch a children's film with a celebration in e.g. Cinderella, Rio or Shrek. Following this, ask your child to draw the most important events from the story in order. Can they write simple sentences about each picture? Or can they label each picture with one word using their phonics knowledge? You could even ask your child to retell the events from the film in their own words.	Monday- Play shops with your child. When they are the customer say things such as "That is £3 please." , "You haven't given me enough, can I have some more money please?". When they are the shopkeeper ask them things such as "How much is this?", "Do you need more money?", "Can you give me my change please?". In doing this, they get used to hearing language associated with money.
Tuesday- Encourage your child to draw a picture of a celebration that they have taken part in or of a special time in their life. They could use their phonics knowledge to write about their memory of that day. Talk to them about their feelings during the day encouraging them to use vocabulary such as excited, cheerful, jolly.	Tuesday- Get a selection of 1p coins and talk to your child about these coins being 1 penny. Collect some items from around the house or treats they can eat and label them 1p, 2p, 5p and possibly 10p. Ask your child to pick an item, but before giving it to them they need to give you the correct number of pennies based on the amount on the label. E.g. if it was 2p they would have to hand you two pennies.



<p>Wednesday- If you could give any gift, to anyone, what would it be and why? Discuss this question with your child and then ask them to draw a picture of their gift of choice. Can they have a go at writing the recipients' name? Can they write their name to show who the gift is from?</p>	<p>Wednesday- List or draw things that you child will do during the day on pieces of paper. Can your child order the things they do during the day? Use the language first, then, next and later to help. You could make a visual timetable of some of the things you will be doing tomorrow and write 'First you will...', 'Then you will...', etc. CHALLENGE: Try and encourage your child to use the words before and after an event in the day.</p>
<p>Thursday- After your child has listened to the Fireworks Song (see above), ask them to list words to describe what the fireworks look and sound like. They might want to design a firework safety poster too.</p>	<p>Thursday- Ask your child to complete tasks in a certain time and you/family members do the same tasks e.g how many star jumps can you do in a minute? Pick the toys up in less than 30 seconds? Who was fastest? Who got the most?</p>
<p>Friday- Talk to your child about their personal achievements. What are they most proud of and why? Can they make themselves a certificate to celebrate? They could use materials from around the house to create this.</p>	<p>Friday (theme)- Make a selection of birthday cards with numerals on the front. Can your child count out birthday candles (if you have them) or objects to match the amount? Can they order the numerals from the smallest amount to the largest?</p>



Learning Project - to be done throughout the week

This project this week aims to provide opportunities for your child to learn more about celebrations. Learning may focus on different types of celebrations that take place and who may celebrate them. It could look at how people celebrate different events differently in other parts of the world.

- **Family Photographs-** Look over a selection of photographs of family celebrations and discuss with your child: what the celebration was about, who attended, what you did to celebrate, when it took place, whether it is an event that happens each year. Can your child remember the event taking place? What do they remember about it? They could draw a picture to illustrate their favourite memory of the day. If you have access to a PC, this could be done on a drawing program such as Paint.
- **Plan a Family Celebration-** Decide on a family celebration for the week. This could be a family indoor picnic, meal, dance etc. Ask your child to write invitations, inviting those that they live with to the party. Your child could also create homemade decorations using coloured paper (if you do not have coloured paper at home, you could use old newspaper or wrapping paper). They could make paper chains or bunting too. Share your family celebration at [#TheLearningProjects](#).
- **Birthdays-** Talk to your child about when they were born. Look at photographs of the day they were born, if you have them available. Do they know the date of their birthday? Support your child to create an all about me folding book (as pictured) with their birth date, current age and anything else they think is important for people to know about them.
- **Discover Religious Celebrations-** Watch the 'Let's Celebrate' video collection for [Easter](#). Discuss the celebrations with your child. Did they celebrate Easter this year? Which of the events did they take part in? Then watch the 'Let's Celebrate' video collection for [Eid-al-Fitr](#). Discuss the celebrations with your child. Did they celebrate Eid-al-Fitr? How did they celebrate? Are there any similarities and differences between the celebrations they saw in the Easter videos? Can your child create a celebration card for one of these events?
- **Celebrating Others-** In many religions and cultures, we celebrate individuals. Talk to your child about somebody that they would like to celebrate e.g. a family member who is a key worker. Ask your child to create a 2d or 3d representation of this person. Can they share their creations with that family member over Facetime or in a similar way (with supervision).









Learning Project 14 - TRANSITION

Age Range: EYFS

This week's learning project focuses on supporting your child with transitioning to their new class. It will give them the opportunity to reflect on their time in their current class, discuss their favourite memories and achievements whilst also considering their hopes and dreams for the next academic year.

Transition Activities

<p>MEMORIES</p> 	<p>Monday- Over the last year, your child will have created many school memories that they will cherish forever. Capture these memories in a fun way by asking your child to create a drawing or painting that illustrates their favourite school memory. This could be of a memorable lesson, a school trip or a game they played with friends. If your child has more than one favourite memory, they could create multiple art pieces and put these together to create a collage. Share at #TheLearningProjects.</p>
<p>ACHIEVEMENT S</p> 	<p>Tuesday- Your child has achieved so much over the course of the year and now it is time to reflect on what makes them proud. Talk to your child about their proudest achievement this year. This could be learning to read some simple words, holding a pencil correctly or eating all of their school lunch every day. After discussing your child's accomplishments, ask them to choose one. Work together to create a portrait of your child which depicts their proudest achievement. This could then be shared with their new class teacher in September. Your child may wish to also draw a portrait of their new class teacher, they could do this by looking at a photograph of their new class teacher on the school website.</p>
<p>SAYING FAREWELL</p> 	<p>Wednesday- Ending the academic year is a time for your child to say farewell to current teachers and sometimes to classmates too. Talk to your child about the friendships they have made this year. Who is important to them and why? What are they going to miss most about their teacher/teachers? Support your child to draw around their hand on paper and then carefully cut it out. On the template, ask your child to draw or write a goodbye message to a friend or teacher. On each finger, with support, they could write the qualities that this special person has displayed over the year e.g. kindness, being helpful, etc.</p>
<p>INDIVIDUAL QUALITIES</p> 	<p>Thursday- Ask your child to think about what makes them special. What makes them different to other people? Using an old shoe box, make a 'Special About Me' box. Your child could collect items from around the house that represent their personality such as a paintbrush, a storybook or a pair of dance shoes. Alternatively, your child could carefully cut out pictures from magazines or draw pictures to represent their individual qualities. Talk about the importance of being unique together.</p>
<p>GOAL SETTING</p>	<p>Friday- Read or listen to the story 'Giraffes Can't Dance' here. Talk about how Gerald the giraffe showed determination when trying to achieve his goals. Ask your child what they are looking forward to most about their new class, what they would like to get better at and what they would like to learn about.</p>



Then discuss all of the things that will help your child get read for their new year group (see the list below). With your child, choose a few of the items from the list to practise over the next few weeks before September.

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EYFS Transition Learning Project

Below are some ideas of how your child could set out their work.

MEMORIES	ACHIEVEMENTS	SAYING FAREWELL	INDIVIDUAL QUALITIES	GOAL SETTING
		<p>Dear Mrs Smith,</p> <p>I am really going to miss your wonderful story time and how kind you are.</p> <p>Thank you for being my teacher.</p> <p>From Ali</p>		<ul style="list-style-type: none"> ● Taking turns when playing games ● Putting on my P.E kit independently ● Putting equipment away when I have finished using it ● Writing my first and last name ● Washing and drying my hands ● Using scissors safely ● Pouring water from a jug



Don't forget that as well as these 'Learning Projects', you can also access the following recommended resources...

- [BBC Bitesize](#) - Lots of videos and learning opportunities for all subjects. Brilliant.
- [Oak National Academy](#) – Daily timetabled lessons. Brilliant.
- [Times Table Rockstars](#), [Education City](#), [Discovery Education Espresso](#) and [Coding](#) Your child can access all of these with their school logins.
- [CEOP/Think You Know](#) – IT/safety activities
- [Stay Safe Partnership](#) – lots of information and activities from LCC Stay Safe Partnership
- [White Rose Maths](#) online maths lessons. Watch a lesson video and complete the worksheet (can be downloaded and completed digitally).
- [Mastery Mathematics Learning Packs](#). Take a look at the mastery mathematics home learning packs with a range of different activities and lessons.
- [Talk for Writing Home-school Booklets](#) are an excellent resource to support your child's speaking and listening, reading and writing skills.

The Learning Projects are based on the **National Curriculum expectations** for the key stage which your child is in. It may be that your child finds the tasks set within the Learning Project for their year group too simple. If this is the case, then we suggest that your child accesses the Learning Projects which are set for the key stage above. Equally, if the projects are too challenging, then we advise that your child accesses the projects for the key stage below.

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