

I have had some requests for our daily timetable for parents to use during this time. This is just a brief overview of our school day. In Early Years, the most important thing for children is to experience the world around them and learn through exploration and play. During this time when children will be learning from home, it is important to make sure they are getting lots of physical activity in between any learning that takes place– outdoors if possible! – to make sure they are getting plenty of fresh air to keep their minds and bodies healthy and active 😊. Go with their interests to keep it fun!

It is important that you plan and structure your days in a way that works best for both you and your children.

9.00-9.30	<p>*Registration* Phonics (Letters and Sounds) Please check your child’s CHAT book to see what phase they are on. Phonics resources can also be found in your CHAT book and I have provided ‘sound mats’ and ‘tricky word mats’ in your child’s work pack. These will be familiar to your child as we use them daily. ‘Mr Thorne Does Phonics’ is a good online resource for pronunciation of letter sounds. Going through each letter sound and reading the tricky words is how we start phonics. Then time is spent making/writing/reading simple words that are phonetically decodable.</p>
9.30-9.50	<p>Snack time Snack time at home will provide lots of opportunities for counting and comparing different amounts. Eg. can your child count how many raisins are in the packet? Can your child fetch a certain amount of snack from the kitchen for everyone? Can you show them what half a banana looks like? What other fruit could you halve?</p>
9.50-11.30	<p>Child Initiated Learning/Literacy or Maths focus work in groups (2x Maths and 2x Literacy activities per week). PE/The Spinney takes place every Monday at this time. During this time children choose their own learning – this means that they choose what activity they would like to do from the activities that are set up in the classroom. From home, this time might be spent letting children play whilst being encouraged to think about the language they are using to describe things. Think about how the learning can be extended for the child in that moment. Eg. if building with lego, can they build a tall and a short tower? How can they explain it? Think about encouraging children to write about something relatable. Could they write a sentence about their day? Could they create a little diary?</p>
11.30-11.45	<p>Sharing a story/singing songs/general whole-class “chats” take place whilst washing hands ready for lunchtime. There are lots of great educational songs on Youtube. From months of the year, to shapes, to planets! Songs are a great way for children to learn. Sometimes the children will bring up a topic or ask a question which then opens some lovely discussions as a class. The internet is a great source for answering questions and finding out what is happening in the world, as is discovering things yourself! Let your child be their own explorer!</p>
11.50-1.00	<p>Lunchtime This is a great time for your child to get involved in. Encourage your child to help you prepare food, lay the table, mix ingredients etc. All the while explaining what you are doing and encouraging them to talk about it too. Could they help to clean and tidy up afterwards?</p>
1.00-1.30	<p>*Registration* Handwriting We then find it is good to do an activity after lunchtime to wind down a bit. Handwriting practice usually takes place at this time. We practise forming and writing one letter per session. The rhymes for each letter are in your child’s CHAT book.</p>
1.30-2.45	<p>Child Initiated Learning/Focused Activity/Listening to individual readers Our afternoons are usually focused on other areas of the EYFS curriculum – eg. Understanding of the World (Science), Expressive Arts and Design (Art/Creativity), Personal, Social and Emotional Development (PSED). For example, for our current ‘New Life’ topic, children could be looking at the life cycles of different animals, read books that are animal-related, draw or paint pictures or take photos of animals or wildlife, watch birds in the garden, make nests/shelters for animals.</p>
2.45-3.00	<p>Storytime Sharing a book with children is so rewarding for them and you!</p>

