English Remote Learning Autumn 2020- EYFS.

| Area | Resources |
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| Phonics | Sound cards of sounds to be taught and those previously taught for recap. |
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| | RWI sound practise sheets. |
| | Oxford Owl – ebooks non-word first books- https://www.oxfordowl.co.uk/ |
| | RWI-Word time word cards linked to sounds taught. |
| | RWI sound pronunciation video guide: |
| | https://www.youtube.com/watch?v=TkXcabDUg7Q |
| | If still available RWI- daily online lessons- word time, set 1 sounds, beginning blending activities: |
| | https://www.youtube.com/channel/UCo7fbLgY2oA_cFClg9GdxtQ |
| | Purple Mash (class login required): Phonic activities. |
| | Talipie masi (elass legim requirea). Theme activities. |
| Handwriting | Letter formation booklets focusing on lower case letters. |
| | RWI Letter formation sheets correlating to sounds taught. |
| English | Oak academy English Lesson series. |
| Introduction. | |
| The Noisy | Oak academy lesson series: The Noisy House. |
| House | https://classroom.thenational.academy/units/the-noisy-house-4bbb |
| | o Key focuses: |
| | To listen and join in with a story |
| | To tell a story from memory |
| | To explore the main events through song and movement |
| | To explore the main events through role play |
| | To explore the main events through role play |
| | ■ To explore character |
| | To change the ending in a story |
| | To recycle a story with my own ideas |
| | To tell my recycled story from memory |
| | To create a follow-up story about helping |
| The bats learn | Oak academy lesson series: The bats learn to dance. |
| to dance | https://classroom.thenational.academy/units/bat-learns-to-dance-8ce1 |
| | Key focuses: |
| | ■ To listen and join in with a story |
| | ■ To tell a story from memory |
| | To explore the main events in a story |
| | To explore character through role play |
| | To explore character through what they say and do |
| | To explore character through what they think and feel |
| | To write letters and words to describe character |
| | To recycle a story with my own ideas |
| | To tell my recycled story |
| <u> </u> | To tell my recycled story |

| | To create a story about my own character |
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| The Little Red | Oak academy lesson series: The Little Red Hen. |
| Hen | https://classroom.thenational.academy/units/little-red-hen-2e6d |
| | Key focuses: |
| | ■ To listen and join in with a story |
| | To tell a story from memory |
| | To re-enact the main events in a story To explore the problem through mime and song |
| | To explore the problem through role play |
| | To explore how a character feels about the problem |
| | To write letters and key wordsTo recycle a story with my own ideas |
| | To recycle a story |
| | To create a follow-up story about a big problem |
| The Three Billy | Oak academy lesson series: The Three Billy Goats |
| Goats Gruff | Gruffhttps://classroom.thenational.academy/units/the-three-billy-goats- |
| | gruff-d801 |
| | Key focuses: |
| | To listen to and join in with a story |
| | To tell a story from memory |
| | To re-enact the main events in a story To explore a character through song and movement |
| | To explore character through role play |
| | ■ To describe a character |
| | To label a characterTo recycle a story |
| | To create a follow-up story |
| Mouse Deer | Oak academy lesson series: Mouse, Deer and Tiger |
| and Tiger | https://classroom.thenational.academy/units/mouse-deer-and-tiger-c931 |
| | Key focuses: |
| | To listen to and join in with a story |
| | ■ To tell a story from memory |
| | To re-enact the main events in a storyTo explore the setting in a story |
| | To explore the setting in a story To explore the setting in a story |
| | To explore the setting in a story |
| | To write letters and words |
| | To tell my recycled storyTo tell my recycled story |
| | To create a follow-up story that takes place on the moon. |
| The King and | Oak academy lesson series: Mouse, Deer and Tiger |
| the moon | https://classroom.thenational.academy/units/the-king-and-the-moon-a75a |
| | o Key focuses: |
| | To listen to and join in with a story |
| | To tell a story from memory To re-enact the main events in a story |
| | To re-enact the main events in a story To explore the main events through song and movement |
| | To explore the main events through role play |
| | To explore the character in a story |
| | To write simple sentences.To recycle a story |
| | ■ To tell a recycled story |
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