

As recommended by [gov.uk](https://www.gov.uk)

# Home Learning Pack

## Maths and Phonics

### EYFS

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Take a picture while you work through this booklet and tweet us [@ClassroomSecLtd](https://twitter.com/ClassroomSecLtd) using the hashtags [#CSKids](https://twitter.com/CSKids) and [#HomeLearningHero](https://twitter.com/HomeLearningHero) to be in with a chance of winning a month's subscription to [classroomsecrets.co.uk](https://www.classroomsecrets.co.uk).

The activities in this pack should be completed with support from an adult. Included in this pack are:

## Maths

**Practical Maths** (pages 3-4)

- These do not need to be printed and are intended to offer ideas for furthering children's work.

**Printable Maths** (pages 5-8)

- These maths activities cover number (counting), time (sequencing) and patterns. These can be printed and used as cut outs or worksheets.
- These activities are best completed with an adult but some children may be able to access them independently (with supervision for any work with scissors).

## Phonics

**Phonics Ideas** (page 9)

- These do not need to be printed and are intended to offer ideas for furthering children's work.

**Useful Information** (pages 10-11)

- Included in this section are all the sounds and high frequency words children would be learning at school. These can be worked on by trying to form the letters, finding words with the sounds in them or by playing phonics games on <https://kids.classroomsecrets.co.uk/>

## For other Resources and Ideas:

- Go to <https://kids.classroomsecrets.co.uk/> for video tutorials to support maths as well as interactive games your child can play
- Access resources for all areas of EYFS learning including activities just like the ones in this pack for just £4.83 for a full month on [www.classroomsecrets.co.uk](http://www.classroomsecrets.co.uk)

123

Roll a dice.



Find the number that is one more.



Children roll a dice and count the spots. Then identify the number that is one more and go on a 'number hunt' for that number. For example, number 6 on a clock.

123

Roll a dice.



2



Show one less.



Children roll a dice and count the spots. Then identify the number that is one less. Encourage children to show one less in different ways. Write it, draw it, find it and show it.

123

Roll two dice.



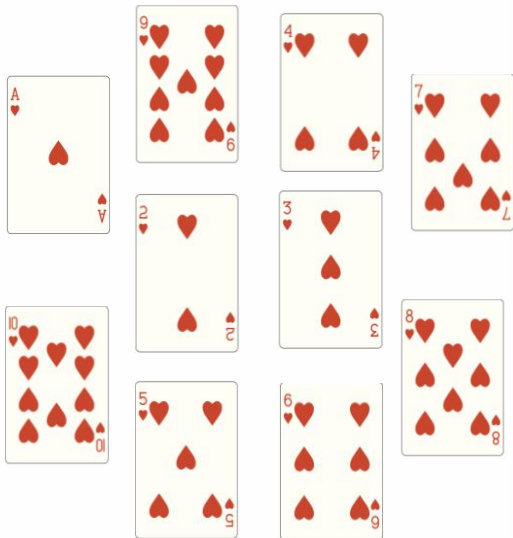
What is the total?



Children roll two dice and count the spots to find the total. Encourage children to write the number sentence.

## 123

Put the cards in order.

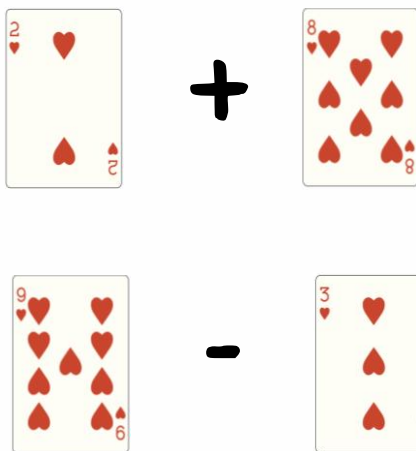


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Lay out playing cards 1 to 10. Children to put the card in order from smallest to largest. Children to count the number of objects on the card, to see what comes next.

## 123

What is the answer?

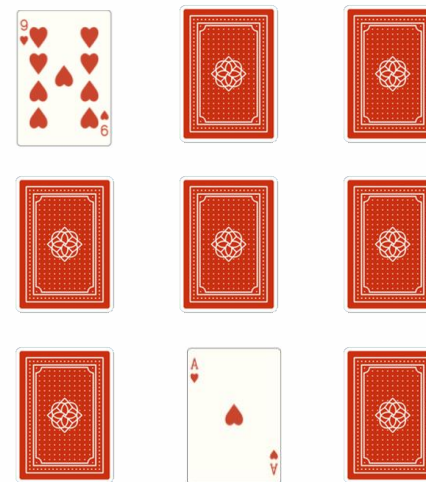


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Children to pick two cards. For addition, count the total number of objects. For subtraction, discuss taking away the *smallest* number from the *largest*.




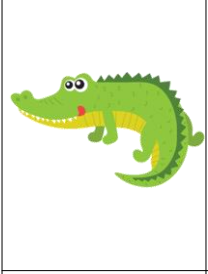




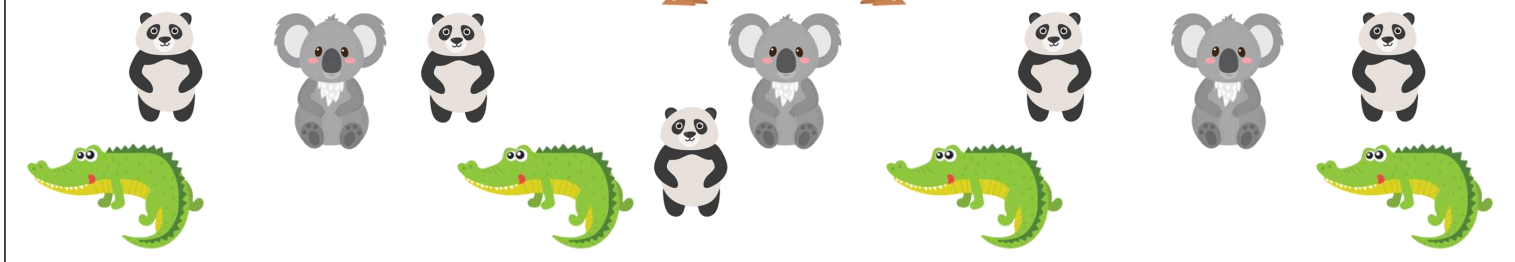

Play number bond pairs.



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Lay out playing cards 1 to 10 (the Joker card could be used as 0). Play a number bond pairs game. After each turn, count the total of the two cards. Does it equal 10?

# Maths – Number – Counting Activity

|   | Object  | How many? |
|---|---|-----------|
|    |    |           |
|    |    |           |
|   |   |           |
|  |  |           |

Put these  
images in  
order.



Classroom  
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Classroom  
secrets\*



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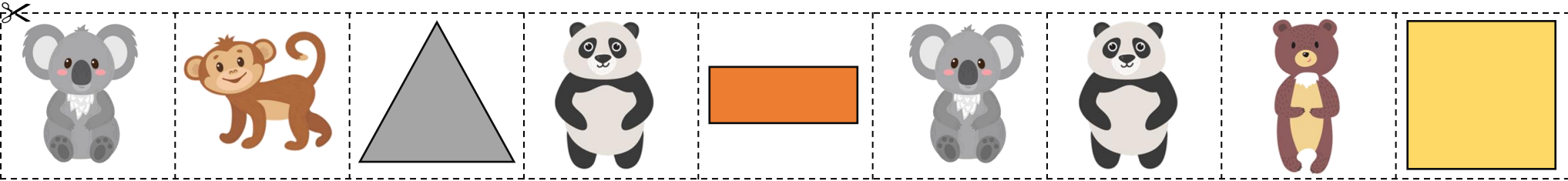
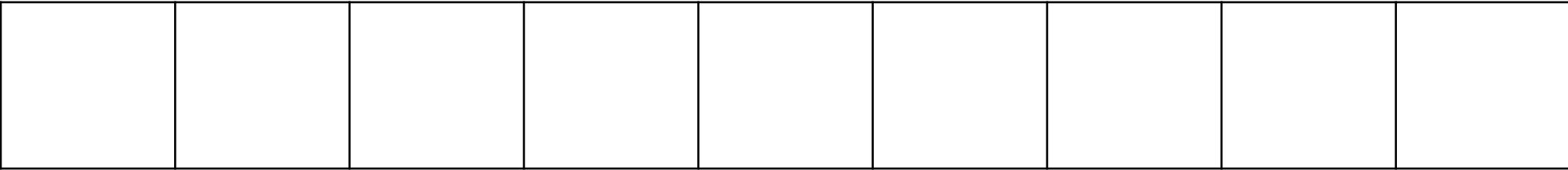
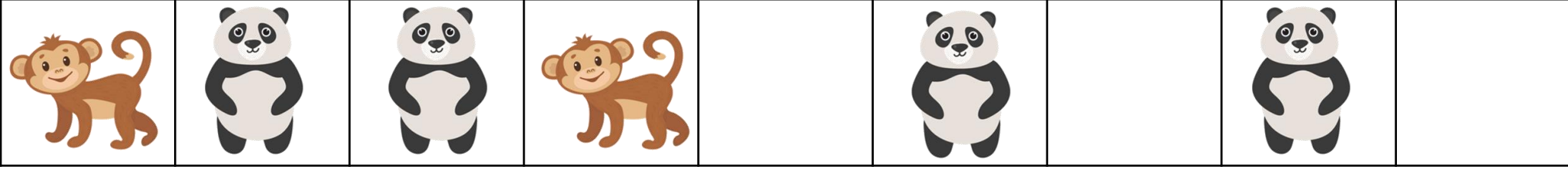
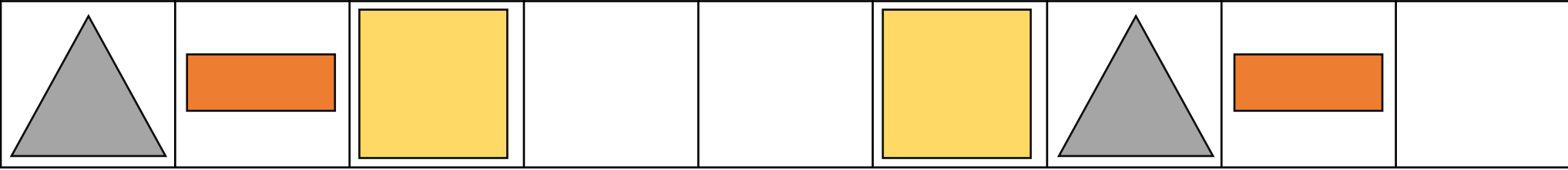


# Maths – Time – Sequencing Events

Put these  
images in  
order.



# Maths – Patterns – Complete the patterns and make your own







Say the sounds in 5 different objects.



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Ask your child to find five objects. Sound them out, encouraging your child to identify all sounds in the word, e.g. c-ar in car and s-o-ck in sock.



Make a letter sound collage.



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Using a toy catalogue, encourage your child to cut out anything they can find with a 'b' sound. Change the sound and see what else they can find.



Write some of your key words.



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Say a word and ask your child to mark make it in flour. Can they read the word back to you?

# Useful Information – Phonics

Here is a list of letter sounds and 'high frequency' words your child may be working on at school.

## • Letter Sounds

| Phase 2   | Phase 3  | Phase 4   | Phase 5  |
|---|--|---|--|
| <p>s a t p i n m d g o c<br/>k e u r h b f l<br/><br/>ck ff ll ss</p> <p>These four sounds come at the end of words, e.g. sock, pack, tell, fill, miss.</p> | <p>j v w x y z qu ch sh<br/>th ng ai ee igh oa oo<br/>oo ar or ur ow oi ear<br/>air ure er</p> <p>Sounds such as 'sh' may come at the beginning of words, e.g. shock, or at the end, e.g. fish. Sounds such as 'ai' are often in the middle of words, e.g. rain.</p> | <p>This phase puts previous learnt sounds together, e.g. clip, pram, brick, milk, bank, tent.</p> <p>Challenging words include stump, tramp and grasp. See if your child can hear, and maybe write, all 5 sounds!</p> | <p>ay oy wh ou ir ph ie ue<br/>ew ea aw oe au a-e e-e<br/>i-e o-e u-e</p> <p>These are different ways to write/spell the same sounds previously introduced. Some children, but not all, will be working at this level.</p> |

## • Words your child may be able to read using their letter knowledge (use these for the suggested activities)

| Phase 2  | Phase 3  | Phase 4  | Phase 5  |
|--|--|--|--|
| <p>sat tap pin nap man dog<br/>mop cot kit rat rub hop<br/>bin pick huff tell fuss</p> | <p>jog van web box six yum<br/>zip quick chop ship bath<br/>path ring pain feet light<br/>soap boot hook farm corn<br/>hurt cow boil hear fair<br/>pure letter</p> | <p>flat trap plum swim grin<br/>pond jump hint tent band</p> | <p>hay boy whip cloud girl<br/>phone pie glue few sea<br/>claw toe sauce cake eve<br/>pile note tune</p> |

# Useful Information – Phonics

- Tricky words

These words are taught in school as 'tricky', they cannot be sounded out and need to be learned on sight.

| Phase 2             | Phase 3   | Phase 4   | Phase 5   |
|---------------------|---|---|---|
| I into of the no go | he she we me be was<br>you they all are my<br>her | said have like so do<br>some come were there<br>little one when out<br>what | Mr Mrs oh their people<br>looked called asked<br>would should could |