



PARKSIDE COMMUNITY
PRIMARY SCHOOL

Early Years Home Learning

Talking Tuesday

The aim of talking Tuesday is to spend one day a week supporting your child's communication and language skills which is fundamental in enabling your child to access the EYFS curriculum. Outlined in the slides below are activities to try at home based on the core text for the week in school.

End of Year Expectations in Communication and Language in Reception

Statutory ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- - Make comments about what they have heard and ask questions to clarify their understanding;
- - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

Statutory ELG: Comprehension (Literacy)

Children at the expected level of development will: -

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- - Anticipate – where appropriate – key events in stories;
- - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

Statutory ELG: Speaking

Children at the expected level of development will:

- - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

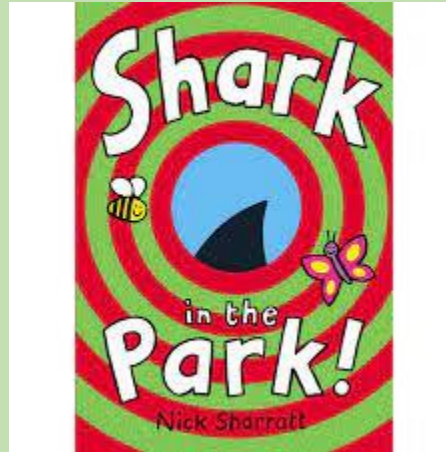
Play an I spy game e.g. 'Timothy Pope, Timothy Pope what can you see through your telescope? I can see something beginning with'(use the sound the word begins with e.g. 'sh' for shoe) You could also try 'Simon Says' but with 'Timothy Pope'.

Learn about sharks

<https://www.bbc.co.uk/cbbc/shows/shark-bites>



Week 1



<https://www.youtube.com/watch?v=24cU53mBKWY>

Think of words that rhyme with shark and park.



<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-incy-wincy-spider/zr4yt39>

It's raining, it's pouring



<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-its-raining-its-pouring/z6hq92p>

As you are watching or reading the story together, encourage your child to join in with repeated parts. For example, "Then I'll huff, and I'll puff and I'll blow your house in."

Write down 5 words that rhyme with pig.



Build a model of a house that you think would stay standing when the Big Bad Wolf huffed and puffed. You could try blowing it with a hairdryer to test it out.



Songs and rhymes: Talk about pigs and other farm animals and sing rhymes like Old Macdonald, Baa Baa Black Sheep, and Five Little Ducks.
<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-baa-baa-black-sheep/znbbpg8>
<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-five-little-ducks-went-swimming-one-day/z43xwty>
<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-old-macdonald-had-a-farm/zh4yt39>

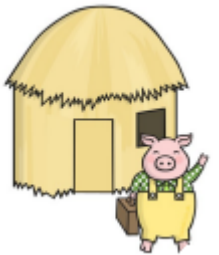
Week 2

After The Three Little Pigs had got rid of the Big Bad Wolf, they enjoyed living together in the brick house. However, after a while they decided it was too small for all of them and they needed to build a new house. Draw a picture of a new house that you have designed for The Three Little Pigs. Label it to show why it is perfect for them.



<https://youtu.be/xGFjzp8wl1E>

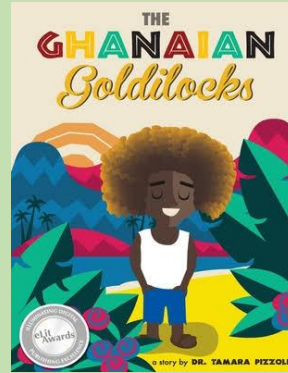
Tell a grown-up the story of The Three Little Pigs. Remember to use different voices for the characters. You could even act it out together!



Tell someone at home the story of Goldilocks and the Three Bears. What did Goldilocks do in the Bears' house? What happened when the Bears came home? Try using different voices for the different characters!



Week 3



<https://www.youtube.com/watch?v=MWhSIX66fSw>

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-ten-in-the-bed/z7bnmfr>

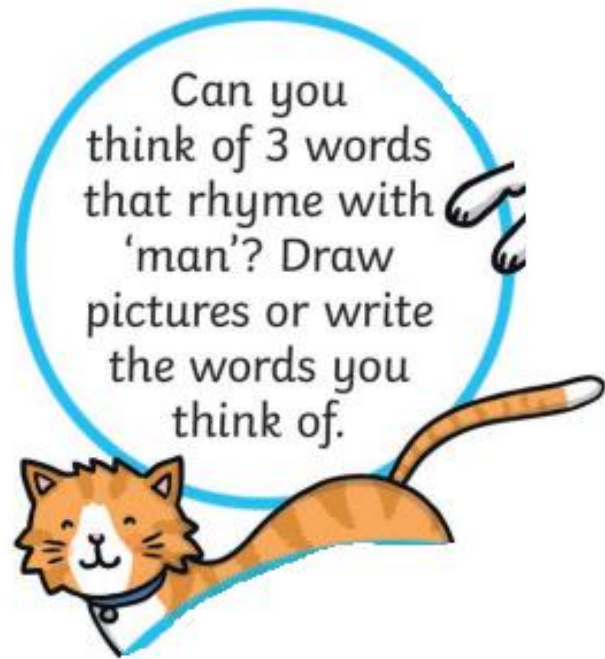
Use books or the Internet to find out a fact about real bears. You could draw a picture or write your fact to share with the rest of the group.



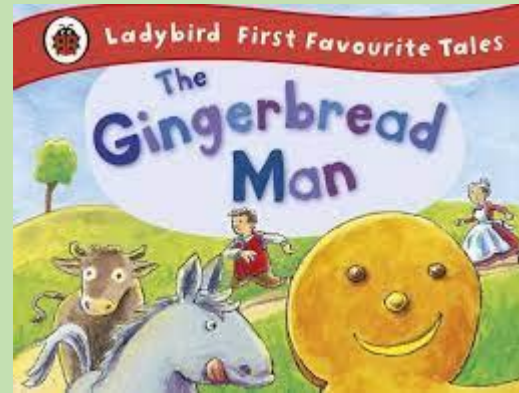
<https://kids.nationalgeographic.com/geography/countries/article/ghana>

Goldilocks and the Three Bears love eating porridge! Try making some porridge with a grown-up. Try putting some different toppings onto your porridge - you could try a little jam, fruit or honey. Do you like porridge?





Week 4



<https://www.youtube.com/watch?v=YoQyyB5xvLk>

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-i-am-the-baker-man/zkjr4j>



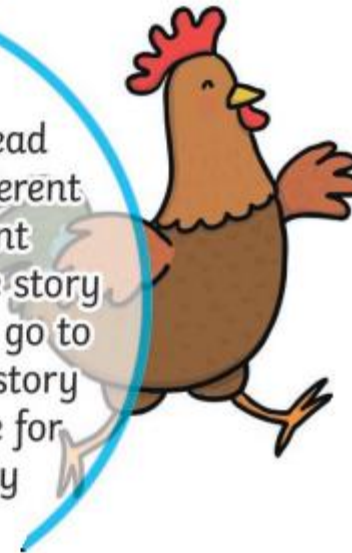
<https://www.youtube.com/watch?v=av1ZyVH2Qp>

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Create a story map to retell the story

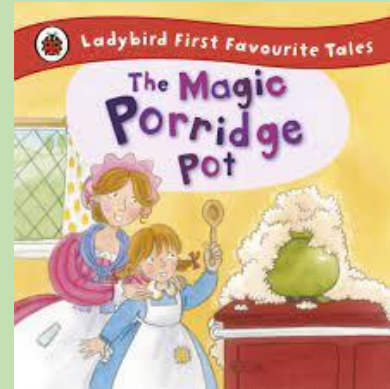


Tell a grown-up the story of the Gingerbread Man. You could use different voices for the different characters or act out the story together. You could also go to the library to read the story together or look online for a version of the story to read.



The magic porridge pot makes 6 bowls of porridge and then another 4. How many bowls of porridge did the magic porridge pot make altogether? Try drawing a picture or using your fingers to help you work out the answer

Week 5



<https://www.youtube.com/watch?v=5gleDVbPFww>



<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-the-magic-porridge-pot/zmsmd6f>

If you had a magic pot, what food would you like it to make you? Draw a picture of your favourite food. Ask your friends and family about their favourite food too. What would they like the magic pot to make them?

Pease Porridge Hot

Lyrics: the words of the song

Pease porridge **hot**,
Pease porridge **cold**.
Pease porridge in the **pot**
Nine days **old**.

Some like it **hot**.
Some like it **cold**.
Some like it in the **pot**
Nine days **old**.



Write a list of words that rhyme with pot.

Talk and Learn: People Who Help Us Topic Summary

Things I will learn

I can talk about people at home and school who help me.



I can name different types of people who help others.



I can name some of the equipment that people use to help others.



I can talk about people in my community that help to keep others safe and healthy.



I can describe how the people in my community help others and the things they do in their jobs.

Things to Talk About and Find Out:

- Who helps you at home and at school?
- Have you ever helped anyone else? How did you help?
- Can you describe someone who has helped you?
- Who helps to keep you safe and healthy?
- How can you keep safe when crossing the road?
- How do you know what job this person does?
- How do you know who is safe to ask for help?
- Who do you think this person is? How/when do they help you?
- Can you describe what a firefighter does to help others?
- What equipment does a doctor need to use?
- Does this person need any tools for their job? Can you describe them?
- How have you thanked someone that helps you?

Topic Words

First, I can try to use these words:

People who help us, safe, danger, help, job, save, 999, home, school, teacher, doctor, nurse, police, lollipop person, postal worker, shop worker, firefighter, dentist, vet, bus driver, builder, police station, tools.

Then, I can try to use these words:

Occupation, trust, trusted, alert, accident, rescue, problem, safely, dangerous, safer stranger, uniform, emergency, rescue, equipment, apparatus, crisis, injury, librarian, coastguard, paramedic, police officer, detective, paramedic, refuse collector, lifeguard, sergeant, mechanic.

Week 6