

## Reception School Closure Home Learning - Week 7

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<p>Take part in the daily EYFS lesson from White Rose <a href="https://whiterosemaths.com/homelearning/early-years/">https://whiterosemaths.com/homelearning/early-years/</a></p> <p>Watch a Numberblocks episode each day at: <a href="#">BBC</a> or <a href="#">CBeebies</a>. Use this guide <a href="#">here</a> to give you ideas on what to do with your children whilst watching an episode.</p> <p>Can your child make a repeating pattern using objects around the house/garden i.e. apple, banana, apple, banana.</p> <p><b>CHALLENGE:</b> Ask your child to build on the above to create more complex patterns e.g. apple, apple, banana, apple, apple, banana.</p> <p>Ask your child to create repeating patterns with actions: Clap hands, tap knees, clap hands, tap knees. Make your own action patterns. <b>CHALLENGE:</b> one person makes the action pattern, the other person is to listen and repeat</p> <p>Draw the outline of a fish for your child to make a pattern in. Could they make the pattern out of 2D shapes? Can they make a repeated pattern?</p>	<p>Read a variety of books at home. Favourites can be repeated. Hearing the patterns of language in a story will support your child's language development.</p> <p>Children to read to parents daily. Visit Oxford Owl for free eBooks that link to your child's reading level.. You can create a <a href="#">free account</a>.</p> <p>Your child can also complete the linked Play activities for each book. There are also Read Write Inc resources that you can access on this website.</p> <p>Share the story 'The Snail and the Whale'. If you don't have a copy at home watch this <a href="#">online reading</a>.</p> <p>Watch the online storybook- 'Sharing a Shell' . Discuss how the crab felt in the story at each stage. Your child could draw a picture to represent the crab's feelings.</p> <p>Ask your child to look at the books you have in your house. Can they find any other books about creatures that live under the sea? Can they group the animal books e.g. farm animals, jungle animals, under the sea animals?</p>
Weekly Phonics Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<p>Daily phonics - Practise your speed sounds and red words. Daily Read Write Inc phonics lessons are available on Youtube via the link <a href="http://www.ruthmiskin.com">www.ruthmiskin.com</a></p> <p>Watch an Alphablocks episode each day at: <a href="#">CBeebies</a>. Here you will also find a range of games, activities and advice for parents.</p> <p>Buried Treasure: Write out some real words and made up words (e.g. tud, jup, fub). Place these in a pile and using 2 containers, label one as 'Treasure' and the other as 'Bin'. Can your child read the word and decide if it is real? If it is real it goes in the treasure chest, if not it goes in the bin.</p> <p>Play Buried Treasure online on <a href="#">PhonicsPlay</a>.</p> <p>Play Fish for Sounds – write out some letter sounds that correspond to objects found in the sea – sh for shell, f for fish. Try and write them outside in chalk or similar and encourage your child to trace over them.</p>	<p>Ask your child to draw a picture and write about their favourite underwater creature. They could label the picture too.</p> <p>Have a try at Snail Writing. Using hair gel, shaving foam or any other slimy liquid, show your child how to form the letter 's' using your finger. If your child can, ask them to try the word 'snail'. Repeat for other words.</p> <p>Ask your child to close their eyes and imagine being at the beach. Can they draw a picture list or, if they are able, use their phonics to write a word list of all the things you can see, taste, touch, smell and hear?</p> <p>Use this <a href="#">animated letter formation</a> tool to help your child practise letter formation. You can select those they find most challenging.</p> <p>Listen to the song <a href="#">Henry the Crab</a> - Ask your child to draw a picture of what they think Henry the crab looks like. CHALLENGE- Can they write a letter to Henry and ask him about what it is like to live under the sea?</p>

## Learning Activities Week 7 – Under The Sea - to be done throughout the week

Below are a selection of activities linked to the theme of 'Under The Sea'. Please feel free to choose whichever activities will suit your child best. There is no expectation to complete all of the activities. . You could also come up with some of your own activities linked to 'Under The Sea' if you like!

**After listening to the story, 'The Snail and the Whale'** (see reading task).

- Take your child on a snail hunt around the garden. Can they think about the places a snail might want to live?
- Show your child a [picture of a sea snail](#). Ask, how is it different from the snails they found in the garden?
- Have a [Snail Race](#) - Use chalk to draw out lines on the ground (or sticks to mark out the lines) to create a race track. Place your snails at the starting line and watch them go! You could give your child a timer to measure how long it takes for the snails to make their way across.

**Make your own 'Under the Sea' Scene**

- Watch this [video](#) of the coral reef. Talk about the animals you can see. What are the animals called?
- Use junk modelling or craft items you have around your house to create the scene. You could even add in natural objects e.g. grass as seaweed.

**Counting Undersea Creatures**

- Show your child how to play this [game](#). There is a simpler version with amounts to 5 and a more challenging version with amounts to 10. **CHALLENGE:** Support your child to create a record of how many of each creature there were.

**Make your own Fishing Game**

- Make a fishing rod using a stick or similar (a wooden spoon would work well!). Tie some string on to one end and tie a magnet onto the end of the string (you could use a fridge magnet).
- Using the rod, your child could explore which items are attracted to the magnet around the house

**Explore Floating and Sinking**

- Fill up a bowl, sink or basin and provide your child with a range of objects to explore. Which ones float and which sink? Ask them why they think they float/ sink? **CHALLENGE:** Keep a record of the objects that float and sink? This could be using pictures or written.



Adult led focus activity – Read story and ask questions

**A Special Month**



Ms. Jameson's class were sitting on the carpet. Everyone was listening carefully.

"Yesterday was the last day of April," said Ms. Jameson.

"Today is the first day of a new month. Does anyone know which month begins today?"

Tom put up his hand. "I know," he said when Ms. Jameson asked him. "It's my birthday month. Today is May."

"Well done, Tom. I think we should give you a clap for that answer," smiled Ms. Jameson. "So May is your birthday month and it's a special month for you. It's also a special month for the lady in this picture. Who knows her name?"

Ms. Jameson showed the children this picture.



*Do you know who it is?*

Lots of children knew it was a picture of Mary, the mother of Jesus.

*Can you remember what happened to Mary when she was a young girl?*

*Let us listen again to the story of when the Angel Gabriel came to see Mary.*

Mary lived in a village called Nazareth. One day, the angel Gabriel came to Mary. "Hail Mary!" said the angel. "The Lord is with you."

Mary was very surprised to be spoken to in this way, but the angel said: "Do not be afraid, Mary, for I have very good news for you".

The angel told Mary that God had chosen her to be the mother of a baby boy. The angel told her that the baby's name would be Jesus. Mary was amazed to hear this news. Mary knew that God loved her. So Mary wanted to do what God asked her to do.



## Adult led focus activity – Read the story

### Children crown Mary with flowers

Ms. Jameson explained that during May we remember Mary, the Mother of Jesus and how she looked after Jesus when he was a little boy. In this month of May we are going to pray to Mary and to ask her to look after us because now she is in heaven.



In Ms. Jameson's class, children would soon be having a procession to remember Mary and show their love for her. Everyone would walk to the big statue of Mary in the school garden, singing a hymn. Each child would carry a flower which they would put in front of Mary's statue and then two children from Year 6 would put a beautiful crown on the head of the statue to show that Mary is Queen of Heaven and our Queen too. All the children looked forward to the procession.

They learned a special hymn for Mary which they were going to sing during the procession. Everyone painted a flower which Ms. Jameson cut out and stuck onto a banner. She wrote 'Mary is Queen of the Flowers' on the banner and chose Tom and Tara to carry it in the procession.

On the day of the procession, all the children were very excited. Everyone had a flower to put in front of Mary's statue. They lined up behind Tom and Tara and walked out into the playground. Every class in the school was there and they all carried banners. The procession began and all the children sang Mary's special hymn.

When they reached the school garden, the classes took turns to put their flowers in jars around the statue. Soon it looked very beautiful. Everyone said Mary's own prayer, the 'Hail Mary'.

Then Ravi and Felix from Year 6 put a tiny crown made from real flowers on the head of the statue and the older children sang another song about Mary.



### Suggestions for questions

- Who do we remember in a special way in the month of May?
- Who is Mary? Why do we remember her?
- What did the children in Ms. Jameson's class do to show their love for Mary?

### Suggestions for follow-up activities

- Make flowers for Mary or make a collage of flowers.
- Learn to say the 'Hail Mary' or decorate a copy of the 'Hail Mary'. Alternatively, you could help your child write (or scribe) their own prayer.  
For example, Dear Mary, Please ....
- Draw or paint a picture of Mary.

## Reception School Closure Home Learning - Week 8

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<p>Take part in the daily EYFS lesson from White Rose  <a href="https://whiterosemaths.com/homelearning/early-years/">https://whiterosemaths.com/homelearning/early-years/</a></p> <p>Watch a Numberblocks episode each day at: <a href="#">BBC</a> or <a href="#">CBeebies</a>.            Use this guide <a href="#">here</a> to give you ideas on what to do with your children whilst watching an episode.</p> <p>Listen to this <a href="#">song</a> and watch a short <a href="#">video</a> to learn positional language.</p> <p>Play positional language Hide and Seek-            Choose a selection of items and hide them. Ask your child to count out loud while you're doing this. Give them clues about the positions of the objects, e.g. <i>it's under the chair</i>.</p> <p>Listen to 'We're Going on a Bear Hunt'.            Talk about the positional language used in the story – through, over, under. Create a story in the house using these words- over, under, though, behind, next to, opposite, around.</p> <p>Encourage your child to jump, hop or skip. Give them directions as they do this e.g. jump forwards 5.</p> <p>Make a positional language picture - cut out a selection of 2d shapes. Give your child positional instructions to create a picture e.g. <i>put the square in the middle of your page</i>.</p>	<p>Children to read to parents daily. Visit <a href="#">Oxford Owl</a> for free eBooks that link to your child's book band. Parents will need a free account. Complete the linked Play activities for each book.</p> <p>Read a variety of books at home. Favourites can be repeated. Hearing the patterns of language in a story will support your child's language development. Talk to your child about their likes and dislikes in the story.</p> <p>Talk to your child about some words used in sports such as throw, hit, catch, ball. Go on a word hunt around the house to find these words in books, magazines or newspapers.</p> <p>Listen to stories linked to sport, including <a href="#">Peppa Pig</a>, <a href="#">The Large Family</a>, <a href="#">Sports Day by Jill Murphy</a>, and <a href="#">Maisy's Sports Day</a>.</p> <p>Can your child practice reading the tricky words: <b>I, no, go, to, the, into, he, she, me, we, be?</b></p>
Weekly Phonics Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<p>Daily phonics - Practise your speed sounds and red words. Daily Read Write Inc phonics lessons are available on Youtube via the link <a href="http://www.ruthmiskin.com">www.ruthmiskin.com</a></p> <p>Practice the sounds your child is working on and blend words. This can be oral blending (e.g. spoken out loud c-a-t) or written if appropriate. Interactive phonics games are available on <a href="http://www.phonicsplay.co.uk">www.phonicsplay.co.uk</a></p> <p>Watch an Alphablocks episode each day at: <a href="#">CBeebies</a>. Here you will also find a range of games, activities and advice for parents. Can your child think of rhyming words? Take it in turns to say a rhyming word i.e cat, bat, sat, mat.</p> <p>Play 'I Spy'. <i>'I spy with my little eye, something beginning with t'.</i> CHALLENGE: Try trickier sounds such as sh, ch or th.</p> <p>Provide your child with simple words linked to sport e.g. ran. Say the word in sounds e.g. r-a-n. Ask your child to repeat the sounds if they are able to.</p>	<p>Practice name writing. Can they write their first name? Middle name? Surname?</p> <p>Practice forming the letters of the alphabet.</p> <p>Use this <a href="#">animated letter formation</a> tool to help your child practise letter formation. You can select those they find most challenging.</p> <p>Can your child talk about all the different sports they know? Can they have a go at writing them (i.e. run, jump, skip)?</p> <p>Listen to interactive stories linked to sport, including <a href="#">Peppa Pig</a>. Talk about how the characters are feeling when they win/lose. Draw a picture to show how the characters are feeling.</p> <p>Ask your child to draw a picture of themselves doing something sporty i.e. running, jumping, a cartwheel. Can they label the picture or write a simple sentence e.g. I can hop.</p> <p>Support your child to practise writing the red words: <b>I, no, go, to, the, into, he, she, me, we, be.</b></p>

## Learning Activities Week 8 – Sports and Games - to be done throughout the week

Below are a selection of activities linked to the theme of 'Sports and Games'. Please feel free to choose whichever activities will suit your child best. There is no expectation to complete all of the activities. . You could also come up with some of your own activities linked to 'Sports and Games' if you like!

### Ball Games

- Play a game of catch with a ball - when you drop the ball, you lose a point. You could record points using a tally chart and count up who has the most points at the end. **CHALLENGE:** See if you can catch the ball standing further apart, catch with one hand or use a smaller ball.

### Play Skittles

- If you have a set of skittles, you're ready to go, if not you can make your own skittles using plastic bottles. Take a plastic bottle and partly fill with soil/ stones or sand to weigh it down. If you don't have plastic bottles available you could use tin cans for an alternative version. Ask your child to count how many skittles there are to begin with. Roll the ball at the skittles and ask your child to count how many they have knocked over. Can they work out how many are left? **CHALLENGE:** You could write this out as a subtraction number sentence e.g. if you start with 5 skittles and knock over 2 your child would write  $5 - 2$ . Ask them to count how many are left to find the answer  $5 - 2 = 3$



### Competition Time

- Have a time challenge. Give your child an action to do e.g. hop, skip, jump, clap or star jump. How many can they do in one minute? Keep a record of the scores. Ask everyone in the house to have a go!

### Parts of the Human Body

- Ask your child which parts of their body they use to run? To do a handstand? Draw the parts of the body and for a challenge ask them to label them using their phonics knowledge.

### Create your own Junk Modelled Football Pitch

- Using a lid of a shoe box or similar container, help your child to cut out two holes on each end as the goals. If you have green card or paper, stick this in the base, if not you can colour in plain paper using a crayon. Draw out the marking on the pitch using crayons or felt tips. When finished, stand your football pitch on a box on the table. Using something ball-like (e.g. a sweet), take turns aiming at your partner's goal whilst the other tries to save the goal. If you score you get to eat the sweet! **CHALLENGE:** Write instructions to play your game e.g. 1. Put the ball in. 2. Flick at the goal. 3. Eat the sweet!





## Week 8 RE – Our Church Family

### Adult led focus activity



Ask your child to talk about their own family.

Who belongs to *(name of your school)*?

Explain that each one of us belongs to our own family at home.

Each one of us belongs to our school family.

Each one of us belongs to God's family.

- What do we do to help each other at home?
- What do we do to help each other in school?
- Soon we are going to learn about belonging to God's family, the Church.

### Adult led focus activity

What do you know about God's family?

How big is it? *(Let your child guess and keep saying bigger until they realise it is the biggest in the world because all people belong to God's family)*

Do you think it is just children who belong to God's family?

Do you think it is just grown-ups who belong to God's family?

Do you think it is just old people who have lived a long time who belong to God's family?  
*(Help your child to realise that everyone belongs to God's family, God loves everyone).*

Did you know that God holds the whole world in His hands? Learn to sing the song:

*He's got the whole world in His hands x 3  
He's got you and me brother in His hands,  
He's got you and me sister in His hands,  
He's got the whole world in His hands.*

### Adult led focus activity – Read the story and ask questions

*Now we are going to hear about members of God's family who are called Christians (Catholics) like us.*

*Do you remember Jesus' friends? [Pause to encourage children to say what they remember.]*

*Can you tell me any of their names? [Peter, James, John, Matthew, Thomas, Andrew]*

### Story of the first Christians

Now Peter and his friends had a very important job to do; a job that Jesus had asked them to do. They had to tell as many people as they could the good news about Jesus. This is what they had to tell people:

- That Jesus is alive again.
- That Jesus wants us to love and be kind to everyone.

Peter and his friends started to tell everyone the good news. Lots and lots of people came to listen to them. Soon they became known as Christians.

“We want to be part of the Christian family too,” they said. Then they went home and told their families and friends. Lots of them wanted to be part of the Christian family too. They told many other people until quite soon, lots and lots of people in lots of countries heard the good news of Jesus.

Now, people all over the world have heard the good news. They know Jesus is alive and they know they are part of the Christian family which is called the Church.



### **Suggestions for questions**

- What did Jesus ask Peter and his friends to do? (*To go and tell the good news that Jesus is alive*).
- What is this good news? (*That Jesus is alive and wants us to be kind and loving to everyone*).
- What are the followers of Jesus called?
- How did you hear the good news?
- Who told you?
- Who will you tell?

### **Suggestions for follow-up activities**

- Give the children a right angled triangle and ask them to draw their family in the order of height.
- Have a sheet of paper (A4) with two short sides folded in to meet the middle. Cut the top right and top left corners off the folded edges so that the paper looks like a house and can be opened from the middle.

Draw windows, doors, etc. and either write ‘My Family’ on the roof or encourage children to do it themselves. Open the folded-in edges. The children draw their families.

- Jesus’ friends told everyone the good news and lots of people listened. Today, we can tell each other good news in all sorts of ways. (*Ask your child to list the ways*)

Email

Telephone

Text message

Letter

Postcard

Can you think of any other ways?



## Reception School Closure Home Learning - Week 9

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<p>Take part in the daily EYFS lesson from White Rose <a href="https://whiterosemaths.com/homelearning/early-years/">https://whiterosemaths.com/homelearning/early-years/</a></p> <p>Watch a Numberblocks episode each day at: <a href="#">BBC</a> or <a href="#">CBeebies</a>. Use this guide <a href="#">here</a> to give you ideas on what to do with your children whilst watching an episode.</p> <p>Use this <a href="#">tens frame</a> to practise making different amounts. Or, your child can practice making amounts to 10 or 20 using different objects from the garden e.g. leaves.</p> <p>Practice writing the numerals to 10 and then up to 20 if your child is able. You could do this in chalk in the garden, using felt tips, crayons or anything that will engage your child.</p> <p>Make a garden trail using arrows made from sticks. Ask your child to follow the trail and identify the direction. This could be done on your walk.</p> <p>Use a teddy and count forwards and backwards making deliberate mistakes. Can your child spot the mistakes? Mistakes can include omitted numbers, repeated numbers or a number in the wrong place. <b>CHALLENGE:</b> Ask your child to spot the mistake when the numbers are written down.</p>	<p>Watch <a href="#">Go Jetties: Amazon Rainforest</a>. Can your child tell you where the tree frog was found? What sound did it make? Which rainforest insect steals the picnic? What happens when the tree frogs aren't there to eat the ants?</p> <p>Help your child to look through cookery books for a recipe involving cocoa/chocolate. If you have the ingredients, make the sweet treat!</p> <p>Ask your child to use pictures from a familiar story book to make up their own story or to retell their favourite story.</p> <p>Enjoy listening to online stories together including: <a href="#">Slowly, Slowly, Slowly said the Sloth</a> and <a href="#">The Tiger who came to tea</a>.</p> <p>Ask your child to read these tricky words: <b>I, no, go, to, the, into, he, she, me, we, be.</b> <b>CHALLENGE:</b> Ask your child to find these tricky words in the stories you are reading.</p>
Weekly Phonics Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<p>Daily phonics - Practise your speed sounds and red words. Daily Read Write Inc phonics lessons are available on Youtube via the link <a href="http://www.ruthmiskin.com">www.ruthmiskin.com</a></p> <p>Watch an Alphablocks episode each day at: <a href="#">CBeebies</a>. Here you will also find a range of games, activities and advice for parents.</p> <p>Practise the sounds your child is working on and blend words. This can be oral blending (e.g. spoken out loud a-n-t) or written.</p> <p>Ask your child to find different things around the house /garden. Can they segment each word into sounds i.e. c-u-p (cup), b-e-d (bed) t-ea (tea), ch-air (chair)? If they are able, they could write these too.</p> <p>Think of words to describe the rainforest animals - each word should start with the same letter i.e. mad, munching monkey or large, loving lion.</p> <p>Play 'I Spy in the Rainforest'. 'I spy, with my little eye, something beginning with t'. <b>CHALLENGE:</b> Change it to 'I spy, with my little eye, my word includes the digraph ee' – 'Tree'.</p>	<p>Say or write a list of all the animals you would find in the rainforest. <b>CHALLENGE:</b> Can your child think of an animal for each letter of the alphabet e.g. a=alligator, b=bird.</p> <p>Talk about the rainforest with your child and ask: What can you see? What can you hear? Ask your child to draw a picture of the rainforest and write a sentence about what they can see or hear.</p> <p>Using the story <a href="#">The Tiger who came to tea</a>, draw a picture of the tiger and label the picture using words to describe him e.g. stripy fur, sharp teeth.</p> <p>Ask your child to create a rainforest animal mask then talk about the sounds that different animals make. <b>CHALLENGE:</b> Can they write a sentence to describe the animal e.g. <i>I like the monkey. He is cheeky. He jumps in the trees.</i></p> <p>Use this <a href="#">animated letter formation</a> tool to help your child practise letter formation. You can select those they find most challenging.</p>

## Learning Activities Week 9 – The Rainforest - to be done throughout the week

Below are a selection of activities linked to the theme of 'The Rainforest'. Please feel free to choose whichever activities will suit your child best. There is no expectation to complete all of the activities. You could also come up with some of your own activities linked to The Rainforest if you like!

- Watch this [video](#) about animals in the rainforest. Can your child tell you about some of the animals that live in the rainforest? Can they remember any facts? Can they describe the animals?.
- Ask your child to make their own explorers outfit (e.g. binoculars, sunhat, backpack) and head out to the garden or on your daily walk. What creatures can your child find? Are they similar to any you might see in the rainforest? Take photographs.



### Draw a Picture of a Rainforest Animal on the Computer

- Ask your child to draw a picture of a rainforest animal. Can they use computing software to recreate their picture? Try Paint.

### Play the Animal Jungle Quiz

- Listen to the clues. Can you match the clue to the correct animal?
- Click [here](#) to create your own jungle. Drag the animals onto the picture. Where do you think the animals should go? Why? i.e. *on the ground, in the trees...*

### Make a Collage of a Rainforest Animal

- Use collage to create your own rainforest animal using recycled materials from around the house.



### Make an Animal Home

- Create an animal home e.g. a bug hotel using things from the garden. Use a plastic tub or cardboard box. Ask your child what the animal will need in the home in order to survive.

## [Week 9 RE – Visit to a Church](#)

### Adult led focus activity – Read story and ask questions

Tell your child the name of the church you go to (if applicable) and invite them to say the name of the one they attend. *Today, we are going to hear about a group of children who went to visit their church.*

### Story:



Mrs Stone's class were going out – they were going to visit the church.

"Find a partner and hold hands," said Mrs Stone. "We are going to cross the busy road."

Everyone held hands and crossed over carefully. Outside the church, everyone stood still.

"The church is a holy place," said Mrs Stone. "How do you think we can show Jesus we are happy to be here?" *[Pause to let children make suggestions if appropriate.]*

"We could be very quiet and good," said Tamara, "then Jesus will know we love him."

"We could talk to him," said Raymond, "then Jesus will know we are here."

"Those are very good ideas," said Mrs Stone with a big smile. "Jesus will be very happy to see you have come to be with him in his house. It will please him very much to see you all being good and to hear what you have to say to him." So the children went as quietly as they could into the church. They were very quiet and good while Mrs Stone showed them lots of things there. She showed them the holy water by the door and some of the children made the sign of the cross with it. She showed them the statue of Mary with flowers in front of it. She showed them the candles that people had lit when they said prayers.

*Now we are going to hear what the children said when they wanted to pray in church.*

"Shall we talk to Jesus now?" asked Alex.

Mrs Stone smiled. "Yes," she said, "I think we will."

"I don't know what to say," said Sacha.

All the children sat down quietly and Mrs Stone explained.

"You don't need to say any words when you talk to God," she said. "All you have to do is sit quietly. Think of something you are happy about and thank God for it. Perhaps there is something you are unhappy about and you'd like to ask God for help with it. You don't have to say anything. Just sit quietly and close your eyes. Try to make a picture in your head of what you want to ask God about." So the children sat very still. Some of them closed their eyes. Alex thought of his new baby brother. He wanted to thank God for him. He closed his eyes and thought of his baby brother's tiny, red face and his bright blue eyes.

Tamara thought of her next door neighbour, Mrs Bolton. Mrs Bolton was very old and she had a bad leg. "Please help her", Tamara whispered to God.

Sacha still didn't know what to say to God. He just sat quietly and thought about lots of things.

"Perhaps I don't need to say anything", he thought. "I'll just sit here in God's house and be with Him." Sacha felt very happy doing just that.

After a little while, the children had finished talking to God. Mrs Stone told them they had been praying. "Talking and listening to God is called praying," she said. "Sometimes we pray on our own and sometimes we pray with each other to show we are part of God's family. Now we'll say a prayer to God all together."

And the children all joined in with the prayers Mrs Stone said. The prayers they said were the **Hail Mary** and the **Our Father**.

### Follow-up activity

Help your child to fill in a card with the following information:

Hello,

My name is.....

I go to.....Church in.....

- Draw or paint a picture of St Mary's Catholic Church in Madeley.



## Additional learning resources parents may wish to engage with

**[Classroom Secrets Learning Packs](#)** - These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.

**[Twinkl](#)** - to access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.

ABC Does

<https://abcdoes.com>

A huge bank of activities and ideas for home learning activities for EYFS children

**EYFSHome**

<https://eyfshome.com>

Daily home learning activities for EYFS children

Oak National Daily Maths English and other subject lessons

<https://www.thenational.academy/>

White Rose Daily Maths Lessons

<https://whiterosemaths.com/homelearning/>

**GoNoodle**

<https://www.gonoodle.com>

Go Noodle activities - Good energy at home - dances, mindfulness and games - all ages

**Topmarks**

<https://www.topmarks.co.uk>

Lots of online games for a variety of subjects - all ages

**Audible stories**

<https://stories.audible.com>

Audible stories for all ages

**Oxford Owl**

<https://www.oxfordowl.co.uk/for-home>

Variety of online games and books for English and Maths - all ages

**Phonics Play**

<https://new.phonicsplay.co.uk>

Phonics online games for EYFS and KS1

Username: march20 and password: home

<https://www.phonicsplaycomics.co.uk>

Reading books for EYFS and Year 1

**ICT games**

<https://www.ictgames.com>

English and maths games for all ages

**The Body Coach**

<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ>

PE with Joe - Monday - Friday 9am live on youTube The Body Coach Tv