

<p><b>Opportunities/Ideas/Activities:</b> <i>These ideas are just a starting point for staff to consider when planning for the return of children in June.</i></p>	
<p><i>Activities for Indoor Learning - - children in a small group with an adult</i></p>	<p><i>Activities for Outdoor Learning - children in a small group with an adult</i></p>
<p><i>Collect classroom resources which will be easy to wipe or wash at the end of the day /at the end of the week. Each class group could have their own resources in their classroom space to use for indoor or outdoor learning.</i></p>	
<ul style="list-style-type: none"> <li>• Mental maths activities - using whiteboard if possible</li> <li>• Practical maths games using plastic resources - simple addition, subtraction, sharing, halving doubling.</li> <li>• Counting activities as part of the daily routine</li> <li>• Phonics games /activities based on phonic phases using whiteboard activities and/or resources which can easily be washed/ cleaned.</li> <li>• Introduce a new text linked to a topic /theme - use story time as a literacy focus - use question hand to support the learning. The Lancashire Reading Response home learning resources will support literacy activities. <a href="http://www.lancsngfl.ac.uk/curriculum/english/index.php">http://www.lancsngfl.ac.uk/curriculum/english/index.php</a></li> <li>• Role play /hot seating activities linked to the story /text</li> <li>• Use national trust - nature detective website to look at the mini beast found outside - draw pictures of creatures and write a simple sentence. <a href="https://www.woodlandtrust.org.uk/blog/2020/03/nature-detectives/">https://www.woodlandtrust.org.uk/blog/2020/03/nature-detectives/</a></li> <li>• Make pictures or simple sculptures using the resources collected on the walk</li> <li>• Set up a small area for creative activities - painting, collage, junk modelling, drawing. Engage in group activities ....draw a picture of themselves - labelling</li> </ul>	<ul style="list-style-type: none"> <li>• Play simple organised games such as 'what time is it Mr wolf' / ring games such as 'farmers in the den', 'grand old duke of York', 'Simon Says...' etc. - invite the children to think of their own actions.</li> <li>• Small apparatus activities using equipment which can be easily washed /wiped- plastic balls/ buckets/cones:/plastic bats/hula hoops/plastic bottles with numbers on                         <ul style="list-style-type: none"> <li>- Play games such as throwing balls in numbered buckets - make a tally - increase the distance to challenge throwing and increase and change the number values on the buckets</li> <li>- Play target games aiming at the numbers/words/shapes on bottles or numbers/words/shapes on a wall</li> </ul> </li> <li>• Set up simple objects (cones, marks) to create obstacle courses for children to move round (walking - forwards/sideways/backwards; hopping, skipping, running. Set up simple challenges and races....carrying a bean bag on a bat.</li> <li>• Recreate familiar stories - going on a bear hunt, Handa's Surprise, Billy's Bucket, Stickman, etc.</li> <li>• Set up simple treasure trails with clues in the outdoor area - hide treasure under plant pots, behind equipment/sheds -</li> </ul>

## EYFS – School Learning Opportunities on Return to the Classroom

<p><i>features (have mirrors if available) draw their families, friends, favourite things they have done at home during lockdown.</i></p> <ul style="list-style-type: none"><li><i>• Paint pictures linked to story characters - include mixing colours /shades/thick and thin brushes.</i></li><li><i>• Make junk model linked to their favourite story - joining and including a moving part.</i></li><li><i>• Circle time activities - passing an object round the circle - use this as an opportunity to talk about feelings /emotions/things they have enjoyed at home/things they are excited about at school.</i></li></ul>	<p><i>read the clues and follow the instructions. Children to make up their own treasure trails and simple maps. Link to phonics phases to support reading and writing.</i></p> <ul style="list-style-type: none"><li><i>• Create a bug hotel in the outdoor area - collect plastic equipment such as magnifying glasses, and laminate mini beast spotter sheets.</i></li><li><i>• Go for a walk in the school grounds - talk about the human and physical features. Each child to have a bag each to collect natural items from their walk.</i></li><li><i>• Set up simple activities with bikes /other wheeled vehicles - make up stories or scenarios for children to act out - e.g. a road block /crossing the road, going on a journey, etc.</i></li></ul>
<p><b><i>Other considerations:</i></b></p> <ul style="list-style-type: none"><li><i>• Prepare resources for each group for the week - these resources will just be handled by the group and the adult and wiped regularly- these resources can be used just by the children in that group</i></li><li><i>• Prepare resources for each child such as a labelled cup / mat/ cutlery if needed - if possible provide tray for each child to keep their own personal resources in. This will make cleaning easier.</i></li><li><i>• Maths /counting equipment and resources which are plastic or a material which can easily be wiped at the end of the activity /day - compare bears, counters dice, sorting trays</i></li><li><i>• Writing materials - whiteboards/cloths, paper, consider children having their own pencil /crayons in a yogurt pot - named</i></li><li><i>• Have a few books available for the children to share /read - make it easy to wipe them down at the end of the session</i></li><li><i>• Plastic construction and or small world sets or other resources which can be put in a bucket and washed at the end of the week and left to dry.</i></li></ul>	

*Please ensure that you refer to Public Health and DfE guidelines regularly, to ensure that classroom practice meets up-to-date advice*