



Year F Initial Learning at Home

Reading

Read a story to your child and/or let them listen to stories being read aloud online. See if your child can find the title on the front cover. Can they tell you (predict) what the story is going to be about? Ask your child to point to a letter, word, capital letter, full stop.

We recommend you use this website for a range of books to read: <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

Look through the Walter's Words your child has. Which ones do they not know yet? Get your child to read these – daily if possible. They could use magnetic letters to make the words. There is a video on Tapestry that shows you how to teach this to your child. The link below is a song that will reinforce this learning.

<https://www.youtube.com/watch?v=TvMyssfAUx0>

Please keep learning the Fred Sounds. Identify the sounds which your child is struggling with and concentrate on those. Can they build words with that sound? Look online at Phonics Play and play some of the games that are linked to that sound.

<https://www.phonicsplay.co.uk/resources/phase/3>

Writing

Please ask your child to write about anything that inspires them using the right letters for the sounds they can hear, particularly at the beginnings of words.

Children always enjoy writing about themselves. Using this idea means they can use lots of Walter's Words e.g. I, like, put, he, she, me. Your child can also 'Fred Talk' words they need such as 'can' or 'am'. Shopping lists are also an effective method for your child to practise show which sounds they know. They could hear the first sound in 'apple' or listen carefully to write down all the sounds in 'm-u-sh-r-oo-m'.

Please encourage as many activities as you can that will help develop and strengthen your child's fine motor skills. These could include: cutting out, threading beads, tearing paper, painting with water on the floor, filling empty bottles (like washing-up liquid bottles) with water and squirting them. Making and rolling dough will also develop their gross motor and fine motor skills. ***Always make sure your child is standing when they are rolling dough as this strengthens their core muscles.**

Fairy Tale Characters

This half term we are focusing on fairy tale characters and the story of the Jolly Postman. Here is the link to the story (http://youtu.be/gpeo_0yoDOK). We would like you to take a photo of your child dressed up as their favourite fairy tale character and, if you can, print this out and stick it to a blank piece of paper. If you are unable to dress up and take a photo please help your child draw a picture of the character instead.

Underneath the picture your child should try to write simple sentences describing the character e.g. 'I am Robin Hood. My hat is green. I go into the woods. I like my bow. We all are robbers.' As you can see in these sentences we have used Walter's Words and phonics sounds which the children have been taught already. Please ask your child to say the sentence first before Fred talking each word and then writing the letters.

Mathematics

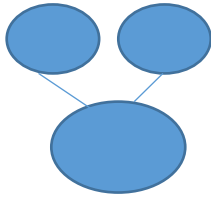
Any activities that require counting up from 1 to 10, and going onto 20 if they are secure, would be good. Let them count objects such as household items e.g. pasta. Encourage your child to tap each object as they count it slowly.

Also you could use this website for maths games: <https://www.ictgames.com/mobilePage/>

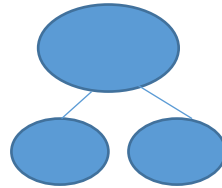
We have been learning a lot about adding and subtracting recently so recapping these concepts will always prove valuable. Our part/part/whole model is shown below and this can be used for addition. Turn it round into a whole/part/part to solve subtraction problems. For additional help, please see the video on Tapestry dated 16th of November 2020.

Use physical resources e.g. pasta, cars, Lego bricks in the models and move these. You could practice the bonds to 5 and 10. Start with 5/10 objects in the whole at the top and then split these different ways into the parts underneath. Model to your child how to record this as a number sentence e.g. $3 + 2 = 5$

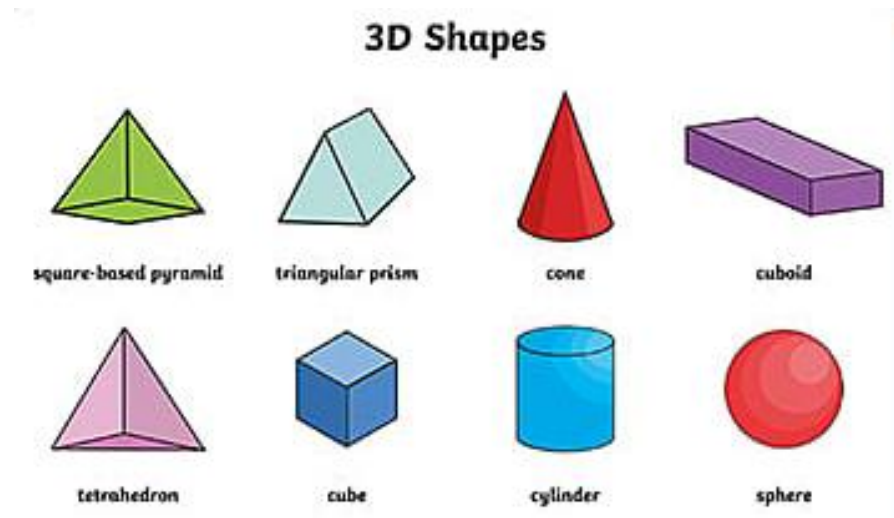
Addition



Subtraction



It would be helpful to reinforce their learning about **shape** also. Look around your house and see what 2D shape (flat) objects they can find e.g. oblong shapes - door/window. They could also look for 3D shapes in the cupboards as well e.g. cuboid - cereal boxes, cylinder - Pringles tube.



Ordering numbers 1- 20

This week we would like you to recap the children's understanding of number recognition and ordering numbers to 20.

We would like you to fold a piece of paper into squares and add the numbers to 10 in each space. Then cut these out and encourage your child to order the numbers from 1 to 10. As a challenge, they can also order the numbers counting backwards from 10 – 1. When you feel your child is confident with ordering numbers to 10, then do the same activity with numbers 11 – 20.

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|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 |

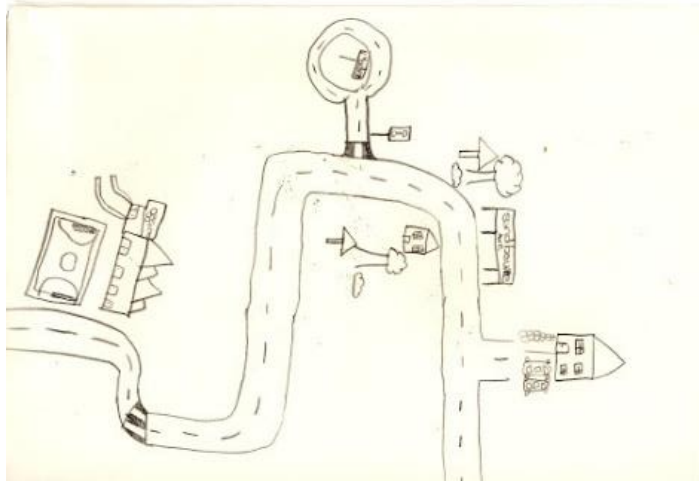
As a challenge, you could talk to your child about even and odd numbers. Remembering to mention that even numbers end in 2, 4, 6, 8, 0 and odd numbers end in 1, 3, 5, 7, 9. Using the same numbers from the previous activity, order the numbers 1-10 along an imaginary road e.g. with odd numbered houses on one side and even numbered houses on the other.

Theme

Any play or exploration about a favourite theme would be great, especially if your child is asking questions, finding answers or experimenting for themselves.

Drawing pictures of your family is great. Talk about who they are and label them. Talk about things that have happened in the past e.g. their birth and growing up.

Drawing a picture of their room and home also provides an opportunity to talk about something that is special and unique to them. After this you could encourage them to draw a map that reflects their journey to school. They can include pictures of all the different features they see on the way e.g. bus shelter, post office. Whilst you are out on your walk, look at the different house numbers and discuss which are even and odd and why. You can also try and find the biggest number.



Going out for walk provides lots of stimulus. We have a wonderful forest on our doorstep and it's a great place to learn about our natural world. We have been talking a lot about seasonal changes and all the things that happen over the year. See what natural objects you can find on your walk e.g. a pine cone. Take it home and draw it.

Or make a home for a mini beast using different objects e.g. sticks, stones and bark.

Cooking is also a fantastic way to learn about change over time and use different elements of

maths. Try to make things that change dramatically as they heated or cooled e.g. water into ice or eggs scrambled. Talk about what has happened and maybe your child could predict what might happen next. Maybe they could write a recipe or menu for the family meal.



Make your house or a fairy tale character's house



How to do it

Everyday objects can be used to make this house and it can be based on your home or the home of a fairy tale character that the child is interested in.

Getting started:

- Research fairy tale characters and stories and decide what the homes would have in them e.g. 3 Bears cottage has 3 beds and 3 chairs.
- Gather the materials needed to make the home (see below).

Create the home using:

- Paper or thin cardboard
- A cardboard box, shoe box or cereal packet
- Paints or pens to decorate
- Sticky tape or glue
- Lego/Duplo or other construction to make the house or furniture

Completing the activity:

- Decide on what features the house has (furniture, a red door, a table), using books and the internet to help with the research.
- Cut one side out of the shoe box (adult support) for doors or windows.
- Paint the inside or outside of the shoe box e.g. green for grass, colour in the roads etc.
- Place the furniture inside the box/ construction.
- Draw characters/ family members to go inside.

Key questions:

- What different features do fairy tale homes have in them?
- Who might live there and how do you know?