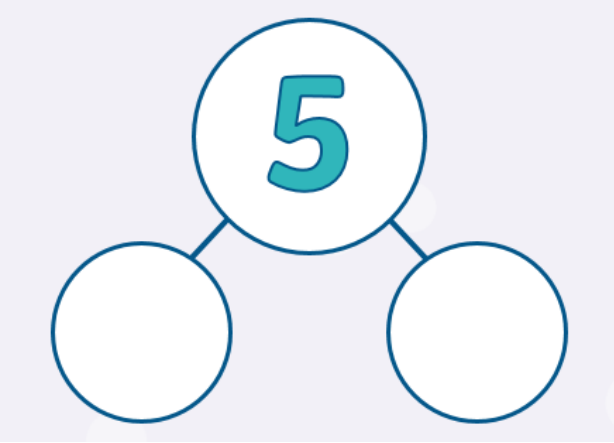


# Locks Heath Infant School - Parent / Carer Remote Learning Communication

## Year Group Bulletin – Learning opportunities in my year group

<b>Year Group: Early Years</b>	<b>Term: Spring 1 Monday 4<sup>th</sup> January 2021</b>
<b>SMSC focus: Cora the cultural caterpillar is helping us to learn about how we are all different, celebrate our differences and helping us to find out about how different people live their lives.</b>	<b>Learning Value: Seeking to find out</b>
<p style="text-align: center;"><u>Videos to support teaching and adult led sessions</u></p> <p>Please be aware that videos will be uploaded to your Tapestry account where there is an adult led input. Please look out for email updates to indicate that videos are ready to be watched with your child.</p> <p style="text-align: center;"><u>Our Early Years' Promise Focus</u></p> <p style="text-align: center;"><b>We promise to be respectful of our classroom and each other.</b></p> <p>After some time at home it is sometimes hard to remember that the resources at school are there for everyone to use. We must be careful not to break them, and understand that other people may want to play with them.</p>	
<b>Academic - Maths Ideas:</b>	
<p><b>Main Maths</b></p> <p>Number 11: Introduce the number 11. Explain to your child that 11 is 1 more than 10. Practise making groups of 11 things, and looking at different ways to make 11. If I have 8 blocks, how many more do I need to make a tower 11 blocks high? Watch counting songs that go beyond 10 e.g. <a href="https://www.youtube.com/watch?v=MVzXKfr6e8">https://www.youtube.com/watch?v=MVzXKfr6e8</a></p> <p>Number 12: Introduce the number 12. Explain to your child that 12 is 2 more than 10. Practise making groups of 12 things, and looking at different ways to make 12. If I have 8 blocks, how many more do I need to make a tower 12 blocks high? Watch counting songs that go beyond 10 e.g. <a href="https://www.youtube.com/watch?v=MVzXKfr6e8">https://www.youtube.com/watch?v=MVzXKfr6e8</a></p> <p>Number bonds: Introduce children to the number 5 and talk about all of the different ways you can make it. Encourage your child to show this practically by using 5 blocks, counters, sweets, etc. Using the whole/part model below you can demonstrate the different ways of making 5, for example you could put 1 counter in one circle, and the other 4 in the other circle. Together these make 5. Challenge your child to think of different ways they could make 5.</p> <div data-bbox="92 1615 708 2056" style="text-align: center;"></div>	

Number Bonds Activity 2: Play a variety of games using the number bonds facts. You could play “pairs” with some number cards, matching up 1 and 4, 2 and 3, 5 and 0.

Play I say, you say with number bonds to 5. E.g. “I say 3, you say...” and your child tells you the number that makes 5 altogether.

### **Academic - Literacy Ideas:**

#### **Writing Focus:**

This week’s theme is Winter. We will be writing about signs of winter and learning to describe ice. You may like to work on some simple sentence writing with your child, such as “I can see...” or “It is a...” and then the dominant sounds in words like ice, snow, cold.

#### **Learning to write through play**

At this stage of the year, we would expect children to be experimenting with mark making, recognise some familiar letters (such as the letters in their name) and attempt to write them. You might encourage your child to:

- “Write” (make marks and symbols) using pens, pencils, crayons, chalks and practise the letters they are learning.
- Make big, gross motor movements that strengthen the shoulder muscles used for writing later on, for example, sweeping with a broom, riding a bike or trike, using a paintbrush and water to “wash” the windows / garden fence.
- Work on their fine motor skills and strengthen their hand and finger movements by playing with playdough, pegging washing on a line, picking up items with tweezers, etc.
- If your child shows you some “writing” then encourage them to tell you what it says and follow it with their fingers as though they are reading it to you.
- Encourage all mark making. The more practice the better.

Now that we have started to learn new sounds in phonics we are providing lots of opportunities for children to practise their writing in the classroom. You might encourage your child to:

- Make a sound of the day book – children could stick or draw pictures starting with the correct sound and then write the letter in cursive script.
- Rainbow write – write the letter on a piece of paper and your child then writes over the top in different coloured pencils.
- Big write – using a large piece of paper, old wallpaper or in the garden, children have a go at writing the letters we have learned.

#### **Phonics**

This week we will recap all of the Phase 2 sounds. We will revise how to say the sound, the action, how to read it and how to write it in our school writing. These demonstrations have been uploaded to Tapestry and are available to support your child’s revision.

Please check your child’s ‘Tapestry’ to recap on the previous phonics demonstrations. In our phonics sessions we:

- Hear the sound - look at the pictures. What sound are we learning today?
- Look at it – in print and cursive handwriting.
- Say it – using the cued articulation action alongside.
- Use our magic finger to trace the sound in the air and on paper.

- Practise it – work on writing the letter correctly using cursive handwriting. We always start our letters on the line, and leave a flick at the end.

### **Reading**

Please log onto Bug Club to access your child's reading books online in their appropriate book band.

Each class will be reading a different 'big book'. This is a story that we read every day so that the children become familiar with the text and this gives us the opportunity to focus on different aspects of the book each time we read it. Try reading a story more than once with your child at home and each time you might like to look at the following:

- The title – this is the name of the story and it has letters and words.
- The difference between the writing and the illustrations.
- Find the different sounds we have been learning.
- Use your 'reading finger' to point to the text you are reading.
- Talk about what is happening in the pictures
- Talk about what happened at the beginning of the story and the end.

### **Reading links to resources:**

The Oxford Owl website has a large online library of e-books that you can access by registering for a free account.

[https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age\\_group=Age+4-5&level=&level\\_select=&book\\_type=&series=#](https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=Age+4-5&level=&level_select=&book_type=&series=#)

Please remember to let the teacher know about some of the things your child has done when they are off school isolating. Please send us any photos and comments about your child's learning at home via your Tapestry account.