

Dear Reception Parents,

Please see a list of different learning ideas that you can continue with your children at home during the school closure period, in response to Corona virus COVID - 19.

### Maths

We have been working on number. Firstly numbers 1-10, extend to 20. Please encourage your child to do the following:

- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.

### How you can support your child

- Make books about numbers that have meaning for the child such as favourite numbers, birth dates or telephone numbers.
- Use rhymes, songs and stories involving counting on and counting back in ones, twos, fives and tens.
- Emphasise the empty set and introduce the concept of nothing or zero
- Show interest in how children solve problems and value their different solutions.
- Make sure children are secure about the order of numbers before asking what comes after or before each number.
- Discuss with children how problems relate to others they have met, and their different solutions.
- Talk about the methods children use to answer a problem they have posed, e.g. 'Get one more, and then we will both have two.'
- Encourage children to make up their own story problems for other children to solve.
- Encourage children to extend problems, e.g. "Suppose there were three people to share the bricks between instead of two".
- Use mathematical vocabulary and demonstrate methods of recording, using standard notation where appropriate.
- Give children learning English as additional language opportunities to work in their home language to ensure accurate understanding of concepts.

Children should be able to: count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number, use quantities and objects, add and subtract two single-digit numbers counting on or back to find the answer, solve problems, including doubling, halving and sharing.

## Literacy

- We recap Phase 2-4 phonics daily, rehearsing the sounds and the rhymes to accompany them as well as identifying and recognising alternative graphemes. Continue to recap Phase 2-5 phonics learning by using our most favourite and well-loved phonics websites, games and resources:

PHONICS PLAY: <https://new.phonicsplay.co.uk/> Username: march20 Password: home

PHONICS BLOOM: <https://www.phonicsbloom.com/>

MR THORNE DOES PHONICS ~ Mr T's YouTube Channel: [youtube.com/user/breakthruChris](https://www.youtube.com/user/breakthruChris)

- Continue to read daily with your child and practice reading and spelling the **Common Exception Words Reception** as well as the high frequency and tricky words:

These can also be found in your child's reading record!

Phase 2 Tricky Words	Phase 3 Tricky Words	Phase 4 Tricky Words	Phase 5 Tricky Words
the	you	said	oh
to	they	like	could
I	all	do	their
no	are	come	people
go	my	there	Mr
into	her	little	Mrs
	he	out	looked
	she	have	called
	we	so	asked
	me	some	
	be	were	
	was	one	
		when	
		what	

- Continue to support your child practising letter formation graphemes, diagraphs and trigraphs using support from grapheme sheets or the PowerPoint previously sent by email.
- Continue to support your child with writing for a purpose: shopping lists, cards to friends, writing favourite character names, making a comic, book or writing their own story.
- Continue reinforcing oral rehearsing (saying what you want to write), then writing a sentence or caption. This can be done by showing your child a picture or photo of something and ask them what can you see? What could you write? Examples of captions from each phase; a cat on a mat (phase 2) my fish and chips are on a dish (phase 3) and The frog jumps in the pond and swims off (phase 4)

Useful websites for reading

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

<https://schoolreadinglist.co.uk/reading-lists-for-ks1-school-pupils/100-best-picture-books-to-read-before-you-are-5-years-old/>