



# WHAT WILL WE LEARN TODAY?

Home learning: Monday 1st February

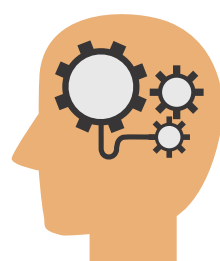


## Literacy: letters in sand



Put some sand, flour, rice or shaving foam onto a plate. Use your index finger to practice drawing letters. Shake it out so it disappears and try again.

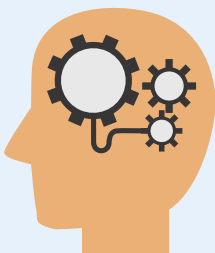
Letter formation is the foundation of writing but it can be quite tricky to get the hang of. Practising in this way means any mistakes can be made to vanish. Writing with your finger in something sensory is also great fun!



## Maths: first, then, now stories

Grab some toys or objects and use first, then and now story structure to encourage counting on when adding. For example, first there were two frogs in the pond. Then another frog came in the pond. Now there are three frogs in the pond.

Representing an addition calculation in this way encourages language and the understanding that they are adding more to a group of objects.

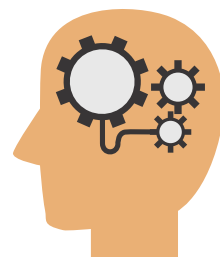


## Expressive art and design



Our topic this term is 'What happens when I fall asleep?' and we are learning all about space. Can you make your own handprint rocket? Dip your hand in paint or draw round it create your own rocket. Cut and stick on shapes for the jets, wings and a window. Astronaut Evie shows you how in this video.

Painting and drawing are great for developing hand eye coordination and this activity will help your child explore different shapes, sizes and patterns.



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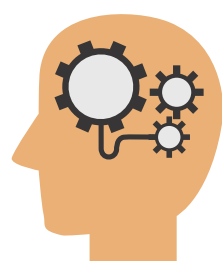
**Home learning: Tuesday 2nd February**



## Literacy: reading information

Everyone has information written in their house. Have a look in cupboards or on leaflets that come through the door. Read them together and talk about what information you might find, for example ingredients, instructions or facts.

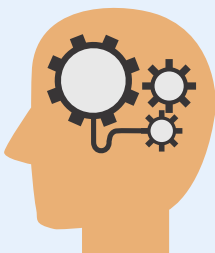
We develop different vocabulary from reading than we use in every day speech. Reading non-fiction helps us to develop new vocabulary about facts. It is also an important skill to find out information from what you read.



## Maths: count and keep fit

Say the number names in order and do an action for each number name. For example, do star jumps for 1-10 and hops for 11-20. Can you do the same backwards? We can use this knowledge for adding by counting on later in the week.

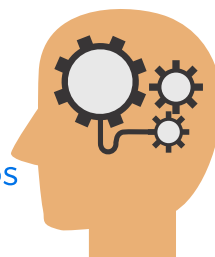
Reciting number names in order is one of the best ways to secure this knowledge in our children's long-term memory. Children also learn that we can count things even if we cannot see them, like claps or jumps.



## Communication and Language

What do you want to be when you grow up? Ask your child to think of the different jobs they know about. What do they think they would like to be? What do they like about it? Can you tell them about the jobs different people in the family do?

This helps children to develop vocabulary based on their interests. It is also helpful for children to use different tenses, for example talking about what will happen in the future. This also develops language of preferences (like, prefer, favourite).



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# WHAT WILL WE LEARN TODAY?

Home learning: Wednesday 3rd February

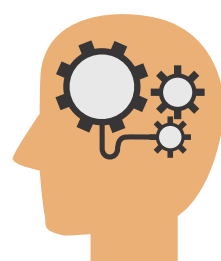


## Literacy: design a rocket



Imagine you are going to get in a rocket and go to space. What will your rocket look like? Can you draw the rocket? can you label it with important information?

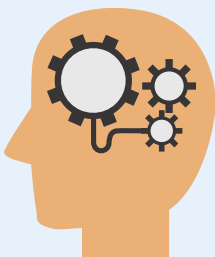
Drawing develops many of the same skills as writing, especially the idea that we can communicate with marks on paper. Thinking about what we want to do on paper before we start making marks is an important step in the communication process. Ask your child if they can tell you the first sound in words they use, like 'r' in rocket.



## Maths: jumping number track

Write numbers on pieces of paper or using chalk on the floor outside. Make a track with numbers 1-10 or 20. Roll a dice or pick a random number card (as made a few days ago). Your child has to jump forward that many spaces. Repeat for them to count on again. Where did they end up?

This activity uses the process we follow when adding by 'counting on'. Children will learn how to use a number track and how to count on in their heads.

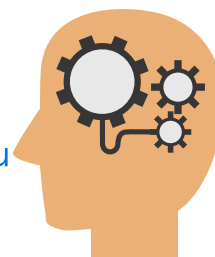



## Understanding the world



Learn about the solar system by listening to and singing the Solar System song. Can you remember the names of the planets? The song gives you some facts about the planets - what did you learn?

We are learning about space and children are fascinated to learn about the different planets. Songs help children to effectively move information from their working memory to their long-term memory. Try it and see how much you can remember about Jupiter from the song!



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# WHAT WILL WE LEARN TODAY?

Home learning: Thursday 4th February

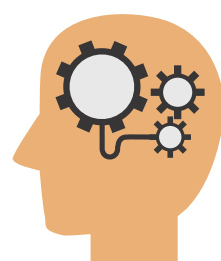


## Literacy: alien words



Can you tell the difference between an alien word and a real word? Is cat a real word? How about yat? Try different words and ask your child to say if they are real or 'alien' words.

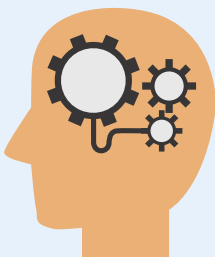
Playing with language is a great way for children to develop phonic understanding, listening to the sounds rather than guessing what they think the sounds should be.



## Maths: counting games

Do you have any board games at home? If so, you can play one of these. If not, you can draw a number track on a piece of paper and use a dice or number cards to randomly select numbers. Who will get to the end first?

This activity practices the counting on process that we used yesterday. Children can see that if they move forward three spaces and then another two, they end up on the number five. You can help by talking about what is happening "I am on two and now I move three more. Where do I end up? Two add three equals five."

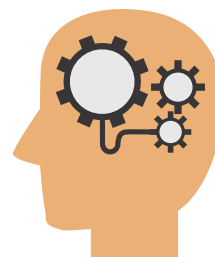


## Physical development



Take some time to practice the skills needed for dressing independently. Use shirts with big buttons to start with and move to smaller ones. Practice zips and shoelaces.

Becoming independent in getting dressed is an important step for young children and is something they are very proud of. Buttons, zips and shoelaces are some of the trickiest bits to learn and take practice and someone showing them how to do it (modelling).



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