

SUMMER 1st half term 2020 Suggested activities that you **may** like to do at home to support your child's Communication, Language and Literacy

1. READING AND WRITING

These are the High Frequency Words (common words) that we have introduced this year:

a, am, Mum, Dad, up, can, in, is, it, and, **I, the.**

on, as, but, at, had, if got, big, **to, no, go.**

get, him, has, an, his, not, off, back, **of, into.**

Questions such as...

Which words are *tricky*? Words like **the, into** we call **tricky words** as you can't sound them out.

Can you find a word that has an e in it? Which words begin with a? th? Can you find the word?

How many words can you read? Which words can you write?

2. COMMUNICATION

Encourage your child to develop their vocabulary and imagination. Ask the children to think of something that changes over time. Can the children draw a picture and describe the changes. E.g. baby -then and now, caterpillar-butterfly, tadpole-frog

3. WRITING

Can your child imagine a story about something that changes over time? Talk through the story and even role play it before to help support the use of story language such as 'once upon a time', 'one day/night' and 'the end'. They could make it into a book with pictures and share it with the family! Can they use some of the high frequency words we have learnt and sound out words on their own?

E.g. *Once upon a time a baby was born. The baby was called Todd and he was very hungry. He had milk and mushy carrots and squished banana but he was still hungry. One day he had a big lunch then he went to sleep. When he woke up, he was one! He got bigger and bigger and then he was an adult. The end.*

SUMMER 1st half term 2020 Suggested activities that you **may** like to do at home to support your child's number, reasoning and calculating.

1. Recognising teen numbers: How do we know it is a teen number? Make sure the numbers are the right way around! Can you order numbers to 20? Can you spot any numbers when you are out and about in the environment?

2. Ordering numbers and explaining: saying why the numbers go in that order e.g. each person pick a playing card. Encourage your child to order the cards e.g. 4 is the **smallest** number and 10 is the **greatest** number. 6 is **more than** 2 and **less than** 7.

More challenging- When family or friends come over ask everyone to write their age on a piece of paper and encourage your child to order the numbers/ ages and **explain/** saying why the numbers go in that order. E.g. 5 is the **smallest** number and 64 is the **greatest** number for Nanny. 21 is **more than** 5 and **less than** 64. 5 21 64 (You may need to explain that some people don't like to say their age!)

3. Developing mathematical reasoning: to understand what an **estimate** is. How many peas will fill a cup? How many bricks long is the settee? How many steps do you think it will take to go down the garden? **Estimate** first, and then count it. Is it a good estimate? E.g. some children will make wild guesses e.g. I estimate/ think it will be a 100 steps to the shed but when counted it will only be 10! The more practise/experience they have, the closer the more sensible their estimations will become.