

## SUMMER 1<sup>st</sup> half term 2017 Suggested activities that you may like to do at home to support your child's Communication, Language and Literacy

**1. READING.** 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, **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. Find a word that has a **e** in it? Which words begin with an **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. Talk about going on a journey somewhere. Children can travel on any form of transport. Where would they go and why?

### **3. Talking about and designing a naughty mode of transport?**

What is favourite mode of transport? Can you draw and name your transport? What naughty things would he/she do?

## SUMMER 1<sup>st</sup> half term 2017 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, 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.