

Summer 2 2020

Dear Parents/Carers and children,

We hope you are all well. Please continue with the home learning you've been doing so far. This will prepare the children for the next stage in their development; the transition to Year One. The more you can keep to a routine of some daily learning, the easier your child will find it to adapt to the expectations of the Year One curriculum.

As explained last half term, in Early Years, learning is split into 7 main areas of learning. Each one is important in its own right.

Communication and Language

Listening and Attention

- Read a few pages of a story to your child and encourage them to talk about what has happened so far. Ask "What do you think might happen next?". Turn the pages to find out next event. Praise children for their prediction, even if it's different to the events in the story. In Reception, we encourage the children to understand that there is a range of possibilities and the only way to find out what will happen is by reading the story/looking at the illustrations. This also works with TV programmes or films that your child hasn't seen before. Pause the programme and ask what your child thinks might happen next. This will show you whether they have been looking/listening attentively.

- We also work on children being able to follow a story without pictures by listening carefully. The BBC website has short (5-6 minute) stories for Early Years children on topics that interest them like Transport and Animals. The link is as follows:

<https://www.bbc.co.uk/teach/school-radio/audio-stories/zh3t2sg>

Understanding

- Ask questions about stories you have read to your child or simple texts they have read themselves to make sure that your child understands what they have heard/read.
- When reading aloud to your child, use different voices for characters. Focus on funny parts of stories. Reception age children show good understanding of humour. They love it when bad characters come to a sticky end eg the wolf at the end of 'The Three Little Pigs' and the troll at the end of 'The Three Billy Goats Gruff'.

Interactive traditional tales to share with your child such as 'The Gingerbread Man' and 'Jack and the Beanstalk' can be found here:

https://www.lancsngfl.ac.uk/curriculum/literacy/lit_site/html/fiction/fairytales2/fairytales.htm

Speaking

- In the Summer term in Reception, we work on developing the children's explanations of their ideas or of things that have happened. We encourage the children to explain their thinking by using the word '**because**':

" I think it might rain today **because** the sky is cloudy".

" I love playing with Lego **because** I enjoy building models".

" This is my favourite story **because** I love hedgehogs".

- As our new topic is Dinosaurs, we would be learning lots of scientific vocabulary and encouraging the children to use these words in their role play and in class discussions.

Key vocabulary:

Names of dinosaurs - stegosaurus, triceratops etc.

Fossil - the remains of animals (and plants) found in rocks.

Palaeontologist - a scientist who studies fossils.

Carnivore - an animal that eats other animals.

Herbivore - an animal that only eats plants.

Omnivore - an animal that eats both animals and plants.

Habitat - the place where animals (and plants) live.

Extinct - there are no live dinosaurs left in the world.

Physical Development

Moving and Handling: Please continue to support your child by encouraging them to write their name and draw pictures. They could copy pictures of dinosaurs found on the internet. Other activities that are great for physical development are:

- building with Lego or other construction materials.
- being creative with Play-doh (stretching and squashing builds up strength in shoulders, arms and hands).
- using child-friendly scissors for cutting and sticking activities.
- jigsaw puzzles; picking up small objects helps children with their co-ordination and control over small movements.
- playing ball games outside involving throwing, catching and hitting a ball or a target.
- Cycling, trampolining, walking and running are fantastic ways to maintain physical and mental wellbeing. So is digging for dinosaurs!!!

Health and Self-Care: We have been learning about healthy lifestyles maintained by:

- Food and drinks - healthy choices
- Exercise - to keep us fit and strong
- Sleep - to give us energy
- Hygiene - especially the importance of hand washing.

The **self-care** requirements for the end of Reception are that your child shows independence in managing their own toilet needs and dressing independently. Please continue to support with this so that your child can change into their PE kit independently and change back into school uniform.

Personal, Social and Emotional Development

I'm sure that the children will still be missing their friends, staff and the experience of coming to school. However, families have valued the opportunity to have some extended time together and do things that we don't always get a chance to do in our usual, busy lives such as going for bicycle rides, making cakes and playing board games. As Parents/Carers you have done a brilliant job in making your children feel safe and secure throughout these challenging times. We all look forward to a time when we can return to school safely.

Literacy

Reading - Reception children are working on reading simple sentences. You can continue to point to words in books or write your own simple sentences for children to read, eg 'I am going to the park' or 'We can run and jump'.

Children need to recognise common irregular words (words that you can't 'sound out' because they sound different to how they look) eg **like, said, me, my, she, he, I, the, they, come**. These words appear often in stories so it is important to learn them.

Writing - Reception children are working on writing their own simple sentences. At this stage, we don't expect children to spell every word perfectly. It is more important that they have had a go at representing each sound in the word. For example, if a 4-5 year old writes 'beecos' for **because**, that is a good effort. The child has represented every sound in that word. We still show the child how to write the word correctly, but definitely praise the good attempt.

Here are some other common examples during this stage of learning:

sed	said
wos	was
litul	little
won	one
yoo	you

As mentioned last time, the BBC has some great Literacy games, activities and songs, using this link:

<https://www.bbc.co.uk/cbeebies/topics/literacy>

Mathematics

Numbers: Please continue the work you have been doing. Now we are introducing halving, doubling and sharing.

- Recognising and ordering numbers to 20. You can help by playing number games with your child. If you have older children, get them involved too.
- Write numbers 1-20 on small pieces of card or paper and lay them face down. Take turns turning over a card and saying the number. If you get the answer right, you keep the card. If not, you put it back. The person with most cards at the end wins.

- Spread number cards randomly on a table/floor. Take turns with your child to put the numbers in order. Support and encourage where needed. Pretend not to be able to find the next number so your child can 'help' you.
- Play counting games with ordinary household/garden objects - pencils, Lego blocks, leaves, clothes pegs, pasta shapes. Show your child one of the 1-20 cards and ask them to count out that many pegs, blocks etc. Take turns and repeat.
- Practise **adding** with groups of objects - "I've got 5 pencils here and 4 pegs here. How many things have I got altogether?"
- Practise **subtracting** with groups of objects - "I've got 10 pasta shapes but now I'm taking 4 away. How many have I got left?". (Use larger numbers beyond 10 if your child is ready).
- Practise **halving** with groups of objects by playing games with your child. "We've got 6 chocolate buttons and we're going to have **half** each". Put the chocolate buttons on a plate where the child can see the group. You can use the strategy 'one for you and one for me' until there are no more left on the plate. "How many have we got each?". Let the child see that you each have the same amount. Finish with "So half of 6 is 3". Repeat with different objects and amounts.

- Practise **doubling** with groups of objects by playing games with your child. Show 4 on your fingers and explain doubling as **two lots of the same amount**. Ask child to show 4 on their fingers. Put hands together to show double 4. Ask child to count all the fingers shown. Finish with "So double 4 is 8". Repeat for other amounts.
- Practise **sharing** with groups of objects. A nice way of doing this is by having a picnic (as a family or a pretend picnic with the child's teddies or other toys). Remind that sharing means that everybody gets the **same amount**. "There are 4 of us and we have 8 biscuits. I wonder how many each everyone will get..." You can use the same process as for halving 'One for you' (x4) then 'another one for you' (x4) until all the biscuits to be shared have been taken. "How many has each person/toy got? So 8 shared between 4 is 2. We've all got 2 each".

Shape, Space and Measure

Use everyday language to talk about **weight** - light/heavy. This can be done if children are helping outdoors, with gardening etc. Which objects are **too heavy** for a young child to carry? Which ones are **light enough** for them to manage? Which dinosaurs look heaviest/lightest?

Use everyday language to talk about capacity - how much will fit inside containers. What will **hold most** - a bucket or a paddling pool? Use terms full/half-full/empty.

Use everyday language to compare sizes - smallest, medium, biggest. (The story of The Three Billy Goats Gruff is useful here):

<https://www.youtube.com/watch?v=3QzT1sq6kCY>

Use this link for a nice activity, putting animals in size order:

http://resources.hwb.wales.gov.uk/VTC/the_zoo/eng/Introduction/mainsession1.htm

Understanding the World

One of the main books that we were going to focus on in class this half term was '**Dinosaur Roar**' by Paul and Henrietta Stickland. Lots of children in Reception class this year have shown a keen interest in dinosaurs and we always try to incorporate the children's interests into our curriculum. If you would like to buy the book, it is available on Amazon for £4.00 but please don't feel that you have to buy it. The story is featured on YouTube using this link:

<https://www.youtube.com/watch?v=5MMiIXIFNZA>

Story-based activities to do at home:

- It's a good idea to watch the whole video with your child first (it's only about 2 minutes long). Then watch it again, this time pausing the video to talk about the illustrations and words.

Ask questions -

- Why does one dinosaur roar and the other squeaks? (One is big and powerful, one is tiny).
- What does 'fierce' mean? Can you tell me another animal that is fierce?
- Can you guess what 'meek' means? Look at the picture for a clue.

The book explores **opposites** - fast/slow, above/below. What other opposites are in the book?

- Link this to animals that are **not** extinct. Ask your child to do movements that are fast/slow. Tell me an animal that lives up above (bird/monkey/bat) - show me how it moves. Tell an animal that lives down below (worm/mole/rabbit) - show me how it moves.
- Look online for information about each animal.

The book also explores **rhyiming words** - squeak/meek, slow/below. What other rhyiming words are in the book?

The story provides opportunities to discuss the types of dinosaurs shown and how they are all different colours, sizes and shapes. Look on the internet to find out more.

I've found a lovely site for Early Years children with great child-friendly dinosaur activities. There are lots of video clips and our guide is a real-life palaeontologist who talks us through each clip.

<http://dinosaurs.lgfl.org.uk/eyfs.html>

The second book we were going to look at is '**Harry and the Bucketful of Dinosaurs**' by Ian Whybrow and Adrian Reynolds. It is available on Amazon for about £7.00 but again you don't have to buy it, there's a version on YouTube using this link:

<https://www.youtube.com/watch?v=uWoopkMgLqM>

Story-based activities to do at home:

- Pause the video right at the beginning as the inside cover shows some of the dinosaurs from the story. Talk about the types shown.
- What does a 'bucketful' mean? Relate to Maths work - the bucket is **full** right up to the top.
- Why is Harry struggling to carry the bucket? Use language related to weight - it is **heavy**. How could he make it **lighter**?
- Pause at the part where Harry goes to the library. What information does he want to find? Reception children have learnt that we can find information in books or on computers.
- Why didn't the dinosaurs answer Harry in loud voices?
- Pause at the section where Harry has lost his dinosaurs. Ask children if they remember losing something they liked. How did it feel?
- Pause at the section where Harry has his dinosaurs back. What does 'definitely' mean?
- What sort of ending does the story have?

Expressive Arts and Design

- Draw and write about your favourite part of either of the stories.
- Re-enact the stories using dinosaur models if you have them. If not, you can use a pair of old socks to make dinosaur puppets. Alternatively, make model dinosaurs using Lego or cardboard.
- Sing songs related to dinosaurs:

<https://www.youtube.com/watch?v=Yql4RwArJUg>

<https://www.youtube.com/watch?v=cz5ftTYUDxs>

- Set up a 'dinosaur dig' in an area of the garden. Hide some 'bones' (pack of 12 dinosaur 'skeletons' available on Amazon for £8.00) or 'fossils' (shells or pebbles). Children love being explorers! Join 2 cardboard tubes (from kitchen rolls) and attach a piece of string to make binoculars. I wonder what you'll find.....

I hope these activities have given you some ideas for ways to support your child's learning until we return to school. We look forward to seeing you all again soon.

Take care and happy learning!

Miss Fealey