



## Year R Home Learning

**Approximate Directed Activity Time - approx 40 minutes per day.**

During the Spring Term, we would like your child to practise the things we have been learning, ideally, every day:

**Reading Together** - 10 minutes

**Writing** - 10 minutes

**Phonics** - 10 minutes

**Maths** - 10 minutes

You will find lots of guidance and ideas for activities that you can do with your child to support their development in these areas below.

If you are experiencing any problems, please email your class teacher.

Jellyfish: [jellyfish@mead.surrey.sch.uk](mailto:jellyfish@mead.surrey.sch.uk)

Starfish: [starfish@mead.surrey.sch.uk](mailto:starfish@mead.surrey.sch.uk)

Turtles: [turtles@mead.surrey.sch.uk](mailto:turtles@mead.surrey.sch.uk)

## Home Learning Reading (10 minutes)

Share a story book together. Daily reading to your child will help them to develop their imaginations, understanding of story structure and vocabulary. Also, don't forget to get them to read their reading book to you.

Useful links for reading:

Useful tips: <https://www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/>

Book recommendations: <https://www.booktrust.org.uk/books-and-reading/bookfinder/>

Audible stories- all classic children's stories are free

[https://www.audible.co.uk/?ref=Adbl\\_ip\\_rdr\\_from\\_US&source\\_code=AUK30DFT1BkWS0826159058&ipRedirectFrom=US&ipRedirectOriginalURL=mt%2FDiscovery1%3Fsource\\_code%3DAUDOR92NEWS101411](https://www.audible.co.uk/?ref=Adbl_ip_rdr_from_US&source_code=AUK30DFT1BkWS0826159058&ipRedirectFrom=US&ipRedirectOriginalURL=mt%2FDiscovery1%3Fsource_code%3DAUDOR92NEWS101411)

## Writing (10 minutes)

All children will be at different stages with their writing. This is completely normal.

Please choose an appropriate task from the selection below:

\*To strengthen fine motor skills try some of the activities in the 'fine motor pack'.

\*For letter formation please use the 'alphabet letter formation' sheets.

\*For pictures to label- either just with the initial sound, dominant sounds in the word or all sounds in the word use 'phase 2 phonic picture writing' or 'phase 3 phonic picture writing'.

\*For sheets with pictures to write captions about use 'winter writing pictures'.

\*For writing for a variety of different purposes please see 'writing idea activities'.

## Phonics (10 minutes)

### Phase 3

Useful terminology when teaching phonics:

- Sound refers to the single unit of sound in a word. Also known as 'phoneme'.
- Sound talking- is breaking a word up into its smallest units of sounds
- Blending refers to stringing together all the sounds in a word. For example, these three sounds, sh - e - ll, blend together to make the word 'shell'.

We have uploaded phonics reading activity packs linked to the sounds the children are learning this term. Ask them to sound talk and blend the words to read them. When reading the sentences, firstly ask the child to sound talk and blend and then use a sweeping finger to re-read the sentence with fluency e.g. child would say: C-a-t-s cats a-n-d and d-o-g-s dogs/ Sweeping fingers- cats and dogs.

You can find daily phonics lessons that follow the sounds we are learning in school here:

<https://www.youtube.com/playlist?list=PLuGr6z2H2KNGLy2Tckcy8Kk8u10mXgcmi>

Use the 'Coming Up Next Week' to see which sounds we are working on in school and get your child to watch one sound lesson per day.

## Maths (10-15 minutes)

### Number bonds to 5

We are learning about number bonds to 5 and have uploaded a couple of activities for the children to do. For the Ladybird game, the children think of different ways to make 5 and draw the corresponding dots on the ladybirds back. For example, 3 dots on one side and 2 dots on the other making the number sentence 3 and 2 makes 5 or  $3 + 2 = 5$ . It might help to have 5 objects for your child to be able to use to make different number bonds. Remember to include zero!

The bus game is a quick and fun board game to play with your child. Roll the dice and move your bus the number of squares shown on the dice. When you land on a number, eg 2, you then have to work out the number bond to five, eg 2 and 3 makes 5 or  $2 + 3 = 5$ . Again, it might support your child's learning to have 5 objects to use for counting.

### Numbers 6, 7 and 8

Each week we will be focusing on a number and doing activities around this number. This term we are starting to explore the numbers 6, 7 and 8. Numberblocks videos are a great way to introduce the number so we have shared the videos and where you can find more information.

<https://www.bbc.co.uk/cbeebies/joinin/numberblocks-help-your-child-with-maths>

We have uploaded activity mats to find representation of numbers. Ask your child to look at the picture and see if they can find for example 6 bees. You can take turns doing this with your child to make it more of a game. Remember to point and count each object. For some of the objects, there are different colours or types, for example birds. Explain that there are eg six bugs, 4 are green and 2 are yellow. 4 and 2 makes 6.

### Number Formation

We have uploaded a number tracing sheet which may help you and your child in practising number formation.