Here are some ways to support your child’s learning at home. Feel free to take any pictures of them completing their home learning and please email them to [hollyleaves@littledean.gloucs.sch.uk](mailto:hollyleaves@littledean.gloucs.sch.uk) so they can share what they have done!

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| https://twinkl.co.uk/image/resource_preview_xlarge/T-N-1255-Maths-On-Shapes-Display-Cut-Outs.jpg | * Cooking – using cups as measurement allows the children to count in ones * Sharing food – “one for me, one for you” or “I’ve got two potatoes but you’ve only got one. How many more do you need to make it fair?” * Ordering and comparing – e.g. go on a stick hunt and order the sticks in size * Following a shopping list – e.g. can you get three tomatoes? * Read number themed stories using props – Goldilocks and the Three Bears (set out their breakfast table with three bowls etc) * Sing or listen to number themed songs using props – 10 green bottles * Practice forming numerals (can use different items like beads or buttons or chalk outside to make it more fun) * Shape hunt at home or out and about (2d and 3d) * Estimating how many items there are. Check afterwards by counting. * Questioning what’s one more than a given number (“You have 3 biscuits but I have one more than you. How many biscuits do I have?”) |
| http://www.parsloesprimary.co.uk/wp-content/uploads/2016/06/Phonics-poster-1_KQ78.jpg | * Use sounds rather than the names of the letters * I spy with sounds using initial sounds (not letters) or “I spy with my little eye a d-o-g” so the child can blend * Find sounds in signs e.g. when walking around town, can you see a “s” in this sign? * Find items with the same sound – go on a “s” search (socks, sticks, sofa) * Use magnetic letters to build cvc words (consonant vowel consonant words e.g. cat) * Clapping sounds in a word (c-a-t would be 3 claps) * Robot talk – talk like a robot but you can only sound words out using individual sounds (b-a-t not bat). See if the child can then work out what the robot word is. * Phonic songs (Old Macdonald had a farm, ee I ee I oh, and on that farm he had a p-i-g. What did he have on his farm?) * Sound flash cards – showing sounds in random order |
| http://images.clipartpanda.com/writing-clip-art-xTgn7KXTA.jpeg | * Rainbow writing their name – writing it in lots of different colours making sure they have a capital letter at the beginning and lower case in the middle. * Write letters to people or characters in a story * Messy writing (writing in shaving foam, sand or paint) * When making a model, write on a post-it note to describe what you have made * Label pictures you have drawn * Draw then label your favourite characters from the story you are reading. * Put paint in a zip lock bag and using your finger write words * Rainbow writing - trace a word as many times as you can, using a different colour each time * Use magnetic letters to build words * Draw a speech bubble next to a character and write what they are saying * Before you go shopping, write a shopping list for the items you need. |
| http://www.tangilibrary.com/portals/1/Images/Programs/StoryTime.jpg | * Make a scene from a story you have read * Write alternative stories together (change setting, characters or the ending) * Act out a familiar story * Read a story and draw your favourite character or setting * Sequence a story (e.g. Get animals that are the same as characters in The Gruffalo. Order the animals in order that they appear in the story) * When reading a story, leave a blank for a word. Can the child fill in the gap? * Discuss favourite stories * Visit the library and enjoy sharing the books you have chosen |
| http://www.heathcote.staffs.sch.uk/SiteAssets/Pages/Physical-Development/physical-development.png  http://www.heathcote.staffs.sch.uk/SiteAssets/Pages/Physical-Development/physical-development.png | * Taster day – Children taste different types of food. Can do this blindfolded to make it more exciting and try and guess the different foods * Make an obstacle course and complete the different movements to get to the end. Encourage the use of prepositional language. Can they guide someone else through the course when blindfolded? * Play throwing and catching games with different objects (balloons can be fun) * Follow movements. Brain breaks or GoNoodle on youtube is good for this * Using scissors, create a collage * Make pictures by picking up different objects such as buttons (picking objects up with a pincer grip develops muscles in order to write) |
| http://www.twinkl.co.uk/image/resource_preview_xlarge/T-M-989-EYFS-Learning-Areas-Understanding-the-World-Display-Banner.jpg | * Quiz members of the family or friends about their occupation. * Grow a flower/plant and observe the changes over time. * Complete a game on the computer/tablet (top marks is a good site for math games). Can they use the mouse? * Create a bug, frog or bee hotel! There is some great information on how to do this on the RSPB website. Pinterest also has some good ideas. |