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| Maths | Reading | Writing |
| **Key Vocabulary:**  **Songs to ten such as 12345 once I caught a fish alive, 10 green bottles, 1 elephant went out to play one day, count, order, forwards, backwards,**  **altogether, add, plus, makes, total, 1 more, set, take away, subtract, equals, makes, 1 less, cash, coins, pence, pennies, bronze, silver, gold, pounds, pay, on, above, under, next to, between, left, right**  Ways to help:   * Sing counting songs when you are waiting in a queue. * Practise counting when walking up or down stairs. * Solve practical problems e.g. when counting sweet treats for child and another family member to find total, feeding a toy for subtracting. * Set up a pretend shop with items in your kitchen cupboard, write prices and find the coins to pay. * Play hide and seek with toys and describe where they are e.g. “Teddy is in between the chair and the tv.” | **Key Vocabulary:**  **Fred fingers, sounds, tricky words, grotty graphemes, story characters, setting, exciting event, beginning, ending, facts**  Ways to help:   * Attend the RWI Phonics workshop on Friday 24th January to learn more about the importance of phonics for you child when learning how to read and write in Reception. * Continue to practise blending cvc words that are sent home. * Practise tricky word reading by sight – hide them in different places at home for your child to read. Can you find them within a bedtime story book? * Continue to share books with your child at bedtime. Can you find other bear stories to compare with “We’re going on a bear hunt”? | **Key Vocabulary:**  **Sounds, Fred fingers, spell, List, letter, sentence, finger gap**  Ways to help:   * Practise name writing of first name and family name using capital letters only at the beginning of names. * Try writing a shopping list using sounds your child can hear ( the spelling will not be perfect but this is part of the phonics teaching process that you will find out about at the phonics workshop.) * Try segmenting sounds to write cvc words e.g. b-i-g = big - Can you make a rhyming list? |
| Communication and Language | Personal, Social and Emotional Development | Physical Development |
| **Key Vocabulary:**  **Why, how, tell me more**  Ways to help:   * Tell oral stories about your own life encouraging your child to ask you questions to demonstrate that they are listening to a story without pictures. * Encourage your child to talk about why they think things happen in their environment e.g. why do you think there is frost on the ground today? how can we help the animals in the winter? * If your child is telling your about their favourite part of the day encourage more information, “tell me more about playing with your friend…” | **Key Vocabulary:**  **Games, turns, fair, cheat, win, get better at, please, thank you, same, different, respect, feelings**  Ways to help:   * Play board games as a family, discussing the rules to play and how people feel if they win/lose/cheat. * Encourage your child to use please and thank you when requesting items at all times. * Continue to talk about celebrations that your family enjoy together and consider different celebrations that others may celebrate. | **Key Vocabulary:**  **Kerb, pavement, road, crossing, traffic, danger, stop, look, listen, think, safe, hold hands, germs, dangerous, clean, protect, balance, persevere, movement, zip, independent**  Ways to help:   * When walking with your child, talk to your child about safe and dangerous places to cross the road whilst modelling good road safety. * Continue to discuss the importance of good hand hygiene to prevent the spread of germs and to model handwashing at home * Visit the park on a bike or scooter – practise balance skills on two wheels if your child is showing an interest in this new challenge! * Allow your child opportunities to practise dressing and zipping up their own coat. * Try a movement challenge – how many ways can you move in one minute? |
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