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| Maths | Reading | Writing |
| * **Key Vocabulary:**   **Share, group, set, same, different, equal, fair, double, add, total, tens, ones, digit, count, pattern,**  **Money, cash, coins, pence, pounds, pay, change, cost, expensive, heavier, lighter, biggest, smallest, medium, big, small, full, empty, half full, cupful,**   * Ways to help * Sing counting songs when you are waiting in a queue. * Read two digit numbers on doors. * Problem solve, sharing equally and doubling with eg sweets and toys. * Explore capacity with containers whilst playing in the bath. | * **Key Vocabulary:**   **Fred fingers, sounds, tricky words, grotty graphemes, traditional story**  **Story characters, setting, exciting event, beginning, ending, facts, true**   * Ways to help: * Continue to practise blending cvc words that were sent home at parent meetings. * 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 practise blending phonics books(RWI and others) , ditty sheets and cvc activities to develop reading confidence. * Discuss what happens in a story at the beginning – the end – the children’s favourite part and why. | * **Key Vocabulary:**   **Sounds, Fred fingers, spell,**  **List, letter, sentence, finger gap**   * Ways to help: * Try segmenting sounds to write cvc words e.g b-i-g = big - can you make a rhyming list? If your child is beginning set 2 RWI try with a long vowel pattern e.g. ee sheep – deep etc * Write about experiences you do on the week end e.g. “ I went to the …I like the ...because…” * Choose an animal to write facts about. |
| Communication and Language | Personal, Social and Emotional Development | Physical Development |
| **Key Vocabulary:**  **Why, how, tell me more, what happened first… after that?**   * Ways to help: * Use time language to sequence events you are talking about from recall eg first, next, then… * Encourage your child to talk about why environments may differ e.g. Why do you think there are lots of cars in Slough? What do you like/not like about living here? * Encourage your child to talk in full sentences about their observations of Spring – flowers in bloom, buds opening, new life, green leaves, sunshine and showers   e.g “its spring time now there are lots of flowers growing in the sunshine.” | **Key Vocabulary:**  **Persevere, not give up, improve, can do attitude, optimism, kind, unkind, bully, time and time again, stand up for self, get help**   * Ways to help: * Talk about strengths different family members have e.g. Aunty is a really good story teller because she has a good imagination, Grandad is an amazing cook because he reads lots of cookery books. Discuss how people have different talents obtained through persevering to learn new things. * Talk about things that you have found hard to learn and how you had to keep on trying in order to model perseverance and a can do attitude. * Discuss how we can look after ourselves and friends. Discuss kind behaviour and unkind behaviour of characters within stories. | **Key Vocabulary:**  **germs, clean, protect, soap, water, dru, wash, persevere, movement, zip, independent,**   * Ways to help:   .   * Continue to discuss the importance of good hand hygiene to prevent the spread of germs and to model handwashing at home * Continue to allow your child opportunities to practise dressing and zipping up their own coat. * Explore different ways of moving in response to different music. |
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