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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.
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| 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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