Year R home learning

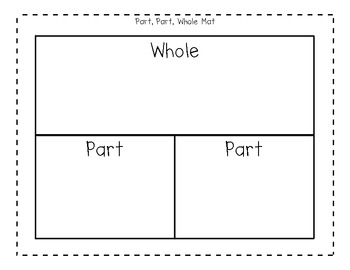
Dear Families,

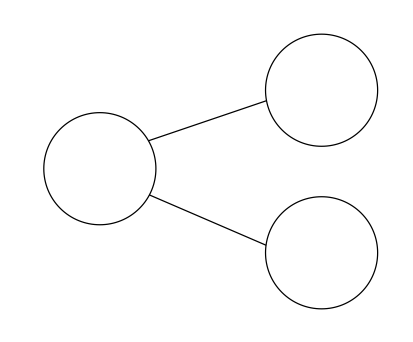
Early Years is such a unique way of learning, that to set only ‘work’ would prove difficult and would fill me with great sadness- that is not what it is to be four and five year olds. The children spend a majority of their day with me playing, which is so vitally important to their development. I am very aware you may also be trying to work from home yourselves, as well as perhaps supporting more than one child with their individual learning. One or two pieces of formal learning a day is more than sufficient. **Please let your child play, free of guilt.** High quality play includes building and constructing (lego, wooden blocks etc), role play (small world play such as dolls, trains and animals and larger imaginative play such as dressing up and taking on roles such as playing ‘schools’), gross motor development (such as running, climbing, balancing, jumping, scooters, bikes, throwing, catching, hand-eye co-ordination, aiming), fine motor development (such as threading beads, hama/aqua beads, colouring), creativity (making, creating, cutting, sticking). The magic of play *really* happens through interaction. Ask your child how and why they are doing something, ponder “what if…” or “I wonder…” Encourage your child to review their approach and adapt if necessary, e.g. “Oh I see your plane didn’t fly; why do you think that? What could you do about that?” Encourage your child to be independent and resilient to come up with their own solutions. Encourage your child to make mistakes, because that’s ok and they will learn *the most* from those. Most of all, know when to step back. This is your child’s vision; not yours. At the time of writing this, I am unsure on what the exact guidelines will be regarding isolation. However, if possible and sensible to do so, socialise with neighbours. Children learn so much from interactions with each other.

With a whistle stop tour to being an Early Years teacher you are now fully prepared for the more traditional suggestions below, but remember, all of the above should make up the majority of the day:

Mathematics

* Count everything. Jumps, claps, steps, cutlery, chairs, snack… you get the idea. Count things that can be moved as well as those that can’t. What does that number look like? How is it written? Can you count backwards? What is one more? One less?
* Explore how numbers are made up. What does that number *mean*? Represent as ten frame or part, whole model (see below) and then as a number sentence. Explore the relationship between adding and taking away. Remember, there needn’t only be two parts. It could be a part, part, part, part, part whole!





10=7+3 7+3=10 10-3=7 10-7=3 3=10-7

* Learn the number bonds to ten off by heart. There are lots of videos on Youtube to make this fun.
* Spot, name and describe the properties of 3D shapes that you see in the real environment. Your TV cabinet may be a cuboid, your plant pot a cylinder, the football in the garden a sphere, your footstool a cube, your ice-cream a cone and your tea-bag a pyramid! How many faces does it have? How many edges? How many vertices?
* As above with 2D shapes. How many sides? Corners? Can you learn the name of some more unusual 2D shapes… what’s a 12 sided shape called?
* Explore measurements. How long/tall is something? What can you measure it in? How many handspans? Use a ruler… what do those lines mean? How heavy is something? Order some household objects from heaviest to lightest. Weigh yourself and weigh your brother/sister/dog! Who’s the heaviest? Who’s the lightest? How do you know? Weigh Dad; where does he rank? Make a cake and discuss the measurements. Take some cup, dishes, pots in the bath. Which holds the most water? The least? How many cupfuls will fit in the pan? Can you estimate first? Were you right? How many spoonfuls will it take to fill the pan? More or less? Why? Repeat with sand (Priory Park has a sandpit in the toddler area, Bognor beach has a man-made sandpit on the prom and West Wittering beach is a giant sandpit!)
* Nrich is a great website for ideas: <https://nrich.maths.org/13372>
* Look at real coins. How much hare they worth? Cam you see the umbers on them? Which is worth the most? The least? Is the biggest coin worth the most? Would could you actually buy with that coin? Can you make amounts up in different ways e.g. 10p= 5p + 5p
* Play a board game such as snakes and ladders. Can you recognise the number on the dice without counting the dots (subitising)? Can you use two dice? What’s the total?

Literacy

* Read to your child every day. A non school/reading scheme book. Discuss the language/explain unknown words. Anticipate what might happen before you turn the page. Swap books with neighbours if you’ve read all of yours before or enjoy re-reading a favourite. Enjoy it.
* Re-cap the phonics/tricky word flashcards, every day if you can. Hide them around the house to make it more fun. Use the cards to build words. Start with CVC words (constant, vowel, constant) such as tip, pan, mop, pit, pot, hat, ram etc. Move on to CVCC words such as back, bump, hand, vest and CCVC words such as swim, drum, plum. Include digraphs (two letter sounds). Move on to two syllable words such as lunchbox, sandpit that you can ‘chop in half’ to make it easier to read. Mastered reading the tricky words? Practice spelling them:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| no | the | you | all | they |
| go | to | be | are | my |
| I | he | me | her |  |
| into | she | we | was |  |

* Writing. Here you will need to be ‘sneaky’. Writing is difficult when you are four and five years old, so it often isn’t the first choice of activity. It is, however, important that children still practice writing. ‘Sneak’ in writing wherever you can- bonus points if your child doesn’t notice!

“How will I remember what to buy at the shop… oh… could you write me a list?”

“How will the baddies know not to come in our fort? We’ll need a sign”

“Let’s pop out. Dad won’t know where we are… could you help me by writing him a note?”

* Start writing notes to your neighbours and posting them through the letter box. How exciting to deliver and receive notes every day! Remember, children are encouraged to write phonetically. First, say the sentence orally. Repeat it to remember it. Count how many words you need. Get started by robot talking the first word. Finger space. Robot talk the next word, and so on. If your child can’t remember their sentence, perhaps they could record it on your phone and play it back to write it? A wonderful piece of Year R writing may look like this:

To daddy we hav gon to the shops I hoap yoo had a nies dai we wil be bac soon

(To Daddy, we have gone to the shops I hope you had a nice day we will be back soon)

Note some tricky words spelt correctly from the grid above but the rest using robot talk. Your child may remember the action or the song but not what the letter looks like; that’s where the sound mat is a useful bridging tool. Use your child’s sound mat can also be used to support with letter formation- don’t forget those whooshes!

With the possibility of lots of social places being closed, the outdoors will be your biggest resource. Take the time to explore the awe and wonder of the natural world. Notice patterns and changes in living things, talk about life cycles and encourage your child to ask questions. Anything you don’t know the answer to- Google will! Don’t over simplify your answer, young children can take on big words.

Any evidence of learning should be uploaded to Tapestry. There I can view it in ‘real time’ and comment on each piece directly. **Please note, there is a lot in this pack; I tried to make sure that you had enough activities for an extended closure.**

I have also created a ‘closed’ Facebook group for Year R families called ‘Year R- Jessie Younghusband School closure support 2020’. Please feel free to join if you are able; it will be a great platform to ask a general question that may be useful to others where I can address the group as a whole.

Most of all, enjoy your child, for they are only little once. I will miss them greatly, but I will only be at the end of an e-mail:

[rachel.baitup@jys.org.uk](mailto:rachel.baitup@jys.org.uk)

Best wishes,

Mrs Appleby

Resources included:

1. Snakes and ladders board
2. Make your own dice and counters
3. Part, whole board
4. 10 frame
5. Letter formation booklet
6. Sound mat
7. School reading book
8. A pencil
9. Home learning pack
10. Colouring sheets
11. Play dough recipe
12. Cress growing instructions and seeds
13. Foundation stage profile assesment grid (you will have had a copy of this before- to show you where we are aiming for the children to be at the end of the year)
14. Timetable template
15. Other ideas for learning grid
16. Websites/app list