

LITERACY AND LANGUAGES

What your child is learning in school	How you can help at home
Reading • Reading a variety of books for enjoyment or a specific purpose. • Reading different texts aloud with expression and showing understanding. • Learning and reviewing words and sounds from weekly spelling. • Practising taught strategies to support word recognition. • Asking questions to help make sense of a text and identifying the main ideas of a text.	• Talk to your child about their '<i>I Can Read</i>' texts and read them to, or with, your child depending on their level of confidence. • Read stories together and ask your child to tell you what they think the main idea of the story is. • Ask your child to tell you about a story they have read in school recently.
Writing • Creating texts for a range of purposes and audiences. • Beginning to spell most commonly used words correctly. • Using knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words. • Beginning to write independently, using a capital letter and full stop to create proper sentences. • Learning to link sentences using joining words such as '<i>and</i>', '<i>but</i>', '<i>because</i>', '<i>so</i>'.	• Practise your child's weekly spelling list in different ways e.g. using chalk outside, writing in shaving foam, with finger paints or with their eyes closed! • Use Doorway Online to form letters/numbers at: https://www.doorwayonline.org.uk/literacy/letter-and-number-formation/ • Give your child a simple sentence and ask them to tell you how they could extend this using '<i>and</i>', '<i>but</i>', '<i>because</i>', '<i>so</i>'.
Listening and talking • Contributing to class discussions about a range of different topics. • Selecting appropriate resources for enjoyment and to find information. • Learning to understand the difference between fact and opinion in spoken texts.	• Have a '<i>Family Talk Time</i>' where each family member shares their ideas – choose a topic (e.g. favourite food, favourite animal, best season). • Say some sentences out loud and ask your child to guess if what you have said is fact or opinion.
French • Participating in songs and rhymes and responding to simple questions about myself.	• Listen to simple French songs and videos: French Greetings Song for Kids Bonjour, Bonjour (KS1/First Level) + Free Teacher Pack

[French Say your name song | Tu t'appelles comment? Je m'appelle French song! French songs for kids!](#)

MATHS AND NUMERACY

What your child is learning in school	How you can help at home
Number • Reading, writing and ordering whole numbers. • Understanding place value and learning the terms ones, tens (P2) and hundreds (P3). E.g. $867 = 800 + 60 + 7$. • Learning to use correct mathematical vocabulary including <i>subtract, add, sum of, total, multiply, product, divide</i> and <i>shared equally</i>. • Solving addition and subtraction problems.	• Write numbers on small pieces of paper, shuffle them and ask your child to order them. For an extra challenge, leave gaps in the number line and ask your child to fill in the missing numbers. • Have a Number Hunt – hide the numbers from the above activity around the house. You could call out clues such as ‘<i>find a number bigger than 30 but smaller than 40</i>’ or ‘<i>Find the number with 4 tens and 3 ones.</i>’
Mathematics and its impact on the world past present and future. • Investigating the importance of numbers in learning, life and work. • Sharing different number systems used throughout history. Ideas of chance and uncertainty • Using mathematical vocabulary appropriately e.g. probable, likely/unlikely, certain/uncertain, possible/impossible, and fair/unfair) to describe the likelihood of events occurring in everyday situations. Shape, Position and Movement • Recognising and describing 2D and 3D objects according to various criteria such as <i>straight, round, flat</i> and <i>curved</i>. • Exploring which shapes will fit together to create a tiling pattern.	• Go on a Number Walk around the house or garden to find numbers e.g. on clocks, remote controls, books, packaging, doors money. Why do they think these numbers are important? • Play ‘What’s In The Bag?’ Put coloured pencils or pens in a bag. Ask questions like ‘<i>Is it certain, possible or impossible to pick a red pencil/pen?</i>’ • Go on a shape hunt indoors and outdoors for various shapes and describe them using <i>straight, round, flat</i> and <i>curved</i>. • Identify shapes in online games- https://ictgames.com/mobilePage/shapeEscape/index.html

HEALTH AND WELLBEING

What your child is learning in school	How you can help at home
PE - Showing awareness of the space around them and the space of others, and is beginning to use this information to control movements. - Sharing space and moving with different speeds and directions. - Manipulating objects while maintaining balance, for example, receiving and sending a ball with the preferred foot. Building Resilience – Be Resilient - Learning everyone goes through ups and downs in their life and learning to be more resilient.	- Encourage your child to get active outdoors e.g. walk the dog, ride their bike, go to the playpark. - Try a Tricky Puzzle Challenge – pick a jigsaw/lego/board game that might provide a challenge and encourage trying/not giving up. - Make a Resilience Jar. Add something (coin/bead) to a jar every time your child shows they are persevering with something. When it is full – celebrate together!

INTERDISCIPLINARY LEARNING

What your child is learning in school	How you can help at home
Expressive Art - Contributing to class discussions and sharing personal views about the work of at least one artist/ designer. - Understanding basic colour theory, for example which secondary colours are made from mixing the primary colours. - Using some art and design vocabulary. Religious and Moral Education - Sharing opinions about Christian and World Religion beliefs. - Discussing at least one personal belief and at least one example of how own beliefs might affect actions. Science - Exploring and sorting materials into groups depending on their properties (waterproof, flexible, strong, magnetic). - Describing how weather can affect our lives and identifying the different seasons. - Measuring, recording and presenting weather data using simple equipment made or adapted for school or home. Social studies	- Try a colour mixing experiment at home. - Create a ‘Rain Gauge Experiment’. Place a bottle or jar outside. Mark the water level each day with a pen and compare rainfall over the week. - Make a raincoat for a teddy. Wrap a small toy/teddy in different materials (plastic bag, kitchen towel, foil paper) and sprinkle water using a spoon or a spray. Which ‘raincoat’ keeps teddy the driest?

• Exploring their local landscape (for example, hill, river, building) to create a basic map. • Discussing ways in which the school looks after its environment and understanding the ways in which weather affects life. • Measuring and recording different weather elements, for example, temperature, rainfall, wind direction. • Understanding how living things adapt to the climate in any chosen area.	
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