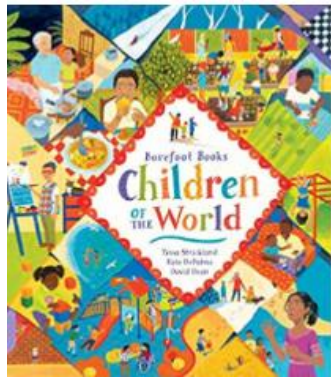
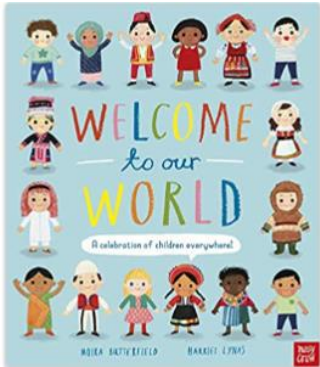


Home Learning in Foundation



We are so very proud of the progress your children have made since starting school. As their skills are just developing we are really hoping they will be able to show you all the amazing things they can do and we hope they will be able to keep going during this enforced closure.

We know your children will have lots of quality time to play and use their imagination. We hope they will still be able to keep active and healthy.

In this pack you will find our curriculum which as you will read is very broad. We have included information on what we have been working on in maths and Literacy to help you support your child in their development. In addition to this there is a weekly project pack with lots of ideas if you need them.

The two main areas to focus on if you can are reading and writing as it is these skills that are just emerging and are not yet fully embedded. Learning the high frequency words by sight would be so useful to your child as they continue on their reading journey. Try to draw a picture and write something every day to keep some momentum going.

You can engage with us through 2simple, we will respond to any observations you send if we can and we are looking into how we could perhaps use this platform over the coming weeks.

We will miss your children so much and we hope that you and your family stay healthy.

Typical weekly timetable for Foundation

	8.40-9.00	9.00-9.20	9.20-9.35 Adult Input	9.35-10.35	10.35 Snack 10.40-10.50	10.50-11.10 Adult Input	11.10-11.50	12.00-1.00 Teacher- book change	1.00-1.20 Adult Input	1.20-2.30	2.30-2.55	2.55-3.10 End of the day places
Monday	Linked Provision	Collective Worship	LITERACY	Continuous provision/ Group work	Play time	PHONICS	Continuous provision/ Group work	Lunch time	MATHS	Continuous Provision/ Group work	Handwriting STORY TIME	End of the day places
Tuesday	Linked Provision	Collective Worship	LITERACY	Continuous provision/ Group work		PHONICS	Continuous provision/ Group work		MATHS	Continuous Provision/ Group work	Handwriting STORY TIME	End of the day places
Wednesday	Linked Provision	PE		PHONICS <i>Support the learning</i>		Handwriting	Continuous provision/ Group work		Music & RE		Collective Worship	
Thursday	Linked Provision	LITERACY		Continuous provision/ Group work		PHONICS	Continuous provision/ Group work		MATHS	Continuous Provision/ Group work		Collective Worship
Friday	Linked Provision	Collective Worship	Continuous provision/ Group work	LITERACY		PHONICS	Continuous provision/ Group work		MATHS	Continuous Provision/ Group work	Handwriting STORY TIME	End of the day places

End of year objectives for Foundation Stage:

Characteristics of Effective Learning
Playing and exploring – engagement Finding out and exploring Playing with what they know Being willing to ‘have a go’
Active learning – motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do
Creating and thinking critically – thinking Having their own ideas Making links Choosing ways to do things

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

Area of Learning and Development:	Early Learning Goals:
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. • Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. • Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
Physical Development	<ul style="list-style-type: none"> • Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. (Closely linked to writing) • Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
Communication and Language	<ul style="list-style-type: none"> • Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. • Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. • Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Literacy	<ul style="list-style-type: none"> • Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.


	<ul style="list-style-type: none"> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Mathematics	<ul style="list-style-type: none"> Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Understanding the World	<ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Expressive Arts and Design	<ul style="list-style-type: none"> Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

<p><u>Spellings</u></p> <p>We can read and spell Phase 2 tricky words. (Ask your child to show you)</p> <p>We are learning to read and spell Phase 3 tricky words: he, she, me, we, be, you, all, was, there, are, my, her.</p> <p>We are practising using these words when we write simple sentences.</p> <p>** Phase 2, 3 and 4 Tricky Words found below**</p>	<p>Foundation Stage have been working on these in Literacy and mathematics.</p> <p><u>Phonics</u></p> <p>We have been learning to read and write all the phonemes and digraphs from Phase 2 and 3 (orange and purple sound mats that we have already sent home).</p> <p>We are currently learning to read and write words with adjacent consonants (Phase 4). **Phase 4 mat below**</p> <p>We use our phoneme fist to help us read and spell these words. Ask your child to show you.</p> <p>In phonics we write sentences using the phonemes and tricky words that we have learned.</p> <p>Please remember to use your phonics folder- this has lots of word building opportunities. You could ask your child to write these words using their phoneme fist. Can they write all the digraphs and trigraphs correctly?</p> <p>We are learning to read Phase 4 tricky words (common exception/irregular words)</p>	<p><u>Maths</u></p> <p>We are continuing to count objects and practise counting although we work within numbers to 20 for concepts we can count further.</p> <p>Some of us can count in 2s and 10s.</p> <p>We are learning to recognise and order teen numbers.</p> <p>We are learning to write all our numerals.</p> <p>We are solving problems involving addition and subtraction, sharing, doubling and halving.</p> <p>All our maths is done practically and can be recorded using pictures and numbers. We relate it to everyday activities.</p> <p>We are learning to name and describe shapes and look for these in the world around us. 2D shapes- circle, square, triangle, oblong and 3D shapes- sphere, cube, cuboid and cylinder.</p> <p>Maths is all around us and in most things we do, we weave it throughout the day with counting opportunities, songs, days of the week, talking about time, wondering if we can fill a container with water or sand, how many... do we need.</p> <p>We have sent each child a numbots access code- this will be enclosed in your report. We haven't introduced numbots to the children so have fun exploring it together!</p>
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<p><u>Spellings</u></p> <ul style="list-style-type: none"> • Write tricky words in chalk, paint or shaving foam. • Rainbow writing to practice tricky words (tracing over words in different colours) • Texture writing- Write in sand, flour etc. • Write the words and cover with lego bricks, beads- ask them what is underneath. 	<p>Aim to do some daily reading, writing and maths. Here are some ideas to get you started- for more suggestions please see the weekly learning project.</p> <p><u>Phonics</u></p> <p><u>Reading- aim to hear your child read daily</u></p> <ul style="list-style-type: none"> • See the Big Cat Reading log in which was sent home with your child's report. Log on and read the stories. Start with the colour banding your child is on, listen to your child read with the sound turned down. Your child can also listen to the book being read. Read the text several times and go back to previous texts. This will help to improve fluency. • Read a variety of books at home. Favourites can be repeated. Hearing the patterns of language in a story will support your child's language development. • Learn high frequency words by sight, please see information below. <p><u>Writing -aim to do some daily writing</u></p> <ul style="list-style-type: none"> • Draw a picture and write a simple sentences using your phoneme fist and applying their tricky words. For example. Bat man is good and he can help you. The pigs and the ducks are on the farm. 	<p><u>Maths</u></p> <ul style="list-style-type: none"> • We have sent each child a Numbots access code- this will be enclosed in your report. We haven't introduced Numbots to the children so have fun exploring it together! • Practise counting up to 20. This can be done through playing hide and seek, singing number songs, chanting, board games etc. • Write out the digits 0 - 9 and teen numbers. • Practise recognising teen numbers, you could go on a teen number hunt or you could make some teen number cards and hide them. • Make number cards and practise putting them in order and saying one more and one less. • Do a shape hunt- how many circles, squares, triangles and oblongs can you find? • Do a 3D shape hunt how many different cylinders, cuboids, spheres and cubes can you find in your house? • Sing Number songs to practice counting, reciting numbers in order, one more, one less using number songs: Five Little Ducks, Five Little Men, Ten Green Bottles • Watch Numberblocks on CBeebies or i player and talk about it.
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Share a memory.

I remember when...



Classroom secrets

Take it in turns to talk about a memory. Encourage children to describe their memory. *Think about who was there. Is it a good memory? Why?*

Play a board game together.



Classroom secrets

Count the spots on the dice. *What have you/ I rolled? What number have you/ I landed on? Has the number got bigger or smaller?*

Make a shaker.




Classroom secrets

Using dried pasta, rice and pots, make a shaker. Use this to make music. Children could use it whilst singing familiar nursery rhymes.

Practise writing your name.


Jack



Classroom secrets

Talk about what the name starts with (the letter itself and capital letter). Children may want to trace their name first, then have a go at writing it independently.

Draw a picture.

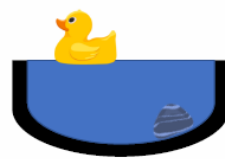


Explain what you have drawn.

Classroom secrets

Encourage the use of different colours. Question what colours are being used. Children to explain and describe their picture.

Find 5 things that float and 5 that sink.




Classroom secrets

Talk about what **float** and **sink** mean. Before putting them in the water, ask the children to make a prediction about whether it will float or sink.

Practical Ideas from
kids.classroomsecrets.co.uk

Create a picture of your family.



Classroom secrets

Talk about who is in your 'family'. Talk about what they do to help, e.g. *Grandma sometimes makes me tea at her house.*

Talk about a favourite holiday.




Classroom secrets

Talk about a holiday or trip you have been on. Talk about what you did and why that might be your favourite trip/ holiday.

123

How many star jumps can you do in 30 seconds?




Can you beat your record?

Classroom secrets

Talk about how long 30 seconds is. *Did it feel like a long time? Can you count your own jumps?*

Make a cake with an adult.



What did you do?

Classroom secrets

Encourage the use of time related language. For example: *first, then next.* When tasting, talk about the smell, taste and texture.

123

How many red objects can you find?



Classroom secrets

Once objects have been found, encourage the counting. Giving one number name to each object. Challenge further by asking: *What is one more? What is one less?*

Use your toys to tell a story.



Classroom secrets

Once the story has finished, ask questions about the story, or questions that will extend the story. *What happens to (character)? Why did they do?*

Phase 2 High Frequency Word Mat

a
dad
I
mum
big
it
at
is

on
up
back
if
but
of
into



his
to
him
had
in
no
got
the

go
an
as
can
off
not
get
and

Learning to read these high frequency words by sight will really help your child with their reading skills and enable them to be a more fluent reader.

Ideas for learning them include:

Writing them on cards and putting them on each step- as your child goes up and down the stairs they could read them.

Putting them in the garden and running to touch each one and reading it.

Making a game with these words.

Play games with these on phonics play or other apps you may know of.

You can download flashcards and many other resources from Twinkl which is free at the moment. There are some nice roll and read games and snakes and ladders games using these reading skills.

Phase 3 High Frequency Word Mat

will

that

then

now

she

this

with

for

he

them

down

me

my

see

too

was

all

look

we

you

her

be

they

are



www.twinkl.co.uk

Learning to read these high frequency words by sight will really help your child with their reading skills and enable them to be a more fluent reader.

Ideas for learning them include:

Writing them on cards and putting them on each step- as your child goes up and down the stairs they could read them.

Putting them in the garden and running to touch each one and reading it.

Making a game with these words.

Play games with these on phonics play or other apps you may know of.

You can download flashcards and many other resources from Twinkl which is free at the moment. There are some nice roll and read games and snakes and ladders games using these reading skills.

Phase 2, 3 and 4 Tricky Words

Phase 2

I
no
the
to
go
into

Phase 3

he
she
we
me
be
you
are
her
was
all
they
my

Phase 4

said
have
like
so
do
some
come
little
one
were
there
what
when
out

My Phase 4 Sound Mat

st



starfish

nd



hand

mp



lamp

nt



tent

nk



ink

ft



gift

sk



tusk

lt



belt

lp



help

lf



shelf

lk



milk

pt



script

xt



text

tr



tree

dr



drawing

gr



grandpa

cr



crab

br



brush

fr



frog

bl



blackberry

fl



flag

gl



glasses

pl



plane

cl



clown