

Home learning

Children learn by exploring, repetition, chatting and doing! To help them make connections and embed their learning, it is great for them to do things at home with their family as part of their learning journey. Your partnership is crucial, and we aim to make activities and suggestions fun, clear and manageable within family life.

Home learning is given out on **Thursdays** electronically via our Weekly Update and handed in on **Wednesdays**.

Typical week of home learning

Daily (5 times a week):

- Sounds and common exception words practice through games (2 mins)
- Listening and supporting your child read a decodable or supplementary book (5 mins)

Once a week:

A practical home learning activity e.g. sorting household items or drawing a map (15 mins)

Reading books

Changed once a week on Thursdays until parent readers are trained. Then whichever day their parent reader is in to volunteer. Your child will receive 5 books a week as follows:

Barnes Books

How you can help

2 Decodable books



To practise phonics taught so far for fluency



Your child should be able to decode these books independently through sounding out and blending or recognising common tricky words. Aim for lots of repetition so they can easily read it with prosody (expression or 'a storytelling voice').

2 Supplementary books



For variety and challenge - may need some adult help

Supplementary books These are highly decodable. Be prepared to sound out the odd word for your child to blend if necessary. Can they retell it in their own words or remember any new vocabulary that they have encountered?

1 Library book



To develop a love of reading through sharing quality texts



Enjoy your time together! Model great prosody as you share this with your child. Maybe they want to join in or spot words or sounds they already know. Use new vocabulary you have met in your discussions about the book.

We appreciate your feedback in the Reading Journal on how your child is finding reading. **It will remain our professional judgement as to what supplementary books your child may be given.** You are always free to share other books you would like at home beyond our school selection. Please help your child develop a love of reading for its own sake, rather than focusing on coloured bands.

Reading tips:

- try and read when they are not too tired; a little every day really helps embed their learning
- start with sound splat or common exception word splat
- try spotting recent sounds or words they have been learning in the text
- To help keep the flow you may want to segment words they find hard for them to blend
- If you know a word is not fully decodable e.g. 'laugh', say "oh this has a tricky part, it sounds like 'l-ar-f' and then let them blend it.
- Tell them all the things they managed to do: "You knew so many sounds! You found 'the' on every page! Well done for using a special voice for the characters!"

Please may we ask that you keep these books in your child's bag each day along with their reading journal so that we can see daily comments and change books if needed.

RECEPTION GENERAL TIMETABLE

AM	8.45	8.55	9.05	9.25	10.00	10.15	10.25	10.45	11.00	11.10	11.35	11.45	
Mon	Door LofL	Timetable Wake up shake up Register	Topaz Computing/ Writing Amber PE Writing I	9.35 Swap	Snack	Topaz PE Amber ICT / Writing 10.15-10.40 10.40-11.00			11.00 Break	11.20 changing review	Freeflow	Intervention	Lunch
Tues	NELI from 8.20	Timetable Wake up shake up Register	Phonics	Freeflow	Phonics	Snack	Break	Maths		Freeflow			
Wed	NELI from 8.20	PPA	Music, snack, PE							Changing			
Thurs	NELI from 8.20	Timetable Wake up shake up Register	Phonics	Freeflow	Phonics	Snack** ellias	Break	Forest School or Freeflow					
Fri	NELI from 8.20	Timetable Wake up shake up Register	Phonics	Freeflow	Phonics	Snack	Break	Maths		Freeflow			

PM	1.00	1.15	1.15	1.35	2.30	2.45	3.05
Mon	lie down/ Guided reading Friday	Register	UTW	Freeflow	Tidy up	Teacher Guided reading LofL session	- reading journals - Collect things - Songs/Twitter/Story telling/visualiser
Tues			Writing 2				
Wed			Phonics* <small>workbook</small>				
Thurs			Maths	Forest School/ Freeflow			
Fri			Maths	Freeflow			



























Half-termly expectations

NEW grapheme-phoneme correspondences

Common exception words

Reception/P1

Autumn 1	/s/ as in sun /a/ as in apple /t/ as in tap /i/ as in insect	/p/ as in pan /n/ as in net /m/ as in mouse /d/ as in dog	/g/ as in goat /o/ as in octopus /k/ as in cat /k/ as in kite	I, the, to, go, no, into
Autumn 2	/k/ as in duck /e/ as in elephant /u/ as in umbrella /r/ as in rabbit	/h/ as in hat /b/ as in bat /f/ as in frog and cliff	Double consonant letters Two-syllable words	
Spring 1	/j/ as in jug /v/ as in van /w/ as in web	/k+s/ as in fox /y/ as in yellow /z/ as in zebra and puzzle	/z/ as in bugs /k+w/ as in queen	he, she, we, me, be, was, my, you, her, they, all, are
Spring 2	/ch/ as in chick /sh/ as in sheep /th/ as in thumb and feather /n+g/ as in ring	/ai/ as in train /ee/ as in bee /igh/ as in light	/oa/ as in boat short /oo/ as in book long /oo/ as in moon	
Summer 1	/ar/ as in car /or/ as in fork /ur/ as in purse	/ou/ as in owl /oi/ as in coin /eer/ as in ear	/air/ as in chair /y+oor/ as in manure /uh/ as in hammer	some, one, said, come, do, so, were, when, have, there, out, like, little, what
Summer 2	/w/ as in wheel /ff/ as in dolphin /ai/ as in crayon	/ai/ as in cake /ai/ as in acorn /ee/ as in scene	/ee/ as in shield /ee/ as in peach	

	Back over the hill, curl around the snake.		Back over the hill, curl up down and flick.		Down and curl. Cross from left to right.
	Down and flick. Dot above the stick.		Down through the line, up and round.		Down, over the bridge and flick.
	Down, bridge, bridge, flick.		Back over the hill, curl, all the way to the top, down and flick.		Back over the hill, curl up, down through the line and hook.
	Back over the hill and all the way round.		Back over the hill and curl.		Down from the top, up to the middle, make a bow and flick.
	Forward, back over the hill and curl.		Down, bowl, down and flick.		Down, over half a bridge and flick
	Down from the top, bridge and flick.		Down from the top, up and round.		Back over a tall hill, down through the line, hook and cross.
	Down from the top and flick.		Straight through the line, hook and dot.		<u>Zig-zag.</u>
	<u>Zig-zag,</u> zig zag.		Diagonally down, from the top again diagonally back.		Down, bowl, through the line and hook.
	Across, diagonally down and across.		Back over the hill, curl up, down through the line and flick.		

Number formation rhymes

<p>Around and round and round we go, When we get home we have a zero.</p> <p>0</p>	<p>Start at the top and down we run, That's the way we make a one.</p> <p>1</p>	<p>A candy cane and a shoe, That's how we make a two</p> <p>2</p>
<p>Around the tree and around the tree, That's the way we make a three.</p> <p>3</p>	<p>Down and across, down some more That's how we make a four.</p> <p>4</p>	<p>Down and around and a flag on high That's how we make a five.</p> <p>5</p>
<p>Down we go and make a loop, Number six makes a hoop.</p> <p>6</p>	<p>Across the sky and down from heaven, That's the way we make a seven.</p> <p>7</p>	<p>Make an 's' and do not wait When it's joined up you have an eight.</p> <p>8</p>
	<p>Make a loop and then a line, That's the way we make a nine.</p> <p>9</p>	

Please see Department for Education website for a copy of the 'New Development Matters', which offers a top-level view of how children develop and learn for all early years practitioners.

Early Learning Goals

Communication and Language	
Listening, Attention and Understanding	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Speaking	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development	
Self-Regulation	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Physical Development	
Gross Motor Skills	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor Skills	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Understanding the World	
Past and Present	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
People, Culture and Communities	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
The Natural World	<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design	
Creating with Materials	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role-playing characters in narratives and stories.
Being Imaginative and Expressive	<ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

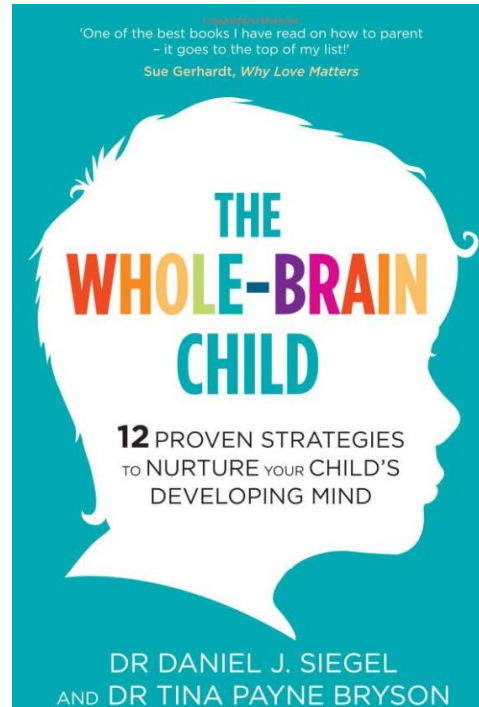
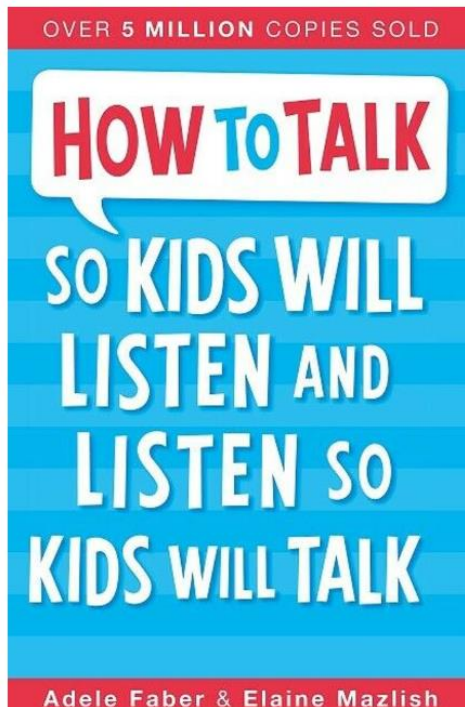
Mathematics	
Number	<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Numerical Patterns	<ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Literacy	
Comprehension	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Word Reading	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.



What to expect in the Early Years
Foundation Stage:
a guide for parents

foundationyears.org.uk



Molly Wright: How every child can thrive by five | TED - YouTube