



Supporting your child at home

Reception
Oak Learning Zone

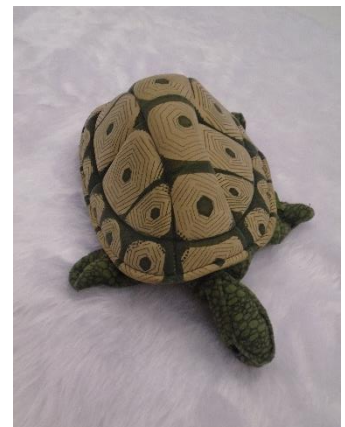
October 2019



Curious Cat



Teamwork Bee



Stickability Tortoise

The Characteristics of Effective Learning:

Running through all of the learning your child will do this year are the **Characteristics of Effective Learning**. This is **how** your child learns:

1. Playing and exploring – *engagement*

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'



2. Active learning – *motivation*

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

3. Creating and thinking critically – *thinking*

- Having their own ideas
- Making links
- Choosing ways to do things

During the Reception year, your child will learn skills, acquire new knowledge and demonstrate their understanding through **7 areas of learning and development**. The early years team will assess your child's progress in each area through observations and a range of learning experiences.

The **3 prime areas** which underpin learning are →

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These three **prime areas** are those which are most essential for your child's healthy development and future learning. These are supported by the four **Specific Areas**, which help children develop their skills.

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

The **4 specific areas** help children to develop skills.



These seven areas shape the Reception curriculum are used alongside knowledge of your child's unique needs and interests to plan their learning. They are flexible enough to support different children's preferred learning styles.

Being a Mathematician

In school, we are supporting the children to develop key early number skills such as recognising and ordering numbers, counting, finding one more or one less, adding and subtracting. The children will apply these skills in a range of contexts and use them to solve problems. As part of our mastery approach, we believe children need to really master these skills and be secure using all of these skills with smaller numbers before moving on to larger numbers. For example, being secure with numbers 1-3, before moving on to 1-5, then 1-10, then 1-20.

You can support your child's mathematical development at home through a range of simple activities, such as:

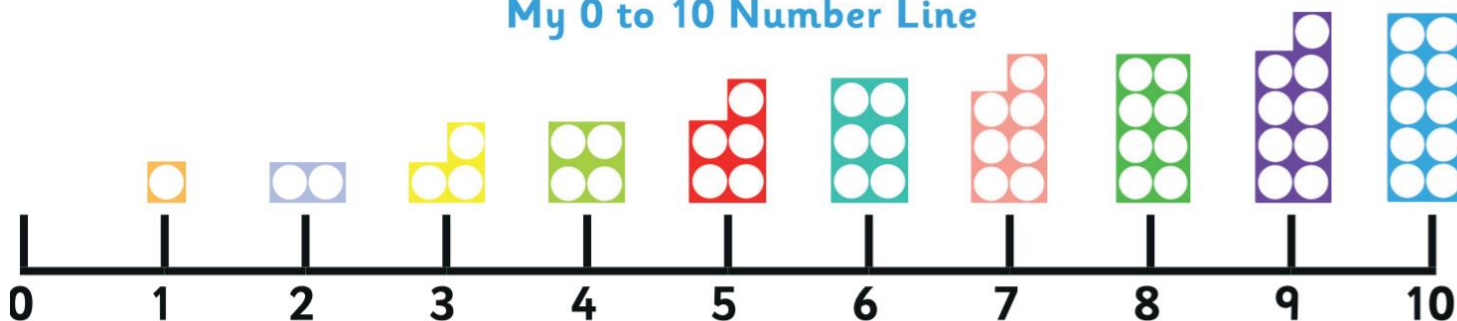
- Taking every opportunity to count e.g. counting stairs, counting shopping items
- Counting forwards and backwards from different numbers e.g. 3, 4, 5, 6... 11, 10, 9, 8...
- Counting sets of objects accurately, saying one number for each object (matching 1:1 and not simply reciting numbers)
- Singing number rhymes such as 5 Little Ducks, 5 Little Speckled Frogs, 10 Fat Sausages and noticing the quantities changing e.g. *Now there is one less. How many is one less than 5?*
- Noticing and providing numbers in your home environment and when you are out and about e.g. *magnetic numbers on the fridge, sticking numbers on cupboards, foam numbers in the bath, numbers on remote controls, bus numbers, price labels and packaging*
- Playing dominoes or dice games e.g. snakes and ladders
- Making number cards and using them to play number snap or bingo or to sequence or to match to a set of objects.
- Exploring writing/making numerals with different media e.g. playdough, straws, in sand, with paint.
- Giving opportunities to practise sharing out items equally e.g. *sharing toys or food with a sibling or friend*



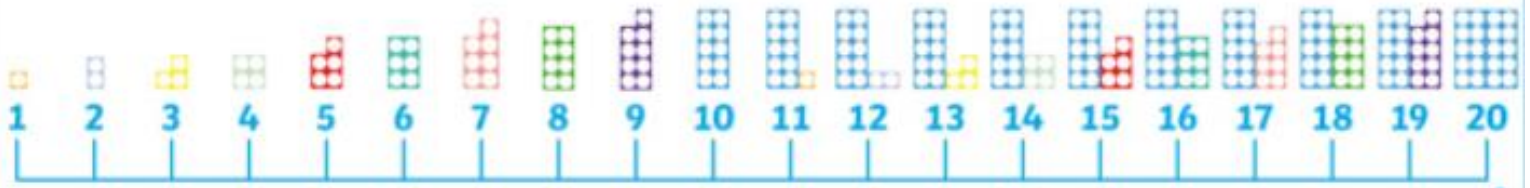
Number Bingo			
1	7	10	15
13	4	5	9
11	8	2	12
3	6	20	14

We use a tactile learning resource called numicon to support children to develop their understanding of number. Numicon is a set of coloured plastic shapes with holes which represent the numbers 1-10. You can use this numicon number line at home.

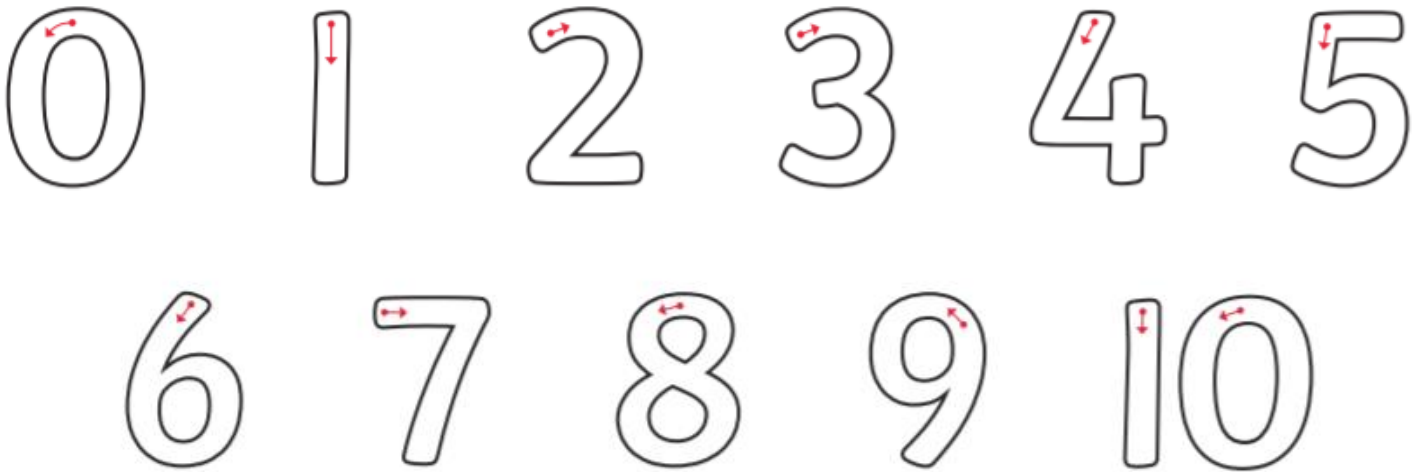
My 0 to 10 Number Line



1 to 20 Number Line



Number Formation



Around and round and round we go,

When we get home we have a zero.

Start at the top and down we run,

That's the way we make a one.

Around and back on a railroad track

Two, two, two

Around the tree and around the tree,

That's the way we make a three.

Down and over, down some more

That's the way we make a four.

Down and around then a flag on high

That's the way we make a five.

Down we go and make a loop,

Number six makes a hoop.

Across the sky and down from heaven,

That's the way we make a seven.

Make an 's' and do not wait

When it's joined up you have an eight.

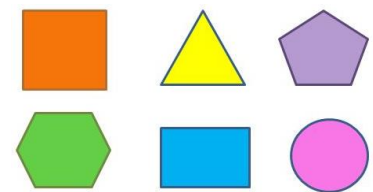
Make a loop and then a line,

That's the way we make a nine.

In Shape, Space and Measures learning children will be developing their vocabulary to be able to talk confidently about the shape and size of objects. They will use 2d and 3d shapes to make pictures, patterns and models. They will learn to compare and order objects by length, height, weight or capacity. They will also develop their awareness of distance, time and money.

You can support your child's developing understanding by:

- Talking about and sequencing different times of the day e.g. *dinner time, bedtime*
- Looking at the clock and teaching o'clock times
- Singing days of the week songs
- Noticing, describing and naming shapes in the environment e.g. *Look the door is a tall shape. I can see a rectangle pattern on the fence.* Children need lots of experience hearing shape language to build their understanding before becoming confident to use it themselves.
- Using everyday size vocabulary during daily activities e.g. *The postman had delivered a large envelope today! Have a small spoonful of dinner, now have a big spoonful! I wonder how many spoonfuls until you finish?*
- Making patterns with everyday objects such as bottle tops or buttons e.g. *big, small, big, small*
- Giving challenges in the park/woods involving position and direction language e.g. *go through the tunnel, hide behind the tree, squeeze under the bridge*
- *Sorting or ordering items by size e.g. Let's sort out the pairs of shoes so they go from smallest to largest.*



Reception

Counting.

- I can count forwards to 10, from any number including zero. (e.g. 5,6,7,8; 2,3,4,5)
- I can count backwards from 10 from any number including zero (e.g. 3,2,1,0; 8,7,6,5...)

Place value.

- I can read and write numbers up to 10.
- I can say the number without counting all with up to 6 objects. (e.g. matching the spots on a dice, looking at a piece of numicon, looking at a small number of objects).

Mental and written calculation.

- I can say one more than a given number up to 10.
- I can say one less than a given number up to 10.
- I can count a group of up to 10 objects. (e.g. can you get me 4 spoons, count all the spoons – how many spoons are there?)
- I can add together a set of objects with a total of up to ten.
- I can add 0 and 1 to a number up to 10 (e.g. I know that $7+1=8$)

Fractions.

- I can share up to ten objects into 2 equal groups.

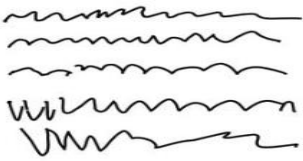
Measure.

- I can tell the time on the clock using o'clock.
- I can say the days of the week in the correct order.

This document is to provide information for families for how to best support children's mathematics at home. These are the key essentials of mathematics in Reception which children need to secure. This does not cover the whole maths curriculum, just the most critical skills. Please ask the class teacher for further information.

Being an Author

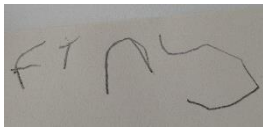
We want all of the children to enjoy writing and become confident authors. It is important to celebrate and value all early attempts at mark making and writing. Here is an explanation of what the early stages of learning to write might look like for your child.



Squiggles and lines as an attempt to communicate



Letter like shapes

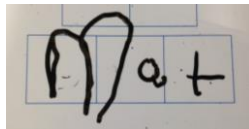


Use known letters e.g. letters from their name



Letter strings

Thehcanr
(The horse can run.)



Begin to bring letter and sound together and use some letters to match the sounds they hear in words. They will start with just initial sounds and then they will begin to hear further sounds.

We wn to the s
(We went to the store.)

Begin to leave finger spaces between words and form phrases.

pleze doant
BRAK the
cask

I Wached a
dinwson movee
It Was sofer
exsiting

Begin to write sentences.

You can support your child by encouraging them to:

- give meaning to their marks
- write their own name
- listen for the sounds in the words they want to write
- write using lower case letters (capital letters only for the start of names or sentences)
- form letters correctly
- use their knowledge of key words when spelling

Phonics

Here are some of the key skills your child is currently learning in phonics:

- Linking sounds to letters
- Hearing and saying initial sounds
- Putting sounds together to read words (Blending)
- Separating words into individual sounds for spelling (Segmenting)
- Learning the letter names
- Writing the letters




Ideas for supporting your child's phonics learning:






















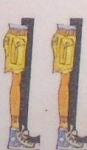

- Play I Spy with initial sounds for objects;
- Play Simon Says and give instructions including some words that the children have to blend the sounds for e.g. Touch your f-ee-t. Stand u-p. Nod your h-ea-d;
- Search for items around your home that start with a given sound e.g. sssss: spaghetti, socks, skirt, sink;
- Listen carefully for the sounds in simple words e.g. tin, cup, pen, bag. How many letter sounds are in each word? Can you count them on your fingers? E.g. c-a-t, 1-2-3
- Play a blending game about a visit to a farm. "I went to the farm and I saw..." instead of saying the animal name segment it into the three sounds e.g. sh-ee-p. Ask your child to blend the sounds together to identify the animal "It's a sheep!" Try with these animals: c-a-t, d-o-g, h-e-n, d-u-ck, c-ow, g-oa-t, h-or-se.
- Play a listening and drawing game. Take it in turns to segment a word by saying the letter sounds and then the other person has to draw the item. Try the words: hat, sun, box, pan.
- Make simple words with magnetic letters, letter tiles or Duplo e.g. cat, mum, sun, dog;
- Practise letter formation using the formation rhymes as mnemonics (memory aids) and a range of media.




We have now learnt most of the **phase 2** letter and sounds. Please support your child to practise them so that they become really secure with all of the sounds.

 Wallscourt Farm Academy











Letters and Sounds – Phase 2









							
s	a	t	p	i	n	m	d
							
g	o	c	k	ck	e	u	r
							
h	b	f	ff	l	ll	ss	









We will move on to the **phase 3** letters and sounds later in the year. These include sounds represented by 2 or 3 letters (digraphs and trigraphs).

 Wallscourt Farm Academy

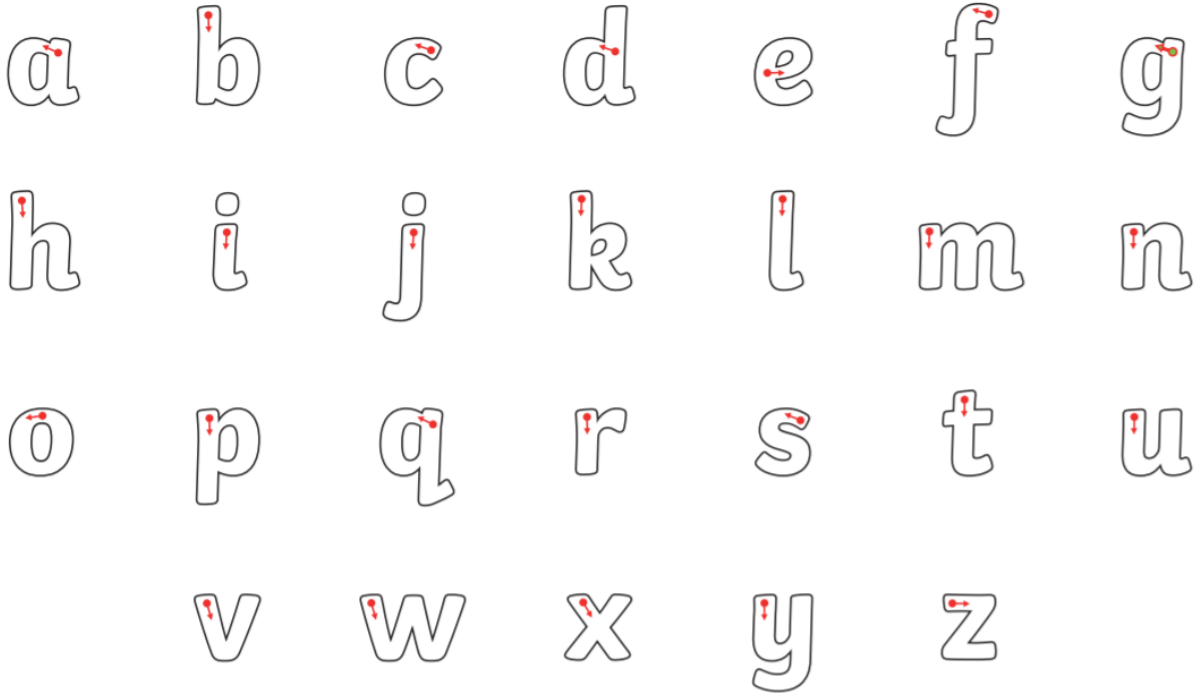
Letters and Sounds – Phase 3







									
j	v	w	x	y	z	qu	ch	th	sh

							
thing on a string ng	snail in the rain ai	what can you see? ee	fly high igh	goat in a boat oa	poo at the zoo oo	look at a book oo	start the car ar

							
shut the door or	nurse with a purse ur	brown cow ow	spoil the boy ol	hear with your ear ear	that's not fair air	sure it's pure ure	a better letter er

Letter formation



<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>q</p>  <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				

Key words

Phase 2

Decodable words

a
an
and
as
at
back
big
but
can
dad
get
got
had
him
his
if
in
is
it
mum
not
of
off
on
up

Irregular words

go
I
into
no
the
to

Phase 3

Decodable words

down
for
look
now
see
that
them
then
this
too
will
with

Irregular words

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

Phase 4

Decodable words

children
from
help
it's
just
went

Irregular words

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

Key words

In school, your child will be learning key words which are common high frequency words found in books. These are words that your child needs to be able to read by sight to become a fluent reader. During each phase of phonics learning the children will learn some decodable words (words that can be sounded out and blended) and some irregular words (common exception words).

To make key word learning more manageable, we have grouped the words into smaller numbered sets for home learning. At the bottom of the key word home learning sheets there are word cards that you can cut up to use as flashcards and to play games with your child, such as key word snap, bingo, word hunts etc. Please also encourage your child to look out for these words in their reading books too. See how many they can find! Ask one of the Oak team if you are unsure what to do.

When your child is confident blending sounds to read the decodable words, challenge them to recognise them by sight too. The more sight words your child knows the more fluent they will become at reading.

The Early Learning Goals (ELGs) outline the level of learning and development that children are expected to have reached by the end of the reception year at school. We list here the ELGs across the 7 areas of learning and development in the EYFS. At the end of the year, your child will be assessed in each ELG.

<p><u>Communication and Language</u></p>		
<p><u>Listening and attention</u> 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</p>	<p><u>Understanding</u> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p><u>Speaking</u> 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.</p>
<p><u>Personal, Social and Emotional Development</u></p>		
<p><u>Making Relationships</u> 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.</p>	<p><u>Self-confidence and self-awareness</u> 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.</p>	<p><u>Managing feelings and behaviour</u> 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.</p>
<p><u>Physical Development</u></p>		
<p><u>Moving and Handling</u> 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.</p>		<p><u>Health and Self Care</u> 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.</p>
<p><u>Literacy</u></p>		
<p><u>Reading</u> 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.</p>		
<p><u>Mathematics</u></p>		
<p><u>Numbers</u> 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.</p>		
<p><u>Understanding the World</u></p>		
<p><u>People and Communities</u> 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.</p>	<p><u>The World</u> 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.</p>	<p><u>Technology</u> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>
<p><u>Expressive Arts and Design</u></p>		
<p><u>Exploring and using media and materials</u> 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.</p>		
<p><u>Being imaginative</u> 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>		