

Rothwell Schools Year R

Homework Newsletter

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Introduction

Due to exceptional circumstances the school has decided to produce a 'Homework Newsletter' for each year group.

This newsletter is to keep you informed about what learning your child can continue to do whilst at home due to the school being closed.

Practice helps children to commit learning to long term memory and this is what we hope to achieve through the following suggested activities with your child.

A curriculum-focused independent learning resource with over 40 home learning activities all planned and all prepared!

https://www.tts-group.co.uk/home+learning+activities.html?utm_source=facebook&utm_medium=wallpost&utm_campaign=TTSparentpackpost&utm_content=nowlive&fbclid=IwAR03Cvcq1lbQEh3Vf6WZNzGsy1kuq6H343wKs1IRkTuyQ-NSAHAZ0jXmuZ6E

Other useful websites

<https://www.twinkl.co.uk> Sign up for access to a wide range of free resources.

<https://www.twinkl.co.uk/search>

<https://www.twinkl.co.uk/go/games-twinkl-go>

Reading

We work really hard to promote and encourage a love of reading amongst the children. There are lots of recommended reading lists for children on the internet. You can sometimes find You Tube videos of these stories being read aloud. For tips on how to read aloud to your child, visit

<https://www.oxfordowl.co.uk/welcome-back/for-home/reading-owl/top-tips--3/julia-donaldsons-top-tips>

The BBC also have some great stories that are read aloud.

Visit <https://www.bbc.co.uk/iplayer/episodes/b00jdlm2/cbeebies-bedtime-stories>

For some great recommendations of books see:

<https://www.booktrust.org.uk/booklists/1/100-best-0-5/>

<https://www.booktrust.org.uk/booklists/1/100-best-books-6-8/>

We follow the Letters and Sounds approach to phonics. By the end of Year R, the expectation is that children are working in Phase 4. This means they should be able to read and recognise all sounds and tricky words from Phase 2 up to Phase 4. (In phase 4 there are no new sounds learnt. It's a short phase where sounds up to phase 3 are applied in reading captions and sentences). Tricky words have to be learned by sight as they are not always phonically decodable. Please see phase 2 and 3 sound mats below. These contain the sounds that your child needs to be able to know and also the tricky words that they need to be able to read by sight. Support your child by giving them lots of opportunities to read words and sentences with these sounds and tricky words in at home.

www.phonicsplay.co.uk Username:march20 password:home

Phase 2

Sounds

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

Tricky Words

I no

the to

into go

My Phase 3 Sound Mat

j	v	w	x	y	z	zz	qu
ch	sh	th	ng	ai	ee	igh	oa
oo	oo	ar	or	ur	ow	oi	ear
air	ure	er					

Phase 4

Sounds

ft	nk	mp	nd	st	nt	sl	thr	sk
pt	lk	lf	lp	lt	sk	sp	tw	pr
br	cr	gr	dr	tr	xt	st	str	nch
fr	bl	fl	gl	pl	cl	sm	scr	

Tricky Words

said have

like so

do some

come little

one were

there what

when out

Phase 2 to 5 Tricky Words

Phase 2	Phase 3	Phase 4	Phase 5
I	he	said	oh
no	she	have	Mrs
the	we	like	people
to	me	so	their
go	be	do	called
into	you	some	Mr
	are	come	looked
	her	little	asked
	was	one	could
	all	were	
	they	there	
	my	what	
		when	
		out	

Writing

Encourage your child to have a go at writing different words and sentences at home. Your child should be able to segment the sounds in simple words by using their 'robot arms'. Words can be written phonetically using the sounds that the children can hear when they say the words. They do not need to be spelt correctly – unless they are on the list of tricky words above! (Please praise your child for having a go at writing the word but then share the correct spelling if needed).

Ask your children to write words and captions about pictures. There are a selection of pictures below to give you an idea of what they could write about.



When writing sentences, ensure your child is using finger spaces between each word so that the sentences can be read by themselves and others. Support your child to form their letters correctly.

Maths

Playing different board games with your children is a brilliant way to support number recognition and counting skills.

You could sing different number songs with your child. Some examples are:

- 1,2,3,4,5 Once I Caught a Fish Alive
- 5 Little Speckled Frogs
- 10 Green Bottles
- 5 Little Men in a Flying Saucer

Encourage your child to look for shapes in their environment. These could be 2D shapes (triangle, circle, rectangle, square) or 3D shapes (cube, cone, sphere, cylinder, cuboid) Go on shape hunts around the house to see what shapes you can find! Ask your child if they can name the properties of the shapes. "How many sides does a triangle have?" "How many vertices does a cube have?"

www.whiterosemaths.com are releasing a range of materials that can be accessed by parents, including some of their 'premium' resources

Another useful website is <https://uk.ixl.com/>

This website has a range of engaging activities for children to access. Click the link and then select whether you would like to access Maths or English activities.

Year	Maths Skills	English Skills
Reception	96 skills	49 skills
Year 1	233 skills	121 skills
Year 2	261 skills	156 skills

Fiesta Sports Coaching will be providing daily fun exercise and sports challenges involving skills which will allow children to continue to develop some of the skills they have been learning in PE lessons. There will also be other challenges and activities to help keep families active promoting health and wellbeing for all.

You will find these on their social media at:

 Instagram: @Fiestasportscoaching

 Twitter: @Fiesta_Sports

 Tik Tok: @Fiestasportscoaching

 Facebook Page: @Fiestasportscoaching

Important points to note

- It is not how fast your child completes an activity but how much your child has practised and remembered that is important.
- Little and often is better than long periods of time.
- Keep the activities fun and engaging where possible.
- Use older siblings, where appropriate, to support the learning.

Here is a recap of what your child has been learning about this term in school.

Curriculum overview for Term 2.

See what your child has been learning about and suggestions of how you can support your child further in their learning.

Year R		
Reading	Writing	Number and Shape
<p>We have been learning digraphs which is when two letters make one sound (e.g. sh, ch, th, ng) and trigraphs which is when three letters make one sound (e.g. air, ear, ure)</p> <p>We have been learning how to blend sounds together to read simple words. We are learning to read tricky words. These are words which cannot be sounded out, they have to be learned by sight. We discuss what we have read and practise answering questions about what we have read.</p>	<p>We will be learning how to write simple words. These will start off as simple CVC words (e.g. cat, map, sun, log). We will segment the sounds in the words using our 'robot arms' and then write them down. We will continue to practise writing our name and begin to write simple sentences. We will be writing for a purpose (e.g. letters, cards, instructions etc.)</p> <p>We will be practising our letter formation regularly.</p>	<p>We will be working on counting and ordering numbers to 20. We will be able to say one more and one less than numbers to 20. We will be able to add and take away amounts using objects. We will be looking at 2D and 3D shapes and talking about what they are called and their properties (how many sides/corners/edges/vertices)</p> <p>We will talk about length, capacity and time.</p>
You could support your child by...		
<p>Read your child's reading book with them daily. Encourage them to blend the sounds to read the words. Continue to practise your child's tricky words with them at home. You could hide them around the house on post it notes and ask them to go on a tricky word hunt!</p> <p>Read stories to your child and ask them questions about the book.</p>	<p>Encourage your child to write simple words and sentences. Ask them to segment the sounds in each word (using their robot arms) before writing them down. They could help you to write cards, shopping lists or notes. Help your child to hold their pencil correctly and show them how to form letters.</p>	<p>Look for numbers when out and about and see if your child can tell you what numbers they can see. Ask your child to order the number cards that are in their book bags. Talk to your child about the shapes that they can see in the environment. Ask them to name 2D and 3D shapes. Use language related to time, length and capacity.</p>

And finally...

As always, thank you for your continued support,

The Reception Team