Providing specific learning tasks for you to complete at home is difficult in the Foundation stage as so much of the learning arises from play and the current interests of the children. However, we have outlined below four specific areas that you should work on with your child during this period.

|  |  |
| --- | --- |
| **Area of Learning &**  **related Early Learning Goal** | **Suggested Activities** |
| **Literacy - Reading**  (By the end of Reception) 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.  **Literacy - Writing**  (By the end of Reception) Children use their phonic knowledge to write words in ways which math their spoken sounds. They also write some irregular common words. They write simple sentences that can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. | -Read with and to your child. Be sure to include plenty of discussion about the story, including understanding new vocabulary to ensure they understand what they have read/heard.  -Access the Ruth Miskin website below. This will provide you with a great deal of information about using phonics to help your child with reading. There are many videos showing different activities you can work on.  <https://www.ruthmiskin.com/en/find-out-more/parents/>  Please pay particular attention to sound recognition, blending and letter formation.  -We have provided your child with a blank exercise book. They might draw a picture or stick in a photo from a magazine. Encourage them to write words and/or sentences to go with their picture, recording sounds they can hear in each word. E.g. they might record castle as ‘casl’ as those are the sounds they can hear.  -Practice correct letter formation of each sound as well as correct formation of their name. |

|  |  |
| --- | --- |
| **Numeracy – Number**  (By the end of Reception) 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 single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.  **Numeracy – Shape, Space & Measure**  (By the end of Reception) 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. | -Practice counting all the time! Count forwards, backwards, up in 2’s, 5’s or 10’s. Start from a different number and count on. Count objects, people and sounds!  -Try subitising. This is the skill of knowing how many objects there are without counting them (usually achievable up to approx. 7 objects).  -Make maths problems part of everyday life. I have 4 knives and 4 forks. How much cutlery is that altogether?  If I have 2 chairs how many more do I need to have 5 chairs?  -Use the exercise books to help your child practise recording numbers to 20. Have a go at an addition number sentence or draw groups of spots for them to add together.  -Create repeating patterns and ask your child to continue your pattern. Can they make a pattern for you to complete?  -Explore the shape of the items in your kitchen. Can they name the shape? Can they describe it? E.g. ‘It’s a square! It has 4 sides, they are all the same size. or  It has a curved side and it can roll. |

Try some of these websites for games and activities:

<https://www.topmarks.co.uk/maths-games/3-5-years/counting>

<https://www.topmarks.co.uk/english-games/3-5-years/letters-and-sounds>

<https://www.bbc.co.uk/cbeebies/topics/numeracy>

<https://www.oxfordowl.co.uk/for-home/kids-activities/games--1/>

<https://www.teachyourmonstertoread.com/>