

**Handwriting** is a physical skill, so to enable your child to develop their writing skills they need a wide variety of physical activities to improve their gross and fine motor skills.

At home you could provide:

- For shoulders – *climbing, chalks, crayons and paints on upright surfaces such as easels; throwing, catching and rolling balls*
- For elbows – *using stamps and inks, hammering games*
- For wrists – *unscrewing lids, shaking bottles or musical instruments*
- For fingers – *tearing paper, screwing up paper and flicking it!*

Playing with dough helps with all these skills.

Please encourage your child to use a correct pencil grip and to form letters correctly, particularly when writing their name as they write it so often.



## **Mathematics**

We will be

- Singing number rhymes
- Learning to use our fingers as we count
- Counting to, and then from 20
- Recognising numerals
- Finding reasons to measure
- Adding by counting all the objects
- Adding one more
- Counting backwards and subtracting in number rhymes
- Naming and learning about the properties of shapes



At home you could:

- Count everything (objects and movements)
- Sing number rhymes
- Ask problems 'Who has got the most?' 'Which one is the tallest?' Use real objects or fingers to explain
- Solve addition problems 'How many will you have if I give you one more?' 'How many have you got altogether?'
- Play number games and board games, especially those which go along a track and which use dice
- Use money
- Notice numbers in the environment
- Notice shapes around the home and when you are out (the names of shapes and what they are like e.g. straight, curved, wide, number of sides etc.)
- Talk to your child about the measuring when you cook together



# Imagine That!



This booklet is designed to let you know what we are learning about at school for this half-term and how you can support your child's learning at home.

Our classrooms are full of resources which allow children to learn as they follow their own interests. We balance this learning with our half-termly topics to introduce children to a wider variety of knowledge and skills.

This half-term we are learning about superpowers and machines in our 'Imagine That!' topic. We will also be thinking about people who can help us and the vehicles they may use.

## ★ **Wow Sheets!**

We love to find out about your child's learning at home, particularly those things which we don't see at school such as learning to swim or taking more responsibility looking after themselves. Please remember to send in a Wow Sheet when these moments happen, we always celebrate these achievements in class and put them up on the wall.



## **Continuing the Learning at Home**

*The most effective way to support your child's learning is to spend time talking to them, showing an interest in their interests and playing their games. It is also essential that you read with your child, as well as using basic maths skills as you talk to them.*

*If you would like to talk to your child about what they have been learning at school try the ideas over the page.*

## Machines

We will be:

- Talking about their own experiences of transport
- Thinking about transport used by superheroes
- Learning about people who help us and what type of vehicle they need
- Using superheroes and people who help us as a basis for our role play.

At home you could:

- Investigate a car or bike
- Look at photographs from holidays or visits when you travelled on trains, boats or planes
- Travel on a different form of transport from usual (perhaps a bus or train; your child could pay for the ticket)
- Talk about superheroes, the gadgets they use and any special vehicles they have.



## Reading

At school, each day, the children have many varied experiences which contribute to their growing literacy skills. These include phonics lessons, story times and reading with an adult along with many play activities.

You can support your child's reading development by ensuring that they have a few minutes 'reading time' with you every day. Reading with a family member has a significant impact on a child's reading development.

In your 'reading time' you can:

- Share the reading scheme books (don't forget to talk about the pictures)
- Share your library books from school and the local library
- Read the words in the Reading Record that your teacher has asked you to practice
- Use the Phase 1, 2 and 3 phonics booklets to listen for and recognise letter sounds
- Enjoy all your books at home as well

Don't forget that re-reading familiar books is an important part of learning to read.



All children develop differently so if you are unsure of what your child is ready to do, please talk to their class teacher for help and guidance. Please write in or sign the Reading Record so we know your child has been reading with you.



## Writing and Mark Making

Being a writer is about communicating an idea. Your child is a writer from the first time they make a mark (on paper, in the mud, on a blackboard etc.). At this early stage the most important thing is that they feel confident about writing and mark making.

At school we offer children lots of opportunities to communicate their thoughts and ideas through mark making and writing.

As your child matures and gains experience, their knowledge of letters and words begins to show in their free and confident independent writing.

At home you could:

- Support the 'have a go' philosophy (*'What fantastic writing!'*, *'Use the letters you know...'*, *'Tell me what you had a go at writing...?'*, *'What were you thinking about when you wrote those words?'*)
- Provide lots of opportunities and materials for writing.
- Let children find reasons to write as they play (building plans, telephone messages, shopping lists, warning notes, appointments etc.).
- Let them join in with you.
- If they really want to copy your writing, involve them in working out how to write it. (*'Which sounds can you hear in the word daddy?'*, *'Look, Granny begins with G'*, *'Say big in sound-talk'*)... Use lower case letters ('a' not 'A') except for names and at the start of sentences etc.
- Play with magnetic/sponge letters, phonics games etc.
- Practise spelling the words your child has been learning to read from the Reading Record. Start by using magnetic letters or letter cards and move on to writing as your child's handwriting develops.

