



# Summer 2 2022

## Topic: Holidays

### Home Learning for Foundation 1



#### EYFS Dates:

- **School closed** - Monday 6<sup>th</sup> June
- **Inset Day** –Tuesday 7<sup>th</sup> June
- **Term Starts** – Wednesday 8<sup>th</sup> June
- **Father's Day** – Sunday 19<sup>th</sup> June
- **Science week** – w/b Monday 20<sup>th</sup> June
- **Transition Day** – Tuesday 19<sup>th</sup> July
- **Last day for pupils** – Wednesday 20<sup>th</sup> July

#### Reading

**F1 need to bring their book bags into school every Monday**

Please can we ask you to ensure that you complete your child's Reading Record each week. There is a comments section for you to provide us with brief feedback about what your child has particularly enjoyed.

F1 Library books will be changed once a week. They will be taken out of the book bags on Monday and new ones sent home on Wednesday.

Reading is the key skill that children need in order to be successful in their learning. We would like to work together with you, to help your child develop the skills needed to become a confident and successful reader.

We therefore ask that you share a story with your child at least 5 times a week. This could be a library book or any other favourite book from home.

Encourage your child to:

- Ask questions about books they read with you.
- Question new or unknown vocabulary.
- Explain their opinions or express their feelings about books they have listened to.
- Predict what might happen next based on what has been read so far.

## Phonics

In **F1** we concentrate mainly on **Phase One** of the Letters and Sounds programme.

Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. Phase 1 is divided into seven aspects:

### Aspect 1 – General sound discrimination – environmental

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested may include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

### Aspect 2 – General sound discrimination – instrumental sounds

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

### Aspect 3 – General sound discrimination – body percussion

The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

### Aspect 4 – Rhythm and rhyme

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

### Aspect 5 – Alliteration

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

### Aspect 6 – Voice sounds

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities may include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice – /c/-/u/-/p/ cup, with the children joining in.

### Aspect 7 – Oral blending and segmenting

In this aspect, the main aim is to develop oral blending and segmenting skills.

To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.

## Suggested phonics websites and apps for Phase 1

- <https://www.phonicsplay.co.uk/resources/phase/1> - Phase 1 phonics games
- <https://letters-and-sounds.com/index.php/phase-1-games/> - Phase 1 phonic games
- [http://www.familylearning.org.uk/pre-reading\\_skills.html](http://www.familylearning.org.uk/pre-reading_skills.html) - ideas for pre reading activities & games

# Maths

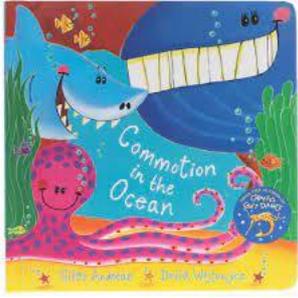
There are lots of practical opportunities for practising maths in everyday activities. For example:

- Counting apples into a bag in the supermarket – how many more are needed, are there too many?
- Working out how many toys will fit in the box
- Sharing out segments of an orange
- Weighing ingredients to make a cake
- Pairing up socks which are the same size
- Counting goals in a game of football – who is winning? How many more goals have they scored?
- Going on a journey – over the bridge, through the tunnel, behind the station

We have put a range of maths activities related to the maths we are learning in school into a 'Pick & Mix' grid. We ask that you try to complete one of these activities each week.

Maths Pick & Mix Summer 2 2022 F1			
<p>Go to the beach and collect a range of shells. Can you put them in order from smallest to biggest, then biggest to smallest?</p> 	<p>Using a paintbrush and a bucket of water, practise writing your numbers 1-5 outside on the wall or on the pavement. You could also go to the beach and use a stick in the sand!</p> 	<p>Ask a grown up to help you make a spider's body. Then ask if you can use 8 pegs to make the legs! Make sure you return the pegs when you are finished!</p> 	<p>practise your subitising and addition skills by playing the Ladybird Game.</p>  <p><a href="https://www.ictgames.com/mobilePage/homeTimeLadybirds/">https://www.ictgames.com/mobilePage/homeTimeLadybirds/</a></p>
<p>Ask a grown up to help you make a painted handprint or draw round, decorate and cut out your hand. Count your fingers and ask a grown up to help you label them with the numbers 1,2,3,4,5</p>	<p>Go on a walk around your local area. What shapes can you identify? Can you see any squares, triangles, circles, rectangles?</p> 	<p>Using non-standard units of measure e.g. Lego, cubes, pasta, can they measure how long each item is and record it? (5 pasta shells long, 3 Lego bricks tall).</p> 	<p>Use a construction toy (Lego, Duplo, wooden bricks etc) to make towers of 5. Or you could put your favourite toys into groups of 5 -5 teddies, 5 cars, 5 crayons.</p>
<p>Collect some twigs from your garden or when you go outside for a walk and use them to make different sized squares.</p>	<p>Read a story with the number 3 in it. For example -The 3 Bears, The 3 Little Pigs, The 3 Billy Goats Gruff.</p>	<p>Can you draw a long snake shape and then create a repeating pattern that goes all the way from its head to its tail?</p> 	<p>Practise counting out an amount and matching it to a numeral. Start with 1-5 and move to 10 when you're feeling confident.</p> 

**Week 1: Monday 6<sup>th</sup> June – Sunday 12<sup>th</sup> June**

<b>Home Learning Phonics</b>	<b>Home Learning Maths</b>	<b>Home Learning Mark making</b>
<p>Crossing the river game: Put a scarf or blanket across the floor to look like a 'river'. Find a selection of CVC (consonant, vowel, consonant) objects such as a tin, pen, pot, bus, peg, cat, or dog and place them on one side of the river.</p> <p>Sound talk one of the objects and see if your child can work out which one it is. When they know, they can pick the object up and take it across the river to the other side. If they have a toy boat, they could put the object in the boat and sail it across the river.</p> <p>Keep going until all the objects have crossed the river. Maybe you could then swap over and they could sound talk the words for you.</p>	<p>Choose an activity from the F1 Maths Pick &amp; Mix grid above.</p> 	<p>Listen to the story of '<a href="#">Commotion in the Ocean</a>'. Did you have a favourite animal poem? Can you spot the rhymes on that page?</p> <p>Draw a picture of your favourite animal. Look at the picture to help you. What words would you use to describe them?</p> 

**Week 2: Monday 13<sup>th</sup> June – Sunday 19<sup>th</sup> June**

<b>Home Learning Phonics</b>	<b>Home Learning Maths</b>	<b>Home Learning Mark Making</b>
<p>Puppet sound talk Use a puppet or teddy bear to 'sound talk' items for your child to find e.g. p-o-t, b-o-x, m-a-t.</p>	<p>Choose an activity from the F1 Maths Pick &amp; Mix grid above</p> 	<p>Make a 'telescope' from a toilet roll tube or rolled up bit of paper. Look around you, what things can you see?</p> <p>Make a list by drawing/ writing your ideas.</p>

**Week 3: Monday 20<sup>th</sup> June – Sunday 26<sup>th</sup> June**

<b>Home Learning Phonics</b>	<b>Home Learning Maths</b>	<b>Home Learning Mark Making</b>
<p>Read some nursery rhymes together. Try missing out one of the words at the end of a rhyming pair and see if your child can fill it in. Can they think of any other rhyming words that they could substitute?</p> <p>For example: Humpty Dumpty sat on a wall. Humpty Dumpty had a great .....? fall, ball, call, hall, stall...</p> <p>They can be as silly as you like and they can be nonsense words as well as real words. Have fun!</p>	<p>Choose an activity from the F1 Maths Pick &amp; Mix grid above.</p> <p><b>1 2 3 4 5</b> <b>6 7 8 9 10</b></p>	<p>Think about what you might see at the beach. You could even go for a walk along the sand.</p> <p>Draw a picture of the beach. Think about what colour the sand would be. Are there any sand castles?</p> <p>What would you find on the sand?</p> 

**Week 4: Monday 27<sup>th</sup> June – Sunday 3<sup>rd</sup> July**

<b>Home Learning Phonics</b>	<b>Home Learning Maths</b>	<b>Home Learning Mark Making</b>
<p>Go on a sound hunt. Choose a letter, it could be the initial sound of your child's name and go on a hunt around the house or garden to find objects that contain this sound.</p> <p>Alternatively, you could do this in the garden or while you are out on a walk.</p>	<p>Choose an activity from the F1 Maths Pick &amp; Mix grid above.</p> <p><b>1 2 3 4 5</b> <b>6 7 8 9 10</b></p>	<p>The teachers are going on holiday but have forgotten what to pack.</p> <p>Could you make list of things to pack for the beach? You could draw the objects, write just the initial sounds, copy words your adult writes or have a go at writing the whole word.</p> <p>You could watch a clip about a visit to the seaside to inspire you like this 'Something special' episode. <a href="https://www.bbc.co.uk/iplayer/episode/b070r8m9/something-special-were-all-friends-series-10-21-summer">https://www.bbc.co.uk/iplayer/episode/b070r8m9/something-special-were-all-friends-series-10-21-summer</a></p>

**Week 5: Monday 4<sup>th</sup> July – Sunday 10<sup>th</sup> July**

Home Learning Phonics	Home Learning Maths	Home Learning Mark Making
<p>Have a go at one of these listening games.</p> <p><a href="https://www.bbc.co.uk/teach/school-radio/eyfs-listening-skills-sound-games-1/zm72kmn">https://www.bbc.co.uk/teach/school-radio/eyfs-listening-skills-sound-games-1/zm72kmn</a></p>	<p>Choose an activity from the F1 Maths Pick &amp; Mix grid above.</p> 	<p>Have a grown up write your name and cut it up into letter. Can you put the letters back into the correct order?</p> <p>Have a go at writing your name.</p> <p>Challenge: Can you write your last name?</p>

**Week 6: Monday 11<sup>th</sup> July – Sunday 17<sup>th</sup> July**

Home Learning Phonics	Home Learning Maths	Home Learning Mark Making
<p>Silly Soup recipes.</p> <p>Charlotte the Chef is making up some silly soup recipes. Can you help her?</p> <p>She has already made 't' soup with toffees, tomatoes and toast. Can you choose another sound and make another recipe?</p> <p>Perhaps you could draw the ingredients and make a silly soup recipe book.</p>	<p>Choose an activity from the F1 Maths Pick &amp; Mix grid above.</p> 	<p>What is your favourite story?</p> <p>Have a listen to it and draw your favourite part or character.</p> <p>Why is that your favourite?</p>