


PLEASE BE AWARE THAT ZOOM MEETINGS FOR THIS HALF-TERM MAY HAVE CHANGED.


ANY CHANGES WILL BE EMAILED TO YOU AT THE BEGINNING OF THE WEEK

This week's plan for Ducklings – Summer 2 week 1

Date: 1st June Theme: Picnics and Parties – What food?

EYFS	Activity	Location	Save or send in?	Done Yes/No
<p>Maths Number Shape and space</p>	<p>Food counting sheet. Your child can count them on screen or you can print off if you are able. Always encourage your child to record the number on a piece of paper or to write over your number if they find it too tricky to do their own,</p> <p>Maths ideas sheet number – weekly</p> <p>Lots of fun counting this week. You can count different foods that you have in your house. Get out some tins of food and count how many you have. Can you count how many pieces of fruit you have? how many biscuits are there in a packet. Don't forget to put them all back when you are finished. If you have plastic play food at home, you could count the different sorts of food that you have.</p> <p>In the pack in the food game folder there is an 'eat well guide' for your information and pieces of the 'eat well guide' that you could print and cut out for your child to reassemble if you wish to.</p> <p>Purple Mash (2 count is set as a 2do) – Make a food pictogram. Once on the 2do, scroll down the menu bar on the left hand side of the screen and choose snacks.</p>	<p>Emailed pack</p> <p>Emailed pack</p> <p>Home resources</p> <p>Emailed pack</p> <p>Website</p>	<p>Enjoy</p> <p>Take photos if you can.</p> <p>Save into purple mash folder</p>	
<p>CLL and Literacy</p>	<p>Letter of the week – p for picnics and parties Find items beginning with the p sound either around the house or in the garden Look at the p handwriting sheet in the pack, there are some good ideas for Early Years, particularly the warm-up gross motor and fine motor skills. Then it shows you the progression through the year groups. (just for your information)</p> <p>Literacy ideas sheet – weekly sheet There are a couple of books, related to food that</p>	<p>Resources from home</p> <p>Emailed pack</p> <p>Emailed pack</p>	<p>Take a photo if you are able.</p>	

	<p>you might like to look at and read to your child. They are also on Youtube.</p> <p>Don't forget the bacon by Pat Hutchins The Shopping basket by John Burningham</p> <p>Encourage your child to name different foods that you have in your house. There is also a sheet of different food in the emailed pack if you would like to do it on screen.</p> <p>Purple Mash – Mini mash – reading and writing section- matching games- Letters a-z jigsaws – alphabet paint projects 'letter p' Set as a 2Do in mini mash</p>	<p>Website</p> <p>Emailed pack</p> <p>Website</p>	<p>Enjoy!</p> <p>Save in purple mash folder</p>	
Technology	<p>Make a party bag Use an A4 sized piece of paper and decorate with pens, pencils or pictures cut out from magazines. Fold it over small side to small side and fix along the side and bottom edge. (you could glue or use a staple gun if you have one). Then fix wool or string at the top to make handles.</p>  <p>If you have paper bags with Handles, you could those. You may come up with other ideas of your own.</p>	Resources from home	Take a photo if able	
Understanding The World	<p>Think about the different parties that you have been to. What celebrations were they e.g. birthday? Think about the different types of food that you had there.</p> <p>Simple City Café set as a 2do on Purple Mash Can you make a tasty plate? Set as a 2do on Purple Mash</p> <p>Watch Dr Ranj CBeebies Why Do We Need To Sleep And Eat Healthy? - Get Well Soon</p> <p>There is a matching game that you could play called matching food to groups. This has different food groups, such as dairy, veg, fruit etc. I would just choose 3 that your child may be</p>	<p>Home Resources</p> <p>Website</p> <p>Website You tube</p> <p>Emailed pack</p>	<p>Put in purple mash folder Enjoy!</p> <p>Enjoy!</p>	

	<p>more familiar with such as fruit, vegetables and then one other. You can either use real foods in your house or draw some pictures, or cut pictures from magazines. In the pack there is the food group cards and some foods to cut out if you are able to print them.</p> <p>There is also a food groups matching game which you could use but this would probably need to be printed off as it is quite small. Please choose which is best for your circumstance.</p>	Emailed pack	Take a photo if able	
Expressive Arts Art	Decorate a plate. You could either use a paper plate or just cut out a paper circle. You could finger print your plate, paint it or just make patterns with pens and pencils.	Resources from home See sheet in pack	Take a photo if able	
Music	<p>The Healthy Eating Song- You tube</p> <p>On Stage at Home The Cutlery Song Nordoff Robbins Clangers Music videos for kids https://youtu.be/OD7u6GqyvY</p>	<p>You tube</p> <p>You tube</p>	Enjoy!	
Physical development /active lives Fine motor	<p>Pick up pasta</p> <p>Using tweezers or pegs get your child to pick up pieces of pasta from one bowl and put into another. You could set a number that you want them to pick up and write it next to the bowl. To extend the activity have 2 or 3 different bowls with different numbers in to challenge your child's counting skills.</p>	Home resources	Enjoy!	
Physical development /active lives Gross motor	<p>Throwing Challenge</p> <p>If the weather is fine this is great fun outside, or you can do it inside if not.</p> <p>Find a basket, bowl or bucket to use as the target and get your child to throw objects into it from a distance. You could mark out the distance to make it either easier or harder.</p> <p>If you have beanbags these are great for throwing, balls are ok but might bounce out of the target. You could try a ball of screwed up paper to throw.</p> <p>You could give your child a range of different targets. Are some easier or harder.</p> <p>To extend the activity get your child to throw a specific number of objects into the target/you could time them to see who could do it the quickest or find their best time for 5 objects etc.</p>	<p>Home resources</p> <p>Home resources</p>	Enjoy!	
Food Tech	<p>Make a face from food.</p> <p>Can you make a face using food? I have found some fun examples for you to have a go at and put them in the pack. Remember if you make them, you also need to eat them!</p>	Resources from home Emailed sheet in pack		

<p>Outside if you can</p>	<p>Have a picnic. Think of the foods you would like to have on your picnic. Can you help to make some? If the weather is not so good you could always have a picnic inside.</p>	<p>Home resources</p>	<p>Enjoy!</p>	
<p>RE/PSED</p>	<p>Mindfulness Challenge Close your eyes and get someone to pass you an object that you can hold in your hands. Touch and turn the object, describe what it feels like and what you think it is and then swap places.</p>	<p>Home resources</p>	<p>Relax and enjoy!</p>	

Summer Term 2020 in Ducklings - 2nd Half-Term

Our theme this half-term will be:

PICNICS AND PARTIES

Our activities this half-term will be linked to food, healthy eating and hygiene

DATE	ACTIVITIES
1 st June	<p><u>WHAT FOOD?</u></p> <p>This week we will be thinking about the names and types of food that we eat and the different meals that we have during the day. We will begin to learn about the different food groups that make up our meals and why we need them in our bodies. The children will be able to say which food they like and which foods they are not so fond of. There are two focus texts this week, 'The Shopping Basket' by Jenn Bunningham and 'Don't forget the bacon' by Pat Hutchins.</p> <p>Letter of the week - P for Picnics and Parties</p> <p><u>Helping your child's learning</u></p> <p>Please talk to your child about the different meals that they have during the day and why we choose different foods for these meals.</p>
8 th June	<p><u>FRUITS</u></p> <p>During this week we will be looking at a selection of different fruits. The children will have the opportunity to taste a range of fruits and talk about whether they like or dislike them. We will be making a fruit smoothie to taste. Our focus story this week will be "Oliver's Fruit Salad"</p> <p>Letter of the week - O for Oliver and orange</p> <p><u>Helping your child's learning</u></p> <p>Talk with your child about the different types of fruit that they like and how they grow. Perhaps you are growing some fruits of your own, such as strawberries that they could watch grow.</p>
15 th June	<p><u>POPCORN</u></p> <p>This week we will be making and tasting some popcorn. We will talk about it as a 'healthy snack' without the salt or sugar added. The children will make a popcorn box and decorate it. We will begin to think about foods as those we should eat lots of and those that we should only eat a little of (healthy eating).</p> <p>Letter of the week - K for kernel</p> <p><u>Helping your child's learning</u></p> <p>Talk about different healthy snacks and encourage your child to try some new ones!</p>
22 nd June	<p><u>MILKSHAKE</u></p> <p>The children will have the opportunity to make and taste a 'fresh fruit' flavoured milkshake. We will be thinking about where milk comes from and why it is good for us. Our focus story this week is "Olive's Milkshake."</p> <p>Letter of the week - Y for yummy!</p> <p><u>Helping your child's learning</u></p> <p>Talk about other things that you can make with milk.</p>

29th June

VEGETABLES

This week we will be looking at different vegetables, the children will be able to chop and taste them. We will talk about different vegetables and how they grow and even use some for some printing.

Our story this week will be "Oliver's Vegetables." Letter of the week - V for vegetable

Helping your child's learning

Talk about the different vegetables that you eat at home and look around the shops to find different ones. Perhaps get your child to try one or two!

6th July

BISCUITS

During this week we will be making biscuits. The children will learn about different 'ingredients' and how they combine by mixing. They will find out that a healthy diet includes biscuits, but that they are something that we should only eat a little of. We will incorporate the message of handwashing before and after cooking and before eating.

Letter of the week - X for mix

Helping your child's learning

When you are cooking at home, talk about the different things that you do to prepare food i.e. mix, stir, cook, knead, chop, etc.

13th July

PICNIC

This week we will be saying our goodbyes with a picnic. We will think about all the fun times that we have had in Duckling Class and look forward to our new beginnings in

Reception. Letter of the week - L for lolly

Helping your child's learning

Thank you for all your support with your child's learning throughout the year.

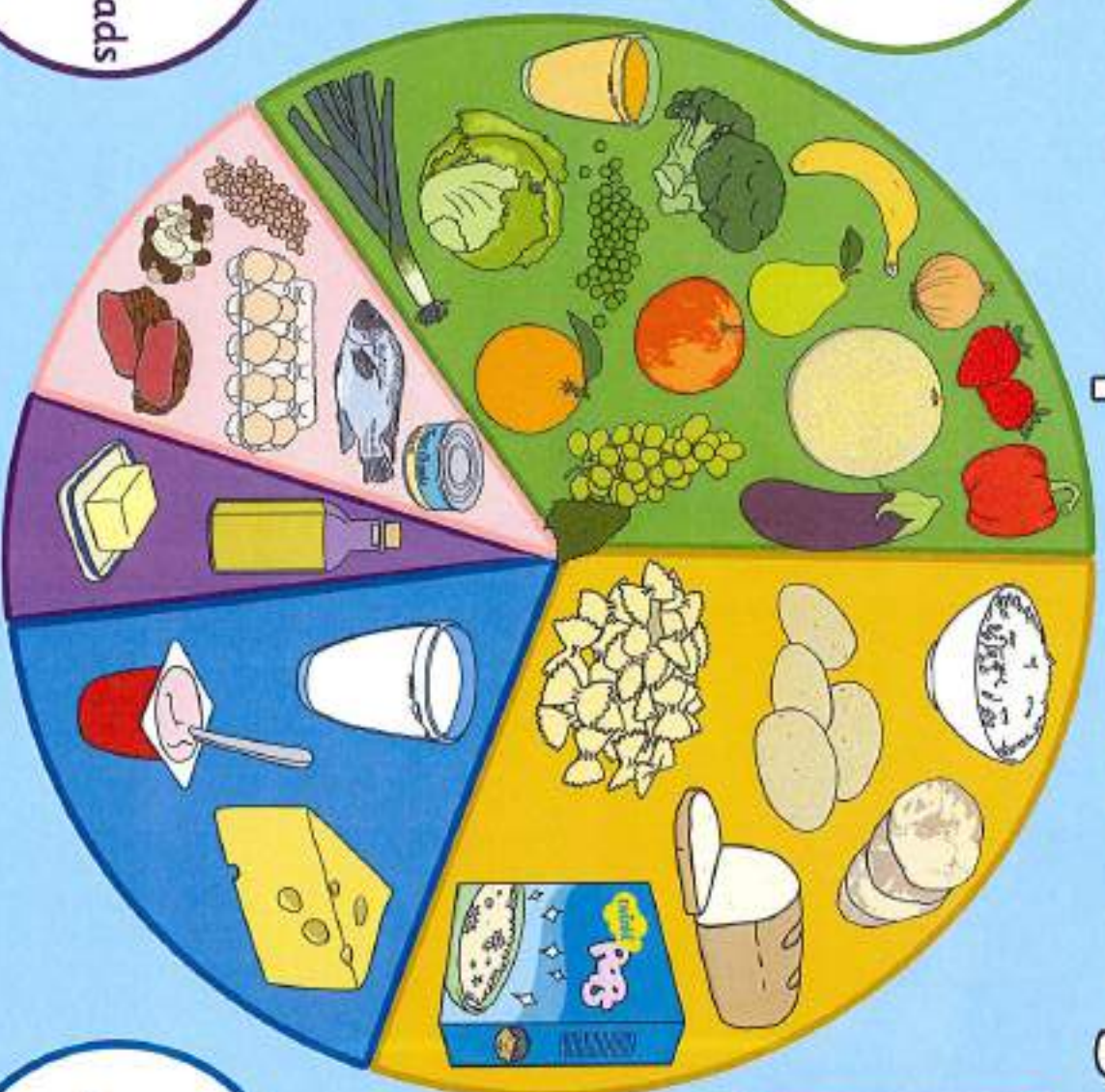
Have a lovely holiday!

Food Groups Matching Game

Fruit and Vegetables

Beans, Pulses,
Fish, Eggs,
Meat and
Other Proteins

Oils and Spreads



Food and Drinks
High in Fat
and / or Sugar
Eat less often and in
small amounts.

Bread, Rice,
Potatoes and
Pasta and Other
Starchy Foods

Dairy and
Alternatives

Potatoes, bread, rice, pasta and other starchy carbohydrates group



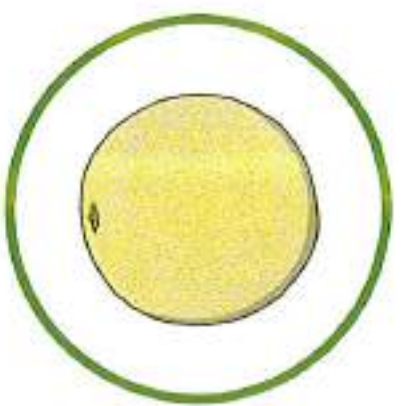
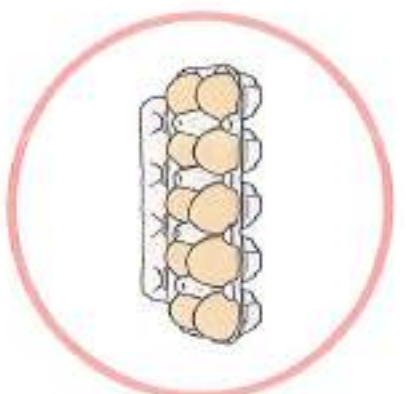
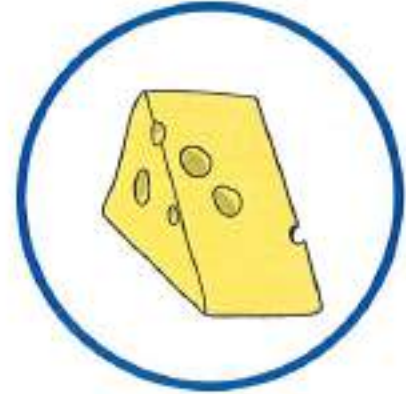
Beans, pulses, fish, eggs, meat and other proteins group



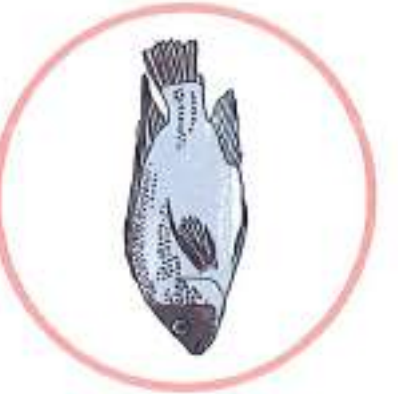
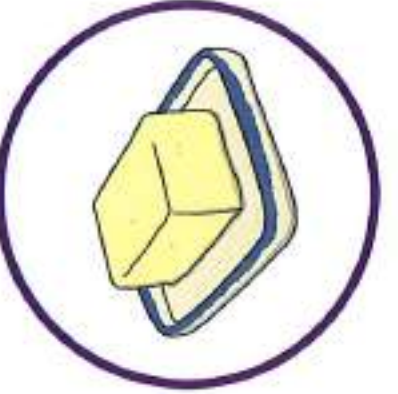
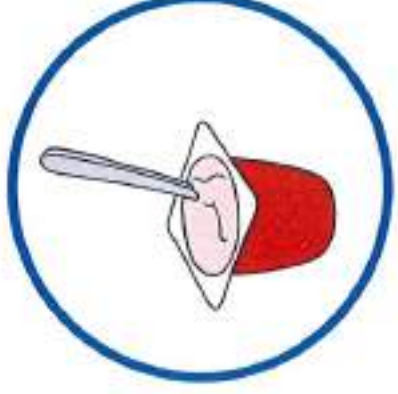
Dairy and alternatives group



Food Groups Matching Game



Cut out and place these in their correct places according to the food group they belong to.



Dairy

Fruits

Vegetables

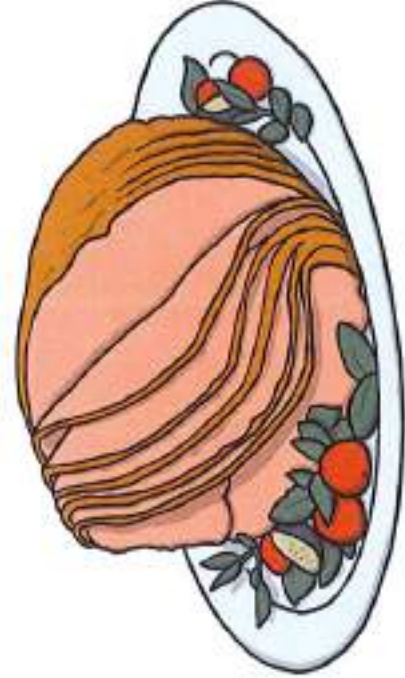
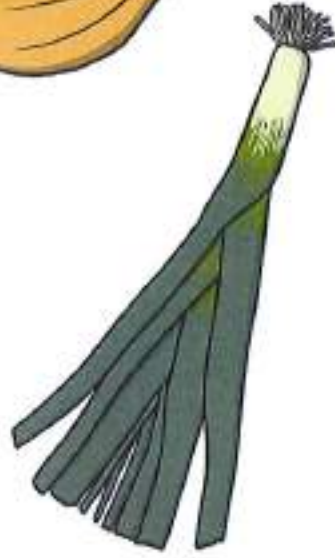
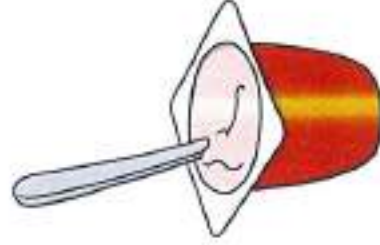
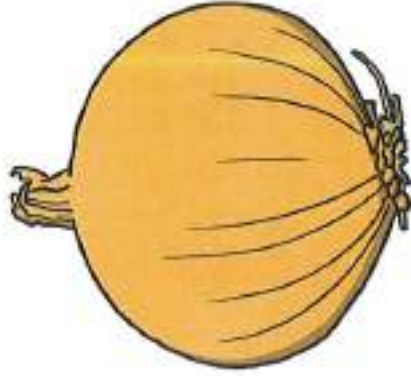
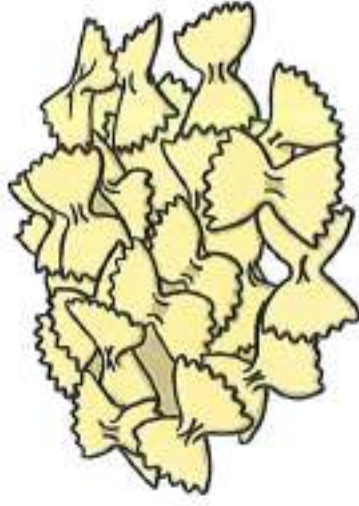
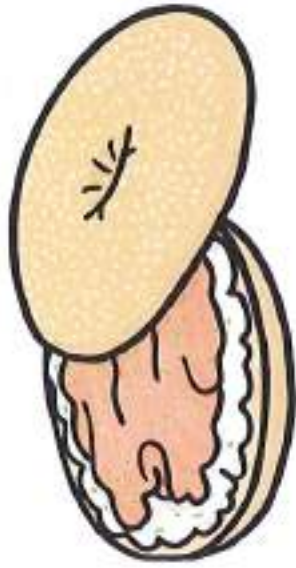
Meat

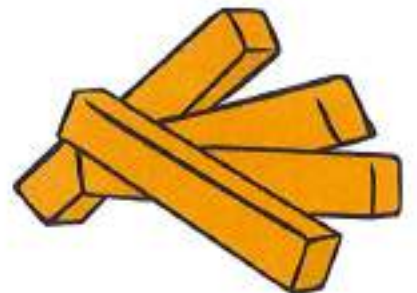
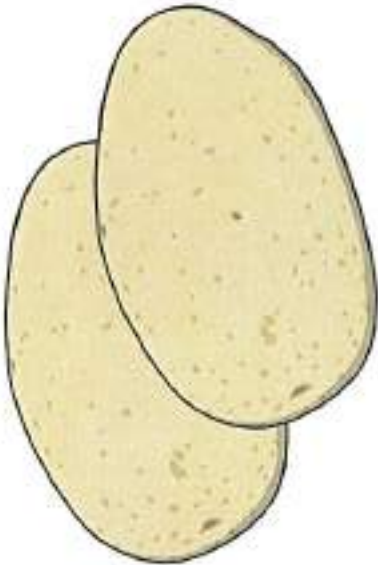
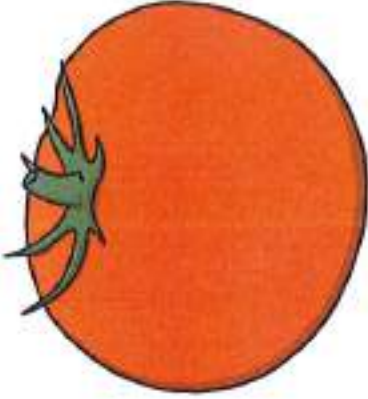
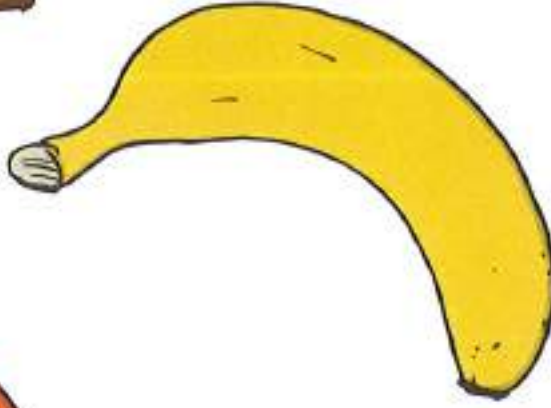
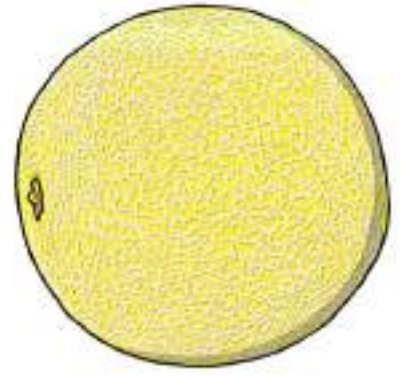
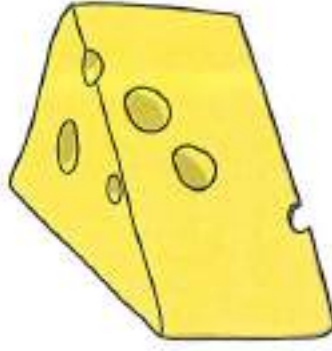
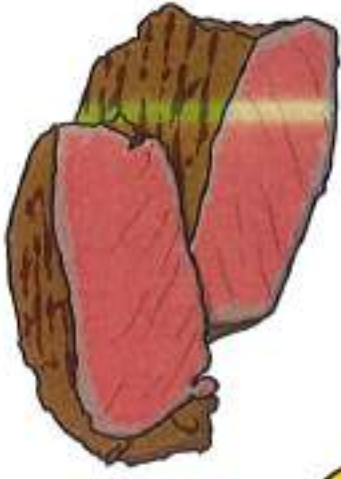
Grain

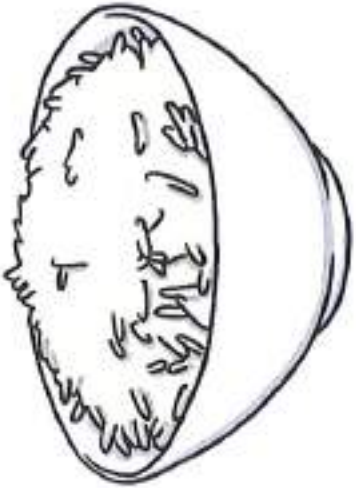
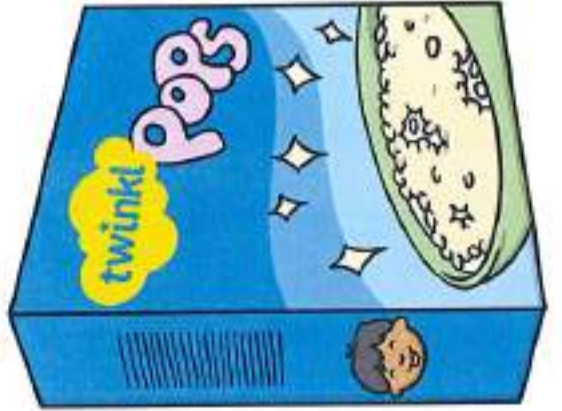
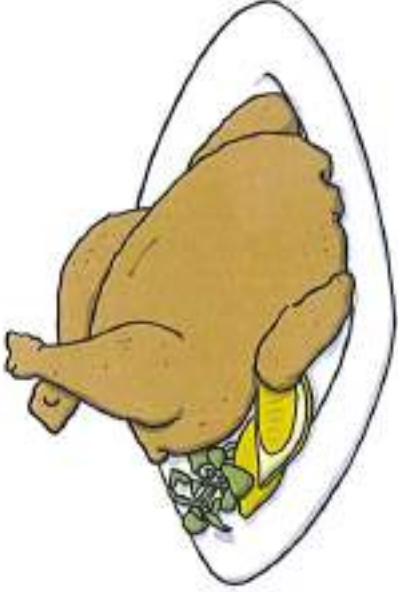
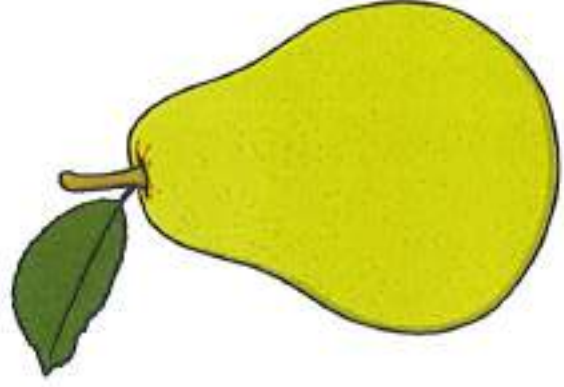
Fats

Sugars

Can you cut out the different foods and put them in the right group?
What other foods can you add into the groups?







Healthy eating is all about balance, meaning that there are no good or bad foods and all foods can be included in a healthy diet as long as the overall balance of foods is right. All foods provide energy and nutrients and it is achieving the correct intake of those nutrients that is important for health.

No single food contains all the essential nutrients the body needs to be healthy and function efficiently. For example, dairy products such as milk and yogurts are great sources of calcium, but they are a poor source of vitamin C, citrus fruits are good sources of vitamin C, but they do not provide any iron.

The Guide is divided into five food groups. It shows the types of foods that fit into the five food groups and the proportions of these foods that should be eaten from each group.

More foods should be eaten from the *Potatoes, bread, rice, pasta and other starchy carbohydrates* group and the *Fruit and vegetables* group compared with the *Beans, pulses, fish, eggs, meat and other proteins* group and *Dairy and alternatives* group. Small amounts of oils and spreads can be included in a healthy diet.



Foods high in fat, salt and sugars are not needed in the diet. If these are consumed, it should be infrequently and in small amounts.

It is not necessary to achieve the Eatwell Guide balance at each meal but it should be applied to food eaten over a day or even a week. The amounts that should be consumed will vary depending on energy needs (based on age, sex and physical activity levels). Dishes containing more than one food can also fit into the model. For example, a pizza has a dough base with toppings. The dough base counts as a starchy food so having a thick base is a good idea. If the pizza is home-made the topping could be made with a reduced fat cheese or less cheese and more tomato and a side salad could be included to increase the amount of vegetables eaten.

Key message

The key message from the Eatwell Guide is that having a balance and variety of foods in the diet is important for health. Aiming to achieve this balance every day is a sensible and practical approach, although it is not necessary to achieve it at every meal occasion. Choosing different foods from within each group is also important as this adds to the range of nutrients consumed, as well as variety to the diet.

Fruits and vegetables

Eating at least five portions of fruit and vegetables every day is recommended for health. All fruits and vegetables count towards 5 A DAY except for potatoes. Fruits and vegetables can be fresh, canned, dried, frozen or juiced.

Fruits and vegetables are low in fat and high in fibre, so help to provide us with a range of important nutrients without exceeding our energy requirements. We need fibre in our diet to help us maintain a healthy gut.

They also contain vitamins and minerals – the main ones being vitamin C, vitamin A and folate. Some fruit and vegetables are higher in some vitamins and minerals than others, e.g. bananas are high in potassium, whereas dried apricots are high in iron. This is why it is important to eat a range of fruit and vegetables rather than having the same ones all the time.

Top tips:

- Choose fruit or chopped vegetables as a snack.
- Add dried or fresh fruit to breakfast cereals. (To reduce the risk of tooth decay, dried fruit is best enjoyed as part of a meal, not as a between meal snack.)
- Have a salad with sandwiches or with pizza.
- Add vegetables to casseroles and stews and fruit to desserts.
- Try to eat different fruits and vegetables every day.



Potatoes, bread, rice, pasta and other starchy carbohydrates

Foods from this group should make up a third of the food we eat and be included at each meal. They provide energy in the form of starchy carbohydrates. Eating more starchy foods such as bread, potatoes, rice and pasta helps to reduce the amount of fat and increase the amount of fibre in the diet. Wholegrain and higher fibre versions should be included to increase fibre intake, which helps keep the gut healthy.

Potatoes, yams, plantains and sweet potatoes fall into this group, rather than fruit and vegetables, because they contain starchy carbohydrates.

- Base your meals around foods from this group.
- Choose wholegrain or higher fibre versions of foods such as bread, pasta and breakfast cereal.
- Avoid frying or adding too much fat to these foods



Dairy and alternatives

These foods provide calcium and are important in the diet for helping maintain healthy bones and teeth. These foods should be eaten in moderate amounts every day.

A serving of milk is a 200ml glass, a serving of yogurt is a small pot (150g), a serving of cheese is 30g (matchbox size). Choose lower fat and lower sugar options, such as semi-skimmed milk, low fat yogurt and reduced fat cheese.

- Choose low fat milk, i.e. semi-skimmed or skimmed milk.
- Choose low fat yogurts and reduced fat cheeses.



Beans, pulses, fish, eggs, meat and other proteins

These foods provide protein for growth and development and minerals such as iron, zinc and magnesium and also B vitamins. Leaner cuts of meat and lower fat versions of these foods should be eaten in moderate amounts every day.

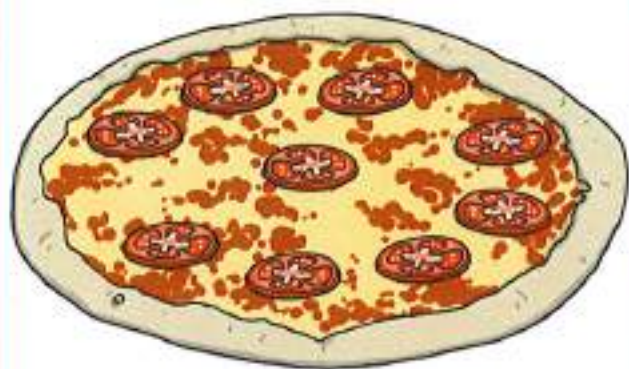
Visible fat and skin should be trimmed from meat and poultry, and cooking methods that do not add fat should be used, e.g. grilling, baking, steaming or poaching instead of frying. This helps to reduce the amount of saturated fat in the diet.

It is recommended that fish is included in the diet at least twice a week and that at least one of these is an oily fish, e.g. salmon, trout, mackerel or sardines.

Other sources of non dairy protein include nuts, tofu, mycoprotein, textured vegetable protein (TVP), beans such as kidney beans and canned baked beans, and pulses such as lentils.

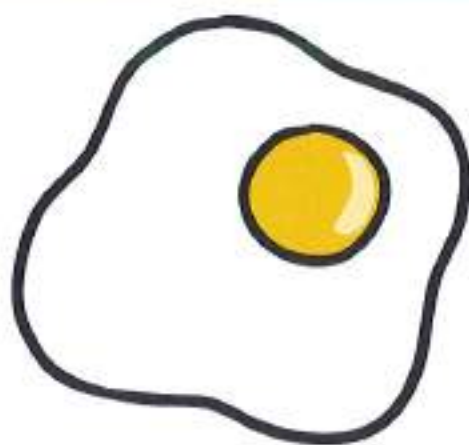
- Choose lean cuts of meat.
- Cut visible fat including skin from meat and poultry and drain away fat after cooking.
- Try to grill, poach, steam, bake or microwave meat and fish rather than frying.
- Eat two portions of fish a week, one of which should be oily.





pizza

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egg

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croissant

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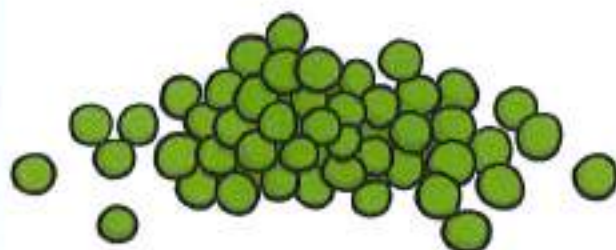
baguette

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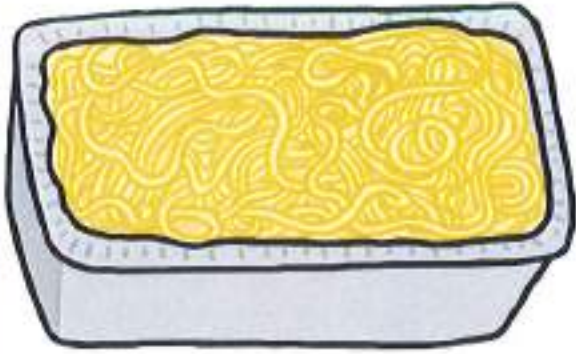
beans

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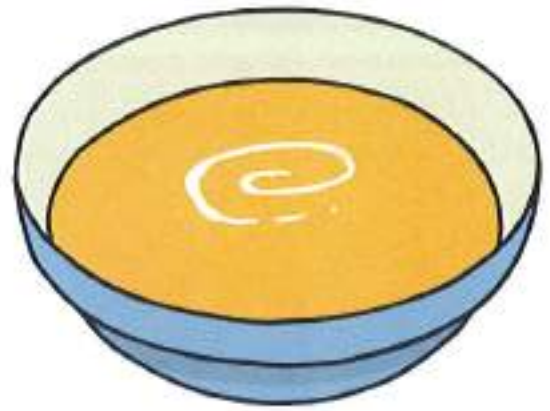
peas

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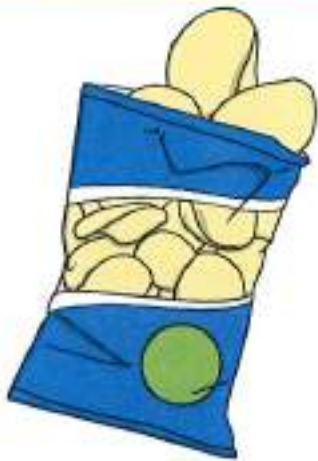
noodles

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soup

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crisps

twinkl.co.uk



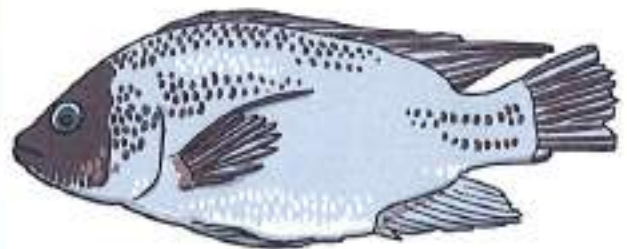
bread

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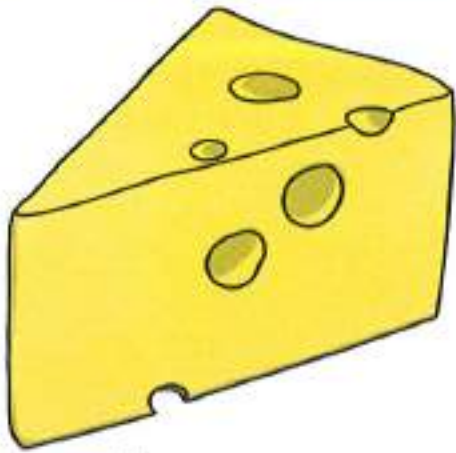
fish and chips

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fish

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cheese

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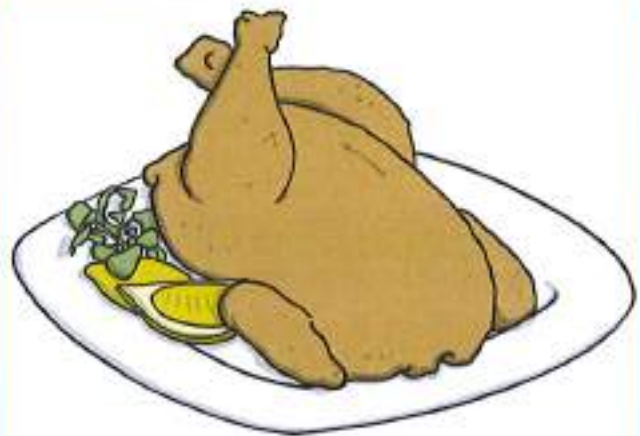
curry

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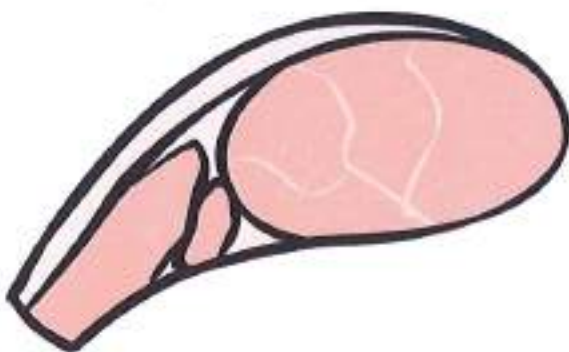
sausage

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chicken

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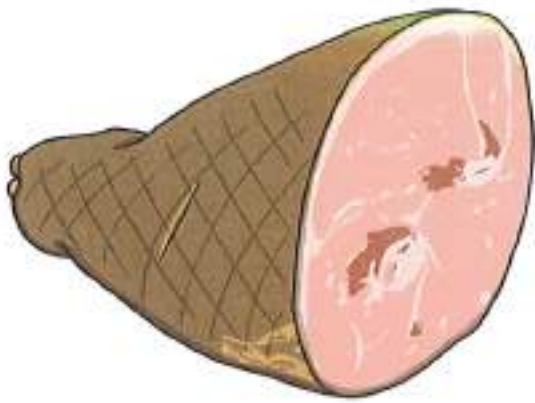
bacon

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broccoli

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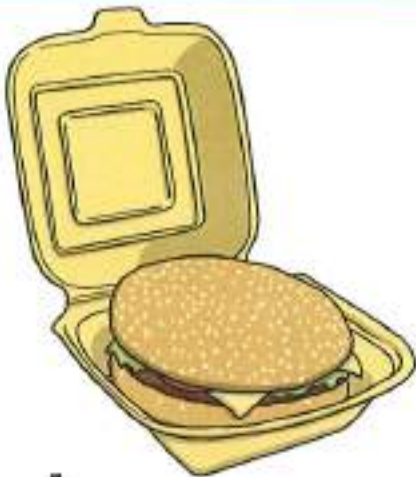
ham

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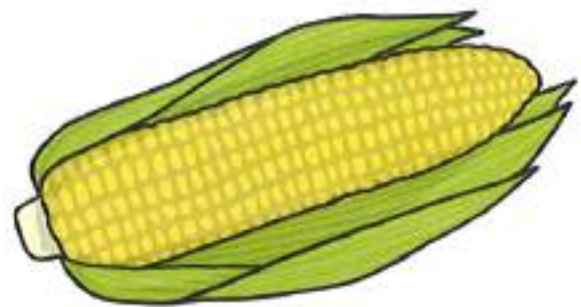
pie

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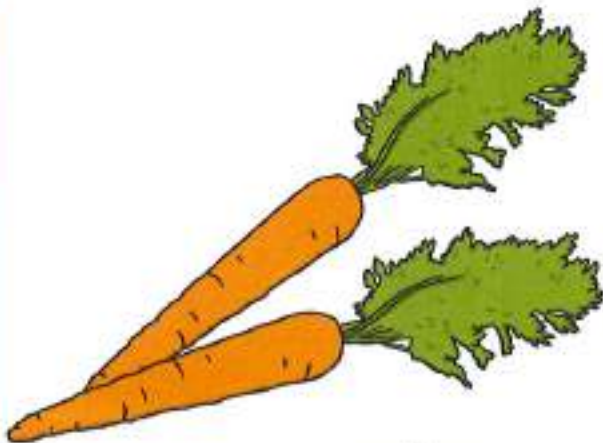
burger

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sweetcorn

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carrots

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sprouts

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Fun Food Faces



Aa



avocado

Bb



bagel

Cc



carrot

Dd



date

Ee



egg

Ff



flour

A-Z

Gg



gooseberry

Hh



ham

Ii



ice lolly

Jj



jam

Kk



kiwi fruit

Ll



lentils



Mm



milk

Nn



noodles

Oo



orange

Pp



potato

Qq



quince

Rr



rice

Ss



salmon

Tt



tomato

Uu



ugli fruit

Vv



vinegar

Ww



water

Xx



xigua

Yy



yogurt

Zz



zest

Food

I Spy and Count to 20 Checklist

Count the number of each type of food and write the numeral in the box.

tomato



carrot



cucumber



broccoli



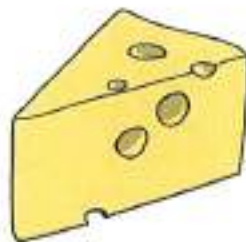
yoghurt



rice



cheese



strawberry



fish

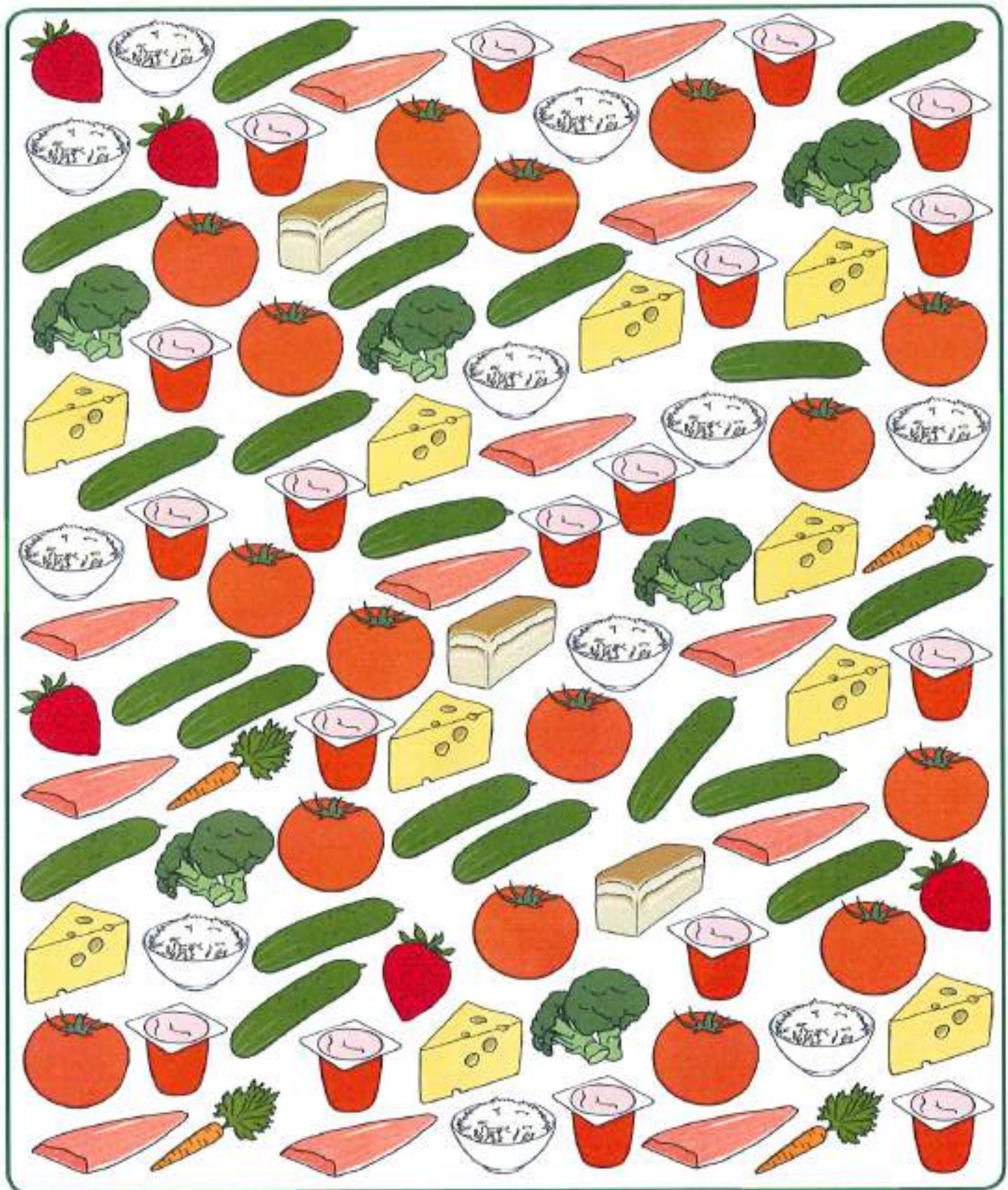


bread



Food

I Spy and Count to 20



The Journey to Cursive: The Letter 'p'

Suggested Order

The letter 'p' should be taught as part of a series of lessons, which links to the family it belongs to - the 'one-armed robot' family. Ideally, it would be taught as the sixth letter in the series (n, m, h, k, b, p, r).

Ready to Write

1 Let's Get Ready to Write!

Early Learning Goal - Children handle equipment and tools effectively. Children recognise and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Children show good control and co-ordination in large and small movements.

Playground Play - Children use playground to practice a variety of movements. In develop their hand strength and manipulation skills.

Use the **Trick for Pencil Grip Sheet** for the song lyrics on the Lesson Presentation to model and demonstrate how to complete a series of fine motor exercises. Give support to children as and when required.

2 Forming Letter Families

Top 1 - Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower case letters in the correct direction, starting and finishing in the right place. Understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways and to practice these).

Introduce the letter name and the sound (phoneme) of the letter 'p'. Show the animation of how to form the lower case letter 'p'. Ask children if they know which letter family the letter 'p' belongs to? Explain that the letter belongs to the one-armed robot family (n, m, h, k, b, r). Children practice air writing the letter shape 'p' with their preferred hand. They could also practise air writing on the table, on body parts or on a friend's back, where appropriate. Make large and small letter shapes. Remind children of the correct post/penal grip using the Lesson Presentation prompts or the **How to Grip a Writing Tool Poster**. Remind them of the appropriate seating position and posture for good handwriting using the visual prompt on the Lesson Presentation or use the **Left Lark Ready to Write Poster**.

Remind the children how to position their paper correctly. Model how to complete the first part of the Letter 'p' Activity Sheet.

Children practice writing the letter 'p' using the Letter 'p' Activity Sheet.

The children could also complete the Letter 'p' Extra Practice Activity Sheet.

Gross Motor Warm-Up

Cart Ups Children need to use a PE or roll mat in a small floor space. Children lie on their backs with their knees bent at right angles and their feet flat on the floor. Slowly, children slide both hands up their legs to touch their knees whilst raising their head off the floor at the same time. Ensure children do not lift up their head too quickly. Can children do five cart ups?

Fine Motor Warm-Up

Stretch and Squeeze (Finger Push-Ups) Children touch their fingertips on both hands together in front of them to create a triangle shape. Slowly they draw their fingertips downwards to make a butterfly shape. Children press their fingertips in and out as though their fingers are doing a mini push-up.

3 Positioning & Pre-Cursive

Top 2 - Form lower case letters of the correct size relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters.

Show the children how the letter 'p' is formed on the Lesson Presentation. Discuss how the stick of the 'p' needs to touch the bottom line because it is a descender (long letter). Explain that the letter 'p' has a tricky bottom flick that will be used to join it to other letters. Show the children the animation of how the letter 'p' has a flick that comes from underneath the letter's body, which is sitting on the baseline.

Remind the children of the correct seating position, post/penal grip and how to position their paper correctly using the Lesson Presentation.

Ask the children to look at the other descenders (q, g, y and f) and how all of these letters touch the bottom line of the guidelines. Discuss how they will be writing words that begin with 'p' but also contain other descenders. Emphasise the need to add in the tricky bottom flick to every 'p' that will begin to join their letters. Children practise writing words containing the letter 'p' and other descenders on the **One-Object Descenders Activity Sheet**.

4 Joining Letters

Top 3 and 4 - Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Explain to the children that they will be learning about joining from the letter 'p' using a tricky bottom letter join formed on the baseline before flicking diagonally to the subsequent letter. Look at the Lesson Presentation, which demonstrates joining the 'p' to anticlockwise letters (q, r, s, t). Ask the children to use their major hand fingers in the air to follow each two letter joining pattern. The children will need to practice stopping their post/penal and going back underneath the body of the 'p' before forming a diagonal flick. The children will then need to practise stopping their post/penal when they have reached the top of the following letter and reversing their hand direction to form the anticlockwise movement.

Remind the children of the correct seating position, post/penal grip and how to position their paper correctly using the Lesson Presentation. The children then complete the Letter 'p' Activity Sheet, which practices joining the letter 'p' using the tricky bottom join to anticlockwise letters.

The children can then use the Letter 'p' Maze Joining Practice Activity Sheet to practise more tricky bottom diagonal joins from 'p' within commonly confused homophone words.

5 Increasing Fluency, Style & Speed

Top 5 and 6 - Write legibly, quickly and with increasing speed by choosing the writing implement that is best suited for a task.

Show the children how the letter 'p' is formed on the Lesson Presentation, and that they will be writing different words beginning with 'p' from the Year 5/6 spelling list for different purposes. Remind the children of the correct seating position, post/penal grip and how to position their paper correctly using the Lesson Presentation.

The children complete the Letter 'p' Writing Styles Activity Sheet when they write each KS1 common exception word for three different purposes (using different writing tools if they wish). Then, they should discuss with a partner which style of writing they found most suitable for the different purposes.

The children could also complete the Fluency, Style and Speed Practice; The Letter 'p' Activity Sheet.

Assessment Activities

Step 3 - Can children explore the playground and complete the different activities both support/independently? Can they make their own playground shape?

Step 2 - Can the children form the letter shape 'p' appropriately, starting and finishing in the correct place? Ask the children to put a 'p' next to the favourite letter 'p' shape that they have written?

Step 3 - Can the children add the tricky bottom flick that will begin to join their 'p' to other letters? Can they make all of the sticks/tops of their descenders touch the bottom line?

Step 4 - Can the children join the letter 'p' to other letters using a tricky bottom join? Can they join accurately and consistently with a diagonal flick from the baseline to anticlockwise letters?

Step 5 - Can the children discuss whose different styles of writing may be more suitable for different purposes?



1.6.20 - Summer 2 week 1 - Ideas for Maths and Literacy

Maths - Please remember to count daily up to 20 or beyond if your child is able. Counting can be fun, count as you go upstairs, count how many jumps you can do without stopping, count the cutlery as you lay the table, count fruit, count plants, count toys etc.

1. Make a simple tally about favourite party or picnic food. To do this you will need to choose up to six different items with your child that they might like to have at a party or picnic and then ask as many people as you can in your family to say which is their favourite. I have made a simple tally chart to show you a simple way to do this. When you have your information then add up and see which was the favourite item, which was the least favourite. Were there any foods that no one chose?

As an extension you could show your child how to present this as a simple block graph, that they could help to either stick onto or colour in. Here is mine as an example.



2. Make a food sorting activity. You will need 3 paper plates or 3 circles cut from paper (You could use plates that you already have at home). Label one breakfast, one lunch and one dinner. You could draw some different foods for your child to sort or cut some from magazines. If you want to you could get real foods out from your cupboard and use these to sort with. Your child might have some plastic play food that you could use.

Can your child sort the foods into the different mealtimes? Some foods might be able to go in more than one mealtime, but that is a good talking point. Here is a picture of mine



Literacy - Please get children to write their names every day if possible. They can trace over your writing, copy their name from one already written for them, or write their name independently. Please try to encourage correct letter formation. Putting a dot in a different colour to show where the letter begins is often helpful.

These are the letters we have already had as letter of the week.

s, t, r, m, c, h, a, n, f, d, e, w, g, u, b, i, p

We have been following the Phase 1 part of Letters and Sounds which is our Phonics teaching. (Jolly Phonics helps us to teach phonics in school too).

We have now completed phase 6 of Letters and Sounds and can begin phase 7

Phase 7 Oral blending and segmenting (To develop oral blending and segmenting of sounds in words)

1. Oral blending

It is important that the children have plenty of experience of listening to adults modelling segmenting and blending skills. When you are talking to children you could try and use some of these ideas 1.

It is time to get your c-oat coat

Touch your t-ee-s toes

Who can touch their f-ee-t feet

Try to use single syllable words initially for oral blending.

2. Picnic or party food list

Get your child to write a simple list of food for a party or a picnic.

Talk about how a list usually goes down a page.

Your child could decide which food they want to write/no more than 5 items.

You could then write the words for your child to copy, one at a time or write them for your child to overwrite if they find that too tricky.