

Problem Solving Reasoning & Numeracy Reception Class

Our focus this week is the:

Language of addition and subtraction

Language to develop and consolidate an understanding of is:

Addition

add, plus, more, more than, greater

Subtraction

subtract, minus, take-away, fewer, less than

We will consolidate our understanding of these functions by constructing, designing and decorating a group game based on a favourite story, eg Rapunzel.

We will draw a numbered path from one area of the board to another. Certain numbers on the path will be coloured to indicate that a card should be drawn and the instructions followed. We will then devise an individual 'addition' and 'subtraction' card using appropriate language and symbology, eg '+2\plus two\add two and -2\minus two\take-away two\subtract two and equals\makes\altogether'. We will then play and share our games in class.

Please play board games, such as Snakes and Ladders, at home. This will help develop your daughter's understanding of addition and subtraction, counting on, counting back and number bonds.

On-going: **COUNTING**, recognising and learning to write the **Days of the Week, Months of the Year** and **Seasons**.

We will learn to say use the number names in order in familiar contexts e.g. number rhymes, songs, stories, counting games and activities.

We will continue to focus on the formation of numerals 1 to 20 and beyond.

On-going: Counting on from a given number and saying what is '1 or 2 more' and counting back from ten and twenty. We will also look at number patterns and relationships when counting in twos and tens.

On-going: Development of a full understanding of Number Bonds to 10, eg 'How many ways can you find to make 5?'

NB. Please ensure that there is a progression in developing your daughter's understanding of number bonds, ie "How many ways can you make 1? How many ways can you make 2?" Practical exploration with ordinary household objects is paramount before using symbology eg "I have 1 spoon. How many more spoons do I need to lay the table for 4 people?"

Communication, Language & Literacy – Reception Class

Our theme this half-term for discussion is **STORIES**. We will look at Stories from around the world, with a particular focus on Africa. We will think about the characters and plots in stories and discuss what makes a good story.

Our focus for the next three weeks is on writing an individual African Animal adventure. We will write a draft and then a final copy for making into a book. We will draw pictures to accompany our story and design a front cover and title. We will develop our understanding of the terms author and illustrator.

On-going :- Daily phonic reinforcement – phonemes, alphabet letter names and letter sounds and ng, nk, th, sh, ch, qu,

ay - ditty: "May I play?", igh- ditty: "Fly high." ee – ditty: "What can you see?", oo – ditty: "Poo at the zoo", oo – ditty: "Look at a book."
ir – ditty: "Whirl and twirl."

oy ditty: "Toy for a boy."

We are continuing to **develop** our sight recognition of the high frequency words. Please also try to help your daughter learn to write these. The correct formation of individual letters, coupled with a quick mental and written recall, will aid your daughter's literacy development.

I a am and the like said cat dog here can play we to went my go going mum
dad away day no on is see get yes are all me you
in up big come look going they are
at for he it of she was
other, mother, brother, because

Reading will be delivered through books sent home. (These will be changed twice weekly). Read Write Inc texts and other texts are delivered in class.

Your daughter also has a Word List in her bag to aid in the development of her sight reading. Additionally, once she is secure in forming and writing all her individual alphabet letters correctly, please help her to learn to spell and write them.