

Learning in the

Our curriculum must make our children smile because it will...

Start with the child at the heart of all our decisions

Motivate our children

Inspire and **I**nclude our children

Love of learning

Enthuse our children



Early Years Foundation Stage

Home Learning Environments- Parent Booklet

Torpoint Nursery and Infant School

We teach the letters in groups of letters following the same starting point.

c o a g d q e f s

r n m p h b

i t l u y j

v w x z k



We use rhymes linked to our phonics to help support correct letter formation.

a	Round the apple and down the leaf	n	Down Nobby, over his net
b	Down the laces to the heel, round the toe	o	All around the orange
c	Curl around the caterpillar	p	Down his plait and around his head
d	Round his bottom up his tall neck and down to his feet	q	Round her head, up past her earrings and down her hair
e	Cut off the top and scoop out the egg	r	Down his back, then curl over his arm
f	Down the stem, and draw the leaves	s	Slither down the snake
g	Round her face down her hair and give her a curl	t	Down the tower across the tower
h	Down the head to the hooves and over his back	u	Down and under, up to the top and draw the puddle
i	Down his body and a dot for his head	v	Down a wing, up a wing
j	Down his body curl and dot	w	Down up down up
k	Down the kangaroos body, tail and leg	x	Down the arm and leg and repeat the other side
l	Down the long leg	y	Down a horn up a horn and under his head
m	Down Maisie, over the mountain over the mountain	z	Zig-zag-zig

The sounds we teach and how we pronounce them.

Remember children should not add a 'u' sound after saying the letter sounds, it needs to be the pure sound.

These first sounds should all be stretched slightly. Try to avoid saying uh after each one: e.g. /mm/ not muh, /ss/ not suh,

m - mmmmmountain (keep lips pressed together hard)

s - ssssssnake (keep teeth together and hiss - unvoiced)

n - nnnnnnet (keep tongue behind teeth)

f - ffffflower (keep teeth on bottom lip and force air out sharply - unvoiced)

l - lllllleg (keep pointed curled tongue behind teeth).

r - rrrrrrobot (say rrr as if you are growling)

v - vvvvvvulture (keep teeth on bottom lip and force air out gently)

z - zzzzzzigzzzzzag (keep teeth together and make a buzzing sound)

th - thhhhank you (stick out tongue and breathe out sharply)

sh - shhhh (make a shhh noise as though you are telling somebody to be quiet!)

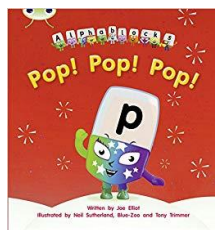
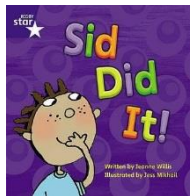
ng - thinnnnngg on a strinnnnngg (curl your tongue at the back of your throat)

nk - I think I stink (make a piggy oink noise without the oi! nknknk)



Reading top tips...

- Keep is short and successful- a good 5 minutes is better than a half an hour battle!
- Use lots of praise and write a comment in the red reading record.
- In books with no words-
 - encourage the children to talk about the pictures
 - ask them questions
 - correct their language and model speaking in grammatically correct sentences
 - get them to predict what will happen next
- In books with words- encourage the children to use their 'pointy finger' to point to each sound and then blend the word. You can support by saying the sounds again a bit faster as that will aid blending.
- Give the children time to think! Let them repeat the sounds again as that will help them to blend.
- Tricky words are listed at the front of the red reading records- play games seeing how many they can get right, make it a challenge! Then support them to find them in their reading books.
- We do not set homework so we expect children to read every night; this will really help them to make progress. Fluency, confidence and understanding will increase when the book is repeated a few times- practise makes perfect!



We also use rhymes to help us correctly form numbers.

<p>Around and round and round we go, When we get home we have a zero.</p>  <p>Click for the pencil Click green for go!</p>	<p>Start at the top and down we run, That's the way to make a one.</p>  <p>Click for the pencil Click green for go!</p>	<p>Around and back on a railway track, Two, two, two!</p>  <p>Click for the pencil Click green for go!</p>	<p>Around the tree and around the tree, That's the way we make a three.</p>  <p>Click for the pencil Click green for go!</p>
<p>Down and along, down once more, That's the way we make a four.</p>  <p>Click for the pencil Click green for go!</p>	<p>Down and around then a flag on high, That's the way to make a five.</p>  <p>Click for the pencil Click green for go!</p>	<p>Down we go and make a loop, Number six makes a hoop.</p>  <p>Click for the pencil Click green for go!</p>	<p>Across the sky and down to Devon, That's the way we make a seven.</p>  <p>Click for the pencil Click green for go!</p>
<p>Make an 's' and do not wait! When it's joined up you have an eight.</p>  <p>Click for the pencil Click green for go!</p>	<p>Make a circle and then a line, That's the way to make a nine.</p>  <p>Click for the pencil Click green for go!</p>		

PD: Pouring and filling containers. **Maths:** Use the language of full and empty.

Writing: Mark making and writing orders when playing 'café'.

BI: Developing a story and role play scenario.



Maths: Matching pots and lids- sorting by colour, size etc.

UTW and PD: Encouraging children to join in with household chores e.g. washing dishes and dusting.

Café role play
Maths: recognising coins
Writing: menus and orders

Maths:
Measuring and
ordering by
length.

Maths: Making 2D
shapes.

Maths: Building
3D structures.

Maths: Play pick up
sticks and count
the total number of
sticks you win.



UTW: Make
homes for
insects in
your garden.

EAD: Painting
with natural
materials.

Reading: Create
stick puppets
and retell
stories.

Writing: Use sticks
to write letters,
numbers and names
in mud.

Maths: Practice careful and accurate counting.

Maths: Add numbered stickers to the cars and order them correctly from 1-10

Maths: Have a car race and measure the distance each car travels.

Reading/ BI: Create a story map/ car track and tell the story as the car travels along its journey.



BI: develop different scenarios based on real life experiences- trip to the garage, shops etc.

Reading: CVC word blending- adding lettered stickers to the cars.

Reading: Tricky word parking spaces.

Physical: developing fine and gross motor skills as children push and roll the cars.

UTW: Making cards as part of family celebrations.

Writing: Practicing name writing.

Writing: Giving meaning to marks as children draw.

Reading: Make a story map to record what your child remembers about a story you have shared.



Maths: Practicing number formation.

EAD: Create art work based on recent experiences- also encourage language.

Writing: Ask your child to make a shopping list in preparation for the weekly shopping trip.

Maths: Keep a tally chart of the different colour cars you see on a long journey.

BI: Encourage them to use their imagination in the park, perhaps they can be an ice-cream vendor giving out ice-creams to the children, or perhaps they can be a fire-fighter rescuing people from the climbing frame?!

Maths: Count the trees/ dogs/ birds.

PSED: If you visited a park, how did they feel on the swings, on the climbing frames and on other equipment they played on?



PSED: At the end of your trip, discuss what aspects of the walk they enjoyed.

UTW: Talk about why you must hold hands when walking by the road, and why you look for cars before crossing the road; when you arrive at the park, ask your little one to recount your journey, the landmarks that you passed and the route you took.

Communication: Play eye-spy as you walk to the park, see if your little one can give accurate clues describing what it is that they can 'spy'.