



### Our topic: Magic Time Machine

As always we teach in a holistic way so that all aspects of your child's education are covered. A strong element within this topic is history. We are encouraging the children to build and extend their sense of history. We explain history as 'things that have happened'. Earlier in the year we discussed how we all have our own history: all the things that have happened to us, all the things that we can remember. But things happened before they were born, how could we find out about these? We encourage you to talk with your child about what you can remember from your childhood, or if you have any older relatives, they could also talk about what life was like for them. If you have any old objects, pictures or stories you would like to share, we would love to find out more.

We will look at some different time periods to inspire their sense of historical wonder, looking at the recent past, then dinosaurs, the Stone Age, the Medieval period (castles and dragons etc) and what the future might hold.

### Maths

We will be covering the concept 0, how to make up the numbers 4 and 5 and the addition and subtraction facts linked to these, the idea of more and less, heavier and lighter, and the concept of capacity.

**Ideas for zero:** Use a box for a toy bus. Have cards 0-5 and help your child to put the correct number of toys in the box. Move toys on and off the bus exploring how many are there, and when it is empty there are zero toys there.

**Ideas for 4 and 5:** Collect five soft toys with similarities and differences, could also use toy cars. Have two areas to sort the toys into. Sort them into two groups. How many are in each group? How many are there altogether? Could you sort them in a different way? Could also have a teddy bears picnic and share out food for the toys? Who has fewer, more, the same? Is it fair, could we make them all have an equal/the same amount?

**Ideas for capacity:** Gather a selection of clear plastic bottles and place them in a tray, sink or bath. You could also use clear plastic cups or containers. Fill a jug or bowl with water. You may wish to colour the water using a little food colouring to make it easier to see inside the bottles. Encourage your child to explore filling the bottles. Your child could try pouring water into the bottles using a jug or they could fill the bottles by holding them in a sink or bowl of water. Talk about how full the bottles are with your child. Can they use the words empty, nearly empty, half full, nearly full and full to describe the bottles as they fill them?

Ideas for questions: What can you tell me about this bottle? Can you pour some water into this bottle so that it is half full? Can you make this bottle nearly empty? How? Which bottle is full/empty/nearly full? How do you know this bottle is nearly full? I think this bottle is nearly empty. Am I correct? Why? Why not? How can we change this bottle so that it is nearly full?

**Ideas for heavier or lighter:** With your child, find some objects to compare their mass. Get your child to hold one in each hand with their arms outstretched. Which one is heavier? Which one is lighter? Encourage them to bend towards the heavier one like a real scale. If possible you could also use scales to see if their prediction is correct.

## Phonics

Please hear your child read at least 3 times a week, or more if you can. Other activities to try are:

Can you play I spy with objects in a room? You could do it with the initial sound or the final sound.

Can you notice any words that rhyme? Can you find a word that rhymes with lots of others?

When reading a book together (that is beyond your child's reading capabilities), can your child notice any of the tricky words we have learnt so far (the, no, I, to, go, into) You could tape these words to your stairs, or have a word on a doorway of a room so that they see these often.

Play a game where you have to give each other instructions but with segmenting a key word in the instruction, like touch your f – ee – t. stand u – p

Choose a letter that they have learnt and see how many words they can think of that begin or end with that letter

Phonemes taught so far	Tricky words taught so far
S, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, h, f, ff, l, ll, ss	The, I, to, no go, into

Phonemes to be taught next	Tricky words taught so far
j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, oa oo, ar, ur, ow, oi, ear, air,	He, she, we, me, be, was, my, you, they, her, all, are, like, said, when, have, one, come, do, so, were, some, there, out, little, what

## Fine motor skills

In school we do 'Dough Disco', 'Drawing club' and will be starting 'Squiggle while you wiggle' to help with these skills (along with many other activities too). Fine motor skills are skills relating to manipulating objects and tools with their hands. Their little hands are still developing and need help to do so. Here are some activities that could help them: Picking up objects with tweezers. Threading items, like threading objects through a colander. Squeezing and rolling. Doing zips, knots and laces. Writing, painting, using a knife and fork.

### Gross motor skills:

This relates to their body sense at large as well as some specific muscles movements to help with fine motor skills. Climbing is a superb way of developing their skills. As is dancing and making sure their arms cross the midpoint of their bodies. Activities that encourage using their shoulders, like sweeping and throwing, will also help. Throwing, kicking and catching a ball use a variety of skills too. Catching balloons or lightweight scarves can help develop these skills too. Getting dressed themselves helps with all of the above too.

I have some additional sheets for phonics and maths activities if you wanted them. Just let me know.

If you have any ideas or suggestions for things you want us to cover, then please let us know too.

## Cuddles, giggles and adventures

I didn't want this to be too academic! So keep doing all of the wonderful things you have been doing to raise your wonderful children. They are a credit to you. Don't let all the pressures and worries push out the good stuff you do. Childhood is a precious thing, so make sure you enjoy it with them.

Sharing/making up stories, poems and songs, going on trips, playing games, family time are all vital. If you would like to share any of the lovely things you do, it will be a great opportunity for your child to speak about it with us and their peers. Please share these in person with us, via your home-school communication book or on Tapestry.