

Week 1

Literacy

Focus & Resources	Lesson Notes
<p>Lesson 1</p> <p>Focus</p> <ul style="list-style-type: none"> To review the alphabet – letter sounds and names <p>Resources</p> <ul style="list-style-type: none"> Alphabet Frieze Easy Learning Reading & Rhyme WES Reception English Activity Book 2 Individual letter and picture cards 	<ul style="list-style-type: none"> In this week you will be reviewing much of the work from Term 1 to make sure that your child remembers what was introduced and is confident with letter sounds, blending sounds to make words, segmenting words to start to spell words and reading some frequent 'tricky' words. <p>SPOT THE DIFFERENCE</p> <ul style="list-style-type: none"> As a 'warm up' activity, ask your child to turn to page 5 in Reading & Rhyme. He has to spot the differences between the two pictures. This is good practice in recognising differences between letters and words. <p>WORDS AND PICTURES</p> <ul style="list-style-type: none"> Take out the individual letter cards and all the picture cards (made from the Introduction Appendix last term). Spread out the picture cards on the table. Give your child the letter card for the initial letter of his name and ask him to find pictures starting with this letter and to put these in a pile with the letter. Continue with letters a, s, p, e, t, m, n following the same process so that he has piles of pictures for each letter. <p>STARTS WITH</p> <ul style="list-style-type: none"> Take out the English Activity Book and turn to the Activity Sheet 1. There are three activities based on the last letters introduced last term. Your child is asked to find the objects starting with the letter h. Let him complete this sheet and then continue with Activity Sheets 2 and 3. Check each one with him. <p>THE ALPHABET</p> <ul style="list-style-type: none"> Start by singing an alphabet song. This one has the British Z (although the letters shown are capitals). There are also a number of other ABC songs and activities. https://www.youtube.com/watch?v=TGHidmEKU44 Take a large sheet of paper and write the alphabet in capital letters across the page. Give your child the individual lower case letter cards and ask him to match each of these to the corresponding capital letter. Talk about which letters are the same both in lower and upper case. Put out the Alphabet Frieze made last term for reference.

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<p>Week 1 Lesson 2</p> <p>Focus</p> <ul style="list-style-type: none"> To review upper and lower case letters To review vowels in 2 and 3-letter words using known letters To practise handwriting <p>Resources</p> <ul style="list-style-type: none"> Easy Learning Reading & Rhyme Individual letter cards Alphabet Frieze 	<p>REVIEW ALPHABET</p> <ul style="list-style-type: none"> Give your child the individual letter cards. Challenge him to lay these out in alphabetical order. This is quite a hard job at this stage and if he is unsure, put up the Alphabet Frieze so that he can refer back to this. Ask him to tell you each letter name and letter sound. Some sounds have not yet been introduced individually (j, v, w, x, y, z) so only ask for the letter name of these – although your child may know the sound and tell you this without prompting. Talk about the fact that there is a capital letter and a small letter in each case. <p>USING VOWELS – TWO-LETTER WORDS</p> <ul style="list-style-type: none"> Give your child the letter cards for the five vowels and tell him that we call these five letters vowels. Talk about the fact that we can make a lot of words just with one of these letters and one other letter. Put out the consonant letter cards and let him choose cards to make two letter words with one vowel and one consonant. Write each word down on the whiteboard as he makes it so he can re-use the cards. Talk about which vowel can make the most two-letter words. Ask him to complete page 9 in Reading & Rhyme, finding the odd one out in each row. <p>THREE-LETTER WORDS</p> <ul style="list-style-type: none"> Remind your child that he made and read a lot of three-letter words last term using each of the vowels. Put out the vowels again. Spread out cards b, c, d, f, g, h, l, m, n, p, r, s, t. Give your child the letter card for a. Can he find two letters from the consonants on the table to make a word? Write the word down for him on the whiteboard. Put the letters back and let him make another word with the vowel a. Repeat this with each of the vowel cards, in each case writing the word on the whiteboard when he has made it. Let him make two or three words with each of the vowels.
<p>Focus & Resources</p>	<p>Lesson Notes</p>
<p>Week 1 Lesson 3</p> <p>Focus To review reading and making 3-letter (CVC) words</p> <p>Resources</p> <ul style="list-style-type: none"> WES Reception English Activity Book 2 Easy Learning English (EL English) Introduction Appendix <p>Week 1 Lesson 3 continued</p>	<p>REVIEW CVC WORDS</p> <ul style="list-style-type: none"> Talk about the fact that your child can read a lot of words with two consonants and a vowel in the middle. Turn to Activity Sheet 4 in English Activity Book. Ask your child to read the word pen – this should not be difficult. He then has to complete some activities including some handwriting practice. Ask him to think of any words that rhyme with pen. Let him continue with Activity Sheets 5 and 6. <p>FILL IN THE LETTERS</p> <ul style="list-style-type: none"> Turn to page 19 in EL English. Your child completed the top half of this and the next few pages last term. Now ask him to look at the bottom half of page 19 where he has to fill in the two missing letters in each word. Talk through what each of these should be and then leave him to write the letters in the spaces (don't worry about the handwriting). Talk about which vowel he is adding to each word and about which words rhyme. Ask your child to continue to complete the bottom half of pages 20, 21, 22 and 23. In each case identifying the vowel that is being used and talking about which words rhyme. <p>LANGUAGE GAME</p> <ul style="list-style-type: none"> There has been a lot of workbook activity in this lesson, so let your child choose a Language Game from the Introduction Appendix to finish.

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Focus & Resources	Lesson Notes
<p>Week 1 Lesson 4</p> <p>Focus To review characters from ORT story books and read a further story</p> <p>Resources</p> <ul style="list-style-type: none"> • Term 2 Appendix • Look at Me • Cards for tricky words (see Preparation) 	<p>BIFF, CHIP AND KIPPER – REVIEW CHARACTERS AND NAMES</p> <ul style="list-style-type: none"> • Cut out the picture and name cards for Kipper, Biff, Chip, Floppy, Mum and Dad from Resource Sheet L2 in the Term 2 Appendix (see <i>Preparation</i>). Spread the pictures out on the table on one side and the names on the other. Ask your child to tell you which picture is Kipper and find his name, then which one is Biff, match with her name and the same for Chip, Floppy etc. When all the pictures are matched with the names, ask him to tell you something about each character, based on the stories read last term. <p>TRICKY WORDS</p> <ul style="list-style-type: none"> • Put out the word cards for the tricky words introduced last term (see <i>Preparation</i>). See if your child can remember these and read them quite easily. If not, use the whiteboard and write some very simple sentences using these tricky words (such as Oh no Floppy! Biff and Chip. I see Kipper etc) and help your child to read these. It may be easier to read the tricky words in the context of a sentence. <p>LOOK AT ME</p> <ul style="list-style-type: none"> • Take out this story book and look at the front and back covers with your child. Help him to read the title. He has not been introduced to the letter cluster oo so prompt him with reading Look. He will need to remember it as it occurs all through the book. The word me is one of the tricky words from last term. Ask him what he thinks the story will be about – who is on the bike, who is running alongside? Look at the back. This tells us who is on the bike – was he right? • Look at the first page of the story together and ask your child to read the text. Can he remember look? This time it has a lower case l. <i>Why do you think Mum looks worried?</i> Turn to the next double page spread and ask your child to read the text on the first page (the same as the previous page). Help him to read the second page – can he guess what the last word might be? <i>What is the first letter?</i> He will need to remember this word as well so he needs to look carefully at it. <i>Why is Mum looking worried again? What do you think Floppy is thinking?</i> Turn to pages 4-5 and ask your child to read the text (it is the same as the previous pages). Talk about what Chip is doing and what might happen next. Turn on to pages 6-7. <i>Did you guess right? What has Chip done now and why is Mum looking very anxious?</i> Let your child read the text. Oh and no are tricky words that were introduced last term. • Look together at the last page and let your child read the text. <i>Who do you think is saying Look at me! now? What has happened to Mum? Do you think she will be cross with Chip?</i> <p>ALL ABOUT ME</p> <ul style="list-style-type: none"> • Talk to your child about how the story relates to him and your family. Does he have a bike or does an older brother or sister have one? If not a bike does he have a scooter or a balance bike? Does he enjoy riding this? Why does he think Chip is wearing a helmet? Does your child have a helmet – what is it like? Extend this discussion as appropriate.

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Focus & Resources	Lesson Notes
<p>Week 1 Lesson 5</p> <p>Focus</p> <ul style="list-style-type: none"> • To retell a story • To re-read Look at Me • To match words <p>Resources</p> <ul style="list-style-type: none"> • Look at Me • ORT Workbook 1a • Card to make Bingo word boards 	<p>LOOK AT ME</p> <ul style="list-style-type: none"> • Look together at this story again. Ask your child to tell you the story first of all and then to read the text. Talk about what happened in the story and which of the family was in the story. <i>Was Biff or Kipper in the story?</i> Ask your child which two new words he has learnt from this story – look and bike. Write each of these on the whiteboard and talk about ways to remember them – the initial letter of each for example, <p>ORT WORKBOOK</p> <ul style="list-style-type: none"> • Take out ORT Workbook 1a, which is based on the stories you will be reading this term. Read the first instruction together. Talk about what is meant by the <i>title</i>. What is the title of the book you have just been reading? Ask your child to copy the title from the story book – don't worry about the handwriting. Read together 'What begins with b?' Let your child identify the bike and colour it. There is not much room to draw things beginning with b so ask your child to tell you some things – he could draw one or two if he can find room. <p>MATCH THE SENTENCE</p> <ul style="list-style-type: none"> • Turn over to the next page in the workbook and explain what is needed. Look at the example together. Help your child match the other two pictures to the correct text in the story book. <p>WORD BINGO</p> <ul style="list-style-type: none"> • Let your child help you make 'bingo boards' for words he has learnt. If you are working with just one child, then make two boards each with 8 spaces. If you are working with two or more children, make 3 or 4 boards each with 6 spaces. The spaces need to be the size of the blank cards from the WES Resource Kit. Use the names of the ORT characters, your family and the tricky words identified in the last lesson. When you have made the boards, each take one, mix up the name and word cards in a bag. Take out one at a time, you child has to read the card and decide on which board it should go. The first player to cover all their words is the winner.

Week 1 Additional Teaching Points

Preparation

For this week you will need a number of resources which you used last term.

- Make sure the Alphabet Frieze with the lower case letters and capital letters below these is on your wall where it can be referred to frequently.
- You have the *Picture & Sound Cards* (picture on one side and lower case letter next to this) and also the individual *Picture Cards* (three for each letter) and *Letter Cards* (one of each letter). You will need these all during the term.
- Make sure you have name cards for your family – children's names and Mummy, Daddy (or Mum, Dad as appropriate). If needed, make these on the blank cards supplied by WES.
- For Lesson 4 you will need picture and name cards from Resource Sheet L2 in **Term 2 Appendix**. You will also need to make word cards for the tricky words introduced last term using the blank cards from the WES Resource Kit (see list of words at the end of these notes). Your child will be meeting these in the ORT stories.

Literacy

- Re-read *Teaching the letters* in the **Term 2 Appendix** before you start the work this term (L1). This gives an outline of how to introduce a new letter sound and will be useful as you introduce the rest of the sounds. Pay special attention to the way you say letter sounds as this will make a big difference in your child's ability to *decode* or *sound out* words. See if you can collect some items or pictures of items starting with each of the new letter sounds for this term (**j, q, v, w, x, y, z**).

Teaching Tips

Make sure that the resources you need are available at all time. Your child should be able to find and take out story books from a shelf or display unit and also find pencils and coloured pens when needed. The Alphabet Frieze should be on the wall for all lessons and word cards for tricky and frequent words kept to hand, together with the letter and picture cards used to introduce new letters (see **Introduction Appendix** if you did not make these last term)

How to introduce a book

- When you begin reading a book, always take time to discuss the cover. Look for the *title and author*. Does the picture on the *front* of the book give any clues about what the story might be about? Does it remind you of any books you have read before? Look at the *back* of the book. What information is given there? Ensure your child knows that we begin reading on the left hand side of the double page spread. This can be confusing, as the text in the early books is sometimes at the top and sometimes at the bottom of the page.

The Biff, Chip and Kipper books

- When you first introduce books from this scheme it is a good idea to tell an extended story as you look at each double page spread and discuss the story together before asking your child to read the text. Do take time to talk about the story and characters and to notice the detail in the illustrations. It is very important to make sure your child understands and appreciates the storyline. Relate the content to your child's own experience whenever possible.
- Now that a number of the letter sounds have been introduced, your child will be able to *decode* many of the words – to work out what the word says from the letter sounds. There are always some high frequency words which do not follow phonic rules and which will be pointed out for your child to learn *from the look*, rather than by sounding out. A list of those met so far is included at the bottom of the teaching notes for each week.

Lesson 4

If you have followed Term 1 of the Reception Course your child will already be familiar with the characters in the *Oxford Reading Tree* stories. In this case follow the lesson as set out. Go through the matching activity a few times. Your child should be confident in the names of the characters before you introduce any story books.

Note that questions you can ask your child are shown in italics.

Frequent and Tricky words introduced in Term 1

Oh, no, and a (A), the (The), go, to, yes, of, you, we, me, see

Week 1

Focus + Resources	Lesson Notes
<p>Lesson 1</p> <p>Main Focus</p> <ul style="list-style-type: none"> • Match spoken numbers to written numerals to 20 • Match objects to spoken numbers and to written numerals to 20 • Understand that if objects are rearranged, the number does not change • Count up to 20 objects in a set <p>Resources</p> <ul style="list-style-type: none"> • 100-square • Number cards 1-20 • Washing line/string and pegs • 20 shells or alternative counting objects in a container • Plate • Paper bags • Gold Stars Maths 	<p>Starter - Counting to 100</p> <p>Show the 100-square. Ask your child to chant the first ten numbers (1–10). You chant the next ten numbers (11–20). Keep going like this, until you reach 100.</p> <p>Main Teaching</p> <ul style="list-style-type: none"> • Set up a pegged number line with numbers 1 – 20. Say a number and ask your child to point to the matching number on the line. Can he do this really fast? • Ask your child to choose a number between 5 and 15 from the line. Agree the number chosen, e.g. 12. • Say that you will count out that number of shells. Encourage your child to count each shell as you take it from the container and place it on a plate. Ask your child to confirm the number. • Rearrange the shells on the plate, then ask how many shells there are on the plate. Agree that you did not take any off, and you did not add any shells, so there is still the same number of shells. • Tip the shells from the plate into a bag. Give the bag a shake. Ask how many shells there are in the bag. Agree that there is still the same number. You have not taken any out or added any. Write the number on the bag. • Repeat this, asking your child to choose another number between 5 and 15 and to count the matching number of shells onto the plate. Rearrange these, asking how many there are after the rearranging. • Tip these into a second bag. Ask how many there are, and write the number on the bag. Agree that there is still the same number. • Repeat another couple of times. Emphasise that the number does not change if the shells are rearranged or if they are tipped from plate to paper bag. <p>Plenary</p> <p>End today's lesson with some practice in writing numerals from Gold Stars Maths page 12.</p>
<p>Week 1 Lesson 2</p> <p>Main Focus</p> <ul style="list-style-type: none"> • Count up to 20 objects in a set • Understand that if objects are rearranged the number does not change • Give an estimate of a number of objects within a given range 	<p>Starter – Missing and muddled teens</p> <p>Show the pegged number line 1–20 and the teddy. Count along the line together pointing at the numbers as you go. Ask your child to cover his eyes so he can't see the number line. Remove a teen number. Ask him to uncover his eyes and say that naughty teddy has removed a card. Can he tell you which card? Check by counting along the line. Repeat. Next time, muddle two of the teen numbers, e.g. swap 14 and 17. Can your child say which numbers are in the wrong place? <i>Which numbers have been muddled by naughty teddy?</i> Repeat.</p> <p>Main Teaching</p> <ul style="list-style-type: none"> • Take 17 cubes and place them in a container.

Maths

Lesson 1 cont

Resources

- Number cards 1 – 20
 - Washing line/string and pegs
 - Teddy
 - Multilink cubes (from WES Maths Kit)
 - Container
 - Whiteboard and dry wipe markers
- Resource Sheets M1 and M2 from Term 2 Appendix

- Draw a table on the whiteboard like the one below. Read the labels to your child.

<u>Less than 5</u>	<u>More than 5 and less than 10</u>	<u>More than 10 and less than 15</u>	<u>More than 15</u>

- Ask your child to estimate how many cubes there are. Ask him if there are less than 5? Are there more than 5 but less than 10? More than 10 but less than 15? More than 15? Ask him to put a tick in the column of his choice.
- Ask how we can check how many cubes there are. Agree that we can count them. Ask your child to count the cubes and together agree the final number.
- Look back at the whiteboard. Identify where we would write the number. Is your child's estimate correct?
- Repeat with a different number of cubes up to 20.

Plenary

You will need the pictures cut from Resource Sheets M1 and M2. Show the dolphin picture. Ask your child to estimate how many dolphins there are by choosing one of the ranges written on the whiteboard. Once he has made his estimate, ask him to count the dolphins. As he counts each one, he should cross it off so he knows it has been counted. Repeat this for the other pictures on the resource sheets.

Week 1 Lesson 3

Main Focus

- Recognise that teen numbers are ten and some more
- Recognise how many there are in a set up to 6 without counting

Resources

- Number Cards 1-20
- Washing line/string and pegs
- Multilink cubes (from WES Maths Kit)
- Whiteboard and dry wipe markers

Starter – Partitioning five

Ask your child to show you five fingers. He will probably show you one hand. Say that you want him to show you five fingers but they cannot all be on one hand. Your child may show three fingers on one hand and two fingers on another hand. Say, *It doesn't matter which hand has two and which has three, we still have five fingers.* Can your child show you more than one way to make 5?

Main Teaching

- Peg number cards 1 -20 along a washing line. Practise counting along the pegged number line from 1 to 20, encouraging your child to point at each number as he says it.
- Hold up a number of fingers, e.g. four. Can your child say the number straight away?
- Repeat this for different numbers of fingers, asking your child to say the number straight away.
- Ask your child to put his hands behind his back. Explain that you will say a number and that you want him to bring out his hands with that many fingers standing up.
- Say a number between 1 and 10, e.g. 6. *Three, two, one, show me!* Your child should bring his hands out with six fingers standing up.
- Repeat this for different numbers of fingers.
- Ask your child how many toes he has. Count his toes together. *You have ten toes.*
- Now ask him to stick his legs out straight in front of him. He is looking at his ten toes.
- Now ask him to draw up his knees to his chest so that his legs are bent and he is no longer looking at his toes.

Maths

<p>Lesson 2 cont</p>	<ul style="list-style-type: none"> Repeat this, legs out (ten toes) and legs drawn up (no toes) saying 'ten toes' and 'no toes' as he stretches and withdraws his legs. Ask your child to stretch his legs out. <i>Ten toes</i>. Then to hold up three fingers. <i>10 and 3 is 13</i>. Demonstrate by counting from 10: <i>11, 12, 13</i>, holding up one finger at a time. Point at his 10 toes and 3 fingers and say <i>13</i>. Repeat to show 10 toes and 4 fingers: <i>14</i>. Continue this up to 20. <i>10 toes and 10 fingers are 20</i>. <p>Plenary Ask your child to pick a teen number from the pegged number line and say the number he has chosen. (A 'teen number' is a number between 10 and 20, so it could be 11 or 12.) When you have agreed the number, ask your child to create it using multilink cubes: a tower of ten and some loose cubes. Then ask your child to practise writing the number on his whiteboard. Encourage him to start writing each number at the top. Help him to see that it is no harder to write a teen number than to write the numbers 1–10 as we just put a '1' on the front. Repeat for some other teen numbers.</p>
<p>Week 1 Lesson 4</p> <p>Main Focus Recognise that teen numbers are ten and some more</p> <p>Resources</p> <ul style="list-style-type: none"> Counters (from WES Maths Kit) Number Cards 1-20 Washing line/string and pegs Multilink cubes (from WES Maths Kit) Gold Stars Maths 	<p>Starter – Next number Have the pegged number line available for reference. Say that you will be playing a game. Either your child will win the game or you will win it. You will say a number. Your child has to show you one more than that number on his fingers. So you say <i>five</i> and he has to show you six fingers. If he can do this correctly, he gets a counter. Take turns. When your child says a number and you show the correct amount of fingers, ask your child to check your fingers by counting them. Play this several times so the first player with 5 counters wins.</p> <p>Main Teaching</p> <ul style="list-style-type: none"> Show a tower of ten multilink cubes, all the same colour. <i>How many cubes? Agree there are ten.</i> Ask your child to stick his legs out straight in front of him. He is looking at his ten toes. <i>We have ten cubes and ten toes.</i> Add one cube in a second colour to your tower. <i>How many now? Point out that you have ten and one more. That is 11.</i> Ask your child to stretch his legs out. <i>Ten toes</i>. Then to hold up one finger. <i>10 and 1 is 11</i>. Point at the ten toes and one finger, and at your tower of ten cubes plus one more and say: <i>10 and one more is 11</i>. Say this together. Repeat this, adding another cube to your tower and showing ten toes and two fingers: <i>10 and two more is 12</i>. Repeat this, showing the tower and the toes and fingers all the way up to 20. <p>Plenary Finish today's lesson by practising writing the numerals from 11 to 20 on Gold Stars Maths pages 24 and 25. This can be completed as time allows during the next few days.</p>

Maths

**Week 1
Lesson 5**

Main Focus

- Recognise that teen numbers are ten and some more
- Count up to 20 objects in a set
- Match objects to a written numeral and a spoken number

Resources

- Multilink cubes (from WES Maths Kit)
- Container
- Number cards 1 – 20
- Washing line/string and pegs
- Resource Sheet M3 from Term 2 Appendix
- Teddy
- WES Reception Maths Activity Book 2
- Whiteboard and dry wipe markers
- Plastic cups
- Counting objects
- Sticky notes

Starter – Countdown to blast-off!

Have the pegged number line available for reference. Show a tower of 20 multilink cubes. Ask your child to count back from 20 to 1 and at every number spoken remove a cube from the tower and throw it gently into a container. This way, he can see the tower reducing.

Main Teaching

- Use the number cards 1 -20 pegged on a line. Practise counting along from 1 to 20, pointing at each number as you go.
- Show the cake on Resource Sheet M3 or use a real cake with ten candles. *How many candles are there on this cake?* Count and agree that there are ten. Ask your child to write the number in the box that is next to the ten candles.
- Show a teddy. Explain that this bear is 14 years old. It is his birthday! Place the cake next to the teddy and beside them put the 14 card from the pegged line.
- *We need to add some more candles to Teddy's cake! How many candles do we need to add to this cake to have 14?* Ask your child to show you ten toes by stretching out his legs and also four fingers. *10 and 4 is 14.*
- Invite him to draw four more candles in a different colour on the cake, counting on from ten as you do so. *Now we have 14 candles on the cake.* Complete the picture by writing '4' in the box next to the 4 candles and ask your child to write how many candles there are altogether.
- Using the cake pictures on Activity Sheet 1 in **Maths Activity Book 2**, repeat this to show 15 candles, then to show 11 candles and finally to show 19 candles. Each time, ask your child to match the number with ten toes and the correct number of fingers. He should write 'how many altogether' in the same way as on Resource Sheet M3.

Plenary

Ask your child to count between 11 and 20 objects into a plastic cup, e.g. he might count 12 shells into a cup. Then he should take a sticky note and write the matching number on it, sticking this number onto the plastic cup. Challenge him to create a line of numbered cups from 11 to 20.

Week 1 Additional Teaching Points

This week your child will return to counting. He will count to 100 and compare and order numbers to 20. There's an opportunity to check that he can recognise numbers to 6 without counting and that he understands that a number of objects does not change if the objects are moved around. He will estimate numbers of objects and images and begin to understand that teen numbers are 10 plus some more.

Preparation

- During this term you will need the number cards 1-20 that you prepared in Term 1. They may be well used and needing to be replaced by now! If you need a new set, make them by writing the numbers on the blank cards supplied, referring to the numeral shapes in the Additional Teaching Points for Term 1 Week 1.
- For many lessons this term, starting this week, you will need 'counting objects'. You could use the multilink cubes or counters supplied with the WES Maths Kit but to add variety you could also use other items such as Lego bricks, large beads, dried beans, marbles, shells or any small objects that you have in the required quantity.
- For Lesson 1 have ready the 100-square from Term 1.
- For Lesson 1 paper bags are required. Alternatively you can use another kind of bag, so long as you can write on it or add a label/sticky note with the number of items inside.
- For Lesson 2 cut out the pictures from Resource Sheets M1 and M2 in the Term 2 Appendix.

Additional Resources

The workbook, **First Numbers 2** pages 3 to 21 can be used at any time this term for additional practice in counting up to 10, and writing numerals.

Teaching Tips

This term number and place value concepts are reviewed and built on using mainly 'hands on' activities. At the end of the term you will begin to demonstrate written number sentences for simple additions so your child will become familiar with these. At this stage there is no expectation that your child will write the number sentences for himself. Your support will be needed as he comes to understand the language of addition and subtraction and the written symbols used. It can be tempting to move on quickly from practical experiences to written 'sums' but the 'hands on' activities are vital in helping your child understand the important early concepts. Lots of practice and repetition of activities will help your child build a good foundation for later learning. You will see that some of the objectives for the term say that child will '**begin to.....**'. There is no expectation that your child will achieve mastery of these objectives. At this stage he is being introduced to them in a practical way. They will be revisited in Year 1 so don't worry if your child does not fully understand some of these new concepts at this stage.



WEEK 1

Topic

Focus and Resources	Teaching notes
<p>Lesson 1</p> <p>Focus</p> <ul style="list-style-type: none"> • To introduce Harry & the Bucketful of Dinosaurs and share the story • To start to make a 3-D map <p>Resources</p> <ul style="list-style-type: none"> • Harry & the Bucketful of Dinosaurs (Harry) • Large sheet of paper, cardboard boxes, pens and paints, glue and scissors 	<p>HARRY AND THE BUCKETFUL OF DINOSAURS</p> <ul style="list-style-type: none"> • Take out Harry and the Bucketful of Dinosaurs and look at this with your child. Look first at the cover of the book. Ask your child to find the <i>title</i> of the story and show you <i>who it was written by – the author</i>. Talk about whether you would expect to find dinosaurs in a bucket and what type of dinosaurs these might be. • Look at the dinosaurs pictured at the beginning and the end of the book. Point out the names to your child and say them slowly together. Talk about whether you have seen these names in the other books. If he has dinosaur models, see if you have a model of any of these. • Let him find the <i>first page</i> of the story and ask him to show you where the <i>first word</i> on that page is. Read the story to your child. As you read this story run your finger under the line of text so that your child can follow what you are reading. Point out the word dinosaur as it occurs and see if he pick out the word on following pages. Help him to identify the names of the dinosaurs as they occur in the story. • Encourage your child to look carefully at the pictures as you read the story and to tell you what is happening. Talk about the fact that there is often more happening in the picture than is told in the words. • Talk about what the dinosaurs were doing in the attic. Were they real dinosaurs or toy ones? Ask your child how he can tell (size, unbending the bent ones and fixing the broken ones etc). Discuss whether the dinosaurs really talked to Harry. Talk about toys in other stories that act like real people. • Talk about what happened to Harry’s dinosaurs and how he and his Nan found them. • The Activity below will guide your child in making a 3-D map to illustrate the story.

ACTIVITY - WHERE HARRY LIVES (start in Lesson 1, continue in Lesson 2)

You will need: large sheet of paper, small cardboard boxes, paint and pens, plasticine

Tape a large piece of white paper to a table where it can be left undisturbed. Talk about making a map of the places where Harry takes his dinosaurs.

Talk about what you will need on your map starting with Harry's house. To make buildings such as Harry's house, the library and the station, you can use small cardboard boxes and let your child paint or stick paper and shapes onto the boxes to make them look like the different buildings.

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Let your child make and position the house and then talk about the first place that Harry takes his dinosaurs (the library). Help your child draw a road on the map to join the two places and then make the library building.

Ask him where Harry went to catch the train with Nan (a train station). Let him draw a different road from Harry's house to the station. What does the train travel along? Let your child draw a railway line right across the page, put a cardboard station alongside the railway line and a train on the line - your child may have a model train to use or can make one out of matchboxes or similar.

Your child might like to stick some sprigs of greenery into some plasticine and put trees and bushes around the houses. Suggest that your child adds some extra roads to the map as well.

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<p>Week 1 Lesson 3</p> <p>Focus</p> <ul style="list-style-type: none"> • To look at the structure of a story • To use alliteration in making up some 'silly sentences' <p>Resources</p> <ul style="list-style-type: none"> • Harry & the Bucketful of Dinosaurs • Card, lolly sticks, glue and scissors for puppets 	<p>STORY STRUCTURE</p> <ul style="list-style-type: none"> • Take out Harry and the Bucketful of Dinosaurs again and explore the idea of story structure with your child. Talk about what happens <i>in the beginning</i> of the story. Ask your child what happens <i>at the end</i>. Ask him to pick out some of the things that happen <i>in the middle</i>. • Relate this idea to the story as a whole. Does the story have a <i>happy ending</i>? Re-read Harry discussing the pictures as you read and helping your child to pick out the words dinosaur and Harry. <p>SAME SOUNDS</p> <ul style="list-style-type: none"> • Look together at the front pages of Harry where all the dinosaurs are shown. Read through the names of the dinosaurs (they are all repeated) then encourage your child to repeat the names with you sounding out the pronunciation as shown. Let your child choose one of the dinosaurs and then think of a word that starts with the same sound as this dinosaur. Tyrannosaurus and Terrible both start with the same sound. Play around with saying <i>Terrible Tyrannosaurus</i> a number of times in different voices. Suggest that you might make a '<i>silly sentence</i>' about this dinosaur. What might the Terrible Tyrannosaurus be doing? How about <i>Terrible Tyrannosaurus tiptoes</i>. Why is this funny? Where might he be tiptoeing to? How about <i>Terrible Tyrannosaurus tiptoes to the toilet</i>. Why is this funny? • Ask your child to choose a second dinosaur and do the same - thinking up silly sentences using alliteration. If your child wants to choose the Stegosaurus, then treat the "St" as one sound e.g. <i>Stinky Stegosaurus stumbles</i> etc Continue with three or four of the dinosaurs. • Write two or three of the '<i>silly sentence</i>' out for your child on a piece of plain A4 paper. Leave space under each line for him to copy the words. Let him draw a picture to illustrate the sentence. 	

ACTIVITY – HARRY’S FAMILY PUPPETS - FOLLOW THE MAP

Your map of Harry’s journey should now be finished. Resource Sheet T2 in **Term 2 Appendix** has pictures of Harry’s family to be made into puppets.

Let your child help with sticking the sheet onto card with a lolly stick between each picture and the card. Cut carefully around each figure (adult task) to make puppets of each person (two of Harry).

With your map laid out, let your child take the Harry and his dinosaurs figure on a journey. Include other family members as appropriate. Try giving instructions to him such as ‘turn left at the library and then turn right at the shop’. Adapt this according to the roads you have drawn. You can vary this such as ‘describe how Harry and Nan got back to Harry’s house from the railway station’.

Topic	Teaching notes
<p>Week 1 Lesson 5</p> <p>Focus</p> <ul style="list-style-type: none"> • To continue with finding alliterative words for the dinosaur names • To recognise names • To sing and act dinosaur rhymes <p>Resources</p> <ul style="list-style-type: none"> • Harry and the Bucketful of Dinosaurs • Postcards • Term 2 Appendix 	<p>SAME SOUNDS</p> <ul style="list-style-type: none"> • Remind your child about the silly sentences you made up in Lesson 3 and help him to read these from the sheet you wrote them on. Talk about the fact that you could give these dinosaurs names with the same letter sound. • Write dinosaur at the top of a sheet of paper and then a list of five or six dinosaur names: These can be the same ones as you used in the last lesson but add one or two different ones this time (the list inside the cover of Harry is limited as the names are repeated many times). Choose dinosaur names starting with different letters of the alphabet. What does your child think these dinosaurs might be called? Suggest a name with the same sound as dinosaur – David or Dell for example. Can your child suggest a name to go with each of the different dinosaurs? Talk about whether they should have ‘boy’ name or ‘girl’ names and let your child think of two or three for each if possible. • Continue with the activity below. <p>MUSIC & MOVEMENT</p> <ul style="list-style-type: none"> • When you have finished with the activity below, sing and act out some of the dinosaur rhymes which you will find on Resource Sheet T1 in the Term 2 Appendix. You might like to have a go at making up your own.

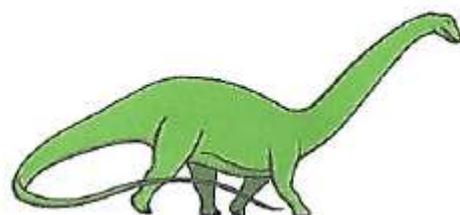
ACTIVITY - WHICH DINOSAUR?

Make some cards up with each dinosaur name your child has chosen written on in large letters (a postcard is a good size arranged as shown below with space between the two words). If your child is not quite sure about capital letters as yet, use all lower case letters at this stage to avoid confusion. Otherwise put the names with a capital letter.



Ask your child to read each card, then cut each one in half to separate the two words. Mix the cards up and ask your child to rearrange them back into the correct names. If necessary prompt to look at the first letter of the words and find the two that are the same.

Repeat this several times.



Apatosaurus

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Week 1 Additional Teaching Points

Preparation

You will need paper, card, glue, scissors and paint this week. These are all materials that are used most weeks, so make sure you have all that is needed in stock. You will also need some lolly sticks or find something similar to use for the puppets.

Teaching Tips

- You are starting your topic on dinosaurs with an appealing book about a young boy and his toy dinosaurs. There is a good deal of scope for discussion and speculation in this story. As it is a fairly long story, most of lesson 1 will be spent in reading and discussing the story. The map-making activity can be started in Lesson 1 and Lesson 2 could be spent in finishing the map itself and setting up some activities around it. There are further activities in Lesson 3.
- If you can spare the space, leave the map set up during the topic and let your child play games with it.

Lessons 2 and 4

As in Term 1, we suggest that the work set for the previous three lessons is organised for alternate days (alongside Lessons 1, 3 and 5 in English and Maths). It is suggested that you organise some more informal activities for Lessons 2 and 4. These could include:

- The continuation of the map of Harry's home area (see Teaching Points above).
- Finding out more about dinosaurs from one of the websites (make sure you search for children's or 'kids' sites only)
- Suggest that your child makes a dinosaur head out of a cardboard box (see below for an idea). He can then roar around the house as a dinosaur. He could also make dinosaur feet if you have some old green socks or suitable material.