



## F2 Home Learning for the Summer Term 2022

We are sorry you're not feeling great. This term we are striving towards our end of year goals (ELG's) and a copy of them can be found here. At the end of this document there is also a list of great websites, activities and ideas for you to try at home that link with our Early Years Curriculum at Shinfield Infant and Nursery School. Please collect additional reading books from the school office. We hope you feel better soon. Team F2.

<p><b>Communication and Language</b></p> <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p><b>Personal, Social and Emotional Development</b></p> <p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>	<p><b>Physical Development</b></p> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>	
<p><b>Understanding the World</b></p> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p><b>Expressive Arts and Design</b></p> <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<p><b>Mathematics</b></p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<p><b>Literacy</b></p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>



Little Wandle Phonics	Reading	PE
<p>Your child's class teacher will detail the sounds to learn whilst your child is absent and email you appropriate resources. A Little Wandle Guide is available below.</p>	<p>Collect extra reading books from the school office</p>	<p><a href="https://www.bbc.co.uk/teach/super-movers">https://www.bbc.co.uk/teach/super-movers</a>  <a href="https://www.gonoodle.com/goodenergy-at-home-kids-games-andvideos">https://www.gonoodle.com/goodenergy-at-home-kids-games-andvideos</a>            Youtube - Joe Wicks 5 minute moves            Kids workouts Youtube - Just dance</p>















<p><i>Ways to help online:</i>            Use the Purple Mash login in at the front of your school diary for fun Maths Games</p> <p><a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a>  <a href="https://www.oxfordowl.co.uk/forhome">https://www.oxfordowl.co.uk/forhome</a></p> <p>Lego/Duplo activities  <a href="https://www.youtube.com/watch?v=ItincwrwWhA">https://www.youtube.com/watch?v=ItincwrwWhA</a></p> <p><a href="https://www.bbc.co.uk/cbeebies/topics/numeracy">https://www.bbc.co.uk/cbeebies/topics/numeracy</a></p> <p><a href="https://nrich.maths.org/early-years">https://nrich.maths.org/early-years</a></p> <p><a href="https://uk.ixl.com/math/reception">https://uk.ixl.com/math/reception</a> (also available as IXL app)</p>	<p><i>Ways to help online:</i>            Use the Education City login in at the front of your school diary for fun Literacy Games</p> <p><a href="https://www.teachyourmonstertoread.com">https://www.teachyourmonstertoread.com</a></p> <p><a href="https://www.booktrust.org.uk/books-and-reading/have-somefun/storybooks-and-games">https://www.booktrust.org.uk/books-and-reading/have-somefun/storybooks-and-games</a></p> <p><a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a></p> <p><a href="https://www.oxfordowl.co.uk/forhome">https://www.oxfordowl.co.uk/forhome</a></p> <p><a href="https://www.freechildrenstories.com">https://www.freechildrenstories.com</a></p>	<p><i>Ways to help online:</i>            National Geographic Kids  <a href="https://www.natgeokids.com/uk">https://www.natgeokids.com/uk</a></p> <p>Activities and quizzes            Other Goose  <a href="https://othergoose.com">https://othergoose.com</a>            (charge after initial free period)            Muddy Puddle  <a href="https://themuddypuddleteacher.co.uk">https://themuddypuddleteacher.co.uk</a></p>
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## Little Wandle Phonics Practise:

### Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s		Show your teeth and let the s hiss out <b>sssss sssss</b>	Under the snake's chin, slide down and round its tail.
 a		Open your mouth wide and make the <b>a</b> sound at the back of your mouth <b>aaa</b>	Around the astronaut's helmet and down into space.
 t		Open your lips; put the tip of your tongue behind your teeth and press <b>ttt</b>	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p		Bring your lips together, push them open and say <b>ppp</b>	Down the penguin's back, up and around its head.
 i		Pull your lips back and make the <b>i</b> sound at the back of your mouth <b>iii</b>	Down the iguana's body, then draw a dot (on the leaf) at the top.
 n		Open your lips a bit, put your tongue behind your teeth and make the <b>nanna</b> sound <b>nanna</b>	Down the stick, up and over the net.
 m		Put your lips together and make the <b>mummm</b> sound <b>mummm</b>	Down, up and over the mouse's ears, then add a flick on the nose.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 d		Put your tongue to the top and front of your mouth and make a quick <b>d</b> sound <b>ddd</b>	Round the duck's body, up to its head and down to its feet.
 g		Give me a big smile that shows your teeth, press the middle of your tongue to the top and back of your mouth, push your tongue down and forward to make the <b>g</b> sound <b>ggg</b>	Round the goat's face, up to his ears, down and curl under his chin.
 o		Make your mouth into round shape and say <b>ooo</b>	All around the octopus.
 c		Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say <b>ccc</b>	Curly around the cat.
 k		Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say <b>kkk</b>	Down the kite, up and across, back and down to the corner.
 ck		Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say <b>ccc</b>	<p>           c Curl round the heel of the sock.            k Down the sock, up and across, back and down and to the corner.         </p> <p><b>Catchphrase:</b> Rock that sock!</p>
 e		Open your mouth wide and say <b>eee</b>	Around the elephant's eye and down its trunk.













Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 u		Open your mouth wide and say <b>uuu</b>	Down and around the umbrella, stop at the top and down to the bottom and flick.
 r		Show me your teeth to make a <b>rrrrr</b> sound <b>rrrrr rrrrr</b>	From the cloud to the ground, up the arch and over the rainbow.
 h		Open your mouth and breathe out sharply <b>hhh</b>	Down, up and over the helicopter
 b		Put your lips together and say <b>b</b> as you open them <b>bbb</b>	Down bear's back, up and round his big tummy.
 f		Open your lips a little, put your teeth on your bottom lip and push the air out to make the sound <b>fff</b>	Down the flamingo's neck, all the way to its foot, then across its wings.
 l		Open your mouth a little, put your tongue up to the top of your mouth, behind your teeth, and press <b>llll</b>	All the way down the lollipop.





Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.
 v v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvvvvvvvv	Down to the bottom of the volcano and back up to the top.
 w w	 wave	Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x x	 box	Mouth open, then push the ex/e sound through as you close your mouth ex ex ex (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
 g y	 gogo	Smile, tongue to the top of your mouth, say g without opening your mouth yyy	Down and round the go-go, then follow the string round.
 z z	 zebra	Show me your teeth and buzz the z sound zzzzz	Zip across, zig down and across the zebra.




Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 qu qu	 queen	Pucker your mouth, then open it as you say qu qu qu	Round the queen's face, up to her crown, down her robe with a flick at the end. qu Quick, it's the queen!
 ch ch	 cherries	Pucker your lips and show your teeth, use your tongue as you say ch ch ch	ch Chew the cherries, children.
 sh sh	 shells	Show me your teeth and push the air out shshshshshshshsh	sh Share the shells.
 th th	 thumb	<b>Voiceless:</b> Tongue on your teeth, teeth almost closed to make a 'buzzing' th th th <b>Voiceless:</b> Tongue on your teeth, push the air out th th th	th Thumbs up, we're having fun.
 ng ng	 ring	Open your mouth a bit and then use your tongue at the back of your mouth to say ng ng ng	ng Bling on a ring.
 nk nk	 pink panda	Open your mouth a bit and then use your tongue at the back of your mouth to say ngk ngk ngk	nk I think I am pink.



Phase 3 grapheme information sheet

Spring 1

Catchphrase	Grapheme	Catchphrase	Grapheme
 tail in the rain	ai	 sheep in a jeep	ee
 a light in the night	igh	 soap that goat	oa
 zoom to the moon	oo	 look a book	oo
 march in the dark	ar	 born with a horn	or
 curl the fur	ur	 wine owl	ow
 being being	oi	 get near to hear	ear
 chair in the air	air	 a bigger digger	er

