

Maths: Task 1. Money. Monday.

Using the coin resources you have (if not you can print and cut out the attached ones) Talk about what we use to pay for things if your child has siblings that's also a great way to get a talking partner and to promote discussion. You could even begin talking about this at the tea table! Introduce the coins 1p, 2p, 5p and 10p. Each child will be different so find out using questioning what your child's prior knowledge is. Using objects from your house (can be anything you like - a banana, apple, pen, bag of crisps etc) make a role play activity whereby you are the shop keeper and your child has to use the money to pay for the items using the 4 coins. Please feel free to use the attached use numicon sheets to help visual learners and you could get your child to make the price tags showing the price which will also help with their number recognition. 10, 5, 2 and 1. Can they match the numbers to the correct coins?

Differentiation for this task.

The aim of this is to help your child; Demonstrate an awareness of the purpose of money through role play. Playing a game of 'shop' is an ideal way to introduce money.

Once your child has mastered this and if this seems easy for them the next step in learning would be to Use 1p, 2p, 5p and 10p coins to pay for items. Children can find money a difficult concept to grasp so repetition is key. The smallest coin (5p) is worth more than the largest coin (2p) so understandably this can be confusing to children.

Maybe you could play a game of 'hide the coin' and see if they can recognise them once they've found them.

If your child masters all of this then a challenge for them would be; to be encouraged to add the coins and select correct amounts.

Maths: Task 2 Tuesday.

This week's number is 10!

Enjoy some games to play online

<https://www.topmarks.co.uk/maths-games/3-5-years/counting>

Can you collect and count 10 objects from around the house? 10 teddies? 10 lego bricks (incorporating fine manipulation skills).

Take it outside! Help your child to understand and realise that objects are not the only things that can be counted, e.g., hops, jumps or claps. Counting how many times you can catch a throw a ball, (incorporating physical skills and development). Make it fun, again if you have older siblings, they can be involved!

Use one-to-one correspondence to count.

Counting challenge = Can you ask your child to give out 3 apples/pens/cups/spoons, progress to 5 and aim eventually for 10. Ask your child to make a teas party for their dolls or teddies and your child can give them a sweet each, or a pencil each, a cup, anything you have access to.

The aim of this task is to count up to ten objects reliably. This is a challenge for the children and as children develop at different stages I would suggest starting with 3, progressing to 5 and then moving up to 10. I know all the children in class can count to 10 verbally but transferring this skill into a variety of contexts reliably; is the real challenge and this is where you'll be able to gauge where your child is and challenge them accordingly. For example; if your child can reliably count 3 objects, see if they can clap 3 times, hop 3 times. Then move on to 5 and repeat those steps and work your way up to 10.

Opportunities for Challenge

Encourage children to describe their box. How many objects can they fit in the box/tray? Use the key questions accordingly to ensure all children are challenged and scaffold the activity for the lower level learners.

Opening out for the more able - Are some things better to be kept in something other than a box or a tray? If so, what?

Maths: TASK 3 Wednesday

Data sorting and grouping

You could use this task to your advantage and get your child to help you have a tidy up or a sort out! Gather a few different sized trays/boxes/pots/bowls/tins/baskets/containers (whatever you have available). Using small objects of your choice, (toys, socks, lego bricks, figures) muddle up the items/objects across the containers you've chosen and tell your child "They have all got muddled up! Can you sort them out for me? The aim of the activity is to get the children to sort the items out into the correct containers successfully. Encourage thinking and reasoning skills. Use the vocabulary 'same and different' & group objects/items according to a rule. For example; All the farm animals need to be in this box, the socks need to go in this container, the red lego bricks go in this container!

Questions you can ask: Looking at all the containers here, which one has the most animals/socks/shapes/blocks in their container? How do you know? Which container would be best for keeping the lego in?

The more confident your child is with counting and sorting the more objects and containers you can use. For those less confident, keep it simple. Praise your child and hopefully this should encourage them to want to help you when tidying and sorting out their toys and tidying their bedrooms!

Maths: TASK 4 Thursday

Finding 10

Set your child a task of finding 10 objects/items/ in the home or out on a walk. Examples might be; 10 toy cars, 10 toy animals, 10 cups/plates/ 10 toys, 10 birds, 10 sheep, 10 cars, 10 items that are red, 10 items that are blue, 10 items that are black... and so on.

Maths: TASK 5 Friday

Today's challenge is to recite numbers from 0 to 10 forwards and backwards using songs and rhymes.

Find a whole host of rhymes to join in with at:

<https://www.bbc.co.uk/programmes/p065s47t>

Revisit each of the day's activities from the week and reflect on what has been learnt and to see what information has been retained.

Please feed this back to me as it's incredibly helpful.

Literacy, language and communication.

LLC: Task 1 Monday.

Collaboration and discussion.

Oracy; Participate in discussions with other children and adults.

Have a lovely conversation with your child to talk about what they did at the weekend.

What was your favourite part of the weekend? What was the weather like?

What letter does Saturday begin with? What letter does Sunday begin with? Can you think of anything else that begins with 'S'? Make a list together. Sun, snow, school, sink, soup, socks, scissors....

Support and encouragement; Use digital pictures or books to support your child if they are struggling to think of things. When you've finished the list support your child to practise writing a 'S' in the air with their finger and encourage them to write it on paper or in digital format.

LLC: Task 2 Tuesday.

Reading. Response and analysis; show an interest in books and enjoy their content.

Task = Share a fairy tale of choice that's appealing to your child.

Let your child hold the book and take charge of page turning. As you read the book talk about 'what might happen next (comprehension). (Reading strategies; Hold books the correct way up and turn pages.)

LLC: Task 3 Wednesday.

Writing. Meaning, purposes, readers. Communicate by using symbols and pictures.

Task = Today I'd like the children to draw a picture of the story you shared together yesterday. For example if it was the '3 little pigs' can they recall details of the story by answering open-ended questions or referring to picture prompts (Reading, comprehension). Ask questions such as; How many pigs were there? What were the houses made of? Use pictures to prompt memory if they are unable to recall independently.

Use adult direction and scribing to place meaning to the symbols and pictures drawn. Please take a photo and share on google classroom.

LLC: Task 4 Thursday.

Can you create your very own reading castle at home? Make it as small or large as you like for you to sit in and enjoy sharing books! Use your paper chains to decorate it that is this week's scissor skill and creative challenge. Read wearing your crown! I would love to see some photographs! Have copies of fairy tales and decorate 'throne' chairs to sit on and crowns to wear!

If you'd like to participate in Rhymetime- 3rd Thurs (next 21 Jan)
2pm

Email Susannah.Hill@aura.wales for details

Childrens Reading Group- last Thurs (next 28 Jan) 4pm

Email Susannah.Hill@aura.wales for details

Aura Libraries are currently open for 'Select and Collect Service' Books can be requested via libraries@aura.wales or 01352 703750 or you can place a hold on online catalogue. Library staff will call you to arrange a time to collect.

<https://aura.wales/select-and-collect-service/>

<https://www.facebook.com/LlyfrgelloeddAuraLibraries/>

LLC: Task 5 Friday

Oracy - Use the attached **Spot the Difference Activity** to encourage your child to talk about what they can see in the pictures and what is different. Introduce the words 'different' and 'similar' and use the newly learned words in complete sentences with five or more words to describe what they see. If your child is able to, encourage them to use a wider vocabulary that includes more adjectives and adverbs. Support them to choose the appropriate words to talk in complete sentences and to share more detailed

information and ideas from their interpretation of the differences in the pictures.

Well being, Physical Development, Fine & Gross motor skills.

This is one for the adults too! Pop on your joggers and introduce yourself to Joe Wickes. Monday, Wednesday & Friday @9am.

<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

In the garden/local space (weather permitting) or at home, play a 'miming' game - mime getting in/on or travelling by different types of transport from fairy their favourite fairytales/stories/films for your child to identify. Challenge then to do mimes for others to identify. E.g. getting in/driving a car, riding on a horse/unicorn or rowing a boat or flying a rocket! To infinity and beyond! Great activity for gross motor skills.

Again, weather permitting, set up an obstacle course for the children to follow. Encourage them to role play characters from fairytales and being drivers and having to avoid the 'road work' obstacles as they are driving around the role play road. Maybe there could be ramps using benches, cones to weave through or speed bumps created with stepping stones! We do this one in school and they absolutely love it!



One of my favourite things for developing all fine motor skills is play dough! It can be used in SO many ways by adding other combinations of materials to it, it automatically strengthens little hands as they roll, squeeze, twist and build with it. Baking with real dough is another wonderful way to play and learn simultaneously with your child!

No-Cook Play Dough Recipe

1. 2 cups plain flour (all purpose)
2. 2 tablespoons vegetable oil (baby oil and coconut oil work too)
3. 1/2 cup salt.
4. 2 tablespoons cream of tartar.
5. 1 to 1.5 cups boiling water (adding in increments until it feels just right)
6. gel food colouring (optional)
7. few drops of glycerine

Mix the flour, salt, cream of tartar and oil in a large mixing bowl
 Add food colouring to the boiling water then into the dry ingredients
 Stir continuously until it becomes a sticky, combined dough. Add the glycerine (optional). Allow it to cool down then take it out of the

bowl and knead it vigorously for a couple of minutes until all of the stickiness has gone. * This is the most important part of the process, so keep at it until it's the perfect consistency!* If it remains a little sticky then add a touch more flour until just right

Continue to use lego, duplo or building blocks get them to make a whatever they like from their favourite fairy tale/book/film.

- Continue with academics skills including. Pencil skills (scribbling, colouring, drawing, writing) Scissors skills (cutting). Please find attached more sheets to help with academic fine motor skills. Continue to encourage your child to write their own name and recognise it in printed format. They can write letters, numbers and/or symbols randomly. We want the children to hold a crayon/pencil using 2 or 3 fingers and thumb.

Knowledge and understanding (Look at different representations of the past)

Using the story of Cinderella, learn about the historical side of the story. You could look at Cinderella's kitchen and compare the equipment with those used today, e.g. candle in holder/electric lamp, old fashioned/modern iron, carpet beater/h Hoover, kitchen range/cooker, old kettle/electric kettle. Use the terms past and present.

Creative development

Make your own crown, just like in the fairytales. See attachments for printable templates and ideas. If you can, take a picture and show me how you wear it whilst reading in your reading castle!

Encourage your child to try printing techniques to create a brick wall pattern for a castle. Dip rectangular sponges into grey paint and press onto long strips or sheets of paper. Great for use on their reading castle!

Colouring sheets available in the attachments.