















## Little Wandle – Letters and Sounds Revised

Phonemes we will be focusing on this week in school –

 cat in the rain	ai	 sleep in a zip	ee	 cat the jar	ur	 see red	ow
 a light in the night	igh	 keep them quiet	oa	 being being	oi	 get near to hear	ear
 down to the moon	oo	 back a book	oo	 chair in the air	air	 a bigger digger	er
 search in the dark	ar	 horn with a horn	or				

We will be reading and writing words. Can you spot segment and blend these words and spot this week's phonemes?

market	wooden	finger	river
looking	waiting	zooming	marching
singing	fighting	winking	farming
farmyard	popcorn	carpark	rooftop

We will be reading sentences. Can you spot any tricky words? Can you segment and blend the words and look out for this week's phonemes?

We are up at night looking at the moon.

It is fun chatting and singing on the rooftop garden.

We will be practising tricky words. Can you spot the tricky part of the word?

he we me be was you they all

## Maths

This week, the children have continued to explore the composition of numbers within 10, focusing on the 'special case' of when 2 equal parts combine to make a whole. The children have first used their skills of comparison and identified when 2 sets are equal or NOT equal. They have seen a range of familiar representations including dice and fingers to explore the idea of '2 equal parts', and then found the whole by combining these parts. The use of gesture has been particularly important this week: when children have made a double pattern on their fingers, they have been encouraged to match their fingers to 'check' that the same number was shown on each hand.

- Draw large chalk outlines on the ground or paper (e.g. circles, squares, rectangles) and divide them with a line down the centre. Ask your child to make a pattern on 1 side of the shape and then to copy or repeat it on the other side. How many objects/ pictures do you have? How many do we need? Use mirrors to explore making arrangements of objects and seeing their double.
- Use the language of doubles when asking your child to tidy up the toys or set up the table, e.g. *Let's have 2 spoons and then 2 forks. Oh look! We have 2 and 2! How many is that altogether? Double 2 is 4.*