


Little Wandle – Letters and Sounds Reception Phonics Home Learning	
Phase 3/4 – Summer 1 Week 1 Focus – Short vowel words	

Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Phonemes we are practising.							
s	a	t	i	n	m	d	g
o	c	k	ck	e	u	r	h
b	f	l	ff	ll	ss	j	v
w	x	y	z	zz	qu	ch	sh
th	ng	nk	ai	ee	igh	oa	oo/oo
ar	or	ur	ow	oi	ear	air	er

Words we are reading and writing. Can you spot segment and blend these words and spot this week's phonemes?

hand	jump	lift	soft
tent	wind	hump	nest
lost	thump	belt	pond

Can you spot any tricky words? Can you segment and blend the words and look out for this week's phonemes?

We help the farmer put up the tent.
I can lift up the lamp so I can see the chart.
The best gift is the big green box.

Practise reading and writing these tricky words:

so	said	like	have
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Maths

This week, the children will use practical contexts to sort objects according to different criteria. They will be encouraged to notice different attributes in groups of objects – such as colour, size or function – and to describe what they notice. Beginning with adult-led sorting activities and games of 'How am I sorting?', the children will go on to develop their own criteria for sorting. Sorting and classifying are important early years' skills that encourage children to identify similarities and differences. These skills also support problem solving and the development of data analysis.

Activities

Take a selection of 10 similar objects and sort them by different criteria e.g.

- sort tins from the cupboard by food type/size/colour/whether or not you like them etc.;
- sort a selection of socks by pattern/ size/ who owns them;
- sort a collection of leaves by size/ shape/ colour.

We have also been practising the recalling the composition of numbers as doubles e.g. 10 is made of 5 and 5 – 5 and 5 make 10. Using objects split the amount 2, 4, 6, 8, and 10 into two equal groups and then recombine them.

Maths

This week, the children have continued to develop their subitising skills (seeing the quantity without counting) in increasingly more complex arrangements. Some arrangements were easier to subitise than others – e.g. a set of 6 dots arranged in a structured die pattern that exposes the double-3 pattern is easier to recognise than a random arrangement of 6 dots. A key focus this week was to use the children's developing understanding of doubles to support their subitising skills.

- Use objects or printing materials to make patterns they can subitise and patterns they need to count. *How do you know the number without counting? Why do you need to count this set?*