

Summer learning

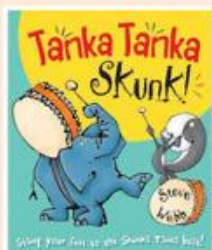
Please find attached some activities that you may like to do with your child over the summer to prepare them for Reception or Nursery next year.

If you have any questions or any WOW moments to share, please email us using the addresses below:

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We are learning to use art resources to make a recognisable picture.

We are learning to hear syllables in words.



- What animal are you in our Tanka, Tanka skunk play?
- What could we use to make a mask for that animal? What colours will we need?
- How are you going to make your mask?
- How do we tap the name of your animal when playing the drums?
- How many syllables in that animal? What is your favourite animal from the story?
- How do we tap the name of that animal when playing the drums?

We are learning to use art resources to make a recognisable picture.

We are learning to retell a story?



- What colours are you going to use to make your caterpillar?
- How will you stick the pieces of your mask together?
- Can you make the food for the hungry caterpillar? What resources will you use?
- Can you retell The Hungry Caterpillar story?
- What phrase is said a lot in this story?



We are learning to use art resources to make a recognisable picture.
We are learning to retell a familiar story.

Parent/Carer guide

Learning to retell a story is an important skill for building reading comprehension and writing skills in young children. Children need to develop story telling skills in a spoken format before they can apply them to a written format.

Clapping syllables helps children to break down longer words when listening to the sounds within them.



Activities to do at home:

- **Retelling stories using props-** gather household items that relate to the story and use them as props.
- **Finger puppets-** draw the key characters in the story on small pieces of paper to act out the story.
- **Playdough characters-** Make homemade playdough and with your child make the characters from the story. Then use the characters to retell the story.



We are learning to use art resources to make a recognisable picture.
We are learning to hear syllables in words.

Parent/Carer guide

3-a-day stories:

- Toddle Waddle** by Julia Donaldson
- The Very Hungry Caterpillar** by Eric Carle
- Rosie's Walk** by Pat Hutchins
- Faster, Faster, Nice and Slow!** by Nick Sharrett
- The Animal Bop** by Jan Omerod
- Walking through the Jungle** by Julie Lacombe
- One Mole digging a Hole** by Julia Donaldson/Nick Sharrett
- We all went on Safari** by Laurie Krebs
- The Train Ride** by June Crebbin
- Handa's Hen** by Eileen Browne
- Peace at Last** by Jill Murphy
- Wow said the Owl** by Tim Hopgood
- Mr Magnolia** by Quentin Blake
- Tanka Tanka Skunk** by Steve Webb
- Owl Babies** by Martin Waddell
- Duck in the Truck** by Jez Alborough
- The Gruffalo** by Julia Donaldson
- The Gigantic Turnip** by Aleksei Tolstoy



We are learning to hear the first sound in a word



S	t	p	n	m	d	g	c	r
ss	tt	pp	nn	mm	dd	gg	ck	rr
							cc	

What phoneme sound does your name start with?

What can you see?

What phoneme sound can you hear at the beginning of..... (cat, dog etc.) ?

What else begins with that phoneme sound?

Can you find all of the objects beginning with that phoneme sound?



We are learning to hear the first sound in a word

Parent/Carer guide

Hearing the initial sound in words is crucial for early literacy development and language acquisition in young children. This helps children to understand that words are made up of individual sounds known as 'phonemes' and that changing these sounds can create different words. Children who can identify and manipulate sounds in words are better equipped to decode words when learning to read.

Activities to do at home:

- **I Spy**- Play 'I Spy' focusing on initial sounds rather than colours. For example, I spy something beginning with the sound /b/ (for ball).
- **Sound Scavenger Hunt**- create a list of initial sounds e.g. /s/ /a/ /t/ /p/ and challenge your child to find objects around the house that start with each sound.
- **Mystery sound bag**- Hide objects in a bag and ask your child to feel the objects and guess what they are based on the initial sound. For example, it begins with /s/



We are learning to strengthen our finger muscles.



How do you exercise your fingers?
 Why should we exercise our fingers?
 What did you find easy?
 What did you find difficult?

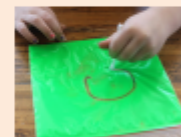


We are learning to strengthen our finger muscles

Parent/Carer guide

Learning to cut with scissors helps to build hand strength, develop hand-eye coordination, improve bilateral coordination, and improve attention to tasks. Additionally, while using scissors the child is improving visual motor and visual perceptual skills.

Mark making is important as it serves as the foundation for children's writing and literacy skills. Children develop their fine motor skills through holding and manipulating writing tools. It also encourages creativity and expression.



Activities to do at home:

- **Finger painting**- using fingers to paint on paper to allow the children to explore different textures and colours.
- **Flour or salt trays**- fill a shallow tray with salt or flour and let children use their fingers or small tools to draw shapes and patterns.
- **Water painting**- bowl of water and paintbrush for children to paint on concrete or a wooden fence. Water will leave temporary marks that will dry and disappear.

Practise holding and using scissors:

- Give your child strips of paper and encourage them to make small snips along the edges
- Cutting playdough snakes in pieces.
- Cutting around simple shapes like squares and circles.

We are learning to recognise our names.
We are learning to write our names.



We are learning to recognise our names.
We are learning to write our names.

Parent/Carer guide

It is an age-related expectation that children in nursery can recognise and write their name. Putting their name in order helps children to recognise each of the letters then they are ready to focus on correct letter formation. Mark making is important as it serves as the foundation for children's writing and literacy skills. Children develop their fine motor skills through holding and manipulating writing tools. It also encourages creativity and expression.

Activities to do at home:

- Finger painting- using fingers to paint the letters on paper to allow the children to explore different textures and colours.
- Flour or salt trays- fill a shallow tray with salt or flour and let children use their fingers or small tools to draw the letters in their name.
- Water painting- bowl of water and paintbrush for children to paint the letters on concrete or a wooden fence. Water will leave temporary marks that will dry and disappear.
- Name puzzle- write their name on a piece of paper and cut out each letter separately. Mix up the letters and have your children put them back in the correct order.
- Playdough names- roll out playdough and shape it into the letters of their name.



We are learning to sort objects to a criteria.
We are learning to say which group has more/fewer objects.



Can you sort the objects into sets?
What is the same/different about the objects in your set?
Which group has more/fewer objects in?

We are learning to recognise, count and order numbers to 5.

We are learning to make numbers up to 5.



What numbers can you see?

Can you make this number? Can you find a different way to make this number?

Can you count out the correct number of objects to match to this number?

How many objects do you have?

Can you put the numbers in order? How do you know which order they should go in?



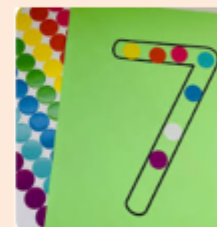
We are learning to recognise, count and order numbers to 5.
We are learning to make numbers up to 5.

Parent/Carer guide

Counting to 5 forms the basic foundation for understanding numbers and sets. Basic counting skills are essential in everyday activities such as counting toys or snacks. Recognising numbers to 5 establishes a foundational understanding of numerical symbols and their corresponding quantities. Having this basic foundation secure is essential for the children to then grasp other mathematical concepts in later stages of development.

Activities to do at home:

- **Counting toys/objects-** during your child's play encourage them to count their toys aloud. Emphasise counting slowly and touching all the objects. Help children to understand that the last number they say when counting is the amount that they have.
- **Count and build-roll** a dice and count the number of dots together- you can even ask your child to subitise before counting. Then build a tower with that number of blocks.



We are learning to recognise environmental sounds.



Can you make some large listening ears?
How will you make them ear shaped? How will you cut them out?
How will you attach them to your head?
What sounds can you hear?



We are learning to recognise environmental sounds.

Parent/Carer guide

Hearing environmental sounds and recreating them is an important first step for children as they develop their phonics skills. These are the skills that they will use to read and write. It is also important that children learn to recognise rhyming words.

Activities to do at home:

Go on listening walk: What sounds can you hear at home/in the park etc. Can you recreate those sounds? What is making the sound?

Learn Nursery rhymes: can you recite the rhymes? Can you identify the words that rhyme?

Farm Game: Can you use toys or pictures of animals to set up a farm? Can you make the sound that each animal makes? Can you match the animals to their sounds?

Silly Soup: Can you make a silly soup and put rhyming objects in?

Initial Sound I Spy (s)

Find and circle all of the things that begin with s.



Initial Sound I Spy (a)

Find and circle all of the things that begin with **a**.

a




























Initial Sound I Spy (t)

Find and circle all of the things that begin with **t**.

















Grapheme mat

Phases 2 and 3

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		















 a	 e	 i	 o	 u
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 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air



Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out sssss sssss	Down the snake from head to tail.
 a	 astronaut	Open your mouth wide and make the a sound at the back of your mouth aaa	Around the astronaut's helmet and down into space.
 t	 tiger	Open your lips, put the tip of your tongue behind your teeth and press ttt	Down the tiger and across its neck.
 p	 penguin	Bring your lips together, push them open and say ppp	Down the penguin's back, up and around its head.
 i	 iguana	Pull your lips back and make the i sound at the back of your mouth iii	Down the iguana and dot the leaf.
 n	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down, up and over the net.
 m	 mouse	Put your lips together and make the mmmmm sound mmmmm	Down, up and over the mouse's ears.