Dear parents/carers,

We hope everyone is safe and well during these challenging times. We just want to inform you that we are sending out learning packs every two weeks, containing literacy, maths and much more. Each pack will contain two books that you must bring back when you hand the packs in. Please continue to read with your child every day. There is also a writing book and a pencil in this pack to help you complete the work.

In this first pack you will find your child's purple mash password with a letter explaining how to use it. The teachers will be checking up on each child to ensure they are completing the work. It is important that you support your child to complete the learning packs and purple mash work set online but make sure it is their own work.

Remember to stay active and exercise daily for at least 20 minutes. Joe Wicks will be delivering live sessions on YouTube at 9:00 and there are many different fitness videos up on his channel (just type in his name in YouTube). Look on the school website for information on healthy eating and for more ideas and videos for exercising and improving physical skills.

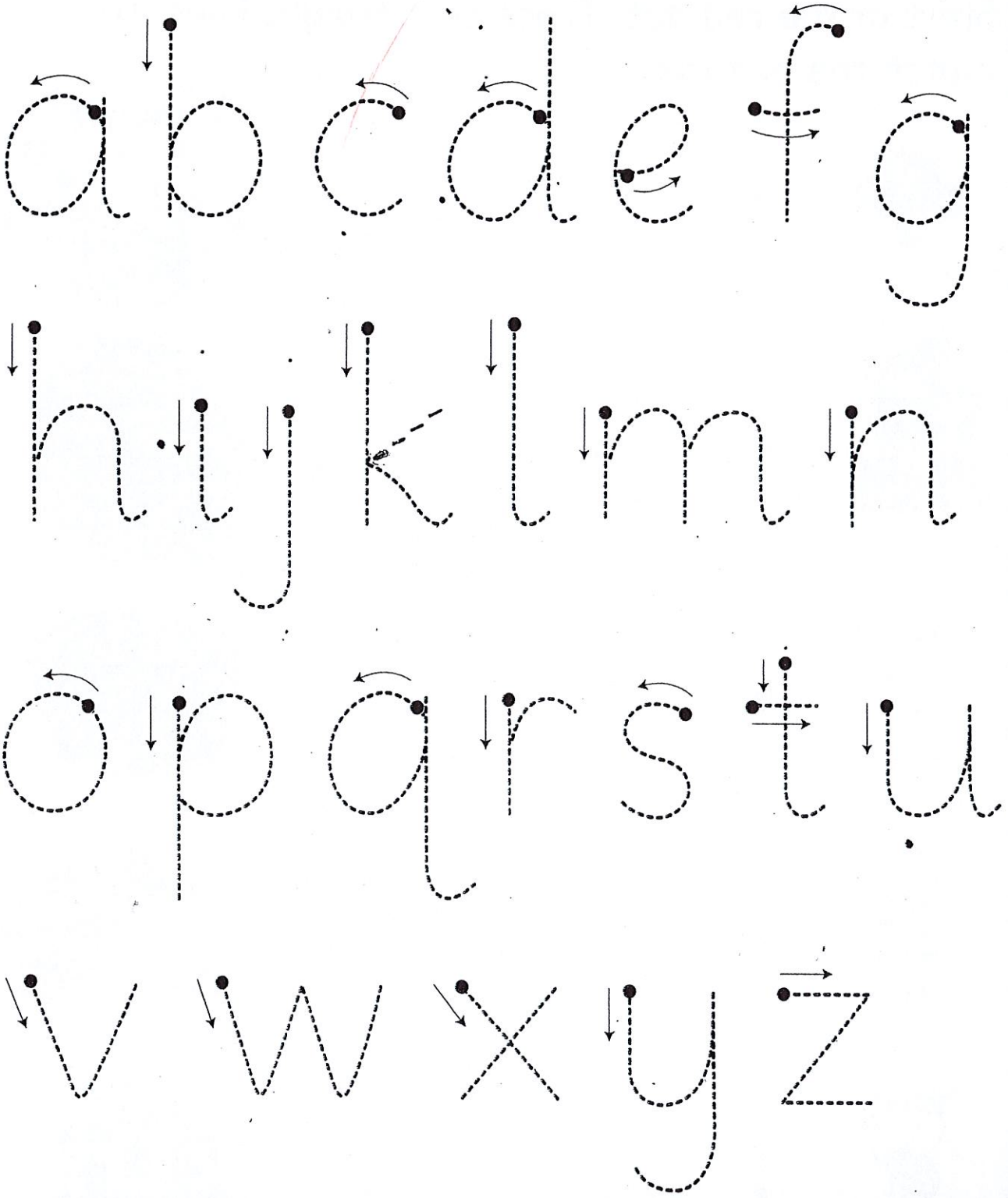
It is your responsibility to ensure the children get into a good routine and do not over sleep so they can start their learning at a good time. If you have any problems please contact the school.

Yours sincerely,

The Early Years Team

The alphabet

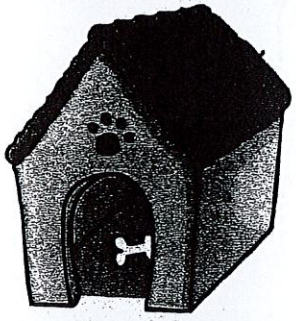
- Trace the alphabet.

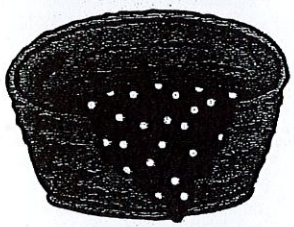


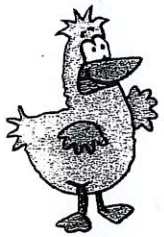
w w w x x x z z z

Straight lines

- Start at the red dot. Trace the straight lines to match the pictures.



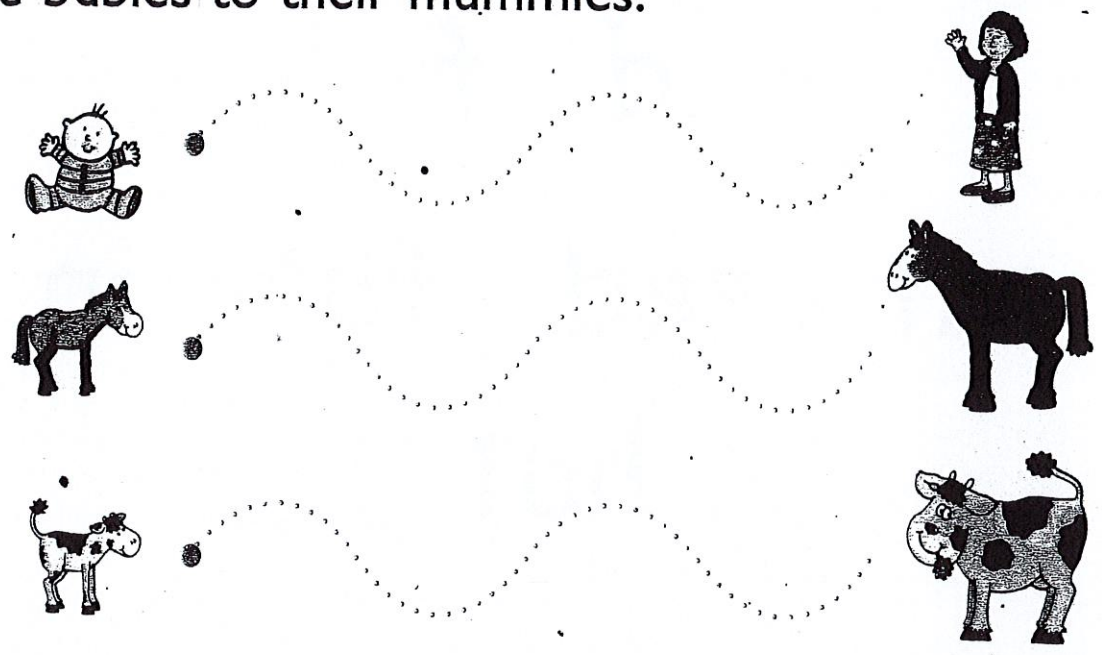




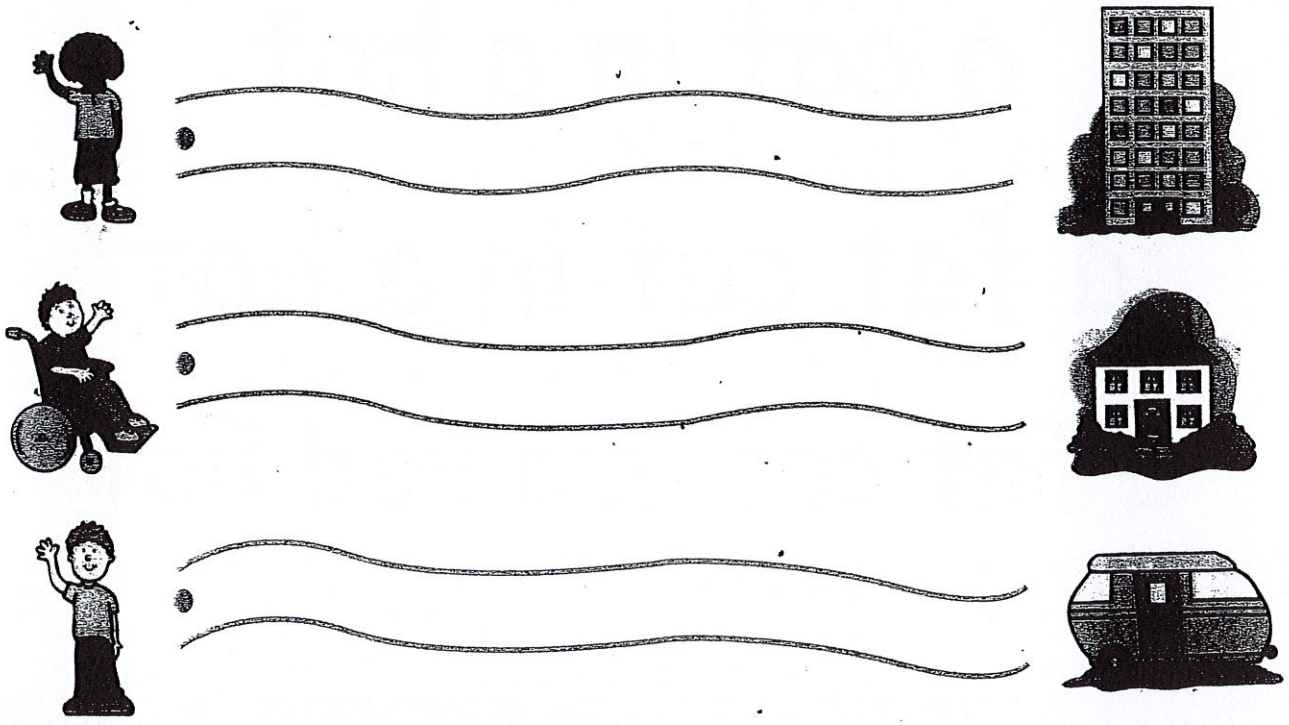
Children need to develop shoulder, wrist and hand muscles in order to hold a pencil to write. First develop large motor skills in physical play, such as climbing, crawling and catching balls.

Wiggly lines

- Start at the red dot. Trace the wiggly lines to join the babies to their mummies.



- Start at the red dot. Follow the path to show the children how to get home. Try not to touch the lines!



Develop fine motor skills to help wrist and hand muscles needed for writing. Activities such as picking up tiny objects like rice or peas are great for this. Shaking musical instruments also helps with the development of wrist muscles.

c t a h e r

d f

cat red fat in

hat

a cat in a hat

a fat cat in a hat

a fat cat in a red hat

b d p o g y

u n a i s r c

dog bad yap

rip dig can

bad dog can yap

bad dog can rip

bad dog can dig

n i p t a h g

l o s m

mat on sit hat

pin

sit on a mat

sit on a hat

sit on a pin

n e p a t g

h c

pen cat hen

hat get

get a hat

get a hen

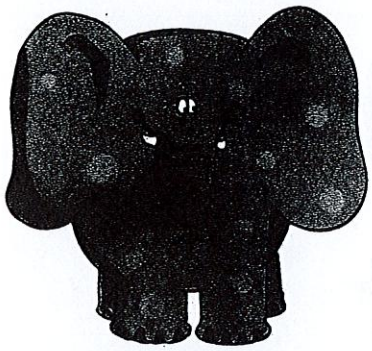
get a cat

get a pen

Practice time!

Now you have learnt the sounds **e**, **u**, **r**, **h**, **b** and **f**.

- Say the word for each picture. Circle the letter sound it starts with.

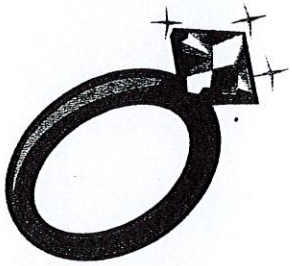


d

e

u

o



r

c

h

s

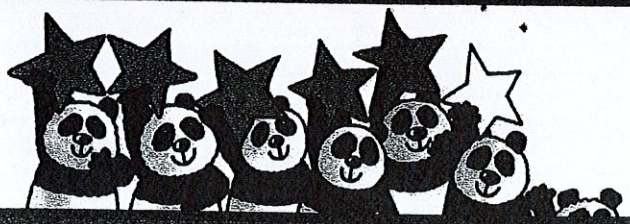
t

b

k

f

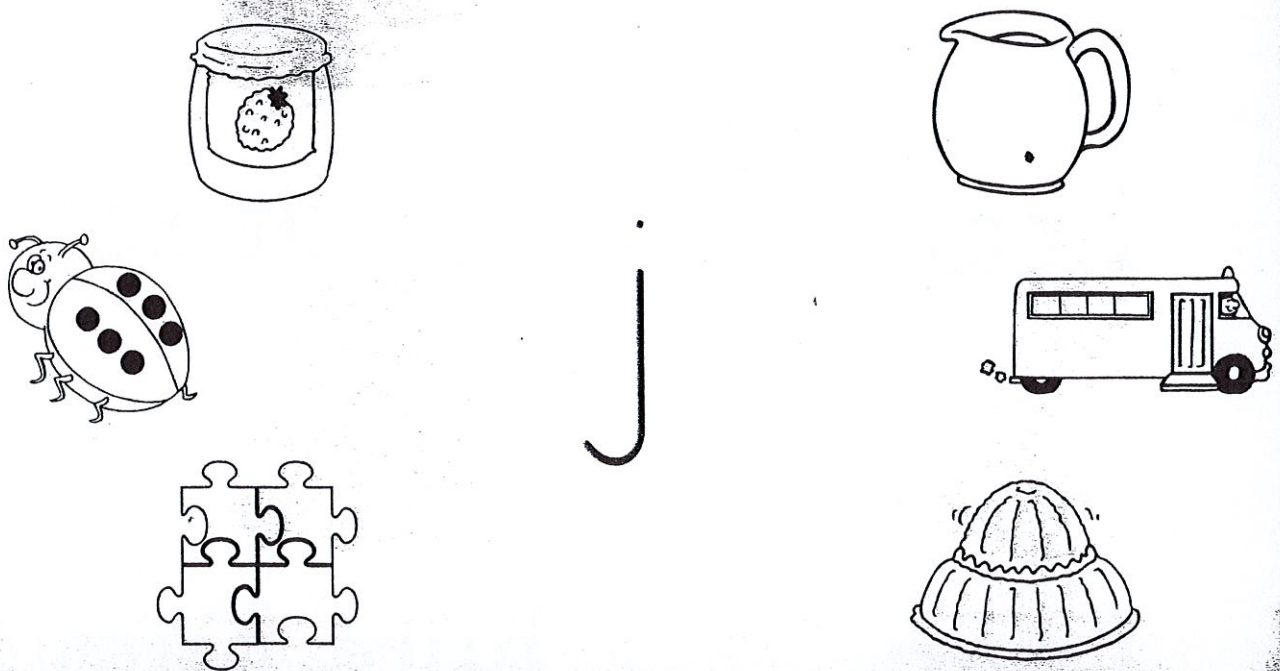
Well done!
Now colour
the next star.



Phonic sounds l and j

- Say the **l** sound. Circle each picture that starts with the **l** sound.

- Say the **j** sound. Colour each picture that starts with the **j** sound.



Reading sentences: tricky word I

Read this **tricky word**.

I

Read each sentence.
Read the three words.
Choose the word that makes sense in the sentence.
Draw a ring round it.

I can ____. hip hop hap

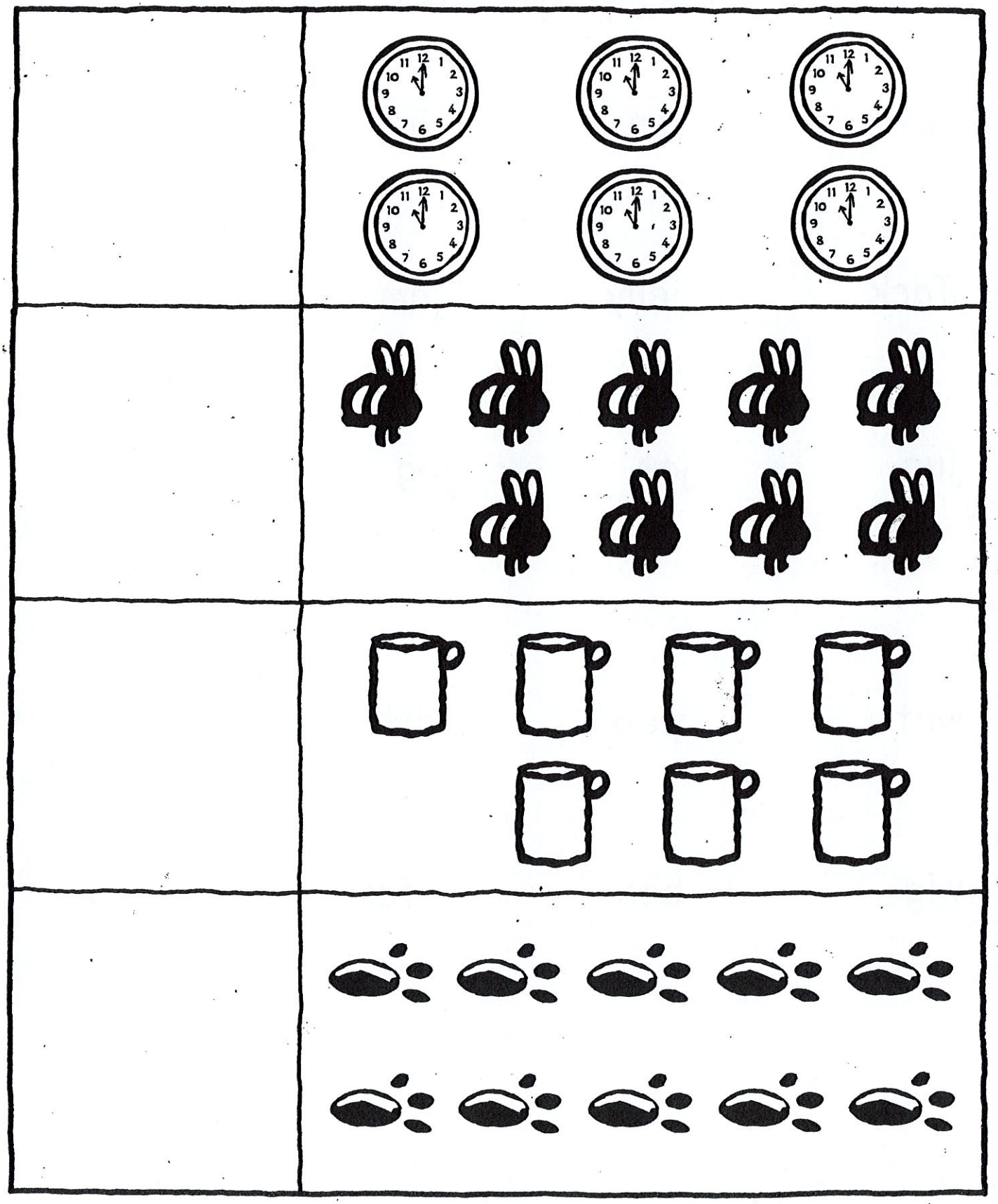
I can ____. sat sit set

I can ____. hum ham him

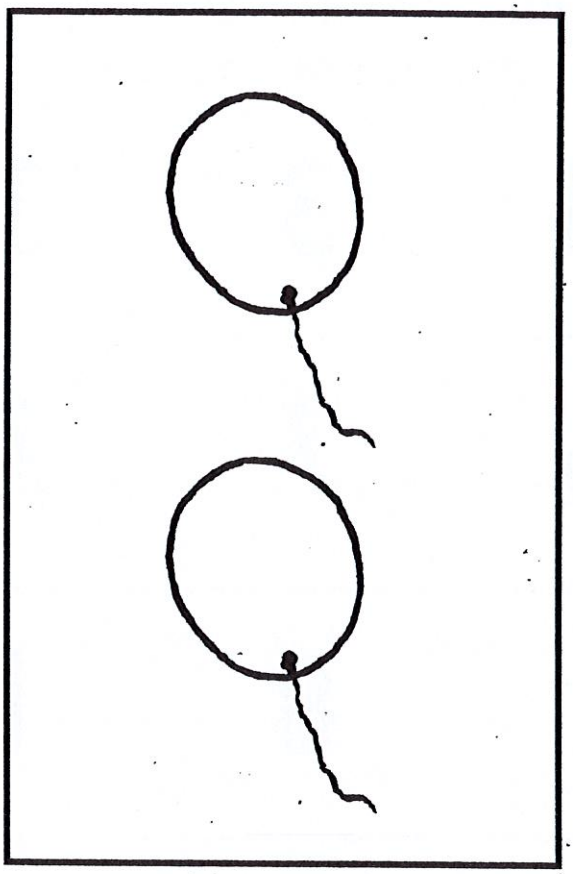
Please can you help your child to read these words.

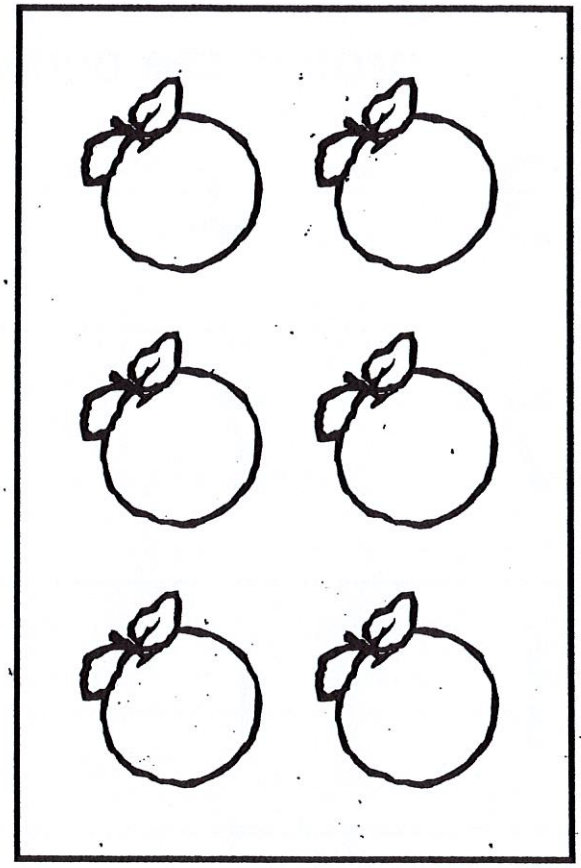
vet	van	jug
Jack	jelly	jam
jug	jet	jog
wet	web	with
wig	box	fox

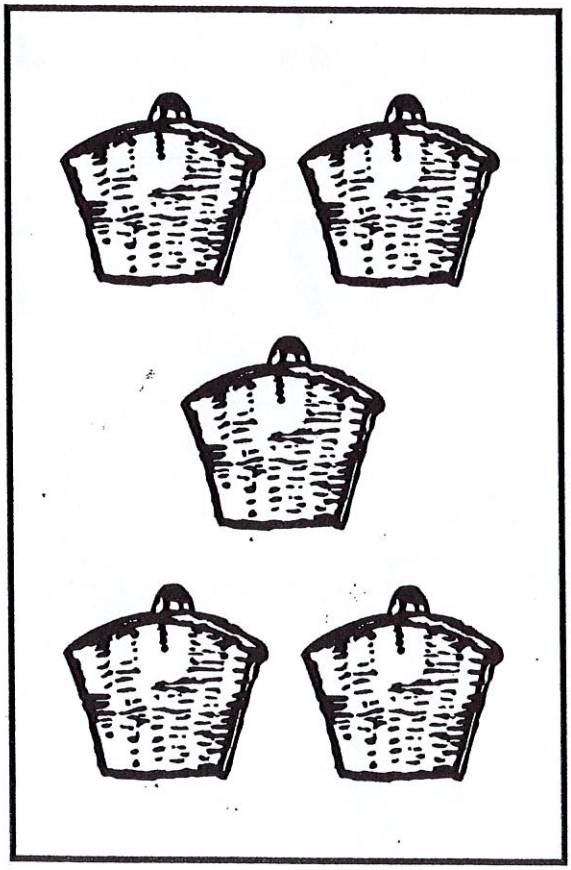
Count the things in the boxes. Say the number first, then write it in the box on the left.

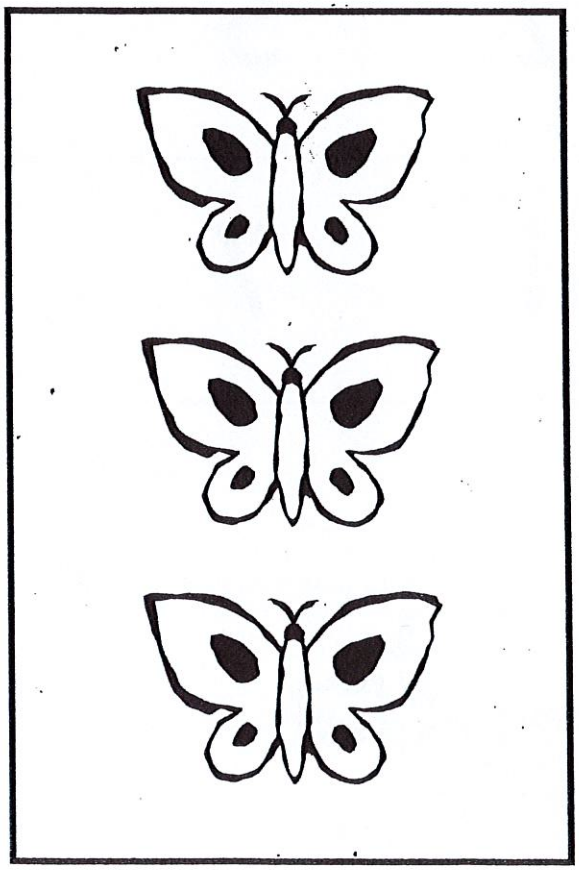


Which box has 5 things? Colour them in.





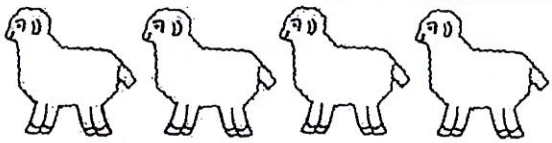




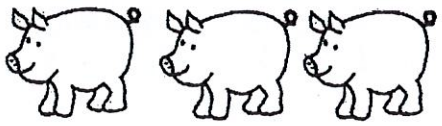
Say the numbers first and then put a circle around the odd one out in each row.

3	4	3	3	3
7	7	6	7	7
1	1	1	8	1
2	5	2	2	2
1	7	7	7	7

Circle the matching number for each set.



2 , 4



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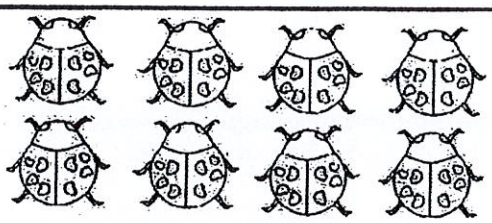
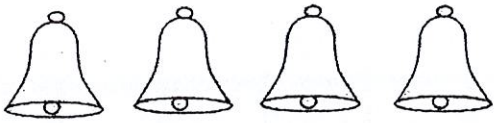
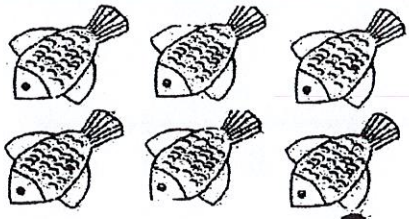


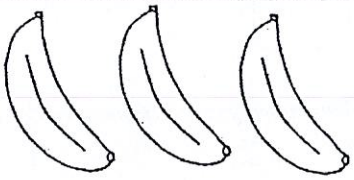
8 , 10



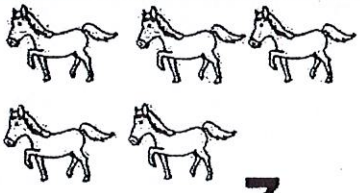
1 , 4



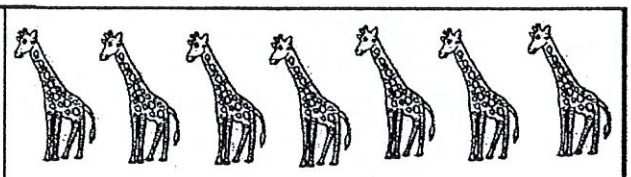
3 , 6



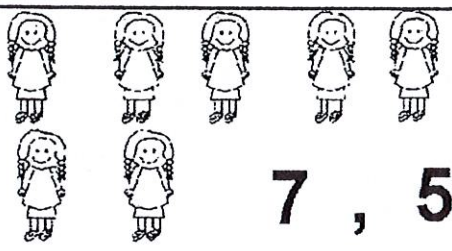
2 , 3



7 , 5



7 , 4



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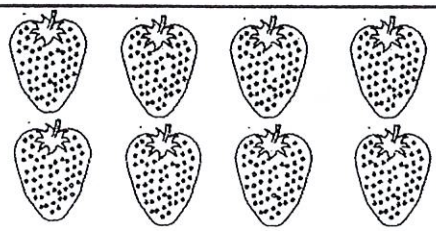


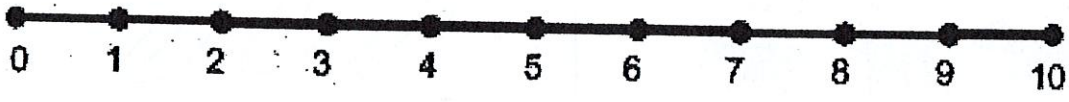
8 , 6

Adding on 1

1 + 1 = ☐

2 + 1 = ☐

3 + 1 = ☐

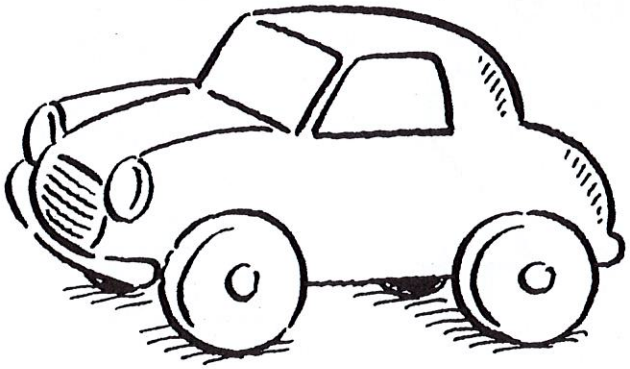


4 + 1 = ☐

5 + 1 = ☐

Name

one



Teacher's instructions

1 Start at the top, and straight down.

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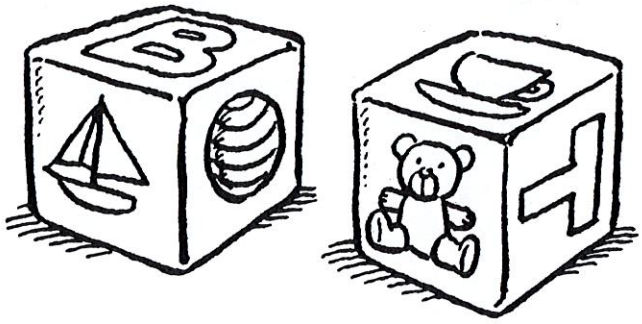
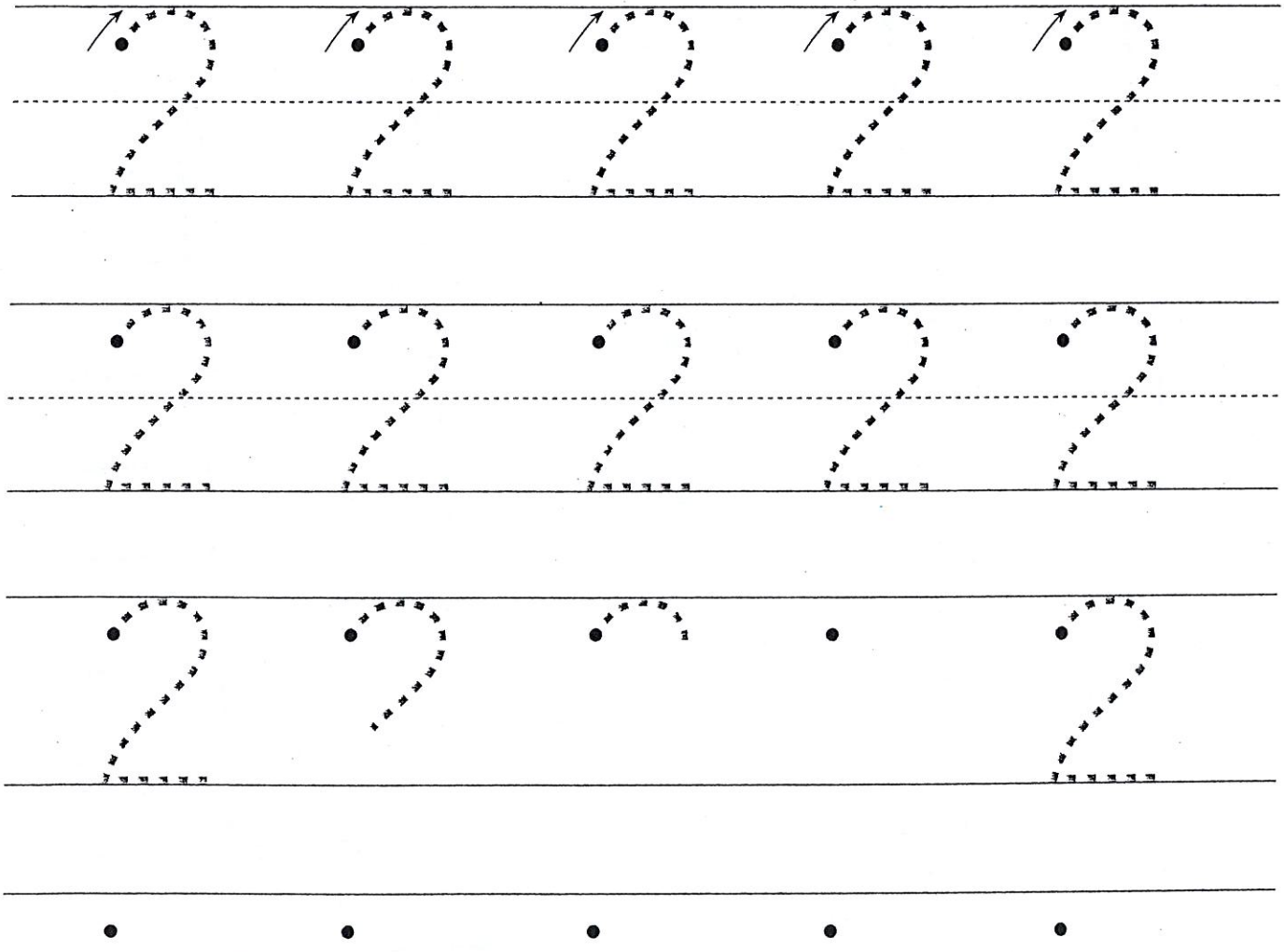
Name

two

2





Teacher's instructions

2 Start at the top, round, down and across.

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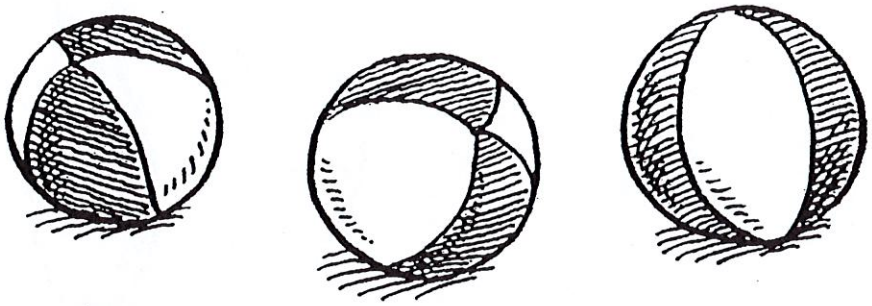
Name

three

3



Teacher's instructions

3 Start at the top, round and round.

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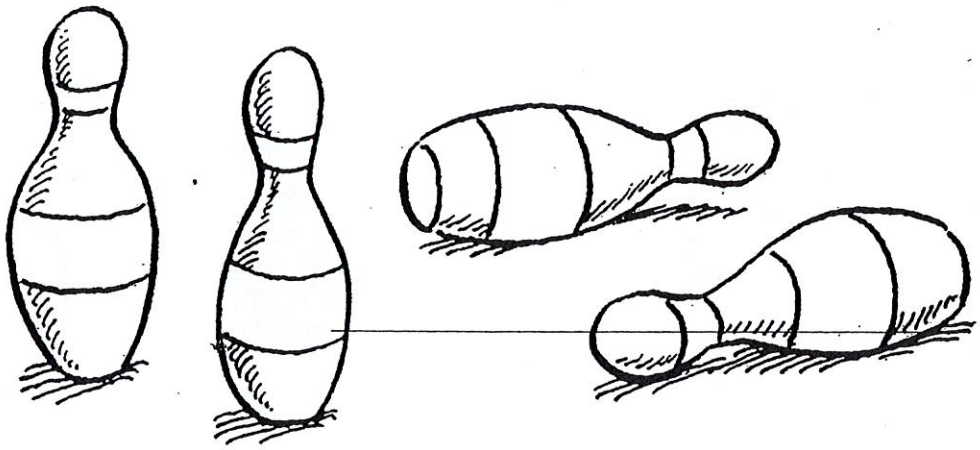
Name

four

4



Teacher's instructions

4 Start at the top, down, across, take your pencil off and down across the line.

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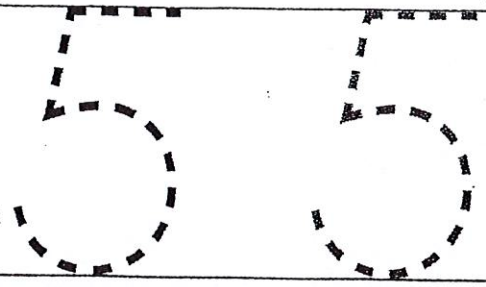
5

five dolls

look at the number

trace the number

draw inside

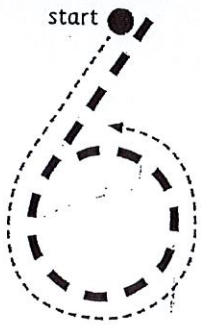


number practice

6

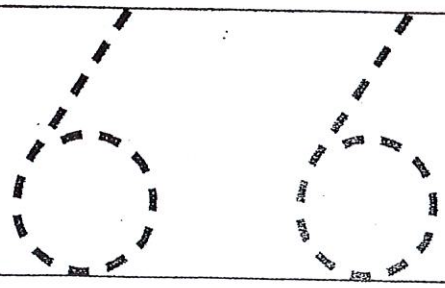
six horses

look at the number



trace the number

draw inside

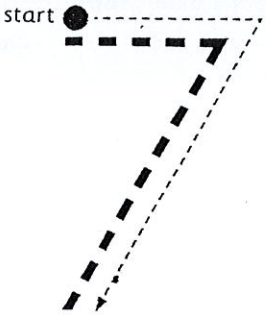


number practice

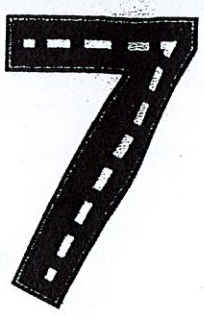
7

seven puppies

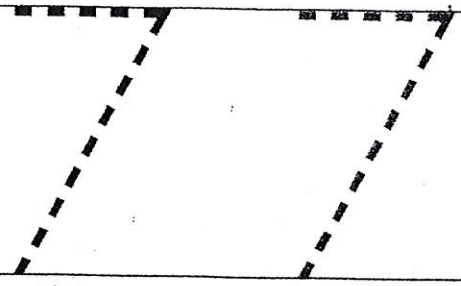
look at the number



trace the number

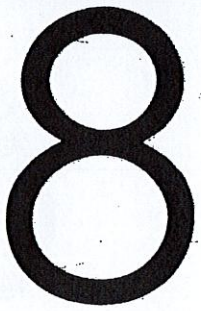


draw inside

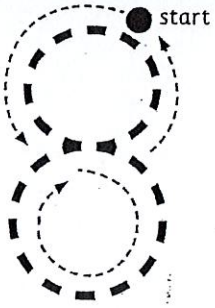


number practice

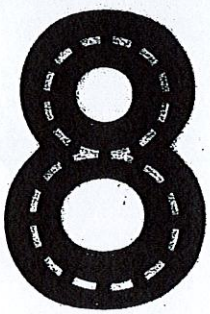
8



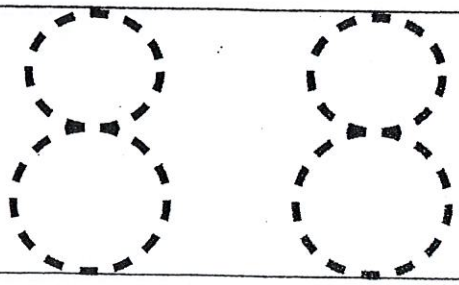
look at the number



trace the number

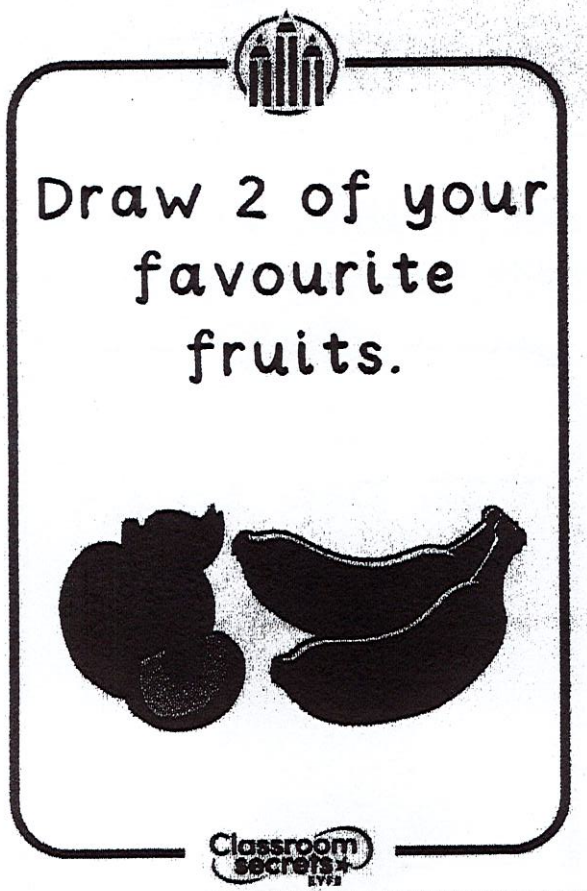
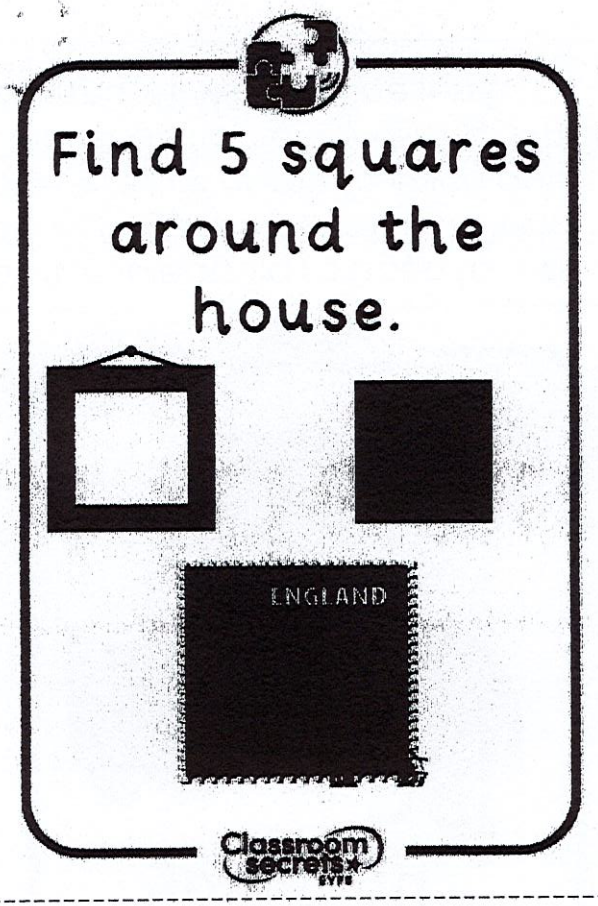
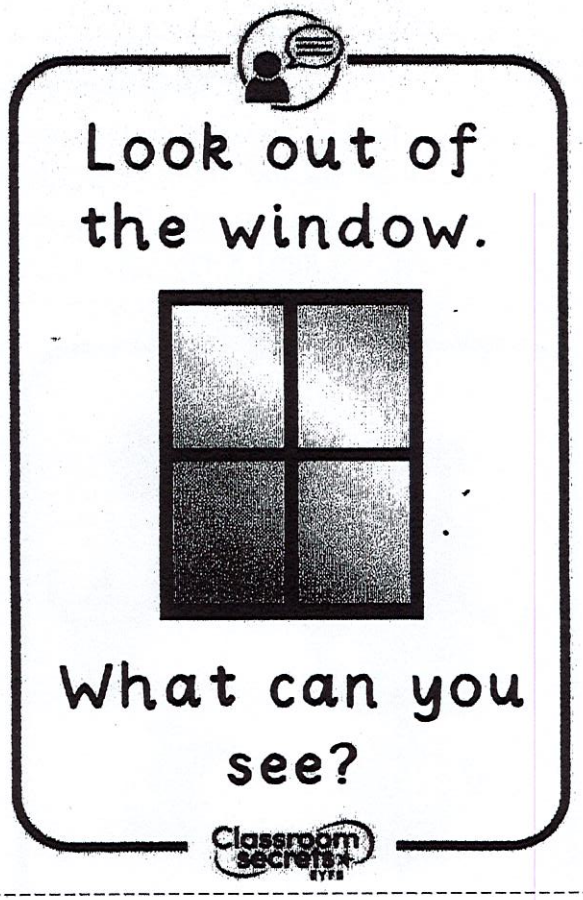


draw inside



number practice

Practical Ideas

		
Encourage the use of different colours. Question what colours are being used. Encourage the recognition of what has been drawn.	Children to find things around the house that are square. Ask questions such as: *What other shapes can you find?*	Look out of the window, encourage the use of positional language. *There is a bird **on** the fence. The car is **in front** of the garage.*

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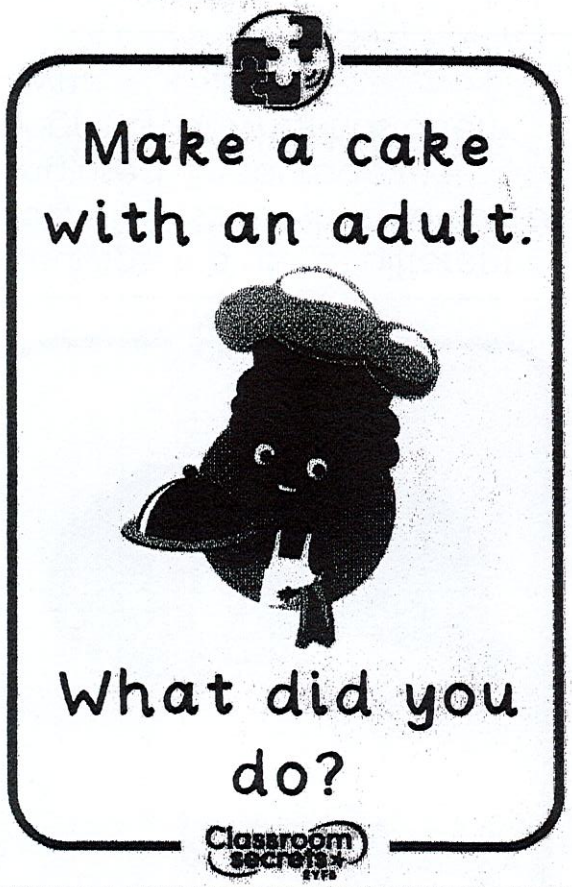
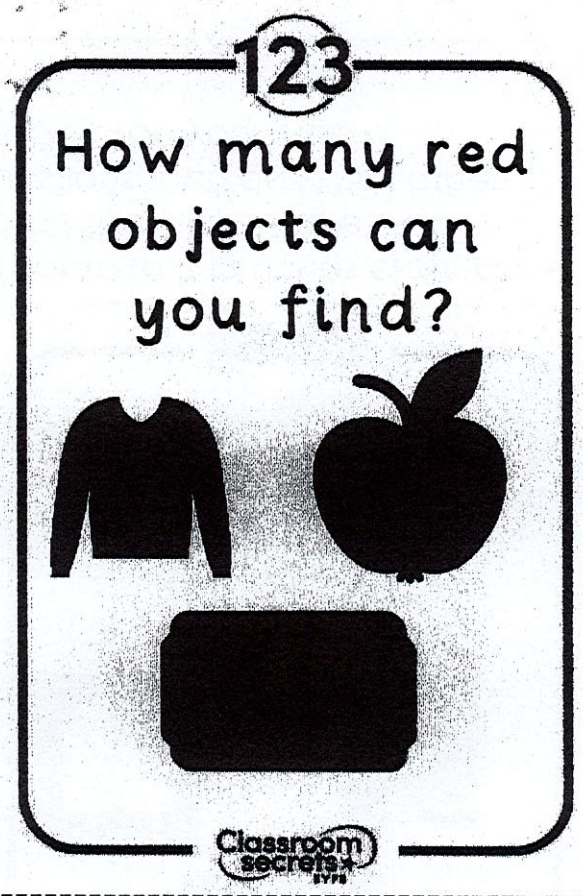
Practical Ideas



Encourage the use of time related language. For example: *first, then next.*
When tasting, talk about the smell, taste and texture.



Once objects have been found, encourage the counting. Giving one number name to each object. Challenge further by asking: *What is one more? What is one less?*

Once the story has finished, ask questions about the story, or questions that will extend the story. *What happens to (character)? Why did they do?*

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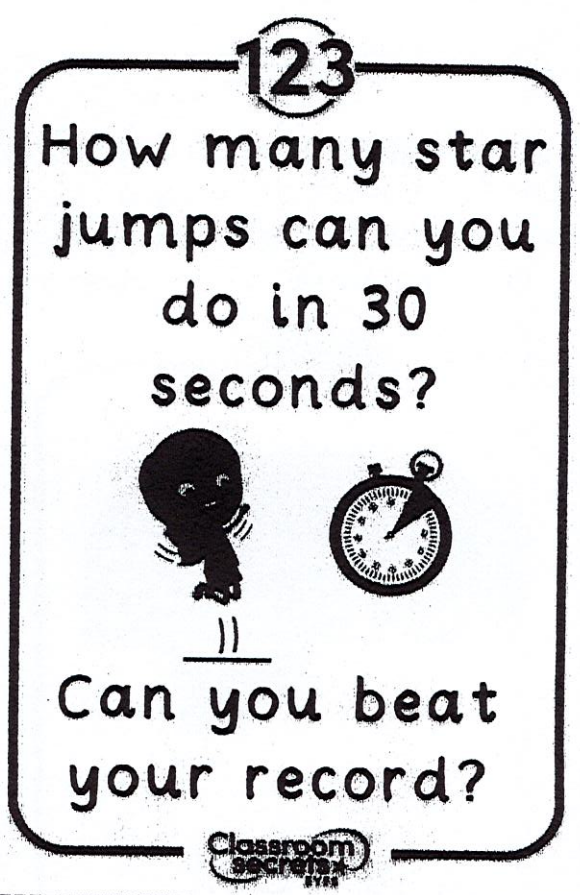
Practical Ideas

Talk about who is in your 'family'. Talk about what they do to help, *e.g. Grandma sometimes makes me tea at her house.*

Talk about a holiday or trip you have been on. Talk about what you did and why that might be your favourite trip/ holiday.



Talk about how long 30 seconds is. *Did it feel like a long time? Can you count your own jumps?*

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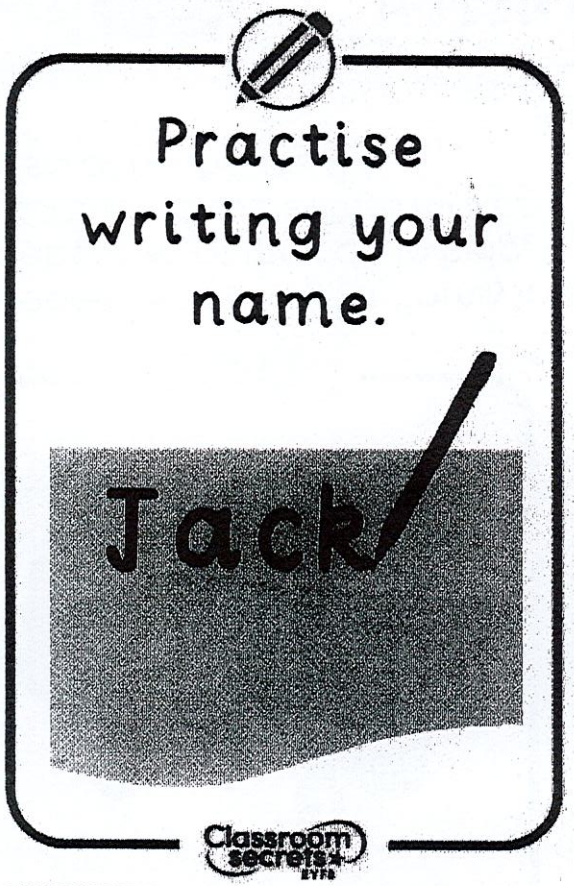
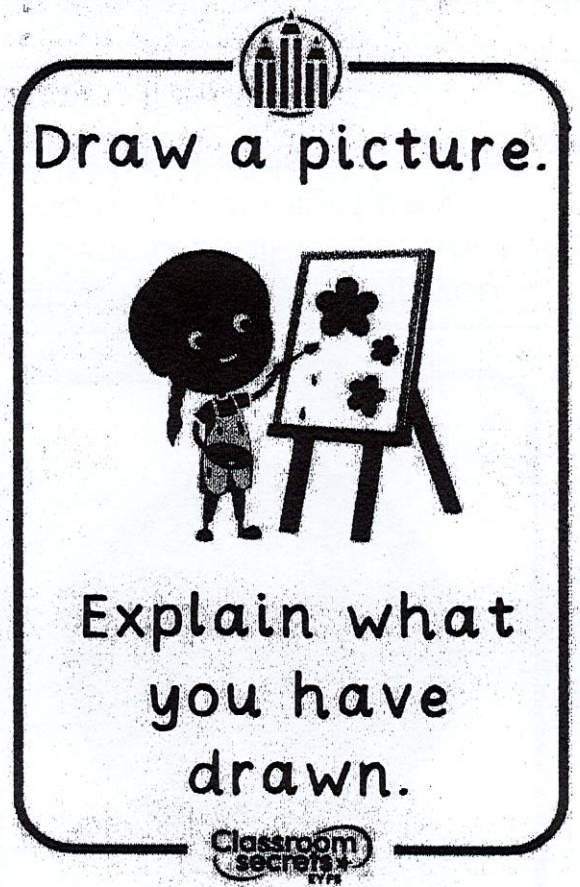
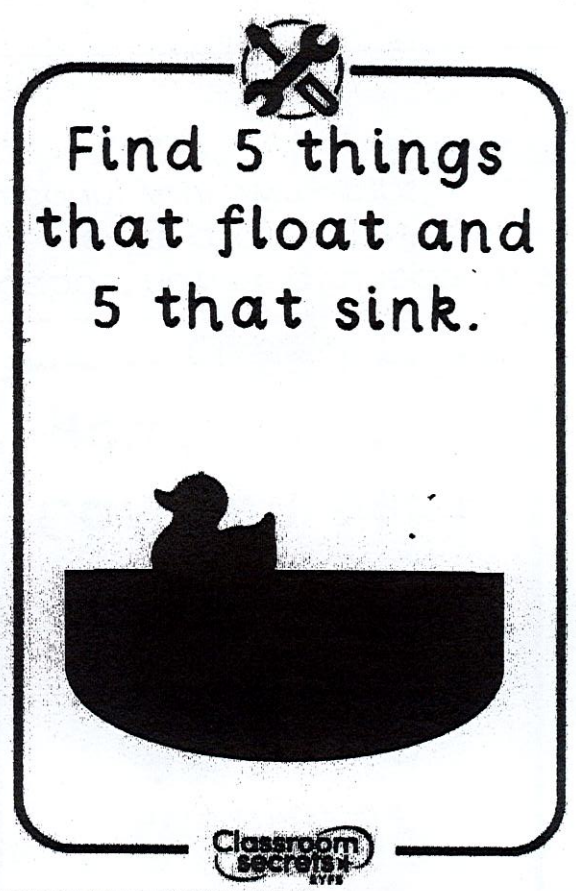
Practical Ideas



Talk about what the name starts with (the letter itself and capital letter). Children may want to trace their name first, then have a go at writing it independently.



Encourage the use of different colours. Question what colours are being used. Children to explain and describe their picture.



Talk about what **float** and **sink** mean. Before putting them in the water, ask the children to make a prediction about whether it will float or sink.

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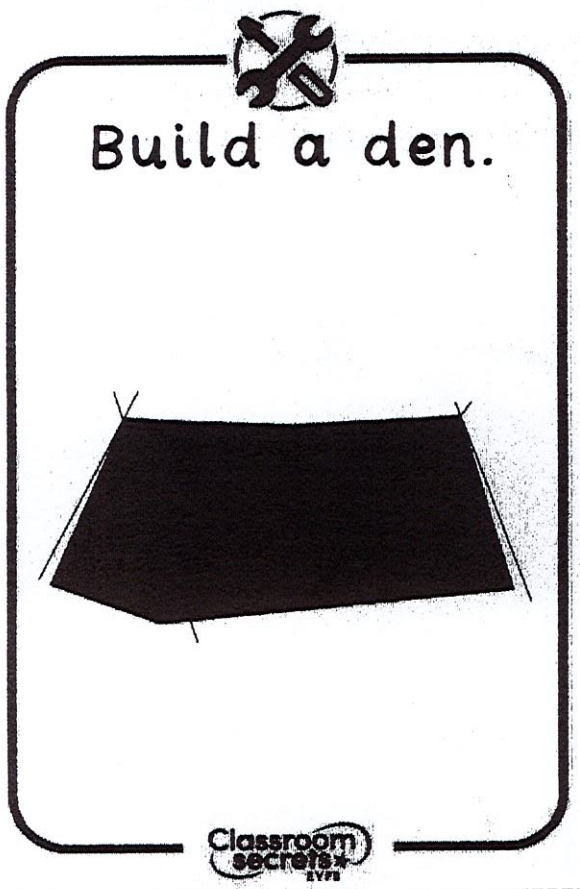
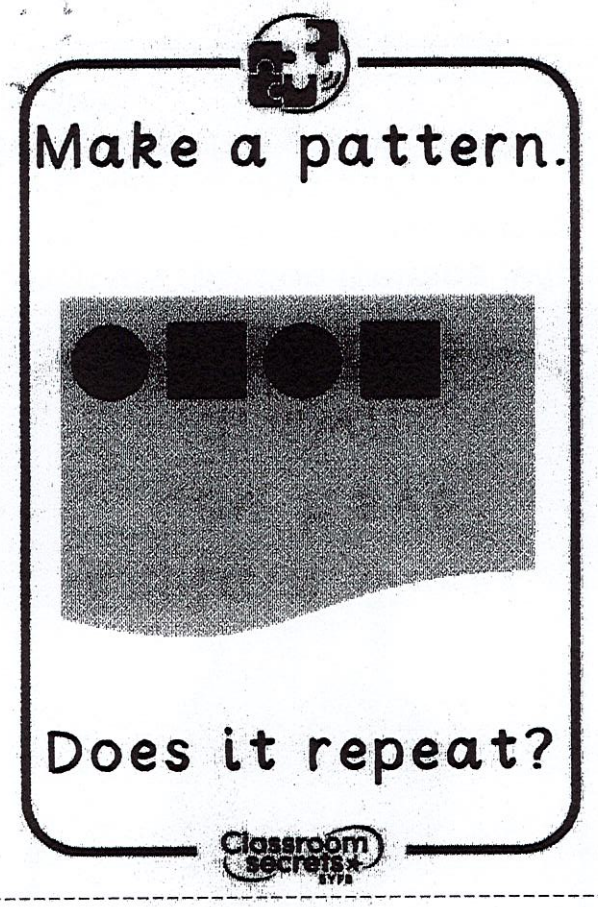
Practical Ideas

		
Children to use different household materials to make a den. Talk about what you have used to make the 'den'. Whilst in the den, you could share a story.	Use different objects to create a pattern. Children may want to print their objects on paper with paint, or create a row of objects on a table. Describe the pattern.	Encourage the use of positional language to explain the hiding places used in the game, e.g. *I was hiding under the table.*

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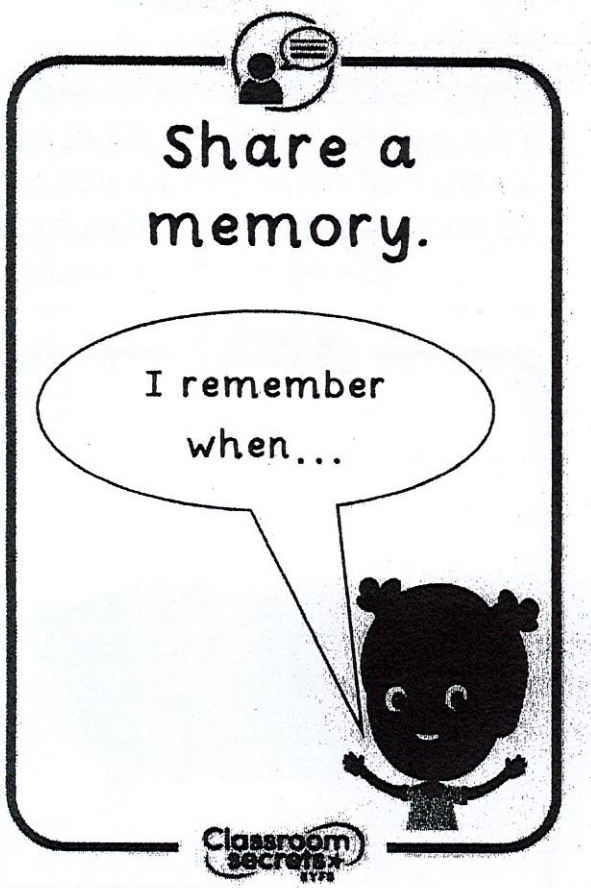
Practical Ideas



Take it in turns to talk about a memory. Encourage children to describe their memory. *Think about who was there. Is it a good memory? Why?*

Count the spots on the dice. *What have you/ I rolled? What number have you/I landed on?*
Has the number got bigger or smaller?

Using dried pasta, rice and pots, make a shaker. Use this to make music. Children could use it whilst singing familiar nursery rhymes.

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