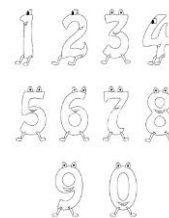


Parents in
Partnership

Number Task : Autumn Week 6

Name



Higher or Lower

This week we have continued to learn about sequencing numbers and have also carried on working on number recognition.

Task 1

Along with this work, we have been looking at comparing quantities.

This work has involved developing the children's mathematical vocabulary, as we have used the words, 'more' and 'fewer' to help us compare. This week we ask that you work practically with the children helping them compare quantities and during this work, to use comparative language such as 'more,' 'greater,' 'larger' and 'fewer,' 'less,' 'smaller' etc...

Here are some suggestions of activities that you could do at home,

- **Money work.**

Hold a few pennies in each hand, ask your child to count the money you have and help them compare the quantities and say which hand has 'more' or 'fewer' coins.

This activity could be changed to include any toys your child is interested in. For example, you could say

'How many bricks are in this tower?' and 'How many bricks are there her?' You could then compare the heights of the towers and again ask, 'Which tower has a larger number of bricks?' or, 'Which tower has the smaller number of bricks?' etc...

Task 2-Extension task

Using the Topmarks website, go to

<http://www.topmarks.co.uk/Flash.aspx?f=HigherAndLower>

This game gives you a variety of card options. Initially, start with the 'Objects to 10' option. You will be presented with a set of overturned cards. Click on the 1st card and encourage your child to count the objects. Then ask them whether the next card will have 'more' or 'fewer' objects and then click and see. Not only does this help the children develop their 1-1 counting skills, but it also allows you to use a range of mathematical vocabulary with them while developing the concept of comparing 2 quantities. If your child finds this task very easy, go to the 'numbers to 10 or 20' option and repeat the suggestions above.

Thank you.

Let us know how your child copes with these activities by cutting off and returning the comment box.

Handwriting

We have started to teach the children the entry stroke to our pre-cursive script and on the back of this sheet you will see some handwriting exercises that you could work on with your child. Please ask your child to start from the 'baseline' and to go 'up the hill' every time they form an entry stroke.

Junk Request

We are running low on our supply of junk materials for junk modelling. Any donations of clean plastic or cardboard food packaging would be gratefully received.

Please do not donate meat or nut packaging or any medical packaging for health and safety reasons.

Thank you.

Phonics and Word blending

Please note that this week we have added the letters 'o' 'c' and 'k' to your child's phonics book. Please spend time looking at 's,' 'a,' 't,' 'p' 'i' 'n' 'm' 'd' 'g' 'o' 'c' and 'k' with your child. The children have now been introduced to 12 letter sounds and we have continued word blending activities in our phonics lessons to start the children off on decoding words.

We have looked at new words this week and ask that you look at these together. Encourage your child to say the sounds and to then blend them together to help them read.

The words are:

a as at sat
pat is it pit
nap an in mat
din dim dip dig
cod cot cat sack

My child's response to the tasks.