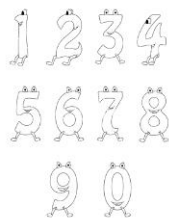




Parents in Partnership

Number Task : Autumn Week 11(4)

Name



Topic
Newsletter

Numbers in between



This week we have worked on looking at number sequences and developing our problem solving skills to work out numbers that go in between others. We have also used the words, 'in the middle' to help the children understand this concept.

In a similar way to the way we worked last week, we have worked practically and ask that you carry out practical tasks at home too.

Task 1

Using building blocks or lego ask your child to make a tower of 5 bricks. Then next to this one, ask them to make a tower of 7. Comparing the 2 towers, ask them to make a tower that would go in between or in the middle of the tower of 5 and the tower of 7. Repeat this activity with different quantities until you feel your child has understood the concept.

Extension

If this is too easy for your child, perhaps use the number track below. Point to one number such as 10 and then 12 for example, and ask your child which number is in between these two. Repeat as necessary and if applicable, make a number track for your child with larger numbers, repeat the process and model the language as described.

Please have fun and let us know how your child responds to the tasks.

Alternatively, use the 'paint the squares game we previously recommended. Using the grid, paint one number and then another leaving a gap in between and ask your child to work out the 'number in between. Here is the link,

<https://www.topmarks.co.uk/learning-to-count/paint-the-squares>

Our Nativity Play

For your information, **The Reception Class Christmas Nativity Play is on Friday 14th December at 9.30am.**

We look forward to seeing as many of



you there as possible.

Welly Request

As we intend to continue outdoor learning throughout the Winter months, we ask that you provide your child with a named pair of well fitting wellington boots that can stay in a carrier bag on their pegs. Thank you.

Spare Clothes Request

If you have any spare underwear or school dresses or trousers that your child no longer wears, we would be grateful of donations to give children when they are wet.

We thank you in advance for any such donations.

Handwriting

We have started to teach the children the entry stroke to our pre-cursive script and as you work with your child, please remind them to start from the 'baseline' and to go 'up the hill' every time they form an entry stroke.

This week our focus letter has been 'r'.

Please work with your child on forming this letter and use the following vocabulary,

'Up the hill, down the short ladder, back up the short ladder and over the rainbow.'

By using this language, you will reinforce our work at school and help your child form their letters.

Encourage your child to use a range of tools. If they find manipulating smaller tools difficult at this time, perhaps work with water and paintbrushes in the garden, or paint and paint brushes on large sheets of paper. Rainbow writing is also fun, so a range of colourful felt tips or colouring pencils could be used.

Thank you.

Tricky Words

In our phonics lessons we have continued to teach the children their tricky words.

We explain that these are words that cannot be sounded out, but that you learn by 'sight.' These are the words that we have worked on so far.

| | | |
|-----|-----|------|
| the | to | I |
| no | go | into |
| he | she | we |
| me | be | was |

Phonics and Word blending

Please note that this week we have added the letters 'l' and 'j' to your child's phonics book. Please spend time looking at all the letters in the phonics books we have so far taught.

| | | | | | |
|---|---|---|---|---|---|
| s | a | t | p | i | n |
| m | d | g | o | c | k |
| e | u | f | r | h | b |
| l | j | | | | |

'The words below are words containing l and j that you could help your child decode using their 'robot' arms.'

| | | |
|------|------|------|
| lap | leg | lip |
| lock | luck | bell |
| jam | jet | jig |
| job | jug | |

Please cut off and return this slip to school. Thank you.

My child's response to the tasks.