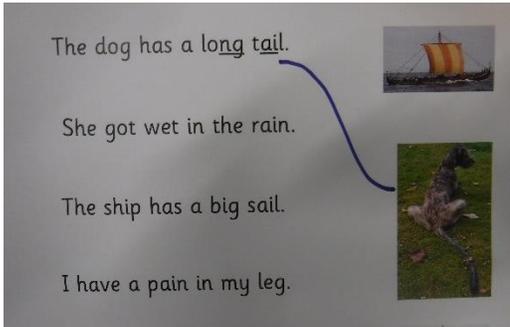


Thursday 28th January

If you would like to share some photos of your child's learning, I would love to see them or if you just need to ask a question, please email eyrs@oldheath.essex.sch.uk

Letters and Sounds



Today we are introducing the **ai** digraph. Once you have read the **ai** words, you can try to read the sentences and match them to the correct picture.

I have added the word snail on the final sentence which actually has 4 sounds s-n-**ai**-l.

I have underlined the digraphs in the first sentence. You could play 'find the digraph' first, colouring or underlining them, then have a go at reading.

Alphablocks - train

<https://www.bbc.co.uk/iplayer/episode/b01py4xg/alphablocks-series-3-14-train>

Epic phonics – phase 3 - ai

<https://www.youtube.com/watch?v=K-vehzhMSEg>

Number

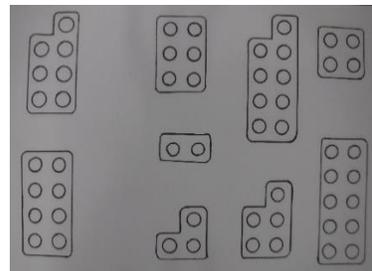
You will need your Numicon tiles again today.

You can do one of two things.



Either get out one of each Numicon tile and place them on the table.

or



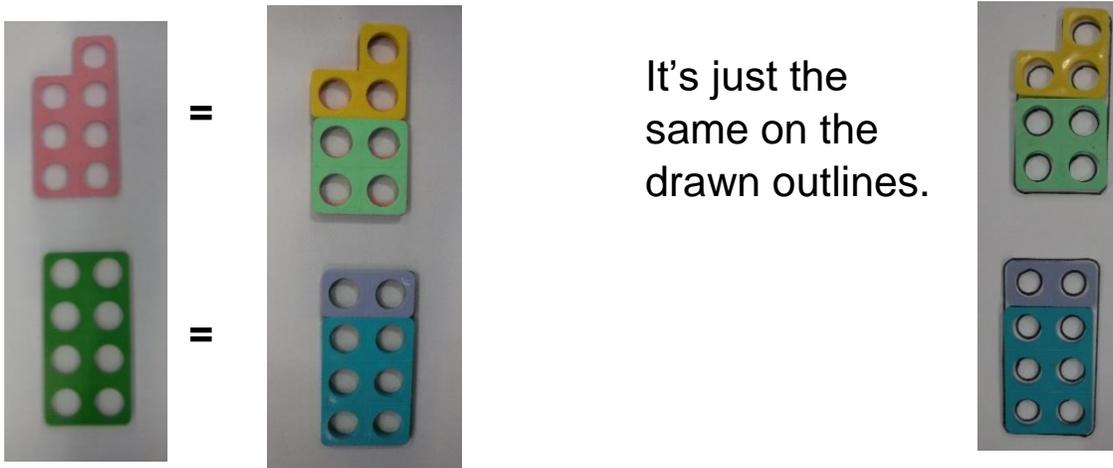
Draw around each tile on a piece of paper.

This is obviously the more time consuming choice but also good for fine motor control!

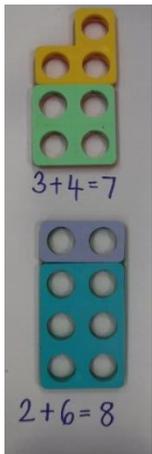
Your child is going to use these to make number sentences.

They need to choose 2 tiles to fit onto each shape.

For instance,



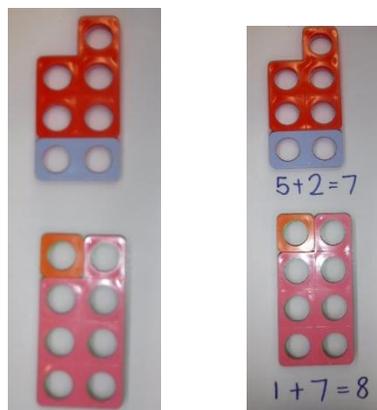
This is adding in reverse. We are starting with the total and then finding 2 tiles to make that total.



You could encourage your child to write the number sentence under each one.

If you only manage a few number sentences, that's ok.

There are obviously lots of different ways to make each number. Any is fine.



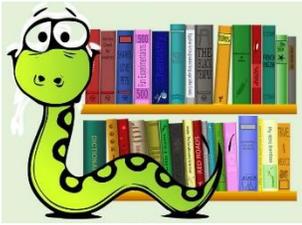
Reading skills

This activity is based on an episode of Pingu.

Poor Pingu

<https://www.youtube.com/watch?v=yBEsSQH0MPM>

There are some questions below which link to our VIPERS reading at school. We use VIPERS to improve the children's understanding of what they are reading but we also practise these skills with pictures and short films.



Pingu is great for supporting children's **inference** skills i.e. learning to hunt for clues or reading between the lines. Even though we don't know what the penguins are saying, we can still work out how Pingu is feeling/behaving and why.

These are some questions that you could ask.

How did Pingu feel when woke up and he first saw his baby sister? How do you know?

Why did daddy penguin make Pingu do all of the jobs for his sister? Did he mind?

Why do you think he pretended to cough when the nurse arrived?
How do you think he was feeling? Why?

What did he do to make himself look sick?



Do you think he minded having spots at the end?

Another of the VIPERS skills is **sequencing**. The sequencing pictures show what happened at the beginning, middle and end of the story. Ask your child to talk about each picture. You could even cut them out and ask your child to arrange them in the correct order.

There is also a picture of the end of the story to write a sentence.

It only needs to be simple i.e. Pingu has red spots.

Or slightly longer i.e. Pingu is sick and he has got red spots. He is in bed.

Again, please encourage your child to listen for the sounds by themselves, although you can give them a clue if they need it! It doesn't matter if the words aren't all spelt correctly at this stage, but they do need to use their sounds.

Don't forget to use the sound mat too.

Thank you for your support and your hard work.

Mrs Ford