 phoneme video (1).wmv

Fred Talk



Blending and segmenting words

'Green' words and 'red' words, consonant digraphs (ff, ss)

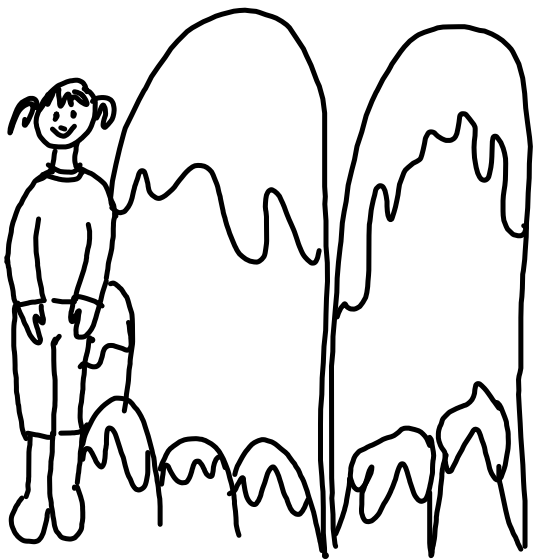
Alien words (getting ready for Yr1 phonics screening)

Punctuation

How to read at home e.g. reading pictures and bug club

When your child is ready to move up a level

Cursive handwriting ,core strength and seating.



Handwriting is taught discretely. It must have a purpose and be celebrated even if it is not to 'publisher's' standards. The benefits of cursive script are as follows:

It helps children's writing to be clear, fluent, legible and fast

Having a lead in and out stroke avoids confusion about where to begin letter formation

This has also proved beneficial for children with poor hand control and for dyslexic children

The pencil does not often need to be lifted from the page - this reinforces phonic and spelling patterns

tox bim vap thazz steck quemp chill shin gang
voo jound terg fape blurst stroft newt trains scribe

Young children are inherently mathematical. In Early Years' maths we deal with the concrete and practical. We encourage reflection and give them ideas and extensions. If they're ready to take them on they will. Give them lots of strategies to use.

Maths

1:1 correspondence, counting in 2s, 5s and 10s and counting on. (next slide)

Conservation of number

Numeral formation (start at top)

Sequences

Mathematical operations

Shape space and Measure: 2d & 3d shapes and their properties, measuring using non standard units, comparative language.

The stable order principle: The order of number names doesn't change. It is knowing that you recite the numbers in the same pattern.

The one to one principle: Each item to be counted has a 'name' and that we only count each item once during the counting process. That each number pairs up to an object.

The Cardinal principle: The last item counted represents the number of items in the set of objects. The child knows the answer to 'how many?'

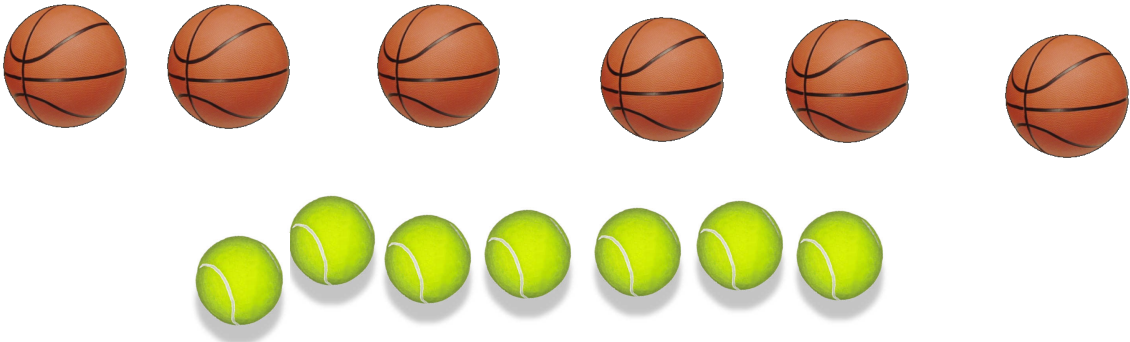
The order relevance principle: You can start from any object in a set of objects.

The Abstraction Principle: Anything can be counted and not all 'anythings' need to be the same type.

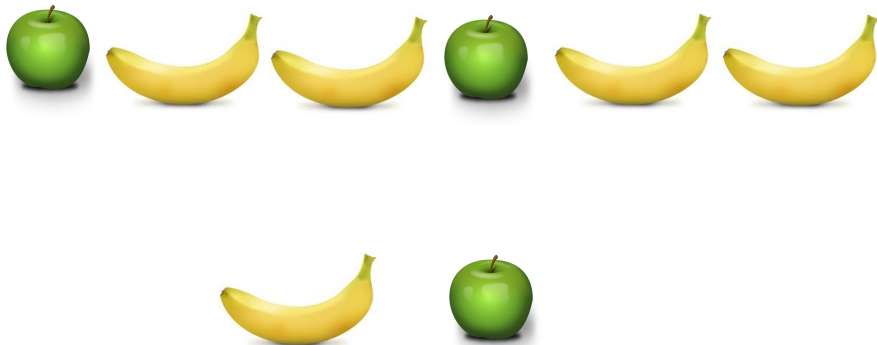
Conservation of number: Recognising that if a group of objects already counted is rearranged, the total number stays the same.

They need to have the opportunity to count lots of different objects, including things that cannot be touched or moved. Counting and calculating are closely linked. Counting forwards is adding on one or more and counting back is taking away one or more.

Include daily counting on/ back activities. Children's counting skills must be supported by knowing the everyday language or mathematics so that they can talk about and explore their ideas. Fingers and toes are the ultimate counting tools.!



- 0 zoom zoom around the moon
- 1 A straight line down is fun - that's the way to make a one
- 2 Around and back on a railway track two-two-two-two
- 3 Around a tree around a tree, thats the way to make a three
- 4 Down and across and down once more. That's the way to make a four
- 5 Thin, fat put on his hat
- 6 A line and a loop six rolls a hoop
- 7 Across the sky and down from heaven. Thats the way you make a seven
- 8 Make an 'S' but do not wait. back up Straight back up and make an eight
- 9 A loop and down the line - that's the way to make a nine.



Number Line 0-20

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

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Number Line 0-20

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Number Line 0-20

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20



100 Square									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

add/ put together/ plus
subtract/ take away/ minus
equals/ is the same as



Attachments

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