

Literacy

Choose one of the following literacy activities each day.

Toy talk Introduce to the children a soft toy that can only speak in 'sound-talk'. The children see the toy whispering in the adult's ear. To add to the activity, as the toy whispers the adult repeats the sounds, looks puzzled and then says the word straight afterwards. For example: What would Charlie like for tea today? The toy speaks silently in the adult's ear and the adult repeats 'ch-ee-se' looking puzzled and then, says with relief 'cheese!' Now invite the children to see if they can speak like the toy: Do you think you could try to toy talk? Say ch-ee-se: (the children repeat 'ch-ee-se'). Ask the toy again What else would you like? Be careful to think of items with names of only single syllables (e.g. fish, cake, pie, soup).

Use different scenarios: What does the toy like to do in the playground? (hop, skip, jump, run, etc.). As the children become more confident, make some errors – blend 'skim' for 'skip', for example, and ask them to catch you out by giving the correct blend.

Encourage the children to ask the toy questions with yes/no answers (e.g. Can you sing? Y-e-s/N-o). Or ask the toy the colour of his bike, his bedroom walls, his jumper, etc. and the toy will answer r-e-d, b-l-ue, g-r-ee-n, m-au-ve.

Which one? Lay out a selection of familiar objects with names that contain three phonemes (e.g. leaf, sheep, soap, fish, sock, bus). Check that all the children can recognise each object. Bring out the sound-talking toy and ask the children to listen carefully while it says the names of one of the objects in sound-talk so they can help it to put the sounds together and say the word. The toy then sound-talks the word, leaving a short gap between each sound. Encourage the children to say the word and identify the object. All the children can then repeat the sounds and blend them together – it is important that they do this and don't simply listen to the adult doing so.

I spy Place on the floor or on a table a selection of objects with names containing two or three phonemes (e.g. zip, hat, comb, cup, chain, boat, tap, ball). Check that all the children know the names of the objects. The toy says I spy with my little eye a z-i-p. Then invite a child to say the name of the object and hold it up. All the children can then say the individual phonemes and blend them together 'z-i-p, zip'. When the children have become familiar with this game use objects with names that start with the same initial phoneme (e.g. cat, cap, cup, cot, comb, kite). This will really encourage the children to listen and then blend right through the word, rather than relying on the initial sound.

Say the sounds When the children are used to hearing the toy say words in sound-talk and blending the individual sounds to make words, you may be able to ask some children to see whether they can speak in sound-talk. Choose some objects with three-phoneme names that you are sure the children know and hide them in a box or bag. Allow one of the children to see an object, and then ask them to try to say the separate sounds in the name of the object, just like the toy does (e.g. d-u-ck). The other children then blend the sounds together to make the word. The child can then reveal the object to show whether the other children are right.

Cross the river Choose a selection of objects with two or three phonemes as above. There can be more than one of the same object. Make a river across the floor or ground outside with chalk or ropes. Give each child or pair of children an object and check that all the children know the names of the objects. The toy calls out the name of an object in sound-talk (e.g. p-e-g). The children who have that object blend the sounds to make the word and cross the river.

Numeracy

Monday

Introduce the number 2. Look around the house can you find the number 2. Count 2 objects. 2 of as many different things that you can find. Practise to write the number 2.

Tuesday

Practise your counting. Can you hear our new number in our counting? Which number is it? Which number comes before and after the number 2? Can you draw and cut out 2 handprints?

Wednesday

Practise writing numerals 0,1,2. Can you find 2 things that are the same in your house? Can you add one and one to make two? Practise writing numerals 0,1,2.

Thursday

Which counting songs do you know? Can you sing them for your parent? Practise write numerals 0,1,2. Can you make some number flash cards? Can you count some objects to match your flash cards?

Friday

Today we are going to practise your counting. Can you count your jumps, claps, hops? Can you count back from 2? Can you count back from 5?

Practise writing numerals 0,1,2.