

Nursery/Reception: Can your child halve using items? Explain that halving means 'sharing items into two equal groups'. Provide opportunities for your child to split items into equal groups, e.g. when eating snacks such as grapes, raisins or crackers or when playing with cars or blocks. Can they share them between two adults? Can they check by counting carefully?

Year 1 and 2 Measure your height. Then, with someone's help, measure the distance from fingertip to fingertip when you stretch your arms wide. Compare the distances - do you notice anything? Who has the longest finger? Can you find out?

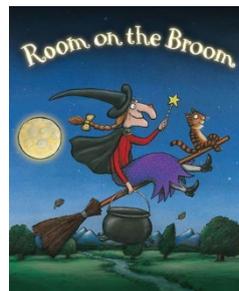
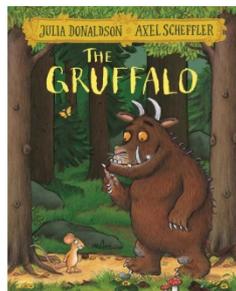
\* Measure the length of your foot. Then measure the distance between your wrist and your elbow. Compare the two distances.

\* Can you find 5 objects (e.g. toy cars) and order them according to size?

Talk to your child about the units of measurements centimetres and metres. Does your child know how many centimetres equal a metre?

## TUESDAY

Nursery/Reception - Recognise words that rhyme. With your child, read a story that includes rhyming words at the end of the sentences, if you don't have a rhyming story at home you can always listen to them on YouTube using stories like, 'The Gruffalo' or 'Room on the Broom' by Julia Donaldson. Can your child hear rhyming words? To extend, can they think of any other words that rhyme?



Years 1 and 2 - Find a story to read or listen to one on YouTube. Where is the setting of the story? Can you draw yourself in that setting? What are your favourite settings?



Nursery - Draw or find a picture (you can print them from the internet) for your child to colour in. Encourage your children to hold their pencil correctly and make small strokes.

Reception - Encourage your child to play 'Splat' with someone who lives in their house. Lay out 5 or 6 sound or word cards and call out one of them. Whoever high fives or splats the word first gets to keep it. Repeat until all of the cards have been used and see who the winner is. Your child could even write the words out for you using their phonic knowledge, they could write tricky words, e.g. 'you', 'me', 'to' or decodable words, e.g. 'shop', 'chip', 'mud'.

Year 1 and 2

\* Write with a chalk on the ground as many words as you can think of with these suffix endings. -ed -ful -ly -est (eg; hopped, helpful, finally, greatest).

\* Think of three long words that you would like to learn how to spell. Use a dictionary to find the correct spellings and practise each word at least five times around the outdoor area. You could write in the sand, on a stone, in chalk on the ground, with a wet paintbrush on a wall and in the mud!



All - Play a memory game start with 5 items on a tray (if this is too easy or hard you can adapt the number of objects). Show your child the objects and name them. Hide them under a towel, can they remember all the objects under the towel? Or take one object away without them looking can they tell you which object is missing?



ALL

While on your daily walk or in your garden, collect a range of natural objects, lay them out on a piece of paper to create a picture, it can be anything you want. Ask a grown up to take a picture of it or do it yourself but ask permission.

