

Hide and Seek

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Parent Booklet 2

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Introduction

Your child is learning English with *Hide and Seek*, a new three-level British English course for children in Kindergarten classes which takes them from age three to age six and the start of their Primary education. The methodology of *Hide and Seek* involves parents (or carers) in their child's education. Support from parents is very important and we have provided some notes on page 8 as to how you can support your child.

Objectives of *Hide and Seek*

- Provide a fun and structured learning experience.
- Encourage a positive attitude to learning English.
- Provide interesting, age-appropriate materials and activities for children to meet and practise a range of English vocabulary and structures.
- Provide a course based on the internationally-recognised **Statutory Early Years Foundation Stage Framework (England)** and the **National Curriculum in England: Primary Curriculum Key Stage 1 Standards (where applicable to Reception)** in **English, Maths and Science**.
- Introduce the English alphabet (**in Level 1**) and phonic sounds for the letters and letter combinations (**in Levels 2 and 3**).
- Introduce the children to basic **Numeracy** and simple maths, such as counting on, counting in tens.
- Introduce the children to simple **Science** topics to develop their understanding of the world around them.
- Introduce the idea of good behaviour in school and citizenship through simple **Values** topics, set in school and at home.
- Introduce **Art and craft** activities to help the children develop their creativity and motor skills through fun and interesting activities.

Course rationale

Hide and Seek aims to help young children develop educationally, emotionally and linguistically in preparation for Primary education. Each child is different and each child will have different abilities. Some children will be ready to start learning a new language, some will not. Some children will be better at English, Maths or Science than others. It is important that each child learns at his or her own pace, and is encouraged to try and is praised by teachers and parents for trying. It is important that children are not over-corrected or made to feel silly if they make a mistake.

Children are naturally motivated and enthusiastic to learn. It is important for them to enjoy their first educational experience and keep their enthusiasm. It is also important to remember that children of this age will learn quickly and forget quickly. The amount of teaching is not expected to equal the amount of language that the children can produce.

Hide and Seek is based on the **Statutory Early Years Foundation Stage Framework (England) (EYFS)** and the **National Curriculum in England: Primary Curriculum Key Stage 1 Standards (where applicable to Reception)**. The Early Years Foundation Stage Framework is a document which sets out standards for learning and development for young children from birth to five years of age and is designed for Kindergarten and Nursery schools in the UK. The standards promote teaching and learning to ensure 'school readiness'.

There are seven areas of learning and development that must be included in an educational programme and these strands are included in the thinking and methodology behind *Hide and Seek*.

• Language and communication

Children should have the opportunity to experience a rich language environment to develop confidence and skills in expressing themselves, and to speak and listen in a range of situations.

• Physical development

Children should be active and interactive, and understand the importance of physical activity and a healthy diet.

• Personal, social and emotional development

Children should be helped to develop a positive sense of themselves, to have respect for others, to learn to manage their own feelings, to understand appropriate behaviour in a group and to have confidence in their own abilities.

The **EYFS** also requires that an educational programme includes:

• Literacy

Children should learn to link sounds and letters and begin to read and write (in English).

• Maths

Children should learn to count, understand and use numbers, do simple addition and subtraction, and describe shapes, space and measures.

• Understanding the world (Science)

Children should be guided to make sense of the world around them and their community. They should explore and play with a variety of media and materials, and have opportunities to explore, observe and find out about people, places, technology and the environment.

• Expressive arts and design

Children should have the opportunity to explore and play with a range of media and materials, and have opportunities to share their thoughts and feelings through art, music (if culturally appropriate), movement, role-play and design.

Course structure

Each level of *Hide and Seek* has a **Pupil's Book** and an **Activity Book** (with audio CD) which work closely together.

Each **Pupil's Book** has 10 Units. Each Unit has a theme and is divided into five sections with two Lessons in each section. Each section explores the theme in a different way and gives the children the opportunity to learn **English and Literacy** through other subject areas: **Maths, Science, Values** and **Art and craft**. (The Values and Art and craft sections have one lesson each.)

Literacy and English – Lessons 1 and 2 in each Unit

In **Level 1**, the children learn the name of a letter of the alphabet in each Lesson. The letters are presented in alphabetical order. The children learn to recognise each letter and to trace it in the air, on their desks, etc using the correct letter formation. An example of each letter with the starting point (a red dot) is given in the letter box in the bottom corner of each Literacy and English page.

In **Levels 2 and 3** the children start to learn phonics. A phoneme (the sound a letter makes) is introduced for each letter in each Literacy and English Lesson. The phonemes are introduced in frequency groups, so that the most common letter-sounds are learned first: *s, t, p, a* for example, rather than the sounds for the letters *a, b, c, d*. This means that children quickly learn to read short, simple 'decodable' words (words which are pronounced in the same way that they are spelled). The children learn to link each letter shape with its sound. These sound-frequency groups are described in the **UK National Strategies Letters and Sounds Guidelines**. The teacher will regularly practise sounding out familiar words with the children in the Lessons, so that the children learn to break down short words into sound parts, for example: *c-a-t – cat*, and so associate letters with their sounds. Phonics and sounding out words are practised in every Lesson in a Unit, to give the children regular practice and to build their confidence.

In **Level 2**, the children start to learn to read short words that appear on the **Pupil's Book** pages.

In **Level 3**, the children start to read short sentences in speech bubbles and short captions which appear on the **Pupil's Book** pages.

See *Hide and Seek* early reading programme (page 6) for more information.

Numeracy and Maths – Lessons 3 and 4 in each Unit

Hide and Seek aims to introduce and develop basic Numeracy in English and introduce simple Mathematical concepts, such as two-dimensional and three-dimensional shapes, comparative size, length and weight, counting forwards and backwards, counting on and simple addition and subtraction. The children also learn to write the numbers they meet and to associate a number with the value it represents.

In **Level 1**, the children learn to recognise and count numbers 1–10 and associate each number with a number of objects. They learn to count up objects to make a total of 10. The children also learn 0 (zero). The children learn to recognise simple two-dimensional shapes such as squares, rectangles, circles and triangles and understand the properties of each: the number of sides and faces, for example.

In **Level 2**, the children learn numbers 11–20 and associate each number with the corresponding number of objects. They learn to count on from any number between 11–20 and to count backwards. The children learn to associate each number with the value it represents. The children also learn comparative size (*small, smaller, big, bigger*), comparative length (*short, shorter, long, longer*), comparing capacity (*more and less*) and simple three-dimensional shapes.

In **Level 3**, the children learn numbers 10–100 in units of 10 (10, 20, 30, etc). They also learn counting on in 10s and counting back in 10s. The children are introduced to concepts such as time and measurement, for example comparative and superlative measurement (*long, longer and the longest; heavy, heavier and the heaviest*), and continue to explore three-dimensional shapes.

Science – Lessons 5 and 6 in each Unit

The children are introduced to everyday Science topics to help them understand their world. Sometimes your child may be asked to collect items to take to school, or observe things at home with you and draw a picture or complete a chart.

In **Level 1**, the Science topics include: types of animal, how they move (*swim, fly and hop*), types of body covering (*feathers, scales, fur*), animal noises, animal families, human families, textures (*soft and hard*), magnification, states such as *cold and hot, wet and dry*, and how the weather produces rainbows and shadows.

In **Level 2**, the topics include: animal homes and families, substances and their properties (*glass, wood, plastic, metal and paper; bendy and not bendy*), movement (*up, down, round and round, side to side, bounce, roll, slide*), forces (*push and pull*), healthy and unhealthy food and where our food comes from.

In **Level 3**, the children learn about day and night time animals, transport and what vehicles move on (*roads, rails, water*), processes such as making bread, farm animals and where our food comes from, mixing primary colours, objects that float and sink, and the importance of physical activity and a healthy lifestyle.

Values – Lesson 7 in each Unit

In all three levels, the children look at common situations (in school or with the family) and talk about them with their teacher in their own language. The children look at the pictures on the Values page and decide which shows the best way to behave. Sometimes your child will be given a homework task to complete with you at home.

In **Level 1**, the children explore good listening in class, being tidy in class and at home, sharing toys and being a good friend, kindness to pets, washing hands and going to bed without a fuss.

In **Level 2**, the children explore remembering and naming their things, recycling paper, playing nicely together, table manners, being considerate in the park, healthy eating and being polite when receiving a gift.

In **Level 3**, the children explore keeping school things neat and clean, safety outside, dressing oneself, being polite: *please* and *thank you*, including others in play, safety in the kitchen, not dropping litter, care of animals and being on time.

Art and craft – Lesson 8 in each Unit

Painting and craft activities are fun for children and they need to have opportunities to develop their creativity, express themselves using different materials, work with others and develop their fine motor skills. The Art and craft Lessons also provide a change of pace from active learning. All the Art and craft Lessons are linked to the Unit theme. Your child may be asked to draw and colour a picture or complete a craft project with you at home. You may be asked to collect items (for example, boxes, wool, fabric, newspapers) for future Art and craft classes.

In **Level 1**, the children make: a bookmark for their Pupil's Book, a class friendship tree, a jigsaw puzzle, a family picture, a wool ball, a bean shaker, a *Get well soon* card, a windsock, a butterfly and a starry-night picture.

In **Level 2**, the children make: a self-portrait, a pencil and pen pot, a shape collage, a paper t-shirt, a playground picture, some plasticine 'food', a paper plate mask, a climbing bug, an orange-tree collage and a picture of a firework display.

In **Level 3**, the children make: a booklet about themselves, a booklet about school, a model car, a shoelace-tying practice card, a *Thank you* card, a friendship poster, a collage monster, an underwater picture, a farm animal collage and a name poster.

Hide and Seek setting and characters

Hide and Seek has both illustrations and photographs. Lessons 1–4 in each Unit are always illustrated and feature the course characters, usually in school or at home and other familiar places.

The **Hide and Seek** characters are all the same age as your child and are experiencing Kindergarten for the first time. You will see that the children are from different ethnic backgrounds and have to communicate with each other in English. This is a similar setting to many schools around the world today: mixed-nationality classes with children growing up in countries which are not necessarily their own. Everyone has to learn to be together happily and to treat each other with respect and kindness.

There are four child characters in **Level 1**: **Sam, Tarik, Dona** and **Lin**. In **Level 2** they are joined by **Pat** and **Sid** and in **Level 3** by **Roy** and **May**. The children are taught by **Miss Hill**, and the children's parents are included in family and home scenes and activities.

All the character names are short and 'decodable' – they are pronounced how they are spelled, so from Level 2 the children can quickly learn to read the characters' names for themselves.

The setting is deliberately not identifiable – an urban setting near the sea, somewhere in the world, so that children from different places can relate to the setting.

Rhymes: chants and songs

Each **Activity Book** has an **audio CD** in the back for parents to use with their children where indicated in the **Parent Booklet** notes. You will notice a number of chants and songs which you can enjoy with your child if you wish to. The chants and songs are presented in class in the **Pupil's Book** (if it is appropriate to include them) and repeated in the **Activity Book**. The chants and songs help the children to learn new vocabulary and language and are linked thematically with the **Pupil's Book** themes.

In **Activity Book 1**, there is a **Bedtime rhyme** (Lesson 8 of each Unit). This is a chant or song your child has already heard in class. The lyrics are printed in the **Activity Book** along with a picture to illustrate it which your child may colour. We are not expecting your child to be able to read the words as he/she has not started to read them in class time. The words are on the page for you, the parent or carer, to sing along to if you wish.

Your child will enjoy listening to and even singing along to the chant or song with you before bedtime. Don't worry if your child doesn't know the words – it doesn't matter. Don't worry if you don't know the words or can't read English well! The aim is to enjoy a song or chant together and spend time sharing the child's learning experience.

In **Levels 2 and 3**, the Bedtime rhymes are replaced with **Phonic rhymes** which provide speaking and reading practice. (See page 6.)

Hide and Seek early reading programme

Pupil's Books and learning to read

In **Level 1** the children learn the letter names of the English alphabet, and become familiar with lower and upper case letters and how they are formed correctly. The children do not actually do any reading of words at this level, but they do start to learn how to break down familiar words into individual sounds, for example: *cat* – *c-a-t*. The teacher will often practise this with known words, from Level 1 onwards, with the children, and he or she may use a toy to 'help' the children sound out words and then blend the individual sounds together to make the word, for example: *c-a-t* – *cat!*

In **Level 2** the letters of the alphabet are revisited, but this time phonics are introduced. The children learn a phonic value (sound) for each letter of the alphabet and the children start learning to read short *Vowel + Consonant* words, for example: *on* and *Consonant + Vowel + Consonant* words, for example: *cat*, which can be sounded out. Short words appear on the **Pupil's Book** and **Activity Book** pages for reading practice. The children learn one phonic sound for each letter, in frequency groups, with the most frequently used letters learnt first, for example: *s, t, p, a* rather than *a, b, c, d*.

English is not an easy language to read as words are not always pronounced in the same way as they are spelled, and sometimes a letter, or group of letters, can make more than one sound.

In **Hide and Seek Levels 2 and 3** you will see that words and sentences on the **Pupil's Book** pages are colour-coded: red and black.

Red letters in a word are for letter-sounds that the children know already.

Black letters in a word are for letter-sounds that the children do not know yet. Children are encouraged to try to read the words, using the sounds in red that they know to help them. They will hear the words, captions and speech bubbles first, and then learn to read them for themselves.

As children progress through the course, some words will change from black to red as all the letter-sounds in a word are learned.

Some words are always black. These are **sight words** or '**look and say**' words which are not pronounced as they are spelled. For example: *their, have, does, you, your, the*.

In **Levels 2 and 3**, the children will meet common sight words. These are printed on the last page of the **Activity Book** in **Level 2**, and on the last page of **Pupil's Book 3** and **Activity Book 3**. Your child's teacher may give your child a set of sight words for each unit, one set at a time, which they should keep in an envelope or tin. The children will practise the sight words for each Unit in class, and then your child should read them again at home with you.

Activity Books and learning to read

In **Level 1** the children learn to recognise and say the letter names of the alphabet and numbers between 0 and 10. There is no actual reading at this level.

Reading words starts in **Pupil's Book 2** and is carried over into **Activity Book 2** Lessons. In both **Levels 2 and 3** your child will read the words on the **Pupil's Book** and **Activity Book** pages and practise the **sight words** for each Unit (at the back of the Activity Book) in class and at home with you. There are parent-child activities, identified by this icon , in **Activity Books 2 and 3** to practise reading with your child and the **Parent Booklets** for each Level will help you.

In **Activity Books 2 and 3**, the letter-sounds (phonemes) in words the children know appear in the **Activity Book** colour (green in Level 2 and purple in Level 3). Unknown letter-sounds in words and sight words are in black.

Read over the words your child has learned in class, but do not go beyond the Lesson the child is currently working on. This would be frustrating and confusing for your child as it will contain letter-sounds that they have not met yet and vocabulary that is unfamiliar.

Similarly, the teacher will ask you sometimes to read a few sight words with your child from the back of the **Activity Book** or from the small sight words cards in their sight words cards envelopes. Again, it is important to just read those words the teacher has set, and perhaps those the child has already done, if the child wants to do so. Please do not try to introduce sight words in the units to come as the words will be unfamiliar to your child.

In **Levels 2 and 3**, the **Activity Books** feature a **Phonics rhyme** (Lesson 7 in each Unit). These are rhymes your child will listen to in class and, over time, learn to read them for him or herself. The Phonics rhymes are an opportunity to read and revise the decodable words the children have learned in the Units and also practise some sight words in context. The illustration on the page supports the context of each rhyme.

We suggest that you listen to each Phonics rhyme with your child, when asked by the teacher, allowing your child to join in or read the rhyme if they wish to.

Encourage and praise all attempts at reading. Try not to over correct or to go ahead of the page in the **Activity Book**. We would also ask parents not to translate the words of the rhymes.

Hide and Seek early writing programme

Introduction

The **Hide and Seek Activity Books** provide the pencil-on-paper practice the children need to develop their pre-writing and early writing skills. The **Activity Books** also practise vocabulary and revisit the **Pupil's Book** Lesson topic.

Good posture and pencil grip

It is important that once children start learning pre-writing skills they learn to hold a pencil correctly and to sit in a good position while writing.

Make sure your child sits straight and upright, facing the desk with his/her feet flat on the floor in front of him/her. Allow your child to hold the pencil in whichever hand is more comfortable for him/her. Right-handed children should have their books straight in front of them. Left-handed children may have their books at a slight angle. Children should use their non-writing hand to steady the paper.

Help your child to hold the pencil correctly. He/She should hold the pencil between the V-shape between the thumb and forefinger, with the pencil resting on the third finger. The thumb and forefinger should also be able to move as needed to draw and write. Children should not grip the pencil too tightly.

Writing is mostly practised in the **Activity Books**.

In **Level 1**, the children learn pre-writing skills: how to hold a pencil correctly and good posture, and the fine motor skills required to make different pencil strokes to form the letters. The children will trace over different types of line: *wavy*, *zig-zag*, *curled* and *straight* and colour in illustrations, letters and numbers as preparation for writing. The children will also learn to recognise upper and lower case letters (for example: *a*, *A*, *g*, *G*).

Children of this age will include *emergent writing* in their play, for example: scribbles and lines which to them represent 'lists' or 'messages' to their brothers, sisters and parents. The children should not be discouraged from doing this – understanding that writing conveys meaning is an important part of learning, as is learning to hold a pencil and developing fine motor skills in readiness for real writing.

In **Level 2**, the children actually start learning to write the letters of the alphabet. The **example letters** in the **Pupil's Book** and the **Activity Book** show the correct letter starting point(s) and arrows to show the direction of the pencil strokes to form each letter correctly. The children will practise writing the letters in class on four-lined 'staves' to guide their writing. You, the parent or carer, will sometimes be asked to help your child continue the letter writing practice at home. Make sure your child copies the example letters correctly, starting at the correct point(s) and using pencil strokes in the correct direction.

In **Level 3**, the children continue to develop their writing skills and start completing familiar words, writing labels, captions and short sentences for themselves. 'Staves' are provided again to support letter formation and size.

The teacher may set additional writing practice for the class using **Worksheets** to practise letter, word or sentence writing.

The **Parent Booklets** provide guidance on the parent-child writing activities you may be asked to do with your child at home. All parent-child activities in the **Activity Books** have a  symbol next to them.

Parental involvement

Introduction

Being involved in your child's learning with **Hide and Seek** will not take much of your time, nor are you required to speak English. A positive, supportive attitude to your child's learning can be nurtured through taking an interest in their work, displaying artwork they have done or listening to their favourite songs and chants at home.

In the **Activity Books** you will notice an icon beside some of the activities.  These are activities which your child will do in class with the teacher and either finish or repeat at home with a parent. Children are always proud to show what they have learned and like to share their experiences with their families at home. The **Activity Book** has an **audio CD** in the back inside cover with all the recorded **Activity Book** tasks on it, including the Rhymes (chants and songs). Your child may sometimes have a **Worksheet** to complete at home with you. This may be a writing task, or a practical activity to complete with a parent or carer.

There is also a **Community project** each year, which your child's school may or may not decide to do. The project aims to reach out to families and the wider community with something the children have done, or can be achieved together.

This **Parent Booklet** provides guidance on the homework activities you may be asked to help with in Level 2.

Ways to help your child

Parents are very busy people, but if you can:

- Ask your child if he/she has anything to do at home and check that homework is completed. Praise all efforts and completed work.
- Try to find some time to sit with your child and complete the task with him or her. It should be fun and is a way of sharing school life and supporting his/her learning. The tasks should never be seen as a test – just a way of doing some English at home.
- Provide a quiet place with a suitable table and chair where your child can do his/her English activities.
- Encourage your child to hold the pencil correctly and to have good posture when writing. (See page 7 for details.)
- Praise and encourage your child in all his/her efforts.
- Only do as much or as little as your child can take without getting bored, restless or upset.
- Try not to over-correct your child, even if he/she makes lots of mistakes. It is important for a child to try and experiment with the language. Children thrive on a sense of achievement, not on a sense of failure, or fear of making a mistake.
- Avoid going ahead of the class in the **Pupil's Book** or the **Activity Book**. Children can get very confused or disheartened if they are asked to do something that is unfamiliar and new.
- Try not to translate the words and rhymes on the page. We would like the children to learn English by understanding the context or by using a visual support; for example, the picture or photo, a flashcard or poster.
- Try not to expect too much from your child. Young children learn quickly, but they forget very quickly, too! They will need a lot of revision, practice and time to learn a new language.
- Set aside the items you may be asked to collect in plenty of time.

Unit 1 Aims and objectives

Unit title: *Hello again!*

English

- **Literacy:** review the letters of the alphabet; begin to sight read their own name; begin to sight read the names of the characters; review greetings and introductions
- **Language and communication:** Statements with *be* and *have*

Maths

- **Numbers and counting:** review numbers 1–10
- **Shape, space and measures:** review common 2D shapes; review simple positional vocabulary

Understanding the world (Science)

- Review properties of materials
- Review parts of the body (animals)

Values

- Review basic classroom rules

Expressive arts

- Being creative: a self-portrait

Parent-child activities

Lesson 1 Pupil's Book page 4

Your child has met the course characters *Miss Hill, Sam, Tarik, Lin, Dona, Sid* and *Pat*. Look at the Pupil's Book with them. Ask: *Who's this?* and point to each character. Don't expect him/her to remember all the names.

Activity Book page 6

Rhyme: Alphabet AB 2))) [Song]

Play the audio track and encourage your child to join in.

Lesson 2 Activity Book page 7

Rhyme: Alphabet AB 2))) [Song]

Play the audio track and encourage your child to join in.

Lesson 3 Activity Book page 8

Rhyme: Numbers [to 5] AB 5))) [Chant]

Your child is learning to count to 5. Play the chant for him/her to join in. Count to 5 with him/her if you can.

Lesson 4 Pupil's Book page 7

Home project

Your children is learning to identify *a circle, square* and *triangle*. Look around your home and see if your child can find examples of any of these shapes.

Activity Book page 9

Rhyme: Numbers [to 10] AB 7))) [Chant]

Your child is learning to count to 10. Play the chant for him/her to join in. Count to 10 with him/her if you can.

Lesson 6 Pupil's Book page 9

Point and say.

Your child is practising the names of the letters.

Encourage him/her to point to the letters on pages 4 and 5 and tell you the letter names.

Lesson 7 Pupil's Book page 10

Your child is learning about the importance of good listening in the **Values Lesson**. Encourage him/her to listen to you at home, too.

Activity Book page 12

Rhyme: Values AB 10)))

Play the audio track and encourage your child to join in.

Unit 2 Aims and objectives

Unit title: *Our things*

English

- **Literacy:** learn the phonemes *s/s/, p/p/, t/t/, a/æ/*
- **Language and communication:** statements with *be* to describe possessions and ownership; questions with *Whose*

Maths

- **Numbers and counting:** review numbers *1–10*; add 1 to any number less than *10*; begin to write *10* as a numeral
- **Shape, space and measures:** common 3D shapes; recognise and name a cube (or cuboid); know that a cube (or cuboid) has six faces

Understanding the world (Science)

- Investigate materials: bendy or not bendy

Values

- Being responsible: bring the right things to school

Expressive arts

- Being creative: use *découpage* to decorate a pot for your things

Parent-child activities

Lesson 1 Activity Book page 14

Write: *s, S*.

Your child is learning to write *s* and *S*. The teacher may ask your child to write some of the letters on page 14 as homework. Look at the example letters with your child, which have a starting dot and arrows to show how to form the letters. Encourage your child to write some letters. Praise all efforts.

Lesson 2 Activity Book page 15

Write: *t, T*.

Your child is learning to write *t* and *T*. The teacher may ask your child to write some of the letters on page 15 as homework. Look at the example letters with your child, which have a starting dot and arrows to show how to form the letters. Encourage your child to write some letters. Praise all efforts.

Lesson 3 Activity Book page 16

Rhyme: *Numbers [to 10] AB 7)))*

Your child is learning to count to *10*. Play the chant for him/her to join in. Count to *10* with him/her if you can.

Write: *0*.

Your child is learning to write the number *0*. The teacher may ask your child to write some of the numbers on page 16 as homework. Look at the example number with your child, which has a starting dot and arrow to show how to form the number. Encourage your child to write some numbers. Praise all efforts.

Lesson 4 Activity Book page 17

Write: *10*.

Your child is learning to write the number *10*. The teacher may ask your child to write some of the numbers on page 17 as homework. Look at the example number with your child, which has starting dots and arrows to show

how to form the number. Encourage your child to write some numbers. Praise all efforts.

Lesson 5 Activity Book page 18

Write: *p, P*.

Your child is learning to write *p* and *P*. The teacher may ask your child to write some of the letters on page 15 as homework. Look at the example letters with your child, which have starting dots and arrows to show how to form the letters. Encourage your child to write some letters. Praise all efforts.

Lesson 6 Activity Book page 19

Write: *a, A*.

Your child is learning to write *a* and *A*. The teacher may ask your child to write some of the letters on page 18 as homework. Look at the example letters with your child, which have starting dots and arrows to show how to form the letters. Encourage your child to write some letters. Praise all efforts.

Lesson 7 Pupil's Book page 18

Your child has learnt the importance of bringing the right things to school in the **Values Lesson**. Help your child to take to school all the things he/she needs.

Activity Book page 20

Phonics rhyme: *Pat has a hat. AB 21)))*

Your child is learning this phonics rhyme. Play the audio track and enjoy the phonics rhyme together, encouraging your child to join in as much as he/she is able.

Look, listen and say. **AB 22)))**

Your teacher may have given your child some sight words to read to you, or you can use Activity Book page 96. Encourage your child to read the Unit 2 sight words (*has, her, are, the*) to you.

Unit 3 Aims and objectives

Unit title: *At home*

English

- **Literacy:** learn the phonemes /i/, /n/, /m/, /d/
- **Language and communication:** statements with *be* to identify and describe objects: *That's my bedroom. There's the red tin;* statements with *be* to describe the position of objects: *She's in the kitchen. It's in the fridge;* questions with *be* about objects: *Is that the ...?*

Maths

- **Numbers and counting:** understand and use 11, 12
- **Shape, space and measures:** describe the position of an object: *behind, in front of*

Understanding the world (Science)

- Materials and their properties: metal, paper, glass

Values

- Recycling: sorting materials

Expressive arts

- Being creative: use flat shapes to make a picture

Parent-child activities

Lesson 1 Activity Book page 24

Write: *i, I.*

Your child is learning to write *i* and *I*. The teacher may ask your child to write some of the letters on page 24 as homework. Look at the example letters with your child and encourage him/her to write some letters. Praise all efforts.

Lesson 2 Activity Book page 25

Write: *n, N.*

Your child is learning to write *n* and *N*. The teacher may ask your child to write some of the letters on page 25 as homework. Look at the example letters with your child and encourage your child to write some letters. Praise all efforts.

Lesson 3 Activity Book page 26

Write: *11.*

Your child is learning to write the number 11. The teacher may ask your child to write some of the numbers on page 26 as homework. Look at the example number with your child and encourage him/her to write some numbers. Praise all efforts.

Lesson 4 Activity Book page 27

Write: *12.*

Your child is learning to write the number 12. The teacher may ask your child to write some of the numbers on page 27 as homework. Look at the example number with your child and encourage him/her to write some numbers. Praise all efforts.

Lesson 5 Activity Book page 28

Write: *m, M.*

Your child is learning to write *m* and *M*. The teacher may ask your child to write some of the letters on page 28 as homework. Look at the example letters with your child and encourage your child to write some letters. Praise all efforts.

Lesson 6 Activity Book page 29

Write: *d, D.*

Your child is learning to write *d* and *D*. The teacher may ask your child to write some of the letters on page 29 as homework. Look at the example letters with your child and encourage your child to write some letters. Praise all efforts.

Lesson 7 Pupil's Book page 26

Your child has learnt the importance of recycling paper in the **Values Lesson**. Make sure your child is careful to reuse and recycle paper items at home.

Community project

Please get involved with this Community project if your child's teacher asks for your help.

The school could set up a paper recycling project. This is a fun project which helps the environment, too.

At home with your child, you can try to:

- Use less paper. Remember to use both sides for drawing and writing.
- Use paper again. Wrapping paper, paper bags and envelopes can all be used again.
- Make old paper into something else. You can make a drawing pad from the clean sides of used paper.
- Put paper in paper recycling bins, or take it to a paper bank.

Activity Book page 30

Phonics rhyme: *Sid has a lid.* AB 31)))

Your child is learning this phonics rhyme. Play the audio track and enjoy the phonics rhyme together, encouraging your child to join in as much as he/she is able.

Look, listen and say. AB 32)))

Your teacher may have given your child some sight words to read to you, or you can use Activity Book page 96. Encourage your child to read the Unit 3 sight words (*make, is, with, now*) to you.

Unit 4 Aims and objectives

Unit title: *My clothes*

English

- **Literacy:** learn the phonemes *o/v/, b/b/, c/k/, k/k/*
- **Language and communication:** statements with *these* to indicate nearby objects; plural questions with *Whose*, common positive adjectives

Maths

- **Numbers and counting:** understand and use *13* and *14*; group and count objects
- **Shape, space and measures:** comparison by size: *bigger, smaller*

Understanding the world (Science)

- Sort materials by common criteria: cloth or leather; patterned or plain

Values

- Being responsible: have my name on my things

Expressive arts

- Being creative: decorate a t-shirt

Parent-child activities

Lesson 1 Activity Book page 32

Write: *o, O.*

Your child is learning to write *o* and *O*. The teacher may ask your child to write some of the letters on page 32 as homework. Look at the example letters with your child and encourage your child to write some letters. Praise all efforts.

Lesson 2 Activity Book page 33

Write: *b, B.*

Your child is learning to write *b* and *B*. The teacher may ask your child to write some of the letters on page 33 as homework. Look at the example letters with your child, which have starting dots and arrows to show how to form the letters. Encourage your child to write some letters. Praise all efforts.

Lesson 3 Activity Book page 34

Write: *13.*

Your child is learning to write the number *13*. The teacher may ask your child to write some of the numbers on page 34 as homework. Look at the example number with your child and encourage him/her to write some numbers. Praise all efforts.

Lesson 4 Activity Book page 35

Write: *14.*

Your child is learning to write the number *14*. The teacher may ask your child to write some of the numbers on page 35 as homework. Look at the example number with your child and encourage him/her to write some numbers. Praise all efforts.

Lesson 5 Activity Book page 36

Write: *c, C.*

Your child is learning to write *c* and *C*. The teacher may ask your child to write some of the letters on page 36 as homework. Look at the example letters with your child and encourage him/her to write some letters. Praise all efforts.

Lesson 6 Activity Book page 37

Write: *k, K.*

Your child is learning to write *k* and *K*. The teacher may ask your child to write some of the letters on page 37 as homework. Look at the example letters with your child and encourage him/her to write some letters. Praise all efforts.

Lesson 7 Pupil's Book page 34

Your child has learnt the importance of naming his/her things in the **Values Lesson**. Make sure your child has his/her name on everything that is taken to school.

Activity Book page 38

Phonics rhyme: *Tod is a kid.* AB 42))) [Song]

Your child is learning this phonics rhyme. Play the audio track and enjoy the phonics rhyme together, encouraging your child to join in as much as he/she is able.

Look, listen and say.

Your child is practising the Units 2 and 3 sight words. You can use the sight words from his/her sight words envelope, or Activity Book page 96. Encourage your child to read the Units 2 and 3 sight words (*has, her, are, the, make, is, with, now*) to you.

Unit 5 Aims and objectives

Unit title: *I can climb*

English

- **Literacy:** learn the phonemes *r/r/, e/e/, h/h/, u/ʌ/*
- **Language and communication:** ask about and express ability or lack of ability with *can* and *can't*; suggestions with *let's*

Maths

- **Numbers and counting:** understand and use *15* and *16*, group and count objects
- **Shape, space and measures:** recognise the position of an object: *next to*, *between*

Understanding the world (Science)

- Observe and describe different ways of moving: good flyers, climbers, runners and jumpers
- Different directions of movement

Values

- Playing nicely together

Expressive arts

- Being creative: make a playground scene

Parent-child activities

Lesson 1 Activity Book page 42

Write: *r, R.*

Your child is learning to write *r* and *R*. The teacher may ask your child to write some of the letters on page 42 as homework. Look at the example letters with your child, which have starting dots and arrows to show how to form the letters. Encourage your child to write some letters. Praise all efforts.

Lesson 2 Activity Book page 43

Write: *e, E.*

Your child is learning to write *e* and *E*. The teacher may ask your child to write some of the letters on page 43 as homework. Look at the example letters with your child and encourage him/her to write some letters. Praise all efforts.

Lesson 3 Activity Book page 44

Write: *15.*

Your child is learning to write the number *15*. The teacher may ask your child to write some of the numbers on page 44 as homework. Look at the example number with your child and encourage him/her to write some numbers. Praise all efforts.

Lesson 4 Activity Book page 45

Write: *16.*

Your child is learning to write the number *16*. The teacher may ask your child to write some of the numbers on page 45 as homework. Look at the example number with your child and encourage him/her to write some numbers. Praise all efforts.

Lesson 5 Activity Book page 46

Write: *h, H.*

Your child is learning to write *h* and *H*. The teacher may ask your child to write some of the letters on page 46 as homework. Look at the example letters with your child and encourage him/her to write some letters. Praise all efforts.

Lesson 6 Activity Book page 47

Write: *u, U.*

Your child is learning to write *u* and *U*. The teacher may ask your child to write some of the letters on page 47 as homework. Look at the example letters with your child, which have starting dots and arrows to show how to form the letters. Encourage your child to write some letters. Praise all efforts.

Lesson 7 Pupil's Book page 42

Your child has learnt the importance of playing nicely in the **Values Lesson**. Make sure your child plays nicely with friends at home.

Activity Book page 48

Phonics rhyme: *Rab is a rabbit. AB 53)))*

Your child is learning this phonics rhyme. Play the audio track and enjoy the phonics rhyme together, encouraging your child to join in as much as he/she is able.

Look, listen and say.

Your teacher may have given your child some sight words to read to you, or you can use Activity Book page 96. Encourage your child to read the Unit 5 sight words (*have, he*) to you.

Unit 6 Aims and objectives

Unit title: *Our food*

English

- **Literacy:** consolidation of learned VC (Vowel + Consonant) and CVC (Consonant + Vowel + Consonant) words
- **Language and communication:** statements about likes and dislikes; descriptions of how things taste and smell

Maths

- **Numbers and counting:** understand and use *17* and *18*; begin to group and count objects in twos
- **Shape, space and measures:** capacity: *holds more*; *holds less*

Understanding the world (Science)

- Use the senses to make observations about taste and smell
- Know which sense organs are used for seeing, smelling and tasting

Values

- Good table manners: eating nicely

Expressive arts

- Being creative and exploring media: present their favourite food on a plate

Parent-child activities

Lesson 1 Activity Book page 50

Look, trace and write.

Your child has been practising a phonics rhyme. The teacher may ask him/her to complete this writing activity at home.

Lesson 2 Activity Book page 51

Look, trace and write.

Your child has been practising a phonics rhyme. The teacher may ask him/her to complete this writing activity at home.

Lesson 3 Activity Book page 52

Write: *17*.

Your child is learning to write the number *17*. The teacher may ask your child to write some of the numbers on page 52 as homework. Look at the example number with your child and encourage him/her to write some numbers. Praise all efforts.

Lesson 4 Activity Book page 53

Write: *18*.

Your child is learning to write the number *18*. The teacher may ask your child to write some of the numbers on page 53 as homework. Look at the example number with your child and encourage him/her to write some numbers. Praise all efforts.

Lesson 5 Activity Book page 54

Look, trace and write.

Your child has been practising a phonics rhyme. The teacher may ask him/her to complete this writing activity at home.

Lesson 6 Activity Book page 55

Look, trace and write.

Your child has been practising a phonics rhyme. The teacher may ask him/her to complete this writing activity at home.

Lesson 7 Pupil's Book page 50

Your child has learnt the importance of good table manners in the **Values Lesson**. Make sure your child uses good table manners at home.

Activity Book page 56

Phonics rhyme: *Tim and Ted AB 58)))*

Your child is learning this phonics rhyme. Play the audio track and enjoy the phonics rhyme together, encouraging your child to join in as much as he/she is able.

Look, listen and say. **AB 59)))**

Your teacher may have given your child a sight word to read to you, or you can use Activity Book page 96. Encourage your child to read the Unit 6 sight word (*his*) to you.

Unit 7 Aims and objectives

Unit title: *Special people*

English

- **Literacy:** learn the phonemes /g/, /f/, /l/, /j/dʒ/
- **Language and communication:** statements with *be* and *have* to describe people, family relationships and age

Maths

- **Numbers and counting:** understand and use 19 and 20, group and count objects
- **Shape, space and measures:** comparison of length: *long, longer*

Understanding the world (Science)

- Know that humans and animals grow and change as they get older
- Compare and contrast animal families

Values

- Respecting others: being quiet when necessary, e.g. when people are asleep

Expressive arts

- Being creative and exploring media: make a paper plate puppet

Parent-child activities

Lesson 1 Activity Book page 60

Write: g, G.

Your child is learning to write *g* and *G*. The teacher may ask your child to write some of the letters on page 60 as homework. Look at the example letters with your child, which have starting dots and arrows to show how to form the letters. Encourage your child to write some letters. Praise all efforts.

Lesson 2 Activity Book page 61

Write: f, F.

Your child is learning to write *f* and *F*. The teacher may ask your child to write some of the letters on page 61 as homework. Look at the example letters with your child and encourage him/her to write some letters. Praise all efforts.

Lesson 3 Activity Book page 62

Write: 19.

Your child is learning to write the number 19. The teacher may ask your child to write some of the numbers on page 62 as homework. Look at the example number with your child and encourage him/her to write some numbers. Praise all efforts.

Lesson 4 Activity Book page 63

Write: 20.

Your child is learning to write the number 20. The teacher may ask your child to write some of the numbers on page 63 as homework. Look at the example number with your child and encourage him/her to write some numbers. Praise all efforts.

Lesson 5 Activity Book page 64

Write: j, J.

Your child is learning to write *j* and *J*. The teacher may ask your child to write some of the letters on page 64 as homework. Look at the example letters with your child and encourage him/her to write some letters. Praise all efforts.

Lesson 6 Activity Book page 65

Write: l, L.

Your child is learning to write *l* and *L*. The teacher may ask your child to write some of the letters on page 65 as homework. Look at the example letters with your child and encourage him/her to write some letters. Praise all efforts.

Lesson 7 Pupil's Book page 58

Your child has learnt the importance of respecting others by keeping quiet when necessary in the **Values Lesson**. Make sure your child is quiet at appropriate times at home, too.

Activity Book page 66

Phonics rhyme: *The picnic* AB 70)))

Your child is learning this phonics rhyme. Play the audio track and enjoy the phonics rhyme together, encouraging your child to join in as much as he/she is able.

Look, listen and say. AB 71)))

Your teacher may have given your child some sight words to read to you, or you can use Activity Book page 96. Encourage your child to read the Unit 7 sight words (*we, some, see, onto, into, oh*) to you.

Unit 8 Aims and objectives

Unit title: *Please can I ... ?*

English

- **Literacy:** learn the phonemes *v/v/, y/j/, x/ks/, w/w/*
- **Language and communication:** use *can* to ask for permission and make simple requests

Maths

- **Numbers and counting:** revise counting numbers up to 20; Doubling: *1 and 1 is 2*
- **Shape, space and measures:** describe and make repeating patterns; say what comes *next* in a sequence; 3D shapes: *ball (sphere)*

Understanding the world (Science)

- Distinguish different ways of moving objects: *push, pull*
- Distinguish different kinds of movement: *bouncing, walking, rolling*

Values

- Respecting public spaces

Expressive arts

- Exploring and using materials: use simple tools and techniques to assemble and join materials

Parent-child activities

Lesson 1 Activity Book page 68

Write: *v, V.*

Your child is learning to write *v* and *V*. The teacher may ask your child to write some of the letters on page 68 as homework. Look at the example letters with your child and encourage him/her to write some letters. Praise all efforts.

Lesson 2 Activity Book page 69

Write: *y, Y.*

Your child is learning to write *y* and *Y*. The teacher may ask your child to write some of the letters on page 69 as homework. Look at the example letters with your child and encourage him/her to write some letters. Praise all efforts.

Lesson 3 Activity Book page 70

Rhyme: *Numbers [to 20] AB 66)))*

Your child can now count to 20 in English! Play the song for him/her to join in. Say different numbers between 7 and 20. Your child claps his/her hands the correct number of times.

Lesson 4 Activity Book page 71

Rhyme: *Numbers [to 20] AB 66)))*

Play the song for your child to join in. Clap a number between 7 and 20. Your child counts and says the number.

Lesson 5 Activity Book page 72

Write: *x, X.*

Your child is learning to write *x* and *X*. The teacher may ask your child to write some of the letters on page 72 as homework. Look at the example letters with your child and encourage him/her to write some letters. Praise all efforts.

Lesson 6 Activity Book page 73

Write: *w, W.*

Your child is learning to write *w* and *W*. The teacher may ask your child to write some of the letters on page 73 as homework. Look at the example letters with your child and encourage him/her to write some letters. Praise all efforts.

Lesson 7 Pupil's Book page 66

Your child has learnt the importance of respecting public spaces, such as parks, in the **Values Lesson**. Make sure your child respects public spaces when you are out together.

Activity Book page 74

Phonics rhyme: *Viv the vet AB 80)))*

Your child is learning this phonics rhyme. Play the audio track and enjoy the phonics rhyme together, encouraging your child to join in as much as he/she is able.

Look, listen and say. *AB 81)))*

Your teacher may have given your child some sight words to read to you, or you can use Activity Book page 96. Encourage your child to read the Unit 8 sight words (*she, no, go, for*) to you.

Unit 9 Aims and objectives

Unit title: *Our pets*

English

- **Literacy:** learn the phonemes *qu/kw/*, *z/z/*; consolidation of learned VC and CVC words
- **Language and communication:** statements about likes and dislikes; talk about favourites, and express simple preferences; learn a wider range of food and drink words

Maths

- **Numbers and counting:** review numbers *1–20*; count and group sounds and objects; compare two sets of objects and identify *more* or *fewer* objects
- **Shape, space and measures:** comparison by height: *shorter*, *taller*

Understanding the world (Science)

- Investigate plants and animals
- Make observations of animals and plants
- Learn that plants provide food for humans

Values

- Recognise healthy and unhealthy foods

Expressive arts

- Exploring and using media and materials: make a fruit collage

Parent-child activities

Lesson 1 Activity Book page 78

Write: *qu, QU*.

Your child is learning to write *qu* and *QU*. The teacher may ask your child to write some of the letters on page 78 as homework. Look at the example letters with your child and encourage him/her to write some letters. Praise all efforts.

Lesson 2 Activity Book page 79

Write: *z, Z*.

Your child is learning to write *z* and *Z*. The teacher may ask your child to write some of the letters on page 79 as homework. Look at the example letters with your child and encourage him/her to write some letters. Praise all efforts.

Lesson 3 Activity Book page 80

Rhyme: *Numbers [to 20] AB 66)))*

Play the audio track and encourage your child to join in.

Lesson 4 Activity Book page 81

Rhyme: *Twenty legs AB 77)))*

Play the audio track and encourage your child to join in.

Lesson 6 Activity Book page 83

Rhyme: *A home for me AB 30)))*

Play the audio track and encourage your child to join in.

Lesson 7 Pupil's Book page 74

Your child has learnt to recognise some healthy and unhealthy foods in the **Values Lesson**. At mealtimes, talk with your child about healthy and unhealthy foods.

Activity Book page 84

Phonics rhyme: *The trip AB 87)))*

Your child is learning this phonics rhyme. Play the audio track and enjoy the phonics rhyme together, encouraging your child to join in as much as he/she is able.

Look, listen and say. *AB 88)))*

Your teacher may have given your child some sight words to read to you, or you can use Activity Book page 96. Encourage your child to read the Unit 9 sight words (*what, of, noise, there*) to you.

Unit 10 Aims and objectives

Unit title: *Let's celebrate!*

English

- **Literacy:** review the alphabet and the letter sounds learned
- **Language and communication:** expressions of thanks and appreciation; statements and questions with *be* and *have*

Maths

- **Numbers and counting:** review numbers 1–20
- **Shape, space and measures:** common 3D shapes: *tube*

Understanding the world (Science)

- New Year celebrations around the world
- Observe and describe different directions of movement

Values

- Being polite, showing appreciation

Expressive arts

- Exploring media: make a firework picture

Parent-child activities

Lesson 1 Activity Book page 86

Look, trace and write.

Your child has been practising a phonics rhyme. The teacher may ask him/her to complete this writing activity at home.

Lesson 2 Activity Book page 87

Look, trace and write.

Your child has been practising a phonics rhyme. The teacher may ask him/her to complete this writing activity at home.

Lesson 3 Activity Book page 88

Rhyme: *Numbers [to 20]* AB 66)))

Play the audio track and encourage your child to join in.

Lesson 4 Activity Book page 89

Rhyme: *Numbers [to 20]* AB 66)))

Play the audio track and encourage your child to join in.

Lesson 5 Activity Book page 90

Look, trace and write.

Your child has been practising a phonics rhyme. The teacher may ask him/her to complete this writing activity at home.

Lesson 7 Pupil's Book page 82

Your child has learnt the importance of good manners in the **Values Lesson**, in particular, saying *thank you* for a gift. Make sure your child says *thank you* at home when appropriate.

Activity Book page 92

Phonics rhyme: *The list*. AB 92)))

Your child is learning this phonics rhyme. Play the audio track and enjoy the phonics rhyme together, encouraging your child to join in as much as he/she is able.

Look, listen and say. AB 93)))

Your teacher may have given your child some sight words to read to you, or you can use Activity Book page 96. Encourage your child to read the Unit 10 sight words (*look, this, be, me*) to you.