



# The Bellbird Primary School

## 'Soaring to Success'

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Dear Parents/Carers,

This documents gives an overview of the resources you can use with your child in Foundation Stage. There are a range of ways you can help your children learn at home, and we have compiled a list of resources and activities that you will be able to use over the coming weeks. We would love to see the children's work on Tapestry.

The resources have been arranged into the following sections.

1. General information.
2. Weekly programmes of work.
3. Websites to aid learning.
4. Specific ideas for each element of our curriculum. The specific areas of English and Mathematics have been split into three sections according to the needs of your child.

### **1. General Information**

Our curriculum is based on the document 'Development Matters' which can be found at <https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

At this point of the year we are focusing on the Early Learning Goal statements which are highlighted in bold within the 40-60month sections. The document highlights what adults can do and what they can provide in the environment to assist with these statements.

### **2. Weekly Programmes of Work**

The weekly programmes of work provided by the Robin Hood Academy Trust include a range of daily maths, reading, phonics and writing tasks. They also provide a learning project to be completed throughout the week, encompassing all areas of the curriculum. They can be found at <https://www.robinhoodmat.co.uk/learning-projects/>

### **3. Websites to aid learning**

#### General

- Twinkl home learning pack – This contains activities where children will practise fundamental skills and reinforce concepts that have previously been taught. Please click [here](#) for the pack.
- Twinkl is currently offering free access.
  - Step 1: Go to [www.twinkl.co.uk/offer](http://www.twinkl.co.uk/offer)
  - Step 2: Enter the code CVDTWINKLHELPS
- Classroom secrets – This contains a range of practical activities and gives guidance on how to work through each task. Click [here](#).
- TTS home learning pack – contains a range of activities from across the curriculum. Click [here](#).
- DK Find Out – contains a range of different topics including animals, transport and science. Click [here](#).



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### English/Phonics

- Oxford Owl – this is a free to register website which contains our colour banded reading books as e-books. Click [here](#).
- Phonics play – a website with interactive phonics games. Focus on phase 3 games. Click [here](#).
- Oxford Owl Phonics – Practical support for parents in supporting your child with phonics. Click [here](#).
- Alphablocks phonics – A set of videos on Cbeebies to support phonics learning. Click [here](#).
- Pobble 365 – This is a website that gives a new picture each day. We use this website at school to encourage imaginative thinking and encourage the children to write a sentence about what they can see. Click [here](#).

### **4. Activities for each area of the EYFS curriculum**

Please find below further ideas of how to support your child's learning in each curriculum area:

#### **Personal, Social and Emotional Development**

- Play board games together, encouraging your child to take it in turns and follow the rules.
- Discuss how your child feels each day.

#### **Communication, Language and Literacy**

- Read stories throughout the day and encourage your child to answer questions. Can they anticipate what might happen next? How do the characters feel in the story? Why?
- Play listening games where your child has to follow instructions involving several ideas or actions. E.g. "Hide the blue car under a book."
- Make up stories and recreate roles using toys at home.
- Phone members of your family and friends helping your child to use the past, present and future tense correctly. If they use an incorrect form such as, "Yesterday I goed to sleep at 7 o'clock," repeat the sentence back using the correct form of the verb. E.g. "Yes, you **went** to sleep at 7 o'clock."

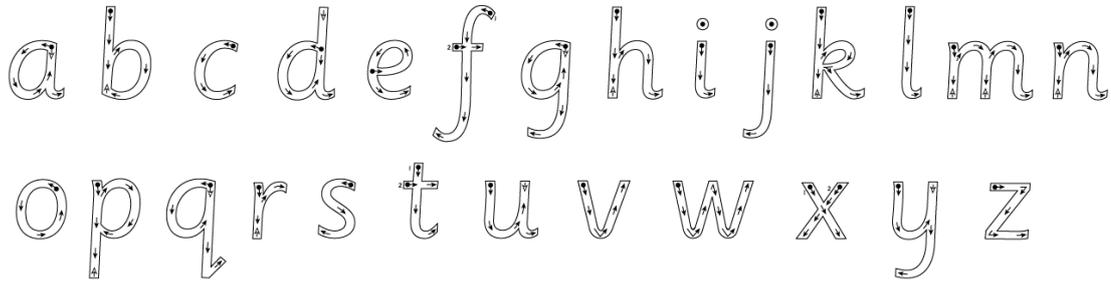
#### **Physical Development**

- Use simple tools to construct toys using recycled materials. E.g. Use boxes and kitchen roll tubes to make a tractor.
- Draw pictures then use scissors to carefully cut them out along the line.
- Use correct letter formation (below) to write all of the letters.
- Use the Body Coach on You Tube to take part in PE each morning live at 9am.
- Teach your children how to sort and fold the washing.
- Encourage your children to help prepare and tidy up at meal times. E.g. cutting up cucumber sticks at lunch time or helping with the washing up.

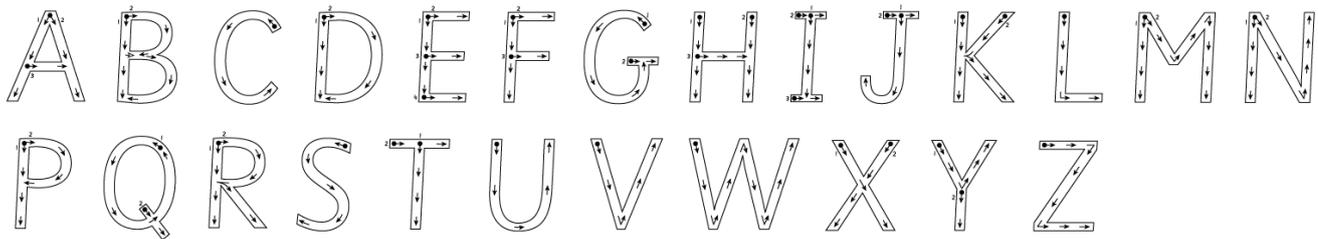


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As a reminder, correct letter formation for lower-case letters is as follows. The arrows show the direction of your child's pencil:



Capital letters are formed as follows:



## Literacy - Reading

All children:

- Share books several times a day and encourage your children to help you read.
- Retell nursery rhymes, poems and songs.
- Play games on the phonics play website.
- Play 'hangman' using words your child will be able to read.
- Read recipes, gardening instructions, and other non-fiction materials
- The Letters and Sounds Document will help with a range of ideas. In Foundation Stage we have covered phase 2 and 3 so far. Click [here](#)

StoryTime Phonics PHASE 3 SOUNDS

Jj	Vv	Ww	Xx	Yy	Zz	qu	ch	sh
th	ng	ai	ee	igh	oa	oo	oo	ar
or	ur	ow	oi	ear	air	ure	er	



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Developing a child's love and enthusiasm for reading and books is more important than working on a specific skill or knowledge.

For children who are **working towards** the expected level:

- Read simple regular words (cat, dog, man, hat, etc.) together.
- Access phase 2 games on the phonics play website.
- Model blending regular words together yourself whilst reading. E.g. 'f-o-x' makes 'fox.'
- Cut up approximately six pieces of paper and write simple regular words on these (hat, hop, ham, sit, sat, sun.) See if they can pick up and show you the correct word when you say it.
- Play 'reading bingo' with another family member. Write approximately ten words on two different pieces of paper. For example; dog, man, hat, sun, run, fun, fox, ant, pig and zip on one piece of paper. Then dig, cat, mop, pan, pit, rat, fat, fin, sit and top on another. Say these words out loud and the winner is the person who crosses off all their words first.
- See if your child can read simple words and draw an accompanying illustration. E.g. dog, man, fan, sun, pan, mop, pig, rat, cat, vet, hat.
- Play 'find the letter'. See if your child can find a given letter ('y' for example) in any book, instruction manual, cereal packet, etc.
- Count the number of a given letter ('s' for example) they can find on a house hold product (E.g. the text on a tin of beans.)
- Learn to recognise the tricky words 'I, to, no, go, the.'

For children who are **working at** the expected level:

- Practise reading and recognising the digraphs 'sh, th, ch, ng, ar, ai, ee, oo, ow, oa,' and the trigraphs 'ear, igh.'
- Practise reading digraphs and trigraphs in regular words (ship, shop, cow, farm, ring, rain, moon, boat, etc.)
- Extend children by reading these in more complex words (drain, cloak, spoon, etc.)
- Practise reading simple questions and phrases with Phase 3 words in. E.g. Can a man go to the moon? Has a shark got legs? I can see a bee in a tree.
- Access Phase 3 games on phonics play.
- Encourage children to get into the habit of re-reading a simple phrase or sentence they have just read ensuring they understand the meaning.
- Practice reading and recognising the tricky words he, she, we, me, be, was, you, they, all, are, my, her.
- Play 'spot the tricky word' (he, she, me, we...) in an old newspaper or similar. Children can colour in the ones they find.
- Play 'reading bingo' with another family member. Choose a target digraph and write these in several words onto two lists. For example, list a) rain, main, tail, Spain, drain, rail, train, mail, fail. List b) pail, sail, main, plain, hail, train, rain, hail, train. Say these words and the winner is the one who crosses off all their words first.
- Play 'speed reading challenge.' Write down lots of words with Phase 3 sounds in such as ship, shop, shed, ring, king, sing, cow, bow, down, town, book, took, etc. How many can your child read in a minute?
- Play 'spot the digraph' with another family member. Choose a digraph, for example, 'er' and open any two books at random. The person whose book has a word with 'er' in it collects a point. Repeat a few times and the winner is the one whose gets to ten points first.
- Make a 'tricky word collage' using old cereal boxes, etc. children can cut up all tricky words in Phase 2 and 3 they find (the, I, no, go, to, the, he, she, we, me, be, was, you, they, are, all, my, her) and make a collage of them.

For children who are **working above** the expected level:



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- Learn the tricky words 'have, like, so, said, do, some, come, little, there, one, were, what, when, out.'
- Practise 'speed reading' simple phrases with Phase 3 words in. For example, my goat has long legs. I can see the moon at night. The farmer had seven ducks and three fish in the pond.
- Read the phase 3 digraphs (sh, ch, th, ng, ai, ee, oa, oo, ar, or, ur, er, ow) and the trigraphs (ear, igh, ure) in more complex words. For example, clown, cloak, croak, spoon, groom, etc.
- Play roll and read. Write down six phase 4 words from 'Letters and Sounds'. For example, 'went, help, just, tent, hump, band and number these 1-6. Ask your child to roll a dice and read the word beside that number.
- Play word substitution to make sensible and silly sentences using a starting sentence and a range of phase 4 words. For example, 'I like to camp next to the pond in my brown tent.' (starting sentence) and the words 'sing, river, slug, frog, toast, etc.' Swap a given word at a time creating a silly sentence and re-read this together. For example, change the first sentence to 'I like to camp next to the pond in my brown toast.'
- Access Phase 4 of Phonics Play.

### **Literacy - Writing**

All children:

- Encourage a range of mark making and writing.
- Encourage the children to illustrate or recreate their favourite or familiar stories. Model adding captions, labels, dialogue and text to these illustrations as an adult and encourage your child to do similar.
- Model segmenting the sounds in words when writing down these words yourself.
- If possible make books of the activities your child has done at home using photographs as illustrations. Add writing beside these photographs and encourage the child to add their own writing and mark making.
- Practise handwriting and letter formation so the physical process of writing gradually becomes easier.
- Try to involve writing in a range of role-play games if possible.
- Enjoy learning lots of poems and word play games to extend the child's vocabulary and love of words.
- Model writing behaviour yourself by writing short stories, instructions, letters etc. and reading these aloud and discussing them with family members.
- Write labels for items around the house.
- Write a sentence a day. Encourage your child to hold the sentence in their head, count the words then write it down by segmenting each word as they go.
- Ideas of sentences to read and write include:
  - Tools in the shed.
  - Ships in port.
  - Boats on the river.
  - Fish and chips on a dish.
  - A goat and a cow.
  - Sixteen trees.
  - Looking at books.
  - The light of a torch.
  - Digging in the soil.
  - Goats in the farmyard.
  - Mark and Carl got wet in the rain.
  - I can hear an owl hoot at night.
  - I can see a pair of boots on the mat.
  - The farmer gets up at six in the morning.



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For children who are **working towards** the expected level:

- Write down things children say to support their developing understanding that what they say can be written down and then read and understood by someone else. This would work well if it was written for a purpose, for example an adult writing down what a child says to write in a letter to be posted to a relative or friend.
- Model writing for a purpose. E.g. model writing a shopping list so that your child sees different versions of non-fiction writing being written and read by adults.
- Model sounding out and writing down simple regular words (cat, dog, pig, pin, top, etc.) Encourage your child to sound these out and write them down.
- Play spot the 'not-a-word'. Write down five words and one 'non-word'. For example, fox, man, hat, can, sun and ogi. Encourage your child to copy these words down and then identify which one is not a word.
- Have a small selection of objects that all have different initial sounds. For example, scarf, jar, cup, flowerpot, hand cream and blank pieces of paper – encourage your child to write the initial sounds for these and place the paper beside them. For example, writing the letter 's' and placing it by the scarf.

For children **working at** the expected level:

- Show your child approximately three of the phase 3 digraphs and trigraphs, (sh, th, ng, ch, ai, ar, ee, oa, oo, or, ur, er, ow, ear, igh). Then cover these up and see if your child can remember how to write the sounds when you say them.
- Play 'missing digraphs'. Have five of the phase 3 digraphs on a table for the child to see. Point to them and say the sounds they make together. Ask your child to close their eyes and remove one of the sounds. Ask your child to write down the missing one.
- Practise copying the tricky words 'I, go, to, the, no' until the child is confident writing and spelling these independently. Then try 'he, she, we, me, be, was, my, you, all, are, they.'
- Encourage your child to use their knowledge of phonics when writing regular words that use the Phase 3 digraphs. For example, shed, shop, ship, fish, dish, wish, car, farm, yard, hard, harm, alarm, park, bark, dark, etc.
- Encourage your child to write short phrases and sentences. Model repeating the sentence a few times verbally first, as this is an important stage in early writing. Encourage your child to then write this sentence using finger spaces and then read back the sentence they have just written.

For children **working above** the expected level:

- Practise segmenting and writing Phase 4 words from letters and sounds.
- Encourage the use of story-telling language when writing simple stories. E.g. Once upon a time.
- Practise naming the letters of the alphabet as well as understanding the sounds they make. Play 'hangman' where the child has an idea of the word and the adult is guessing it.
- Practise writing several sentences in sequence. Practise re-reading the sentences to check that they make sense.
- Encourage your child to be confident forming lower case and upper case letters. Encourage them to write sentences starting with a capital letter and ending with a full stop.

### **Mathematics – number**

For all children:

- Encourage counting opportunities for a reason. E.g. counting out the corresponding number of knives and forks for family members when laying the table or tidying away 10 items etc.
- Enjoy counting things that cannot be touched. For example, play games such as how many times can you throw and catch a ball without dropping it? How many times can you hop? Etc.
- Help divide up food and other items a number of ways. E.g. talk about slicing a pizza into approximately six slices or sharing sweets out equally between family members.



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- There is a lot of Mathematics involved in cooking, (counting, weighing, adding more, etc.)
- Tell and illustrate number stories. For example, there were two birds on a tree and three more flew on. How many were there in total? Encourage your child to tell you and illustrate their own number story.
- Practise writing and forming the numerals 0 – 9.
- Play 'Hide and Seek,' 'What's the time Mr. Wolf?' and other games that involve counting.
- Play a range of board games that involve counting on and throwing dice.
- Encourage your child to estimate collections of objects.
- Count money and coins and use these in role play activities.

For children **working towards** the expected level:

- Practise counting objects ensuring one-to-one correspondence when counting.
- Practise putting collections of objects in a line prior to counting them.
- Support your child putting the numerals 1-10 in order, and then move on to 1-20.
- Place collections of objects beside the corresponding numeral. For example, five cushions beside the numeral 5.
- Encourage your child to paint 3 blue blobs, 5 red stripes, 6 little yellow dots etc.
- Compare two groups of objects. For example, explain which tower has more Lego in it.
- Enjoy using money in role play activities and sort the coins into different groups.
- Place different numerals at points around the house. See if your child can run to find the numeral 7 etc.

For children **working at** the expected level:

- If your home has stairs, encourage your child to label the stairs from bottom to top. Then ask your child to stand on a particular stair (six for example) and count on three, so they can tell you the new number they are on (nine).
- Practise recognising, ordering and writing the numerals 1 -20.
- Play 'how many are hiding?' Have a small collection of objects (e.g. 6 buttons), a flat surface and a bowl. Count out how many objects you can see (six) then ask the child to cover their eyes whilst you cover some of the buttons with the bowl. If there are, for example two buttons still visible on the table can your child guess that there are four hiding under the bowl? If this is challenging start with a smaller collection of objects.
- Play 'spot the double.' An adult writes the numbers 1 – 20 on paper, but repeats a number deliberately making a mistake. For example, writing 1, 2, 3, 4, 5, 6, 7, 8, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20. How quickly can your child spot the mistake?
- Have some number cards in a pot, see if your child can name the numeral. E.g. 4 and tell you the number before (3) and after (5).
- Encourage children to name the different coins.
- Practise writing and completing simple addition and subtraction calculations.  
For example,  $3 + 4 = 7$ .

For children **working above** the expected level:

- Practise learning the number bonds to ten.
- Play 'number bonds to ten snap. Have a collection of cards with numerals 0 – 10 on. You both turn over a card at the same time, if the total of these two cards equals ten say 'snap!' The first one to say snap wins the point. For example, if you turned over a six and your child turned over a four – say snap, but not for a seven and an eight.
- Play two more and two less. Show your child a numeral (7). See if they can quickly tell you the number that is two less (5) and two more (9). Repeat and see how many of these they can correctly do in a minute.



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- Play 'I'm thinking of a number.' Provide your child with a line of numbers 1-20. Describe a number. E.g. "It's less than 9. It's more than 7. It's the same as two lots of four etc." See if they can colour in the correct number.
- Introduce your child to a 100 number square. Adapt one of these by encouraging your child to draw over it to create their own version of a 'snakes and ladders' game.
- Encourage your child to match the numeral with the word. For example, 5 with five.
- Encourage your child to name the different coins, and state the total amount when two coins are added together. Use the smaller coins for this - 1p, 2p, 5p and 10p.

### **Mathematics - Shape**

All children

- Play a range of water play games using containers
- Play 'peek-a-boo' with shapes. Reveal a little of a shape at a time and see if the child can guess what shape it is. Can they describe how many sides and corners it has?
- Learn a 'days of the week' song.
- Play with dolls houses, Lego and construction equipment etc. Model using positional language. E.g. can you put the teddy under the sofa?
- Play games with the children positioning themselves, behind, on top of the sofa and other household objects.
- Use paint, felt tips and colouring materials to create and continue a range of repeating patterns.
- Draw natural objects (leaves, flowers) that have forms of pattern and shape
- Draw a range of symmetrical objects and creatures, butterflies, cars, vases etc.
- Read stories such as 'Rosie's Walk' and recreate these in the garden if possible.
- Arrange a collection of pieces of string or sticks into size order from the longest to the shortest.
- Use junk modelling equipment to make a sculpture from entirely cuboids etc.
- Using a range of household items (ball, cereal box, die, etc.) encourage the child to learn the 3D names for these shapes, (sphere, cuboid, cube etc.)
- Model drawing and structuring the daily routine using the language of morning, afternoon, evening, first, next, then, etc.
- Encourage your child to talk about the different models they have made from construction equipment.

Yours sincerely,  
The FS Team.