# **Teaching & Learning Guidelines for Parents**

Dear Parents,

Below we have outlined some tips and information to help you to teach your child from home. We understand that this is a challenging time for parents and hope that this document will support you. As previously noted, please do not feel under pressure to use all of these tools, this list is intended only to give you an idea of how we approach learning at school.As there is a lot of information in this document it may be helpful to save or print out this list to refer back to as you need it.

Many thanks in advance for all of your efforts,

Ms. Mangan, Ms. Dervan, Ms Gannon & Ms. O’Hara

## **Multi-Sensory Approach to Learning:**

Children learn best when all of their senses are engaged, at school we try to provide the children with a range of experiences to enhance their understanding of new concepts. Here are some suggestions for how you might do this at home.

**Teaching a new sound:**

* Look at the shape of the letter and practice making the sound
* Hold your child’s hand and help them to trace the shape of the letter in their sound book
* Practice tracing the letter in the air and on different surfaces (eg on the table, in sand, in shaving foam, on sandpaper)
* Practice writing the letter on a blank page, on a whiteboard, or with chalk on the ground outside
* Make the letter and some objects that start with that letter out of playdough or flatten the playdough out and carve the letter in with a blunt pencil or toothpick
* Play sound eye spy with that sound - pick something beginning with that sound in the environment and have your child guess
* Listen to the song and story for the sound on the Jolly Phonics app (the songs are also available on Youtube and Spotify if you do not want to download the app)
* Go on a letter hunt- see if the children can spot the new letter in a story book or in their environment e.g on posters, magazines, cereal boxes etc. This game also works well for sight words.

**Teaching a new number:**

* All of the above tracing and writing activities also work well for numbers!
* Encourage the children to find sets of the new number in their environment e.g *I see a set of two oranges or two cups*
* Make sets of the number using lego or playdough *e.g can you make a set of two towers? Can you make a set of three flowers?*
* Before you move on to writing the numbers in their book ensure they have had lots of practice tracing, writing the number with crayons on scrap paper or with chalk (whatever you have to hand!). These pre-writing activities will help the children commit the number to memory but they are also crucial for the development of the muscles in their little hands.
* For numbers one to five there is a song to help the children with their writing (see below ‘Playful Approach to Maths’)

**Teaching a new sight word:**

* Each week the children will be learning two new sight words, because the children cannot sound these words out they will need lots of support and repetition to remember them.
* When introducing a new word write it out on a sheet of paper and tell the children what it says. Give them an example of a sentence and ask them to try to think of one e.g  ***do*** *you like ice cream? We have to* ***do*** *our school work.*
* Look at the shape of the word and the letters it is made of - are the letters tall or short, curly or straight, do we recognise any of them?
* Practice tracing the word on different surfaces or writing it using chalk/ crayons
* Continue playing the sight word games you have been doing for homework and feel free to add the new words in. (If anyone has lost their copy of the games instructions and would like a new one please let us know!)
* Go on a word hunt and see if the children can spot the new word in their readers, story books or in the environment.
* Gill Explore has a fun online game for practicing sight words called ‘Balloon Pop Interactive Activity’. Once you have registered for an account you will find this in the ‘Oral Language & Interactive Resources’ section for each unit (see below for more details on accessing online material)

## **Playful Approach to Maths:**

**Number Formation Songs: All sung to the tune of London Bridge**

**Number 1:** One line down to make a 1, make a 1, make a 1,

 One line down to make a 1, let’s make it straight and tall.

**Number 2:** Curl around and then go straight, then go straight, then go straight,

Curl around and then go straight, to make a two.

**Number 3:** Curl around and curl again, curl again, curl again,

 Curl around and curl again, to make a three, .

**Number 4:** Down, across and down again, down again,

 Down across and down again, to make a four.

**Number 5:** Down across and then his hat, then his hat, then his hat

 Down across and then his hat, to make a five.

**Ready Set Go Maths Games for Counting and Number Recognition:**

In school we play these games over and over again. These games can be played repeatedly to further consolidate your child’s learning.

In school we usually have a daily session of ‘number fun’ lasting about ten minutes with all the children. From our personal experience and as recommended by the Ready Set Go Maths program it is normally more effective to have, say, three short focused activities **(the games listed below)** than to spend all the time on one activity. Variety helps to maintain interest and promotes more secure learning.

However this is only a suggestion; do whatever works best for both you and your child.

**Counting Forward From 1**

Focus: Children will know the number words forwards to five, to ten.

**Game 1: Stand and Sit**

Children stand and then sit whilst saying the number words one to five.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **stand** |  **sit** | **stand** |  **sit** | **stand** |  **sit** | **stand** |  **sit** | **stand** |  **sit** |
| one | two | three | four | five | one | two | three | four | five |

Linking the order of the number words to physical actions slows down the counting and gives the children something to match against.

This game can also be done with the number from 1-10.

**Game 2: Today’s number is…**

Today’s number is three. Children clap in time with their parent and say the number words one, two, three, four, five. They put both hands in the air every time they say ‘three.’ Vary the number each day. This game can also be done with the number from 1-10.

**Counting Forwards and Backwards**

Focus:The children will know the number words forwards and backwards within 5, within 10.

**Game 3: Clap and Snap**

Children count forward, clapping in time, then count back snapping fingers in time.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Clap** | **Clap** | **Clap** | **Clap** | **Clap** | **Snap** | **Snap** | **Snap** | **Snap** | **Snap** |
| one | two | three | four | five | five | four | three | two | one |

Keep the cycle of counting going without a pause.This game can also be done with the number from 1-10.

**Game 4: Stamp and Tap**

Children stand in a space facing you. They count forwards stamping their feet in time. At five they turn around and count back tapping their shoulders in time.

This game can also be done with the number from 1-10.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **stamp** | **stamp** | **stamp** | **stamp** | **stamp** | **turn** | **tap** | **tap** | **tap** | **tap** | **tap** |
| one | two | three | four | five |  | five | four | three | two | one |

Keep the cycle of counting going without a pause.This game can also be done with the

number from 1-10.

**Counting Forwards from Different Starts**

Focus:The children will count forwards from different starting points within 10.

.

**Game 5: Stand and Sit (different starts)**

Each time the children need to know *the starting number, the direction and the stopping number.* Vary the numbers until the children are comfortable with any sequence within this range. Children stand and then sit whilst saying the number words for the various sequences.

Parent: Starting at the number 3 we are going to count forwards to 10.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **stand** | **sit** | **stand** | **sit** | **stand** | **sit** | **stand** | **sit** |
| three | four | five | six | seven | eight | nine | ten |

**Recognising Numerals**

Focus:Children will recognise the numerals to 5, to 10.

**Game 6:Straight or Curved**

*You will need:* a set of number cards 1-10.(cut up a piece of paper into ten pieces and write numbers 1-10)

 Discuss each number with the children raising awareness of both straight and curved lines. Develop these observations into a game. The parent thinks of a secret number. The children ask questions to discover the secret: Does it have straight lines?Has it a curved line? Once the children know how to play they can take turns choosing the secret number.

**Game 7: Guess my number**

*You will need:* a set of number cards 1-10 and a piece of paper.

Slowly slide up one of the numbers from behind the piece of paper and stop when some of the number is showing. Ask the children what the number might be. Discuss possibilities. Show a little more of the number and repeat the process.

**Optional Game: Forming the Numbers**

Y*ou might need: a set of number cards 1-5(get ten sheets of paper and write one number on each sheet from 1-5)*

Once the children are familiar with the ‘shape’ of the numbers they can practise making their own number using for example play dough, dried pasta, small equipment (lego, blocks, ect.) The choice of this equipment is up to you whatever works best for you. *If needed your child can create their numbers on top of an individual sheet of paper with each of the numbers from 1-10 written on them.*