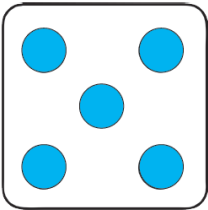


## Supporting your child's development- FSI

# Composition of number

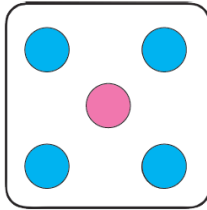
When a child understands the composition of number, they understand that numbers are made up of other numbers. They 'see the numbers inside' other numbers: first, that all numbers are made up of ones, and then that they can be made up from (composed from) two or more smaller numbers. E.g. 5 is made of '5 ones' or '1 and 4' or '2 and 3'.

The whole is \_\_\_\_



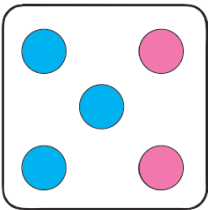
The parts are \_\_\_\_ and \_\_\_\_

The whole is \_\_\_\_



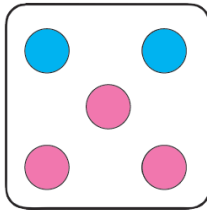
The parts are \_\_\_\_ and \_\_\_\_

The whole is \_\_\_\_



The parts are \_\_\_\_ and \_\_\_\_


The whole is \_\_\_\_



The parts are \_\_\_\_ and \_\_\_\_

Making 4 Using Cubes

Can you use cubes to make this pattern?



$$\boxed{3} + \boxed{1} = \boxed{4}$$

red cubes      blue cube      altogether

How many red cubes?


How many blue cubes?

How many altogether?



Making 4 Using Cubes

Can you use cubes to make this pattern?

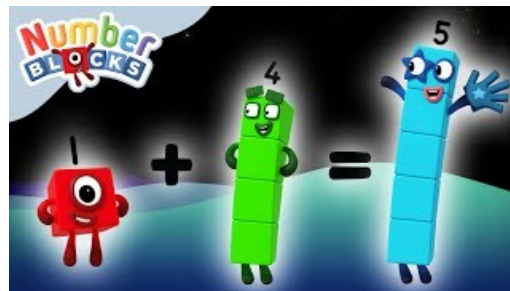


$$\boxed{2} + \boxed{2} = \boxed{4}$$

red cubes      blue cubes      altogether

How many red cubes?

How many blue cubes?

How many altogether?



# Communication

This month's focus is:

*Adding one word.*

You can help children to use longer sentences by adding one word to what they say. If a child says 'I got teddy', you could say 'Yes, you've got a fluffy teddy!'.

## Supporting your child's development- FSI

# Phonics

### Element 4- Rhythm & Rhyme

**Why?** To develop an awareness of rhythm and rhyme in speech. To increase awareness of words that rhyme and then produce rhyming words. **How can you help at home?**

- read rhyming stories to your child- emphasise the words that rhyme.
- sing rhyming songs and nursery rhymes together.
- explore words that rhyme e.g. hat/bat/cat/mat/rock- which sounds different?
- using body percussion to create simple rhythms and encouraging your child to repeat e.g. clap clap clap or clap clap stomp.
- make up fun-ny rhymes with your child.



# Zips and sleeves

**Zips:** Practice whilst standing. Give a step-by-step demonstration, talking through what you are doing. Use the same instructions each time. To make grasp easier, attach a small keyring or ribbon on the zipper.

1. Lay the coat or garment on a table or sofa so it is easy to access. (Allow them to feel confident with the zipper on the table before you ask them to do it up whilst wearing it.) 2. Start the zipper so the child can feel how to pull it up on their own. 3. Have the child unzip the jacket, separating zipper at the bottom. 4. Show your child how to latch the bottom of the zipper together, then pull it up. 5. Once they can manage a zip on the table, put the coat on and try again.

**Sleeves:** A lot of children struggle to put their coats on because their sleeves are in the wrong way. Encourage them to put their arm in, grab (keeping hold) and pull the sleeve out. Model this first and put the sleeve back in the wrong way so that they can practice.