

Home Learning Booklet



Supporting your child at home

EYFS

2025-2026

'Strengthening the partnership between home and school.'

At Becontree we are proud of our partnership between home and school. We work hard to ensure that all school experiences are positive for all of our children and their families, whilst ensuring that the needs of all children are met.

This policy was developed following a consultation with Parents/Carers and our teaching staff, as well as looking at current research related to the value of home learning in primary school.

We define home learning as any activity that pupils undertake outside of school lesson time, either on their own or with the support of family members. At Becontree we have a strong commitment to parental involvement and see home learning as one way of developing this partnership.

Becontree is not a school at which home learning dominates home and school life. We believe that home learning should be enjoyable and manageable for all concerned and that if it becomes a chore/burden/source of conflict it ceases to be a constructive aspect of teaching and learning.

There are 7 **areas of learning and development** in the Early Years Foundation Stage. These are broken down into 17 strands, each of which have a different Early Learning Goal for your child to achieve at the end of Reception.

The **prime areas** are: Personal, Social and Emotional Development, Physical Development and Communication and Language.

There are also 4 **specific areas** through which the three prime areas are strengthened and applied.

These areas are: Literacy, Mathematics, Understanding the World, and Expressive Arts and Design. In this booklet, we will look at the expectations in each of these areas and also give you guidance on how to support your child's development at home.



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Personal, Social and Emotional Development

This area helps to shape children's social skills and develops respect and an understanding of their different feelings.

End of year Expectation: Making Relationships

Play co-operatively, taking turns with others;

Take account of other's ideas about how to organise an activity;

Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.



End of year Expectation: Self Confidence and Self Awareness

Confidence to try new activities, and say why they like some activities more than others;

Confidence to speak in a familiar group, talk about their ideas and choose the resources they need for chosen activities;

Say when they do or don't need help.



End of year Expectation: Managing Feelings and Behaviour

Talk about how they and others show feelings;

Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable;

Work as part of a group or class, and understand and follow the rules;

Adjust their behaviour to different situations, and take changes of routine in their stride.



Supporting Your Child's Personal, Social and Emotional Development

Remember, children learn best when they feel **comfortable**, **safe** and **secure**.

Routines and boundaries reassure children as they begin to understand the structure of the day and predict what is coming next.

Children need to learn to recognise their **feelings** and learn the words to describe them. They will need help from you to do this.

Help your child to talk about what makes them happy, sad, angry or upset.

Value your child as an **individual** but help them to learn the social skills they need to get on well with others.

Have **high expectations**, but remember we can't all be perfect all the time!



Many children need adult input to play together. You may need to help children **take turns** to play activities, like throwing beanbags into a box or building a tower and knocking it down.

Start with games they are able to play to boost their **confidence**. Once they have learnt turn taking, add a new skill such as playing a dice game that involves counting.

Children often need an adult to join in to encourage and extend shared play. This begins to develop around three years old but lots of children need help **modelling** how to take on board other ideas and how to share toys.

Focus on reinforcing **positive behaviour** by modelling to your child and praising them when they make good choices. This is much more effective than highlighting unwanted behaviours, as children often like the attention they're getting when you're cross with them.

Be **consistent** in how you respond to your child's behaviour.

Being tired, hungry, thirsty or bored may have an effect on your child's behaviour.

Make sure your child gets enough sleep to recharge their physical and emotional batteries.



Physical Development

We all know that young children often love to be active, but they also need to understand that continued physical activity as well as healthy food choices are important, and why.

End of year Expectation: Moving and Handling

Show good control and co-ordination in large and small movements;

Move confidently in a range of ways, safely negotiating space;

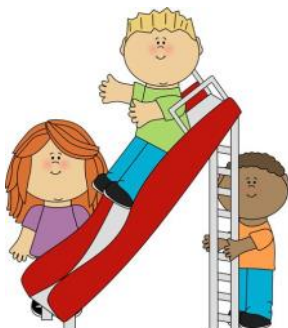
Handle equipment and tools effectively, including pencils for writing.



End of year Expectation: Health and Self-care

Know the importance for good health, of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe;

Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.



Supporting Your Child's Physical Development

Moving and Handling

Provide a play environment that encourages lots of time and space for energetic and noisy play.

Set aside family time for a hike, walk, or visit to a nearby park.

Play games that involve running, hopping, throwing and catching together.

When playing ball, ask the child to use alternate feet for kicking or alternate hands for throwing. Make sure the ball is large enough to promote success, yet small enough to present a challenge.

Discourage inactivity by limiting TV viewing and video/computer game playing to less than two hours a day.

Health and Self-care

Mealtimes are important social occasions to encourage children to try new foods and learn about healthy eating, as well as times for conversation and enjoying being part of a social group.

Children's independence can be promoted by helping to set the tables and to clear away, and by being able to serve themselves.

Make sure children are dressed in clothes that they can manage easily themselves. Practise with children to put on and take off coats and shoes.

Communication and Language

Speaking and listening skills are vital for success in learning. Providing an environment for young children to express themselves and speak and listen in a range of situations allows them to develop their language and communication skills. The wider the vocabulary a child has, the easier they should learn to read and write.

End of year Expectation: Listening and Attention

Listen attentively in a range of situations;

Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions;

Give attention to what others say and respond appropriately, while engaged in another activity.



End of year Expectation: Understanding

Follow instructions involving several ideas or actions;

Answer 'how' and 'why' questions about their experiences and in response to stories or events.

End of year Expectation: Speaking

Express themselves effectively, showing awareness of listeners' needs;

Use past, present and future forms accurately when talking about events that have happened or are to happen in the future;

Develop own narratives and explanations by connecting ideas or events.



Supporting Your Child's Communication and Language

Read weekly 'What We Are Learning' letters to support with reinforcing new words and ideas your child is learning.

Playing board games that involve taking turns helps them to listen and concentrate for longer.

Encourage children to talk without being questioned. This can help them to talk more about their experiences. Open questions like 'What are you going to play with today?' Encourage children to say more than 'yes' and 'no'. If they find it difficult to answer such open questions, give them choices, such as 'cars or animals?'

Although children may know lots of different words, it is important to introduce new words and phrases. This helps them to continue learning.

Having fun with words and rhymes can help children learn skills they need for reading and writing.

Children may need time to think before responding to questions and instructions. Give them time without answering for them or finishing their sentences.

Literacy

It's important for children to discover phonemic awareness – the ability to hear and identify different words and sounds, and also to start reading and writing.

End of year Expectation: Reading

Read and understand simple sentences;

Use phonic knowledge to decode regular words and read them aloud accurately.

Read some common irregular words;

Demonstrate understanding when talking with others about what they have read.

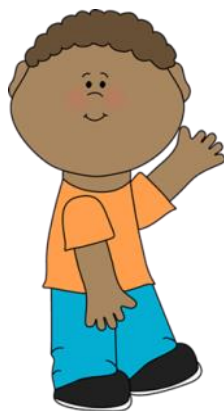
Key Vocabulary

A **phoneme** is the smallest unit of sound in a word. (what you hear)

A **grapheme** is the written form of a phoneme. (what you see)

Blending: recognising the letter sounds in a written word, e.g. c-u-p, and 'blending' them in the order in which they are written to pronounce the word cup.

Segmenting: Chopping Up' the word to spell it out. The opposite of blending.



Children need to learn to recognise and write all graphemes.

There are 44 that we teach.

/s/ sat	/t/ tap	/p/ pan	/n/ nose	/m/ mat	/a/ ant	/e/ egg	/i/ ink	/o/ otter
/g/ goat	/d/ dog	/k/ cat	/r/ run	/h/ hat	/u/ up	/ai/ rain	/ee/ knee	/igh/ light
/b/ bus	/f/ farm	/l/ lolly	/j/ jam	/v/ van	/oa/ boat	/oo/ (short) cook	/oo/ (long) boot	/ar/ star
/w/ wish	/x/ fox	/y/ yell	/z/ zap	/qu/ quill	/or/ fork	/ur/ burn	/ow/ now	/oi/ boil
/ch/ chin	/sh/ ship	/th/ (voiceless) think	/th/ (voiced) the	/ng/ sing	/ear/ near	/air/ stair	/ure/ sure	/er/ writer



Key Messages for Teaching Letter Sounds (Phonemes)

Correct pronunciation is vital;

We all need to use the same language at home and at school;

Little and often is the key;

Make activities fun. If your child is enjoying activities they will learn more;

Don't forget to practise saying or singing the alphabet with your child.
This is a really important skill that they need for later learning!

Tricky Words

There are many words in the English language that cannot be read using phonics. Children need to be taught these separately and simply recall them from memory.

Some are 'tricky' to start with but will become easier to work out once we have learned the harder phonemes, e.g. out, there.



Phonics: Phases

Letters and Sounds is a phonics resource that aims to build children's speaking and listening skills and to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.

Phase 1

Showing an awareness of rhyme and alliteration.
Distinguishing between sounds in the environment.
Exploring and experimenting with sounds and words.
Discriminating speech sounds in words.
Beginning to orally blend and segment phonemes.

Phase 2

Learning the first 19 letters of the alphabet and one sound (phoneme) for each.
Blending sounds for reading and segmenting for spelling simple words, e.g. cat, dog.
Understanding that we can write sounds (phonemes). These are called graphemes.
Reading simple captions.

Phase 3

Learning 7 more letters of the alphabet and their written form (grapheme).
Reading and spelling a wide range of simple c-v-c words. (consonant, vowel, consonant) e.g. cat, dog, hat.
Reading and spelling some words with 2 letter graphemes, e.g. chip, moon, night.
Reading simple captions and sentences.



Supporting Your Child's Literacy

Provide interesting books to motivate children to want to read.

Let children see you enjoying reading.

Teach your child to handle and use books appropriately, e.g. start at the front, turn the pages one at a time.

They need to know:

The difference between words and pictures.

That in English, we read from left to right and top to bottom.

The letter shapes for each sound we start with.

Ask **questions** before, during, and after reading aloud. This can help your child focus attention on the ideas in the story.

Before reading:

Discuss the cover (title, author and pictures)

Ask what they think the book will be about.

During reading:

Ask what has happened so far.

Ask why it might have happened.

Ask what will happen next.

Point to the pictures and discuss them.

Talk about words your child might be unfamiliar with.

After reading:

Ask if it was a good ending.

Ask what they thought of the book.

Ask which part they liked the best.

Discuss any similarities with other books and stories.



When your Child Reads:

Read the first few pages to them.

Then let your child read on their own.

If they can't read a word, give them a few seconds to work it out.

If they still can't, give them the beginning sound.

If they still can't, give them the word and ask them to repeat it.

Always praise their effort.

Other ideas:

Nursery rhymes are especially helpful for language and early literacy development.



Hang different kinds of **print** around your house.

Label objects in your home. This can show the importance of language, reading, and writing.

Help your child build background **knowledge** on a topic. Talk about everyday experiences, show your child pictures, and tell stories.

Play audiobooks or **read aloud** at home to increase the amount of language your child hears.

Play word games, talk about word meanings, and point out interesting or new words when **reading** together.



End of year Expectation: Writing

use my phonic knowledge to write words in ways which match spoken sounds;

write some irregular common words;

write simple sentences which can be read by themselves and others;

spell some of their words correctly and others are phonetically plausible.



How to help children with writing:

start writing on a big scale—outdoors with a paint brush or chalk;

check and encourage your child to grip the tool correctly, using a pincer grip;

draw and copy patters—these will develop the writing motions of up and down strokes or rounds and diagonals;

let them free write—they can tell you ‘what is says’ - marks and then letters have meanings!

watch out for children writing the first sound of the word they are sounding out;

encourage spelling by sounding out the letters;

‘check’ how the word would look like in a book if your child asks;

think about writing with your ‘wrong’ hand while wearing a glove—this is like writing for a child—it’s tricky!

don’t make it a chore, make them love it!



Mathematics

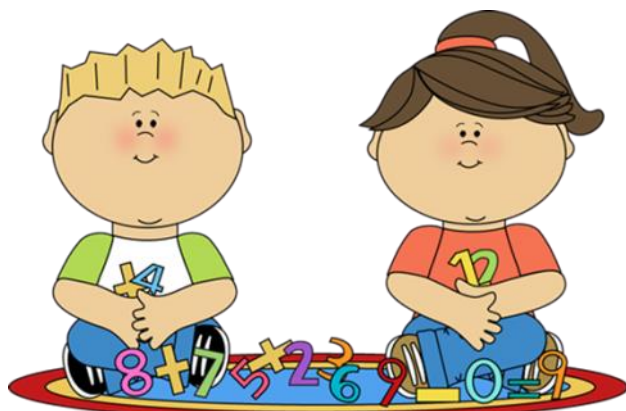
Children need to be guided in developing skills with numbers and calculations, as well as being able to describe shapes, spaces, and measures.

End of year expectation: Numbers

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



Fun Activities to Develop Maths Skills at Home

Counting and putting numbers in order

Use old magazines, comics or greetings cards. Cut out pictures of animals, or anything else your child is interested in. Label the animals 1 to 5.

Shuffle the animals. Put them in order from 1 to 5.

Remove one animal. Ask your child which number is missing. Repeat with other numbers and more than one missing number.

Ask your child to say what number comes before or after a number you choose. When your child can do this, repeat with numbers 1 to 10.

Build a tower

For this game you need a dice and some building blocks or Lego bricks.

Take turns. Roll the dice. Collect the number of bricks to build your own tower. The first to 10 wins! For a change, start with 10 blocks or bricks each. Take away the number on the dice. First to exactly zero wins.



Roll a shape

Cut out 12 shapes. Make 3 triangles, 3 squares, 3 rectangles and 3 circles.

Take turns to roll a dice and collect a shape that has that number of sides, e.g. roll a 4, collect a square. The first to have four different shapes wins. If you can name each shape you go first next time!

Collections

You need something to collect, e.g. sticky shapes, dried pasta. In turn, one player claps 1, 2, 3, or 4 times while the other player closes his eyes and listens. How many claps did you hear? Take that number of shapes. After four goes make a pattern with your shapes or pasta.

Dicey counting

Take turns to roll a dice and count back to zero from the number thrown.

For example: Four, three, two, one, zero.



Cupboard maths

Ask your child to help you sort a food cupboard out, putting heavier items on the lower shelf and lighter items on an upper shelf.



Rhymes

Teach your child any number rhymes or songs that you know, particularly ones that involve holding up a number of fingers, like Five little speckled frogs. Practise them regularly, with actions. You can get counting songs on audio tape for a very reasonable price.

Spot the difference

Draw a row of six big coloured spots. In turn, one player closes his or her eyes. The other player hides some of the spots with a sheet of paper. The first player looks and says how many spots are hidden. Try with other numbers of spots, e.g. five or seven.

One more, one less

For this game you need a dice, a coin and some building blocks or Lego bricks. Take turns to roll the dice. Build a tower with that number of blocks or bricks. Then toss the coin. Heads means take one brick off. Tails means add one on. If you can guess how many bricks there will be after this, you keep them! The first to collect 20 bricks or more wins!

Recognising Number

Choose a number for the week, e.g. 2. Encourage your child to look out for this number all the time. Can your child see the number 2 anywhere? at home - in the kitchen or on pages in a book in the street - on doors, on car number plates or on buses while out shopping - on the shop till, on shelves, in shop windows.



Patterns and Games with numbers

Find two apples, toys, spoons, straws, sweets, etc. Make patterns, such as two knives, two forks, two spoons, two knives, two forks, two spoons... Practise writing the number 2.

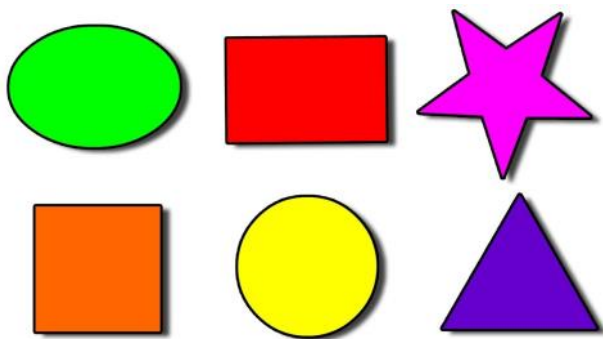
Shape and Space

While you have all the items out of the cupboard— what shapes can you find? Open up the packets—can you see a square and rectangle? What about other shapes? Count the corners and sides—remember the names of the shapes and the number of corners and sides they have!

Calculation

Play a Dice game Use a 'dotted' dice and write the numbers 1 to 6 on a sheet of paper (or use the numbered animals). Throw the dice. Can your child guess how many dots there are? Check by counting.

Ask your child which number on the paper matches the dots on the dice. Add 2 numbers together—add the dots by counting, write a sum. Who can reach 20 first? What would 1 less or 1 more than that number be? What about 2 more or 2 less?



Expressive Arts and Design

Activities like drawing, playing with paint, instruments or technology all give children the chance to express themselves and learn new things.

End of year expectation: Exploring and using Media and Materials

sing songs, make music and dance, and experiment with ways of changing them;

safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

End of year expectation: Being Imaginative

use what I have learnt about media and materials in original ways, thinking about uses and purposes;

represent my own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.



Supporting Your Child to Express Themselves and Learn New Things

Encourage active, not passive, pursuits

Ordinary activities such as reading aloud or taking a walk outside do much more than television to develop a child's creative side.

Provide plenty of safe supplies

Children love to explore new ways of using things, so look for non-toxic finger-paint, markers, clays, and play dough; also clothes and hats for dress-up and simple musical instruments.

Let your child make choices

Whenever it's convenient (and safe), allow your child to think for themselves. Let them choose a choice of meal or an outfit to wear.

Tolerate a mess

When your child is engaged in creative play, resign yourself to disorder and avoid such phrases as "That's too messy" or "That doesn't go there."

Participate in creative projects

Sit down and finger-paint with your child or play dress-up. If you're interested, they will be too.

Know what to expect

It's unrealistic to think a very young child can draw a perfect picture of a house or tell a story with a logical beginning, middle, and end. Praise whatever they create!

Don't force it

Never insist that a child engage in artistic projects if they aren't interested. Choose the right time!

Go deeper

Free play is great, but mature play (turning a generic pretend restaurant into a small-town diner with recurring characters and backstories, for example) is even more beneficial because it allows children to delve into details. This provides a platform for imagination to take off.



Understanding the World

This involves children making sense of things by observing and exploring everything from the places they spend time to the technology and other things that they use.

End of year expectation: People and Communities

talk about past and present events in my own life and in the lives of family members;

know that other children don't always enjoy the same things, and are sensitive to this;

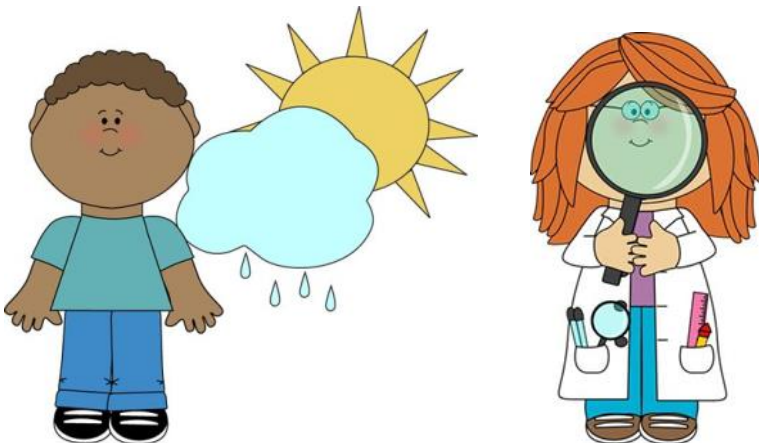
know about similarities and differences between themselves and others, and among families, communities and traditions.

End of year expectation: The World

know about similarities and differences in relation to places, objects, materials and living things;

talk about the features of my own immediate environment and how environments might vary from one another;

make observations of animals and plants and explain why some things occur, and talk about changes.



End of year expectation: Technology

recognise that a range of technology is used in places such as homes and schools;

select and use technology for particular purposes.

Supporting Your Child to Use Technology

At home, children can help to program the washing machine, television and microwave.

Out and about, young children can press buttons at traffic crossings.

Visits to the supermarket, railway station and airport terminal introduce children to digital screens and electronic arrival and departure boards, broadcast announcements and how to follow directions using technology.

Children can help to load DVDs and CDs.

On local trips to the shops, children love to catch sight of themselves on closed-circuit TVs, pressing the buttons at the pedestrian crossing or seeing how scanners and tills operate.

They enjoy being able to help with the shopping by using the digital weighing machines and reading the results together with you.

ICT can be incorporated into many aspects of physical and outdoor play. Metal detectors, walkie-talkies, CD players, remote controlled cars can all be used outdoors. Digital stopwatches and heart monitors help children to see the effects of exercise on their bodies.



Useful Websites

This website has information to help understanding of child development through the early years. It can be used as a guide to making best-fit judgements about whether your child is showing typical development for their age. It does recognise, however, that children develop at their own rates and in their own way.

www.foundationyears.org.uk

The screenshot shows the homepage of the Foundation Years website. The header features the logo 'FOUNDATION YEARS Great early years & childcare' with a baby face icon. Navigation links include Home, About, News, Resources (highlighted), Knowledge Hubs, Events, and Parents. Below the navigation bar are social media icons for Facebook and Twitter, and a 'Follow' button. The main content area is titled 'EYFS Statutory Framework'. It includes a 'Tweet' button, a 'Share' button, and a 'Print' button. The text describes the Early Years Foundation Stage (EYFS) as a framework for children from birth to 5 years old, supporting an integrated approach to early learning and care. It mentions that the framework gives professionals a set of common principles and commitments to deliver quality early education and childcare experiences to all children. A section titled 'Below are links to the current EYFS statutory framework documents' contains a link to the 'EYFS Framework 2014 - updated, effective from 1 September 2014'. A sidebar on the right lists 'Resources' including EYFS News, EYFS Guidance, National Strategies Publications, Multi media, SEND Updates, Early Years in Action, Case Studies, Useful links, and General resources. At the bottom of the page, there is a row of icons representing different aspects of early years education.

Other: www.parentsintouch.co.uk



Literacy

www.bbc.co.uk/schools/games

www.jollylearning.co.uk

www.focusonphonics.co.uk

www.syntheticphonics.com

www.woodlands-junior.kent.sch.uk/interactive/literacy

www.literacysites.com/litgames.htm

www.primaryinteractive.co.uk/english.htm

Audio Stories to download

www.storynory.com

www.lightupyourbrain.com/stories

www.thestoryhome.com

Numeracy

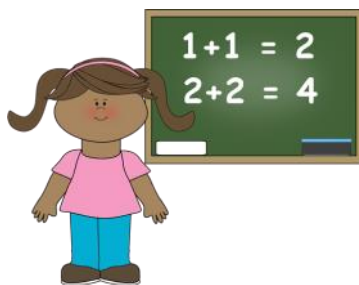
www.woodlands-junior.kent.sch.uk/maths

www.bbc.co.uk/schools/games
(ages 4—7)

www.mathsplayground.com/games

www.mathszone.co.uk
(KS1/KS2 tab)

www.maths-games.org/times-tables-games.html



Useful IPAD Apps for EYFS

Daisy Dinosaur—Free App
Introduction to coding.

Collins Big Cat—Free App
Great animated book for young children.

Monster Hunt: The Memory Game—Free App
Great for developing attention and concentration skills.

Bugs and Buttons—Low cost
Covers a wide range of basic skills.

Play123—Free App / Bugs and Numbers—Low cost
Short interactive games covering basic maths.

Hickory Dickory Dock—Free App
A good introduction to learning to read a clock.

Doodle Buddy —Free App, low cost for full version
A creative app with the option to add text.

Puppet Pals—Free App, low cost for full version
Act out scenes using puppets.

Bee Bot—Free App
An introduction to programming.

Phonics with Letter Lilies—Free App
Develop knowledge of letter sounds.

Franklin Frog—low cost
An interactive journey through the life cycle of a frog.

Hairy Letters—low cost
Great for phonics and letter formation.

Singing Fingers —Free App
Lets you finger paint with sound.

