

EYFS Early Learning Goals: Parent and Carers Guide

The Early Learning Goals (ELGs) are the goals or targets children are expected to achieve at the end of their Reception year. They will be working towards these goals throughout the Early Years Foundation Stage. There are 17 ELGs across all the areas of learning as shown below

Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development (PSED)	Making Relationships	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
	Self-Confidence and Self-Awareness	Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
	Managing Feelings and Behaviour	Children 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. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.
Communication and Language (CCL)	Listening and Attention	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
	Understanding	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
	Speaking	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Physical Development (PD)	Moving and Handling	Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
	Health and Self-Care	Children know the importance for good health, of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
Literacy (L)	Reading	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
	Writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Maths (M)	Number	Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
	Shape, Space and Measure	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

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Area of Learning	Aspect	Early Learning Goals
Understanding the World (UttW)	People and Communities	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
	The World	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
	Technology	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Expressive Arts and Design (EA&D)	Exploring and Using Media and Materials	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Being Imaginative	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Activities to Try at Home

Here are a selection of ideas and activities split into the different Areas of Learning that you can do to help your child work towards achieving their early learning goals.

Personal Social and Emotional Development

- Try playing some simple board or card games together or try working together to build a jigsaw puzzle.
- Encourage your child to talk about their friends and arrange opportunities to invite friends round for tea or meet up at a park for the children to play together.
- Encourage children to talk about their likes and dislikes in terms of activities they like and do not like to do. Encourage them to explain their thoughts and feelings.
- Encourage children to be independent but to ask for help when needed. Encourage them to talk to familiar adults and children about activities they would like to do.
- Discuss different feelings – try acting out different emotions for children to identify.
- Discuss plans and routines and encourage children to talk about their daily activities.

Communication and Language

- Initiate conversations with your child, ask questions and demonstrate how to be a good listener.
- Share rhymes, songs, books and stories. Talk about what is happening in the stories or rhymes. With a familiar rhyme or book, stop suddenly and ask your child to continue, or you could accidentally get the words 'wrong' and your child could correct you!
- When sharing stories together, talk about the story and the characters. Ask your child to explain events in stories.
- Model correct sentence structure and words – instead of over correcting your child, repeat words or sentences, e.g. if your child says "bued an apple" say "Yes, you bought an apple."
- When you have a holiday, a day out or a trip somewhere, work together to create a record of the event, such as a photo, collection of objects or a drawing, which you can talk about later.
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- Talk about your children's interests and encourage them to learn and use new vocabulary.

Physical Development

- As a family, try some different active activities! You could try; dancing, playing football, going for walks, riding a bike or going swimming.
- Encourage children to try using different types of materials and simple tools. Provide playdough or salt dough to knead and make model, as well as beads to thread onto laces. You could also provide tools, such as child-safe scissors, paintbrushes, crayons, and child-safe knives and forks.
- Encourage your child to get dressed/ undressed independently and manage their own personal hygiene (such as washing their hands and brushing their teeth).
- Encourage your child to talk about healthy food choices. Go shopping with your child and talk about healthy foods and why a balanced diet is important.

Literacy

- Share pleasure in reading with your child. Share books together and join a local library. Encourage your child to look at a range of different books such as, stories, poems, information books and comics. Talk about favourite stories and characters.
- Practise identifying letter sounds (phonics). Look for letters you see when you visit different places and demonstrate reading the words.
- Make word and letter sound cards for sounds or words your child finds tricky. Try saying them in funny voices to help practising them more fun!
- Encourage your child to explore writing using different materials such as pencils, chalk, crayons and pens. They could try writing letters into a tray of sand or flour using a finger or try painting letters onto a pavement using a paintbrush and water.
- Demonstrate different purposes for writing such as writing a shopping list, writing a greetings card or a postcard when on holiday. Encourage children to try writing for different purposes too and praise them for their efforts.

Mathematics

- Look for numbers when you visit different places. Talk about house numbers, car number plates, prices of goods in the supermarket, etc. Challenge children to identify the numbers and say which number is one more or one less than the ones they see.
- Play dice games with your child such as snakes and ladders.
- Talk about simple addition and subtraction in practical ways. Use toys or other items to demonstrate addition by counting on and subtraction by counting back.
- Look for 2D and 3D shapes around the house or when out and about and ask your child to describe them. Encourage the use of correct terms such as 'sides' and 'corners'. Build models or pictures using empty packaging or paper shapes and talk about the shapes used.
- Compare size, weight and capacity. Get your child using words like 'longer', 'shorter', 'taller', 'heavier', 'lighter', 'full' and 'empty'. Talk about things you see in the world around you, or create opportunities for comparison, perhaps by rolling playdough snakes ('Can you make a longer/shorter one?') or pouring water into different cups during bath time.

Understanding the World

- Talk about special events in your family, such as holidays, weddings, birthdays and celebrations. Maybe bring in a souvenir to show the class!
- Take a trip to a park and look at the plants, insects and animals.
- Explore different weather conditions and talk about seasonal changes in the world around you.
- Go on a technology treasure hunt at home! Talk to your child about how we make these things work and how to use them safely.
- Look at different types of technology when you're out and about. They could explore using a camera to take photos on days out too.


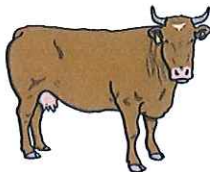
Expressive Arts and Design

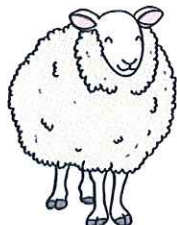
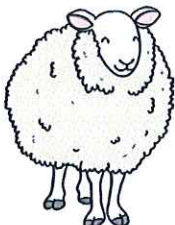
- Try some different creative activities using a variety of different materials such as; making musical instrument models using empty packaging, collage activities to make pictures using wool or coloured paper and mix colours of paint to paint pictures.
- Encourage children to sing their favourite songs and listen to music.
- Try using some toys or make some puppets and create your own story!
- Try setting up a pretend shop, restaurant, hairdressers salon, workshop or classroom. Role play as customers and shopkeepers, etc. and create stories and scenes together.

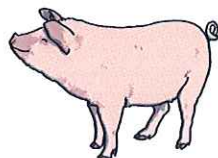
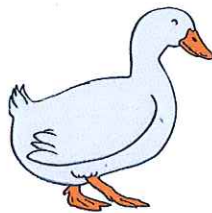
On the Farm


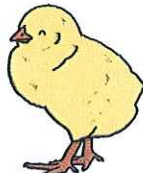
I Spy and Add to 10

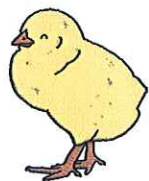
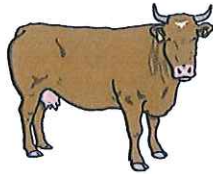
Count the number of each type of farm picture needed in the addition number sentence. Write the numbers in the boxes to create and then solve an addition number sentence.

 $\square +$  $\square =$ \square

 $\square +$  $\square =$ \square

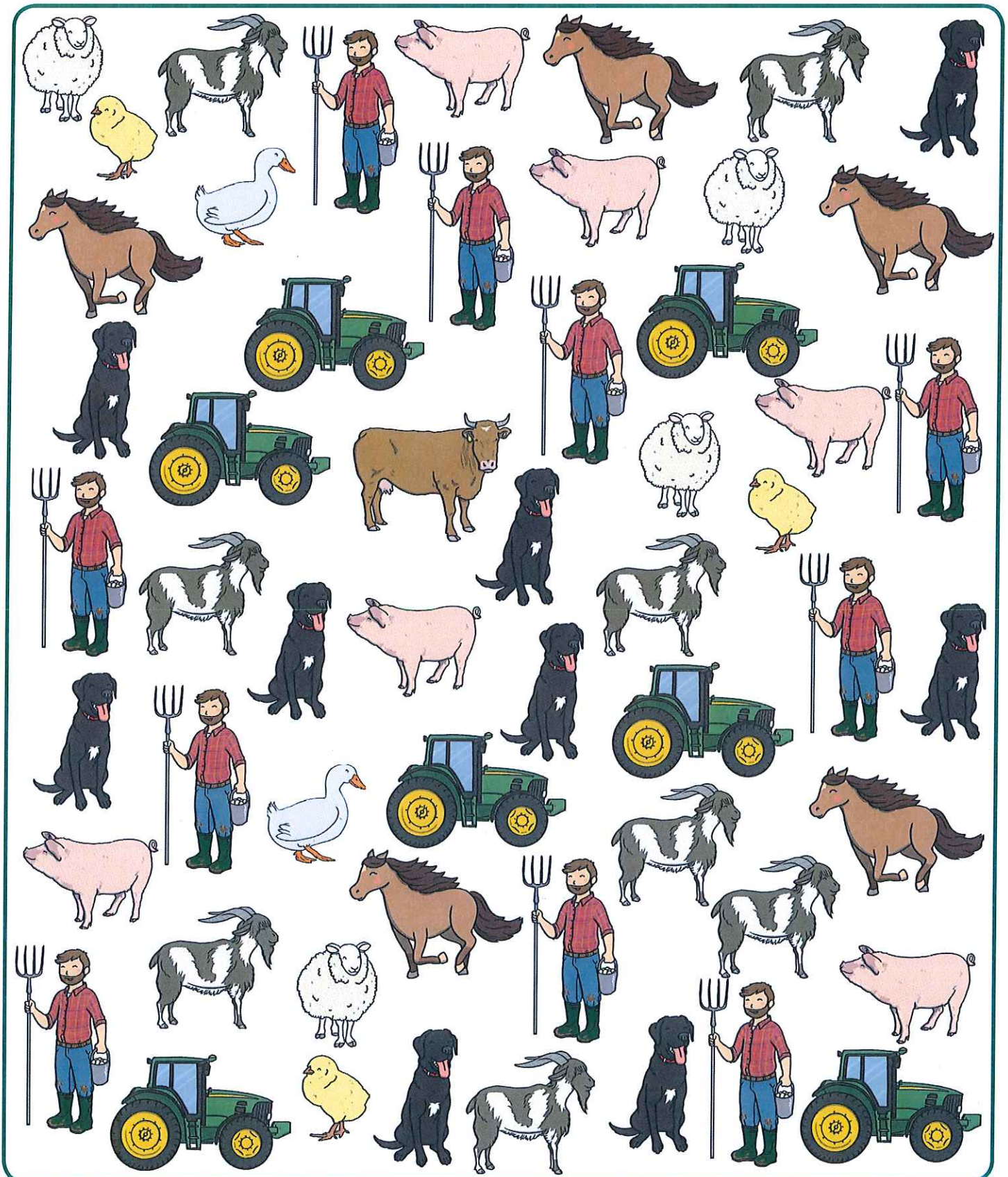
 $\square +$  $\square =$ \square

 $\square +$  $\square =$ \square

 $\square +$  $\square =$ \square

On the Farm

I Spy and Add to 10



Six Steps to Washing Your Hands

1



Start with palm to palm.

2



Then the back of the hands.

3



Now, between the fingers.

4



Don't forget fingertips!

5

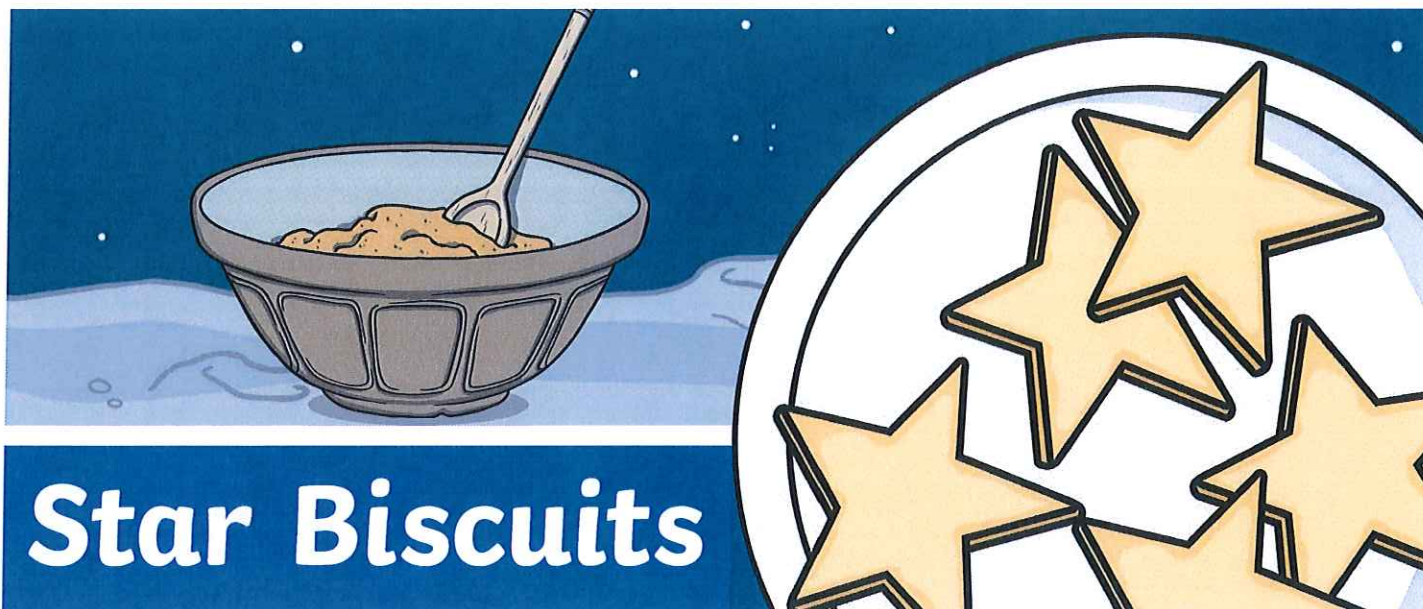


Next, thumbs and wrists.

6



Finish with nails in the palm of the hand.



Star Biscuits

Ingredients

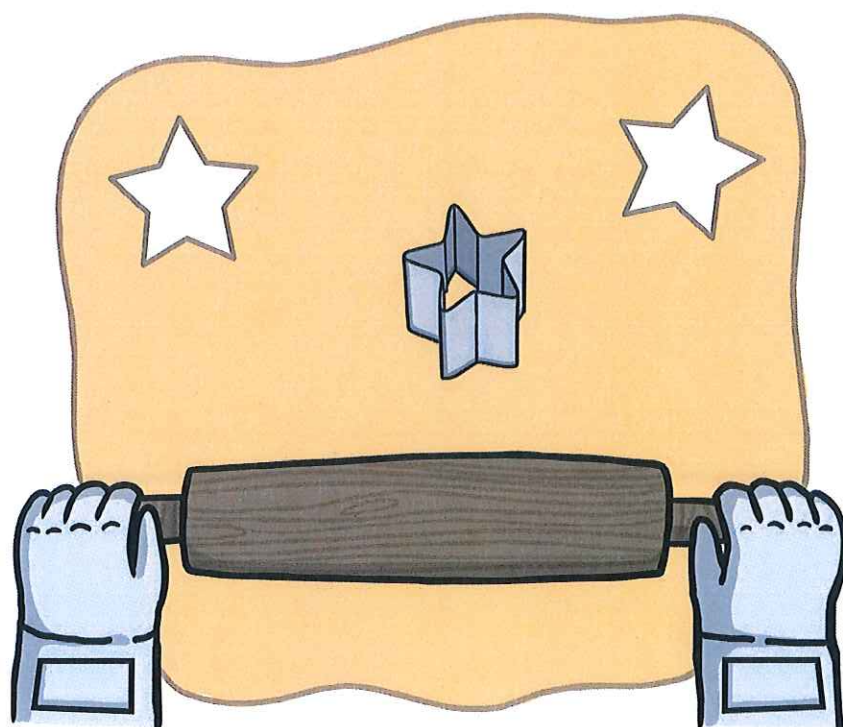
- 100g butter
- 50g caster sugar
- 175g plain flour
- A few drops of vanilla extract

Equipment

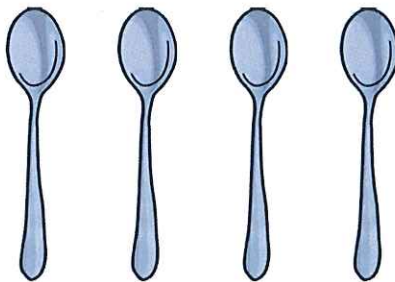
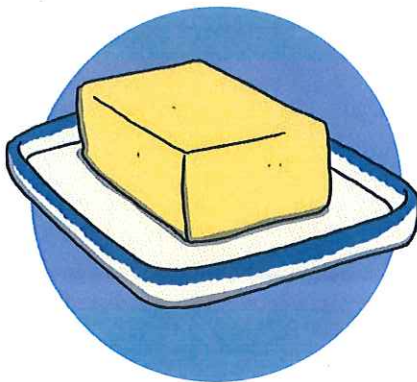
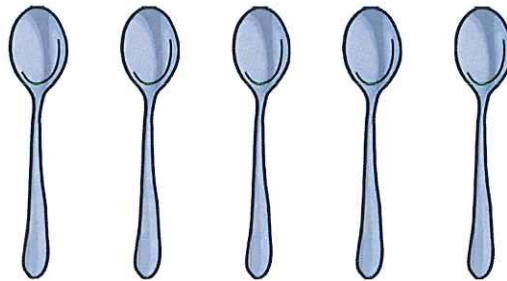
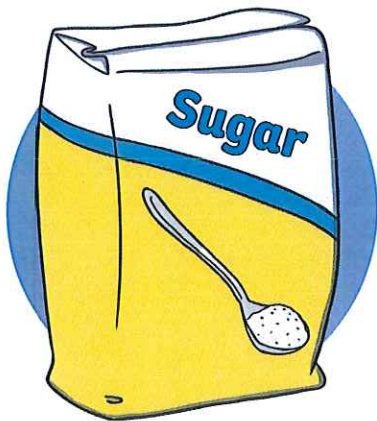
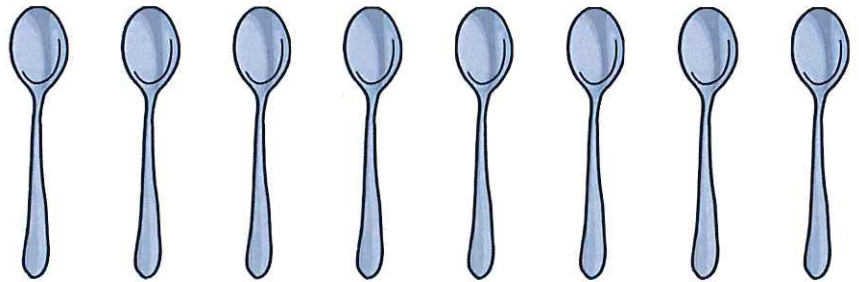
- Bowl
- Spoon
- Rolling pin
- Star cookie cutter
- Baking tray

Method

1. Preheat the oven to 150°C.
2. Add butter and sugar in a bowl and mix well until light and fluffy.
3. Add the vanilla, mix, then add the flour and mix well.
4. Roll out to about 5mm thick. Cut into star shapes.
5. Bake for 25 minutes or until golden brown.



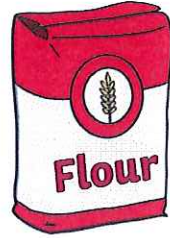
Tablespoon Biscuit Recipe



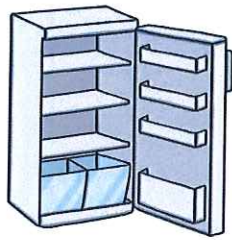
1



2

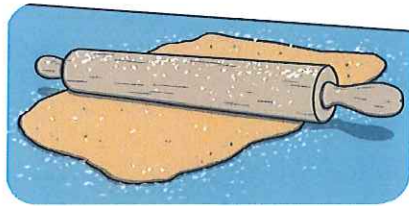


3

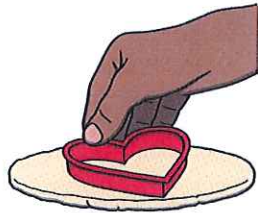


30 minutes

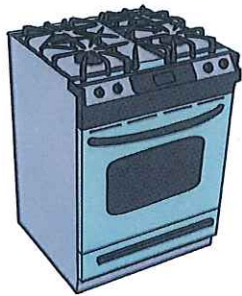
4



5



6



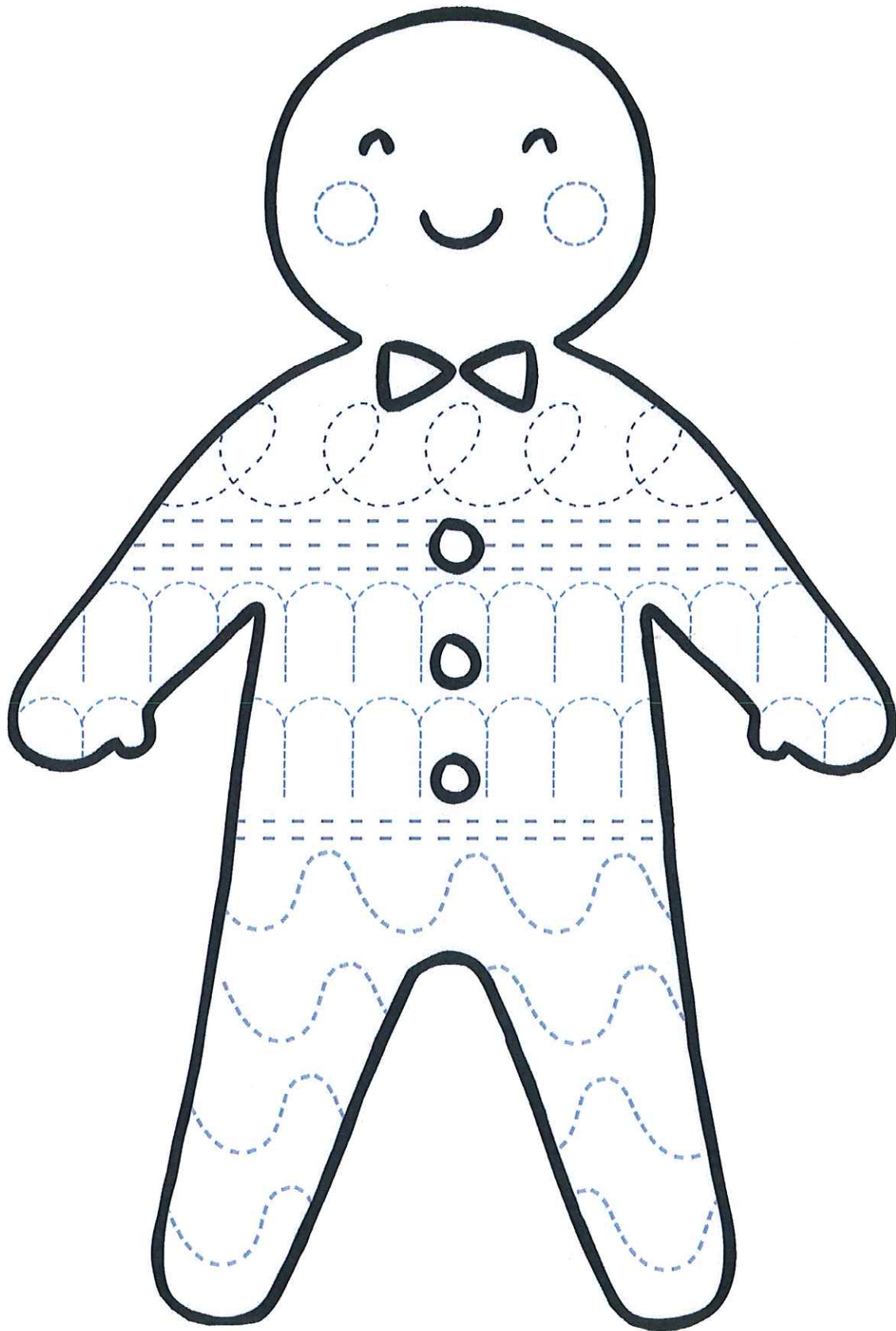
12 minutes

7



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The Gingerbread Man Pattern Tracing

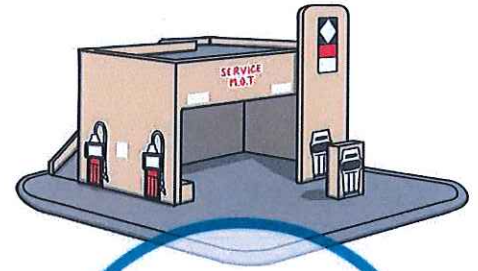


Toys

Home Learning Challenge



Have a look at your toys at home. Can you find a toy that can move, a toy that makes sounds and a toy that lights up? How do you make them work? Do you need to push a button? Do they have batteries? Do you wind them up? Talk to a grown-up about the different ways your toys work.



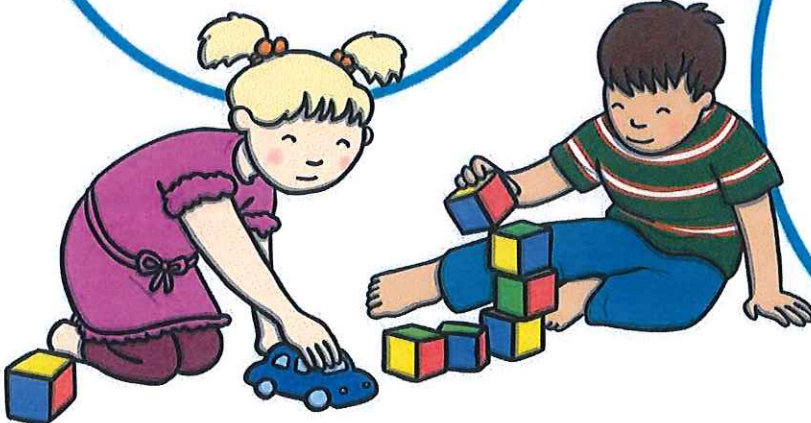
Draw a picture of your favourite toy.



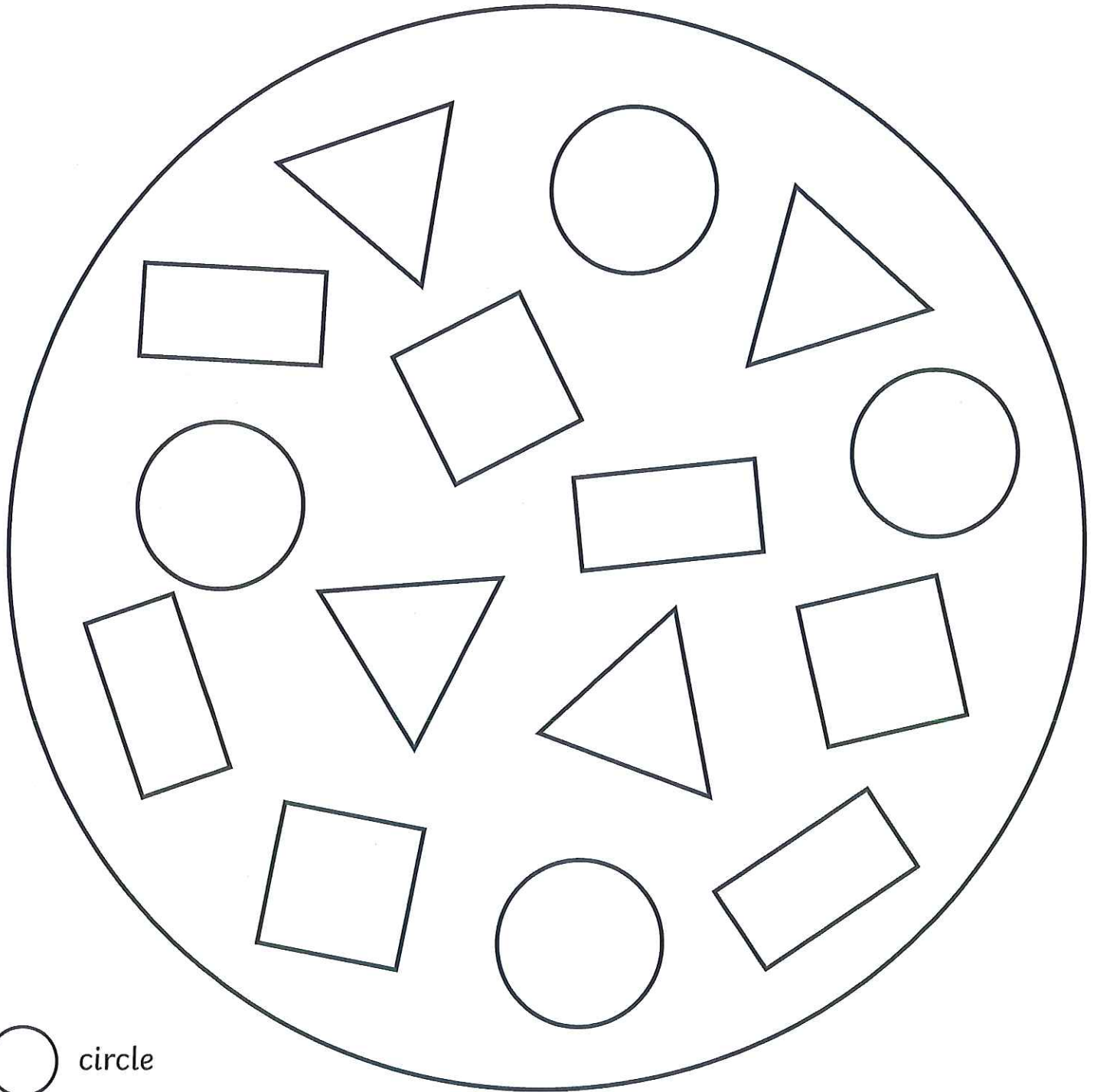
Have a look at your toys. Can you find a toy with numbers on? Look at the numbers carefully. Can you see numbers 1, 2, 3, 4 and 5?



Talk to a grown-up in your family about the toys they used to have when they were little. Find out if they had any toys that are similar to toys that you have got. How were their toys different? What was their favourite toy?



Pizza Shape Colouring



circle



square



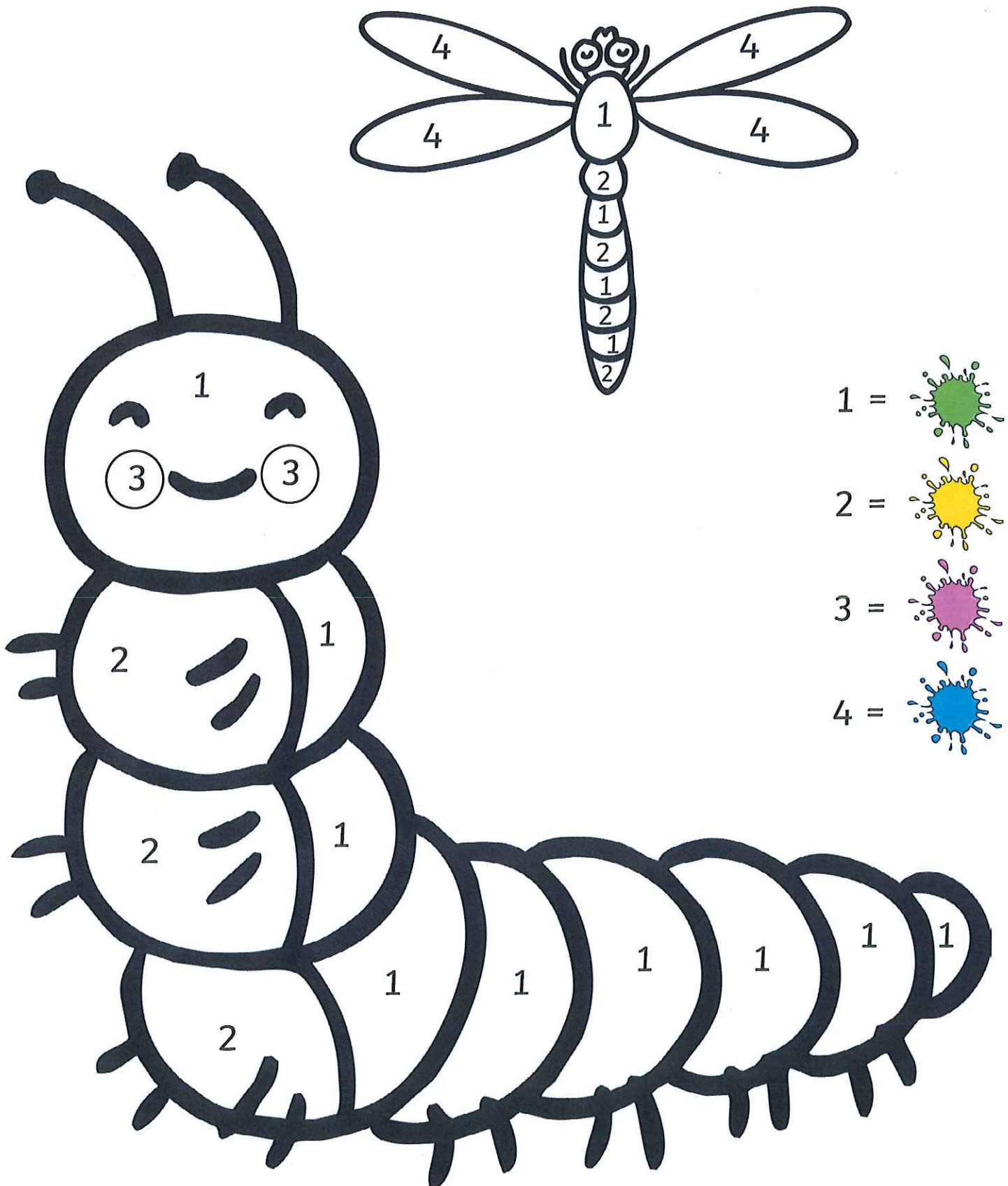
triangle



rectangle

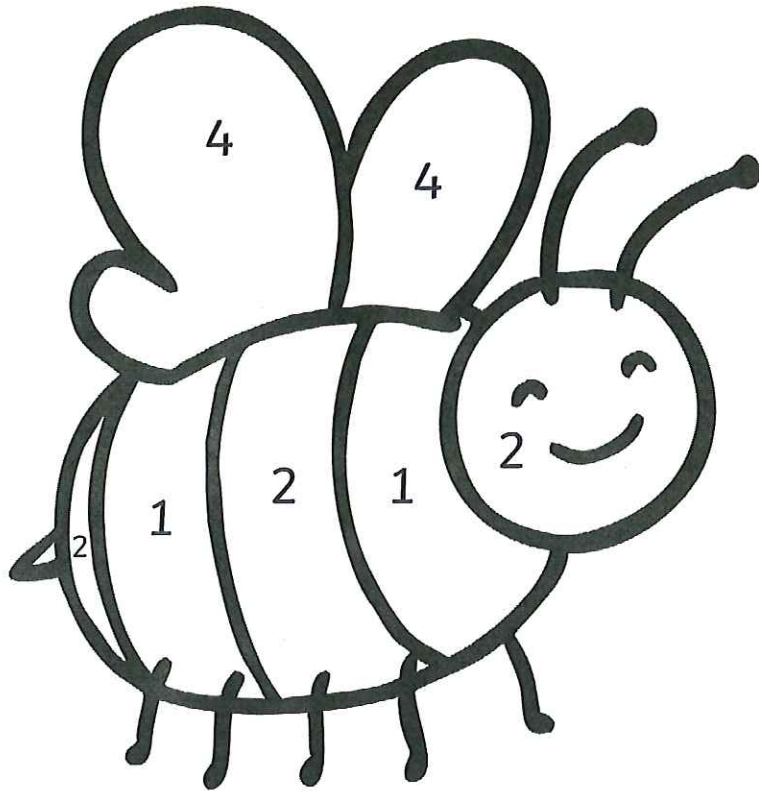
Minibeast Colour by Number


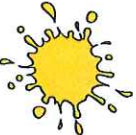
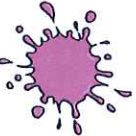

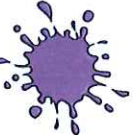
Match the colours to the numbers.

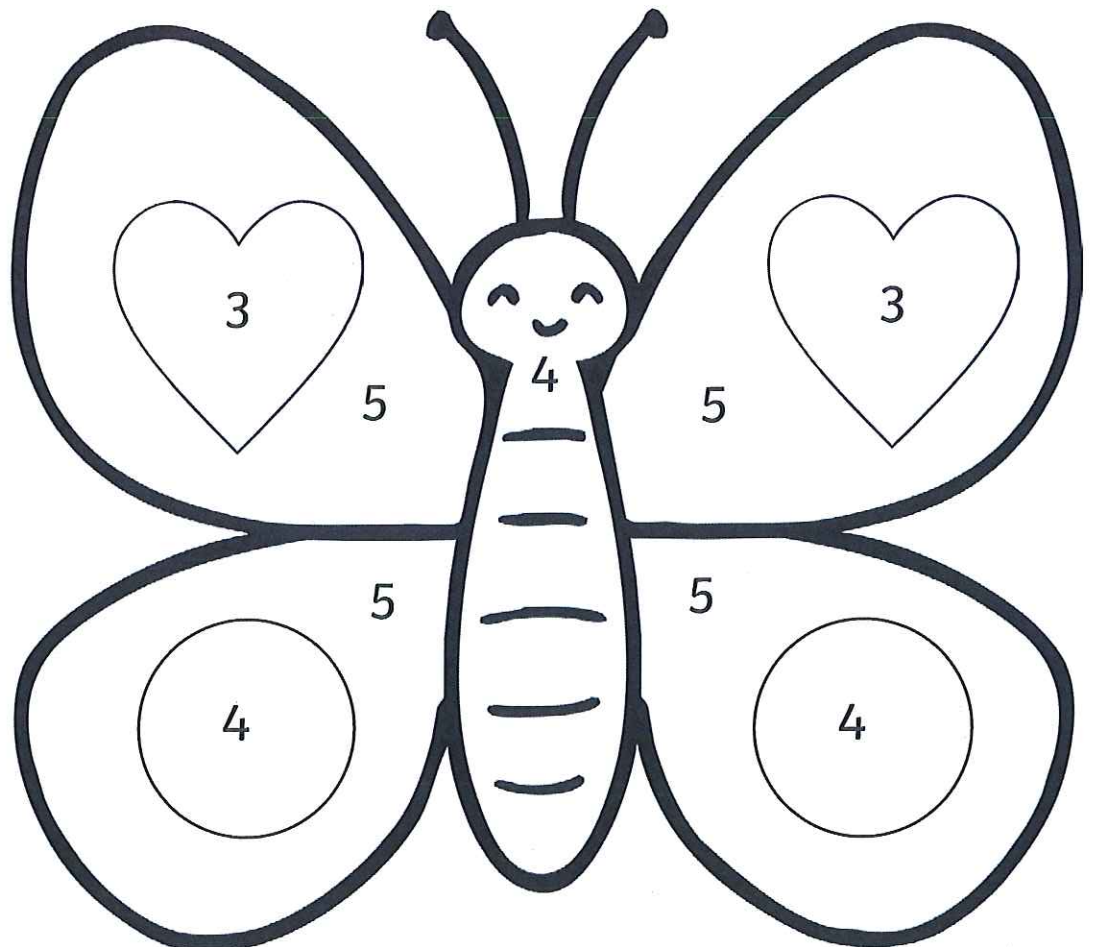


Minibeast Colour by Number

Match the colours to the numbers.


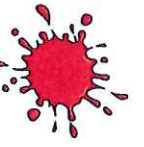




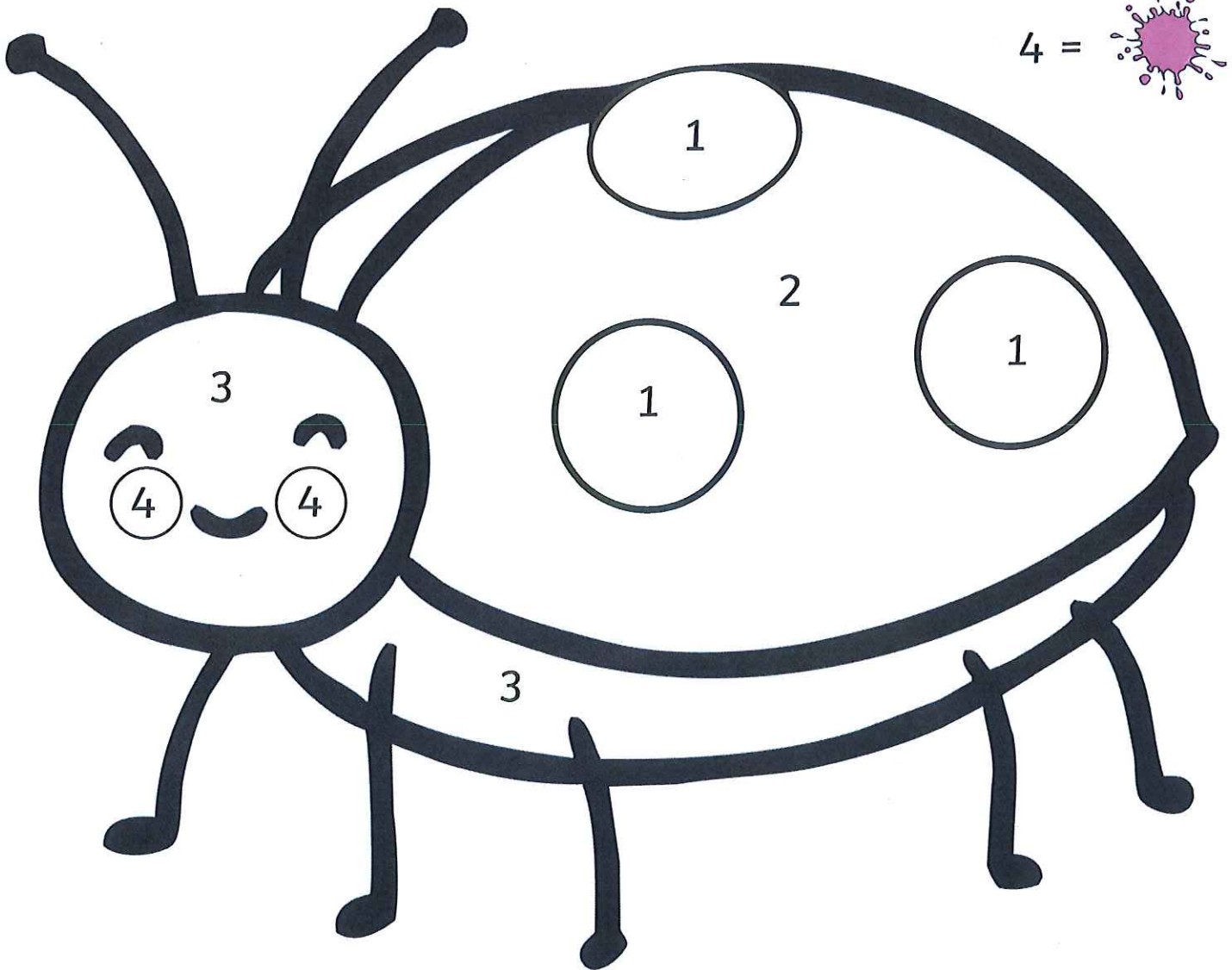
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- 2 = 
- 3 = 
- 4 = 
- 5 = 



Minibeast Colour by Number

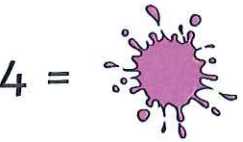
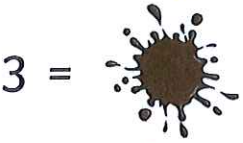
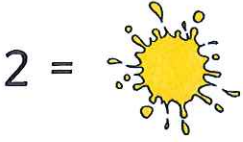
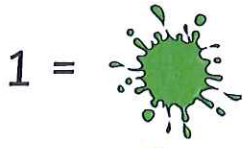
Match the colours to the numbers.

- 1 = 
- 2 = 
- 3 = 
- 4 = 



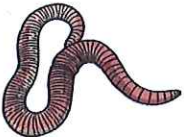
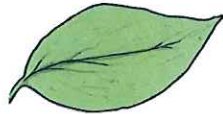



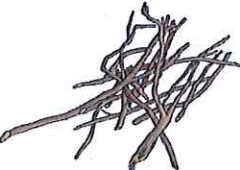



















Minibeast Colour by Number

Match the colours to the numbers.



Nature Walk Scavenger Hunt

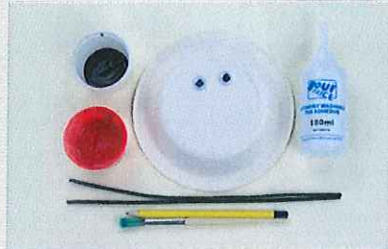
Mark each item as you find it. Can you find five in a row?

worm  <input type="checkbox"/>	leaf  <input type="checkbox"/>	insect  <input type="checkbox"/>	grass  <input type="checkbox"/>	flower  <input type="checkbox"/>
twig  <input type="checkbox"/>	bush  <input type="checkbox"/>	rocks  <input type="checkbox"/>	bird  <input type="checkbox"/>	squirrel  <input type="checkbox"/>
river  <input type="checkbox"/>	field or meadow  <input type="checkbox"/>	tree  <input type="checkbox"/>	cloud  <input type="checkbox"/>	spider  <input type="checkbox"/>
dirt  <input type="checkbox"/>	ant  <input type="checkbox"/>	butterfly  <input type="checkbox"/>	mushroom  <input type="checkbox"/>	dew  <input type="checkbox"/>
web  <input type="checkbox"/>	breeze  <input type="checkbox"/>	branch  <input type="checkbox"/>	nest  <input type="checkbox"/>	stones  <input type="checkbox"/>

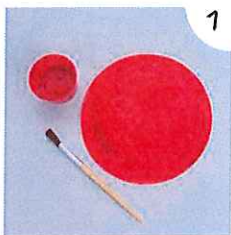
Paper Bowl Ladybird

Supplies

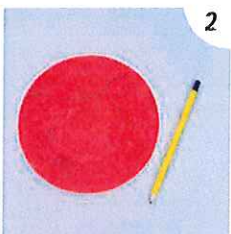
- One Paper bowl
- Red and black paint
- Googly eyes
- Black pipe cleaners
- Felt pens
- Paint brush
- PVA glue



- Pencil
- White pencil



1 Place the bowl upside down and paint the whole bowl using the red paint. Leave to dry.



2 Using a pencil, draw a curved shape for the face, a line down the middle and spots on either side to create the ladybird's body.



3 Paint the face, line and spots using black paint, then leave to dry.



4 Next make the antennas; poke two pipe cleaners through the top of the bowl. Then curve them around at the very end.



5 Stick googly eyes onto the ladybird's face.



6 To finish, use the white pencil to give your ladybird a smiley face.



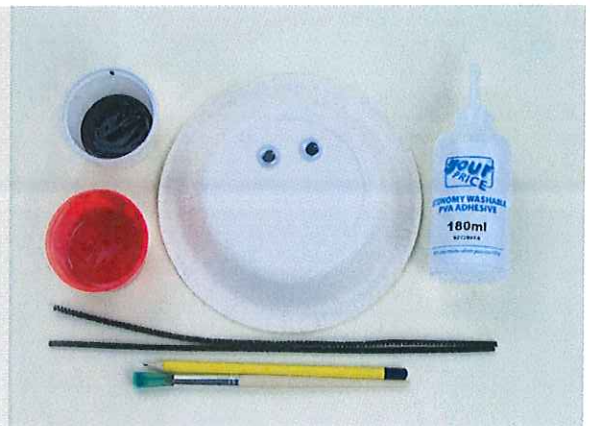
Craft Instructions

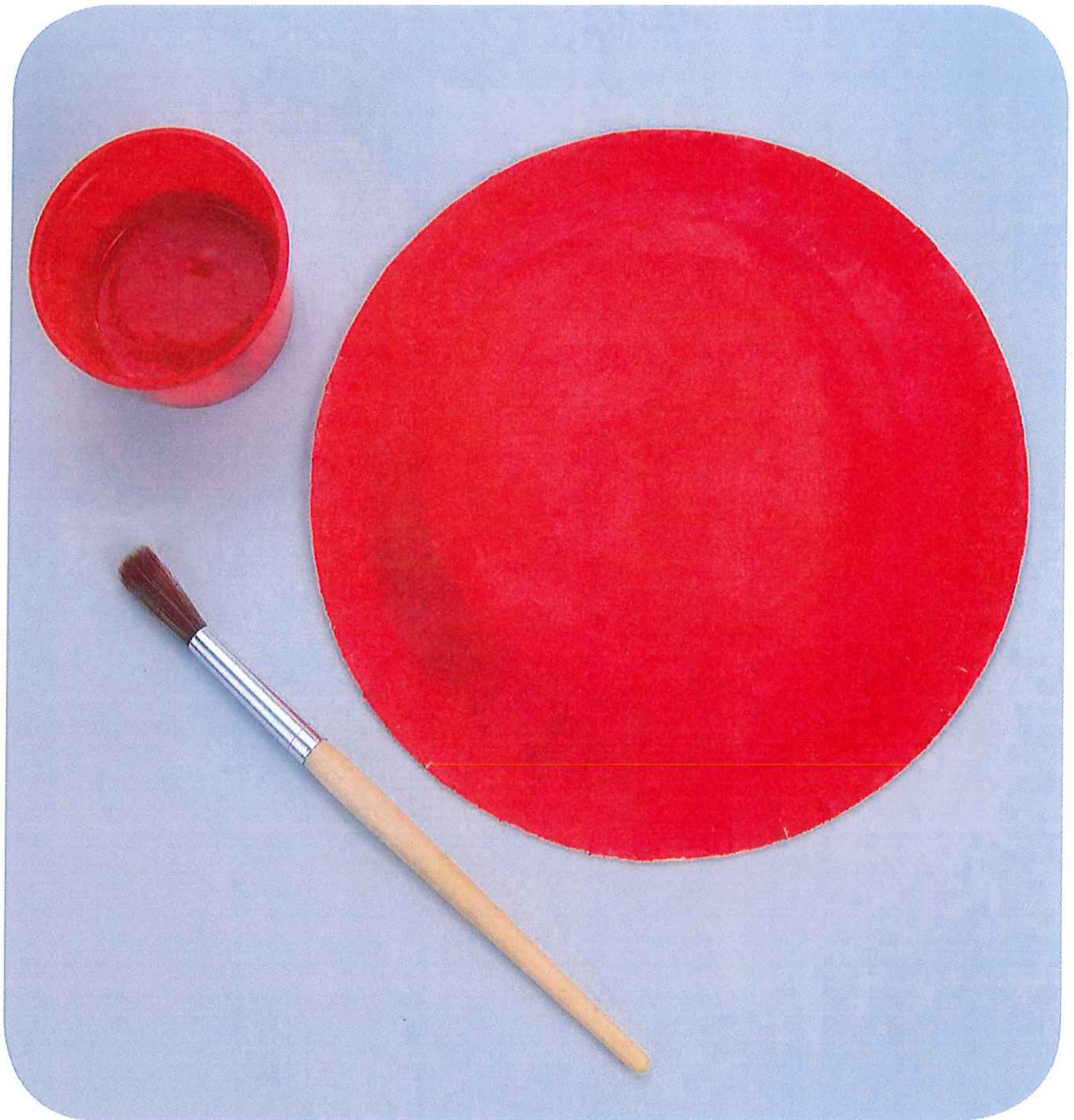
Paper Bowl Ladybird



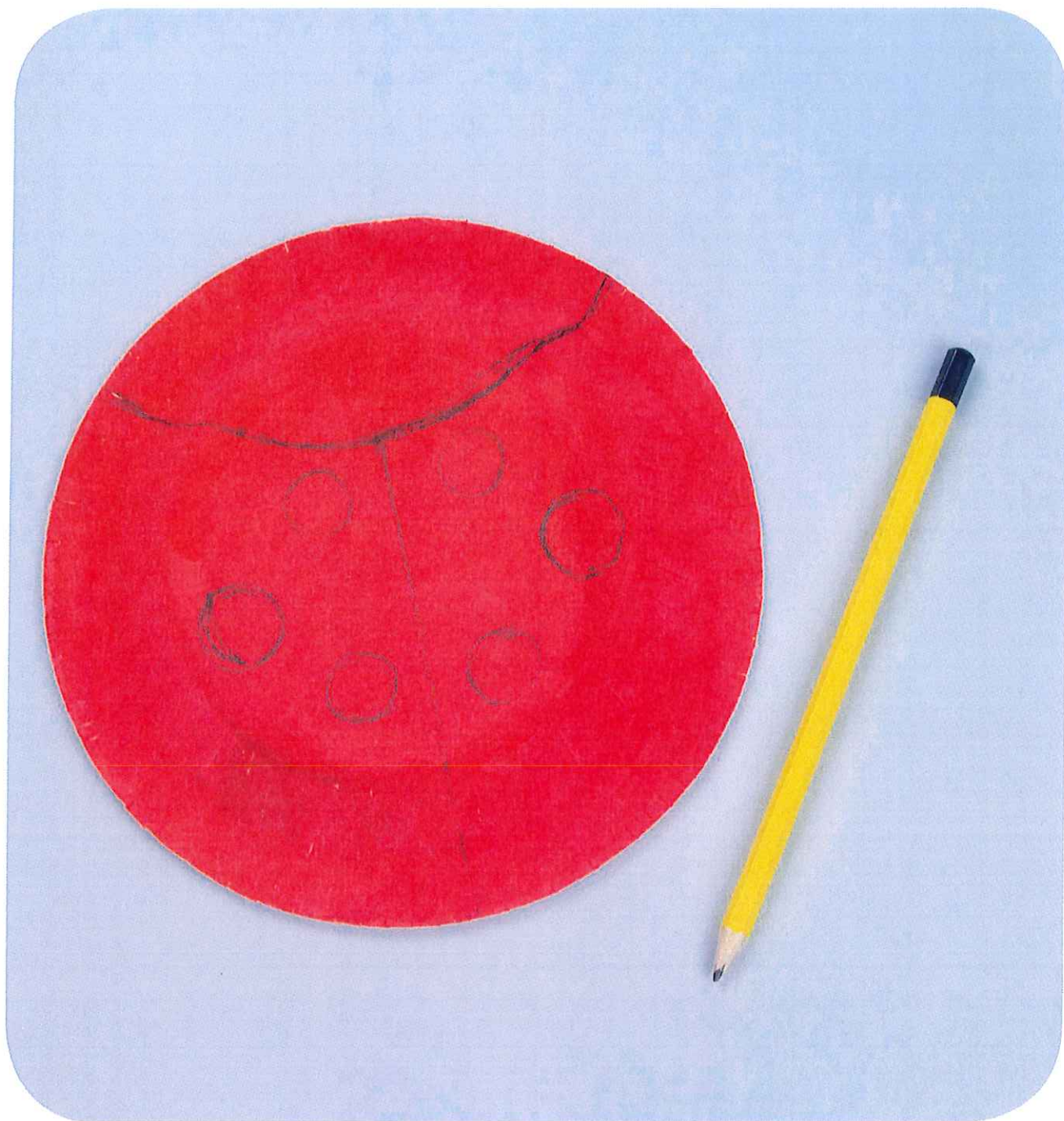
Supplies

- One Paper bowl
- Red and black paint
- Googly eyes
- Black pipe cleaners
- Felt pens
- Paint brush
- PVA glue
- Pencil
- White pencil





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Step 2. Using a pencil, draw a curved shape for the face, a line down the middle and spots on either side to create the ladybird's body.



Step 3. Paint the face, line and spots using black paint, then leave to dry.



Step 4. Next make the antennae; poke two pipe cleaners through the top of the bowl. Then curve them around at the very end.



Step 5. Stick googly eyes onto the ladybird's face.

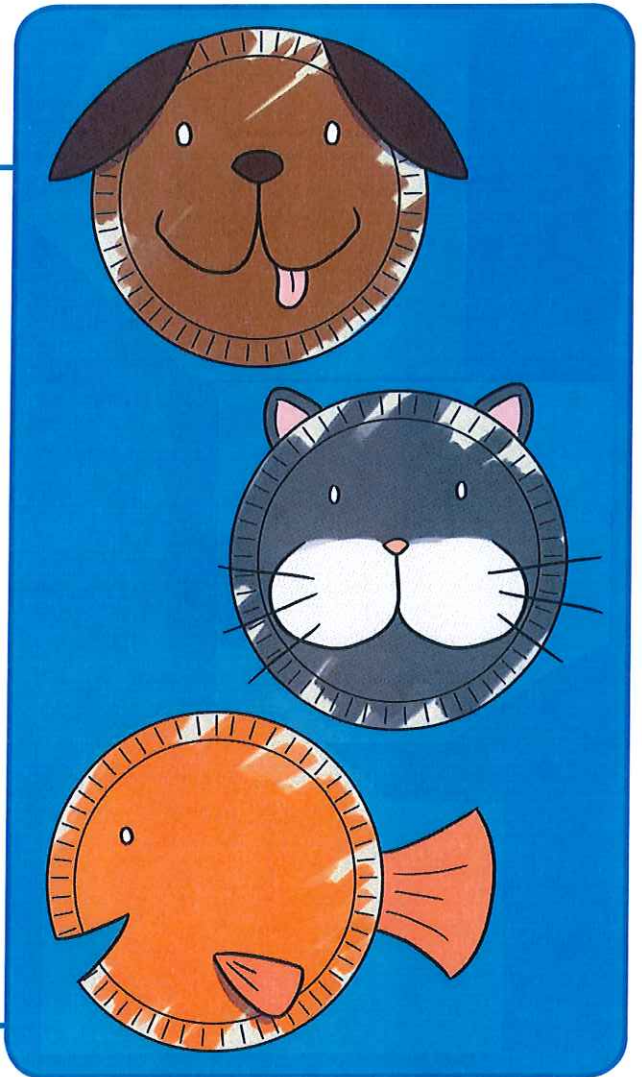


Step 6. To finish, use the white pencil to give your ladybird a smiley face.

Paper Plate Pets

You will need:

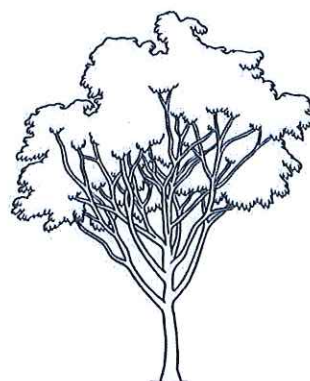
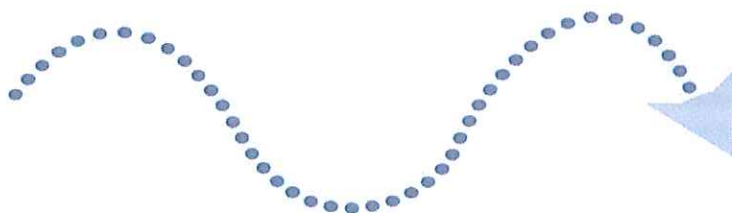
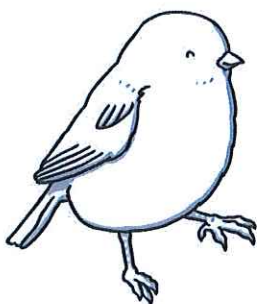
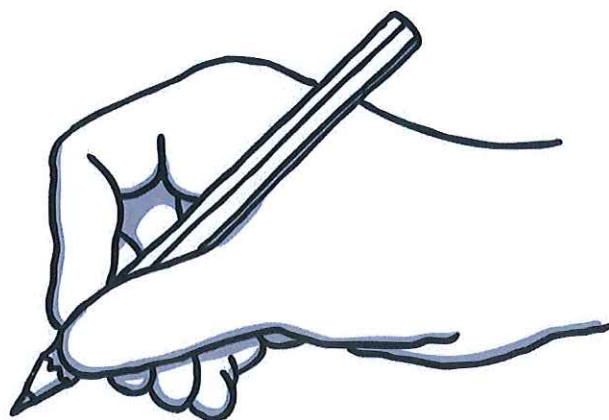
- Paper plates (one per child)
- Paint
- Paintbrushes
- Different coloured sugar paper
- Scissors
- Glue sticks
- Glue spreaders
- Marker pens (optional)
- Decorative items, such as wool and googly eyes (optional)



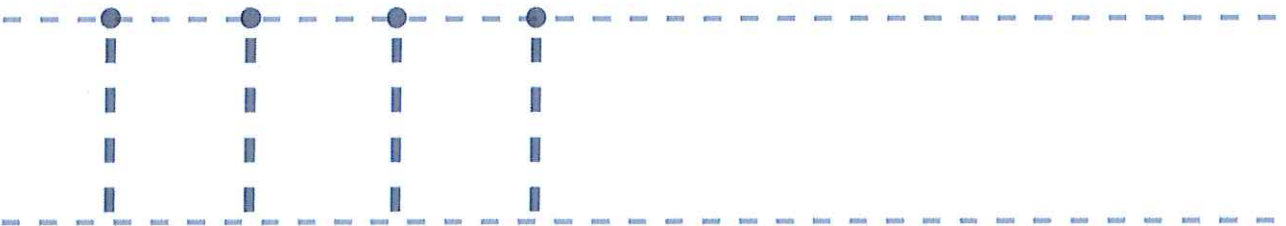
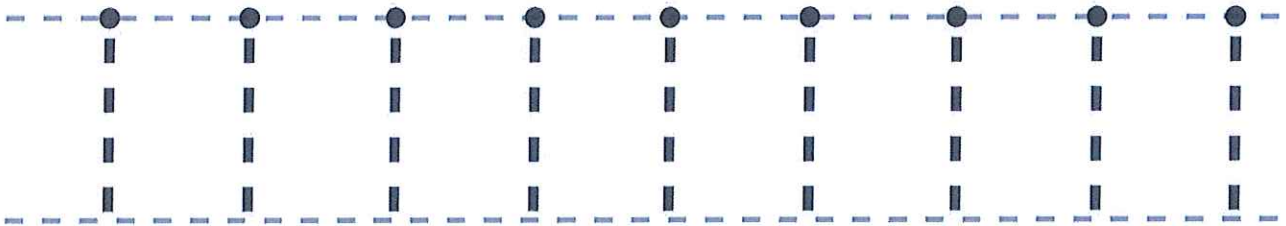
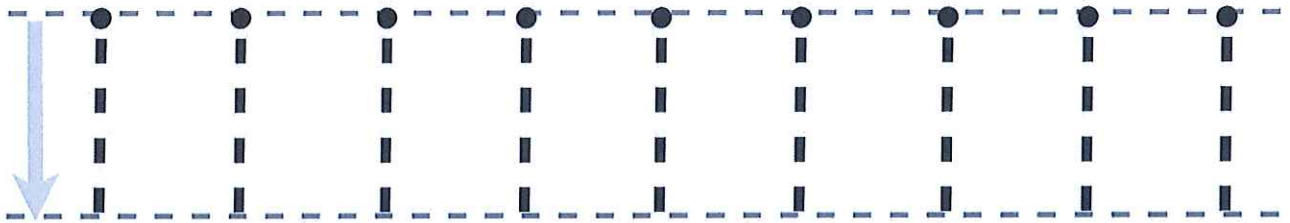
Instructions

1. Choose which pet you would like to make. The paper plate is going to be the animal's head (unless you choose a goldfish!). Think about what colour your pet needs to be.
2. Paint the paper plate completely in your chosen colour. Wait for it to dry.
3. Once the paint is dry, you can add the smaller details. Choose some sugar paper that is the same colour as your painted plate and cut out shapes for the ears and nose. Triangles, semicircles and ovals work really well! Use white glue to attach them. Hold them in place for a few seconds.
4. Use a small paintbrush (or marker pens) to add any more details, such as eyes. Alternatively, you could use googly eyes.
5. Leave the decorations to completely dry.
6. Display your paper plate pets for everyone to see!

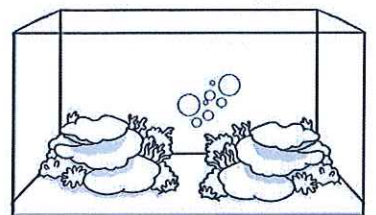
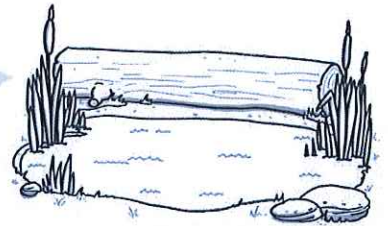
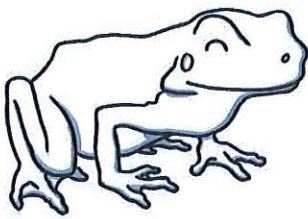
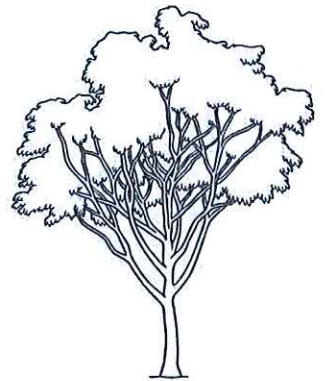
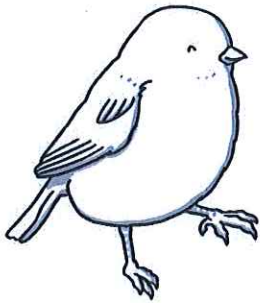
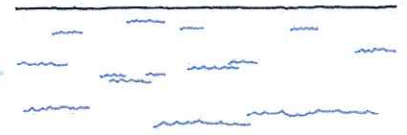
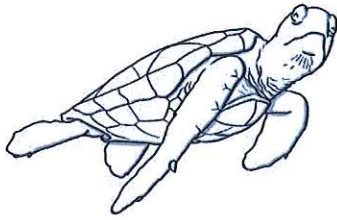
My Pencil Control Workbook



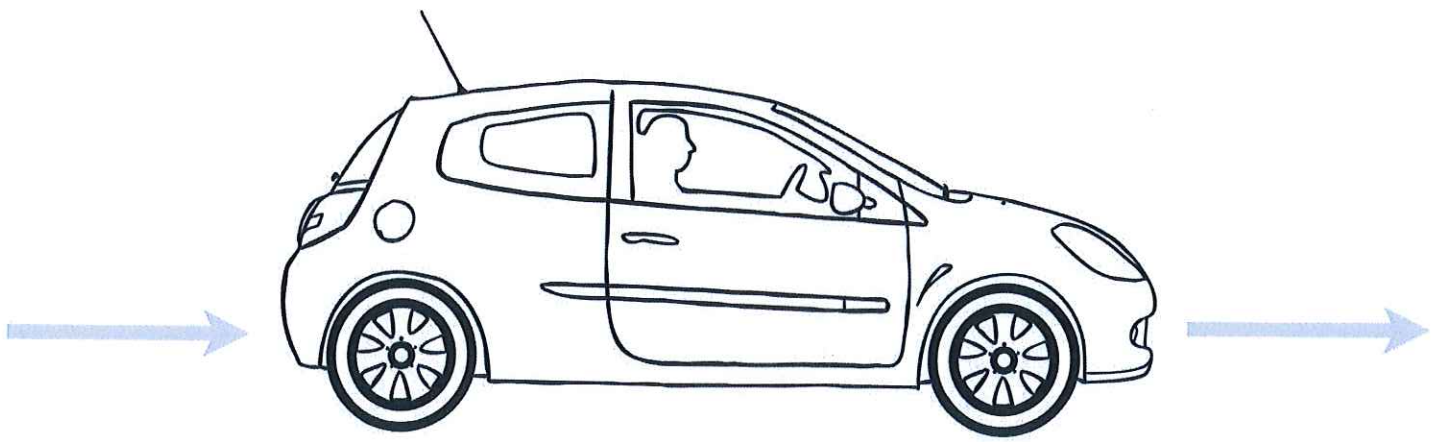
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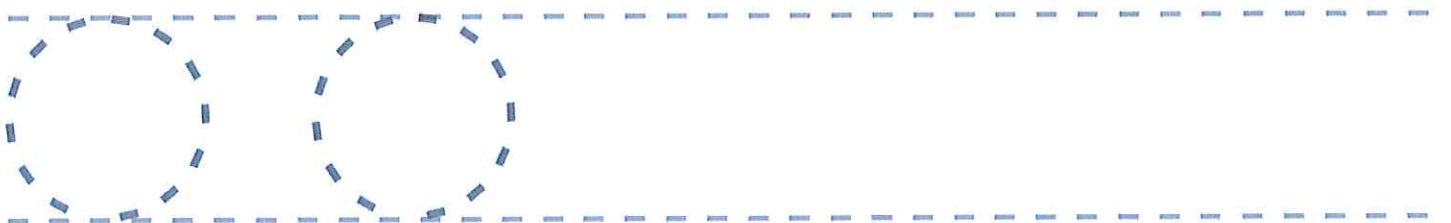
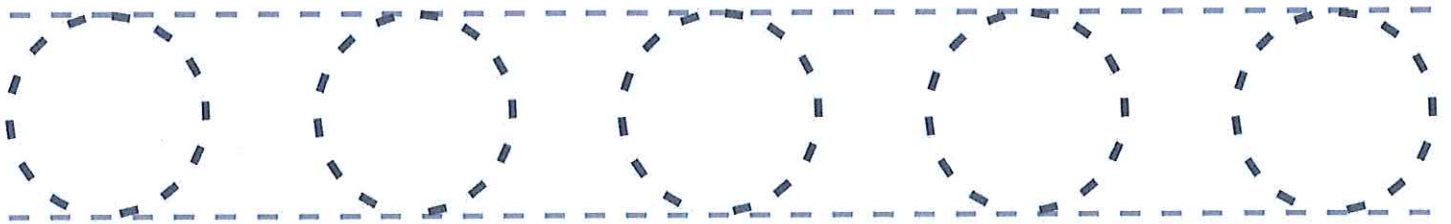
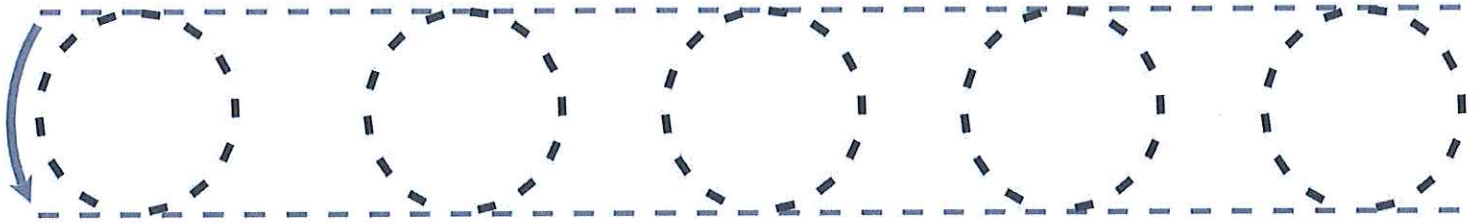
Trace the lines to help the animals get home.



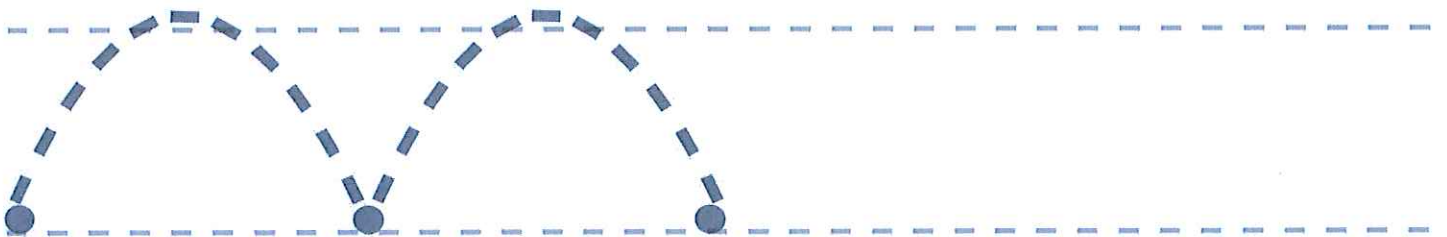
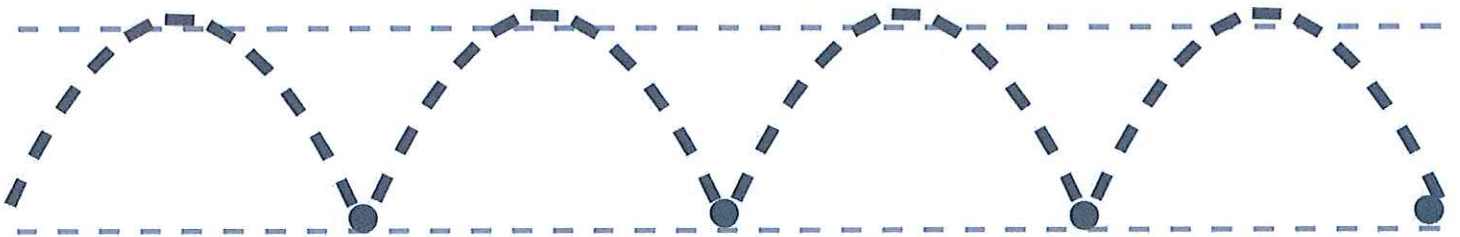
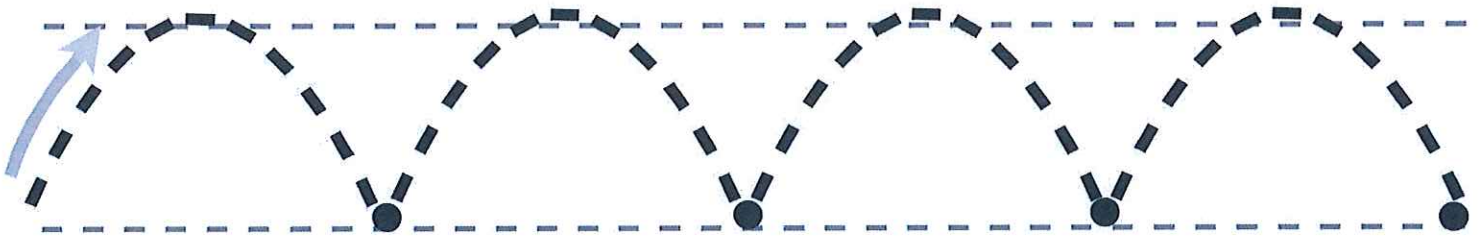
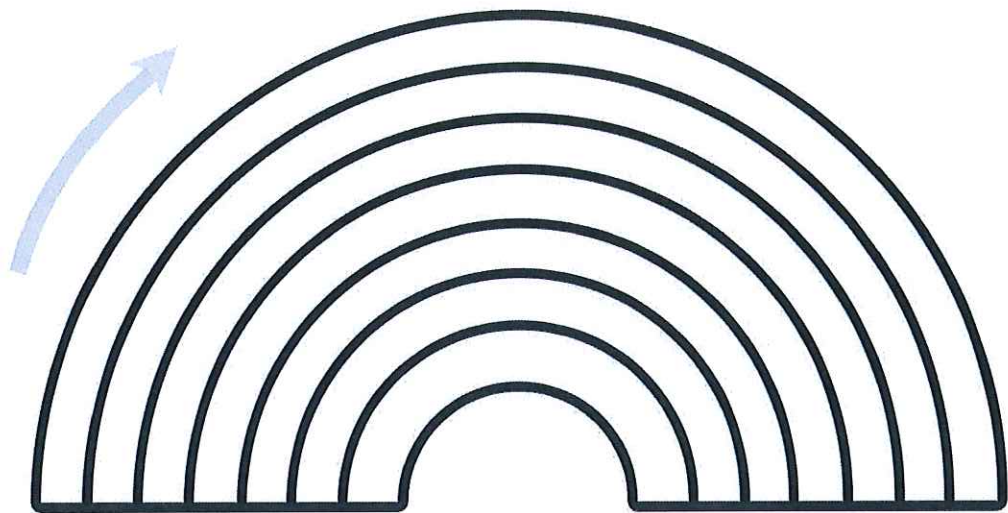
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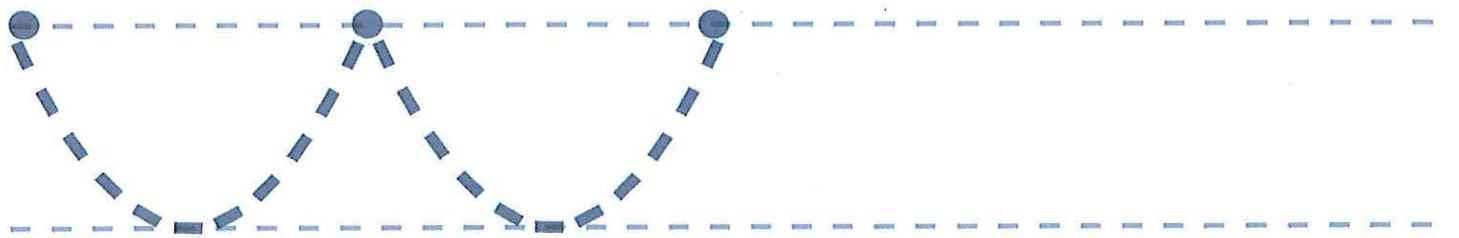
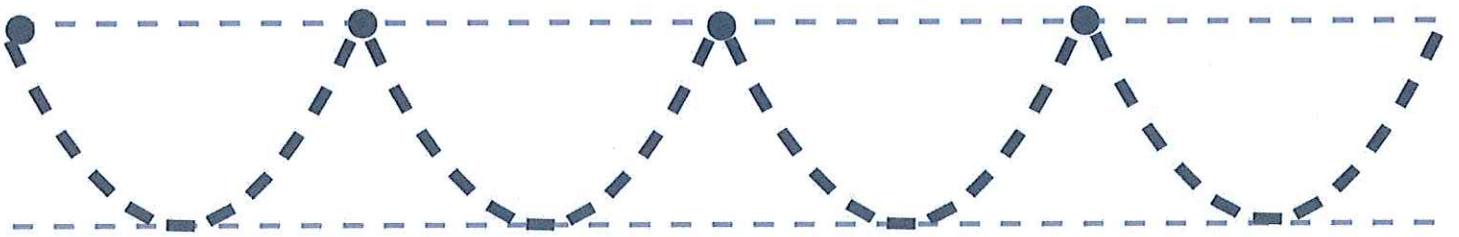
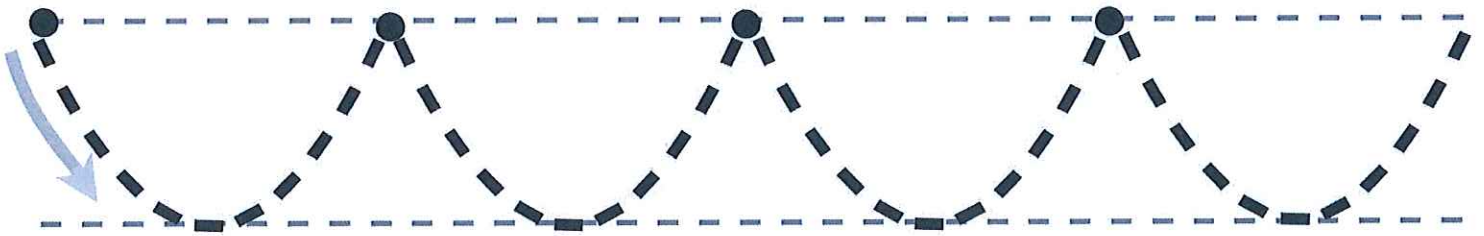
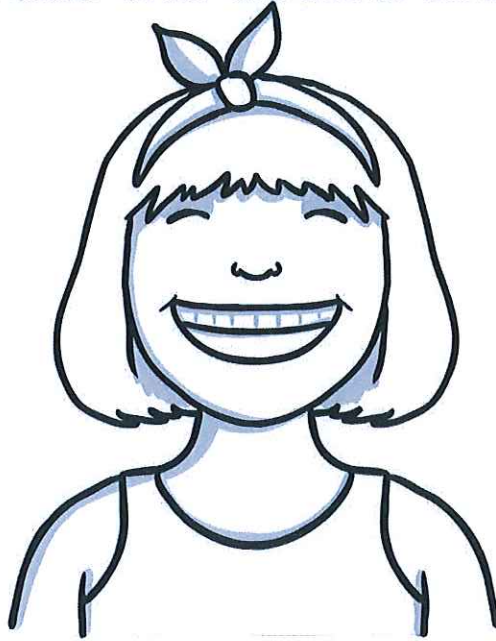
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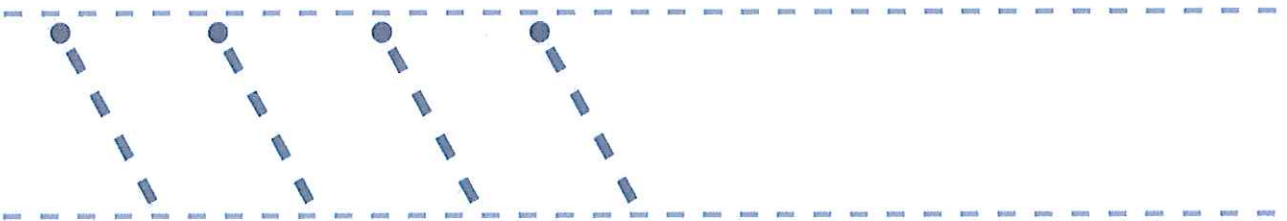
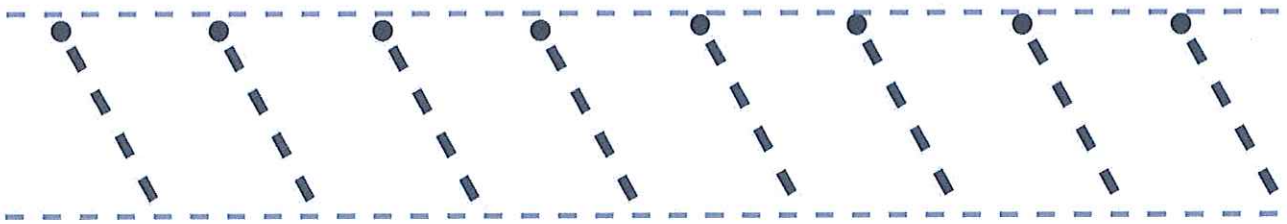
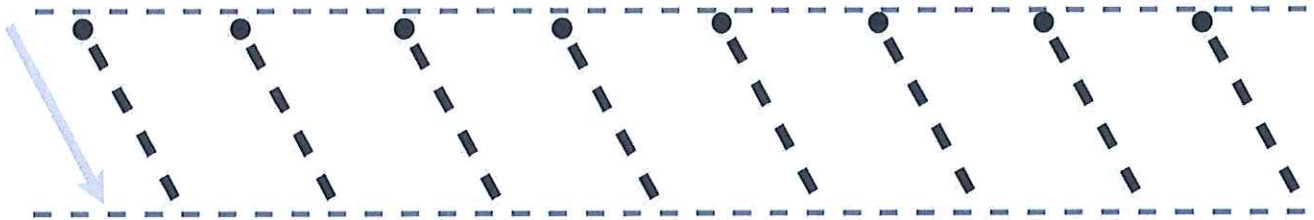
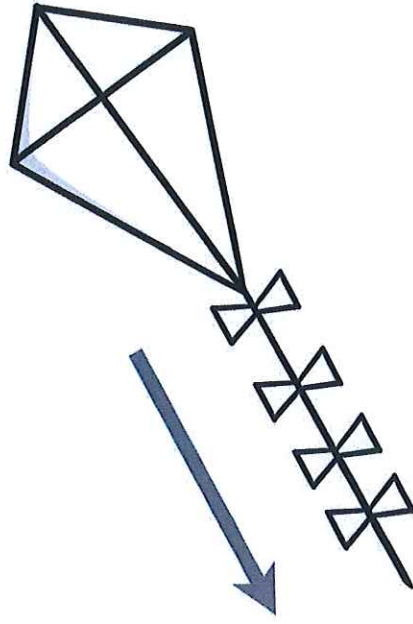
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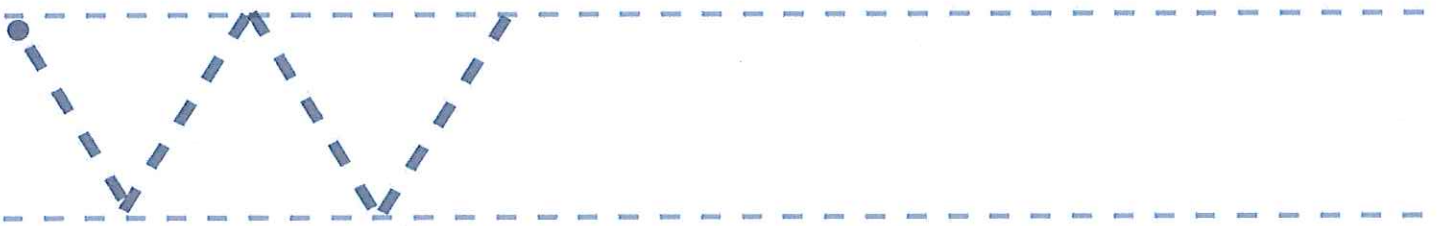
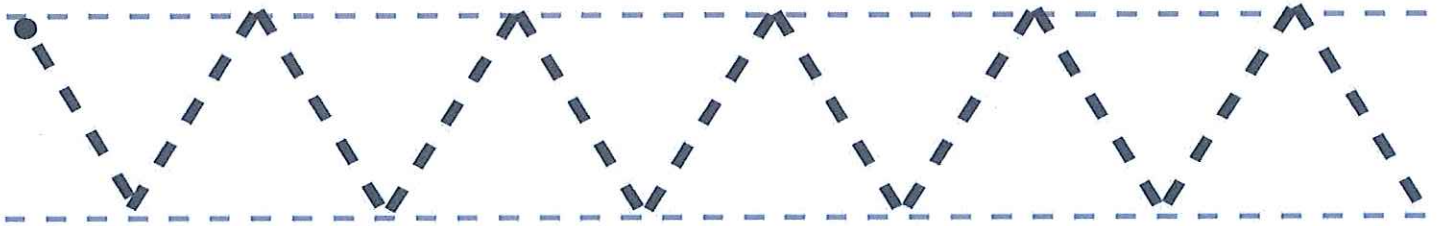
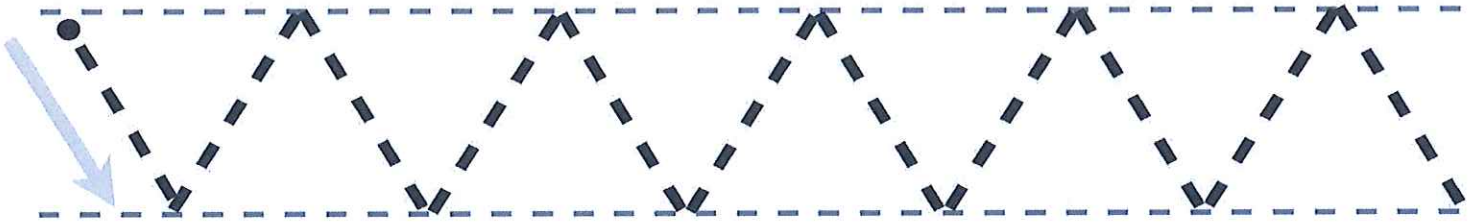
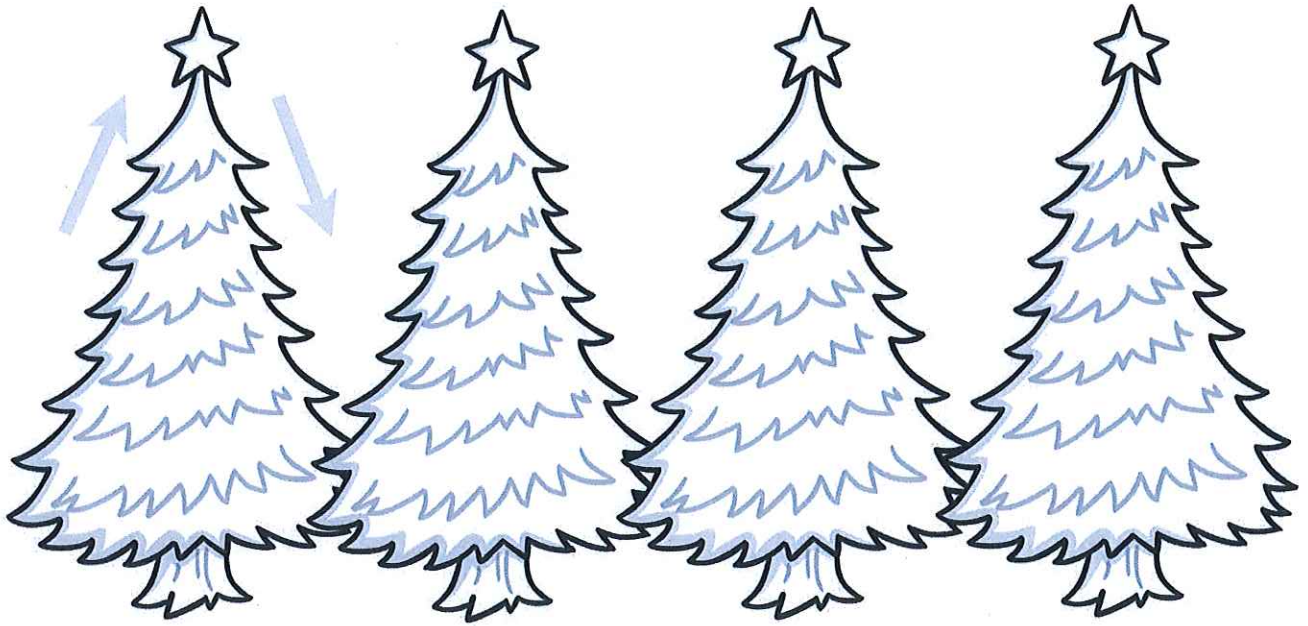
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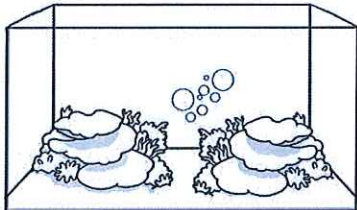
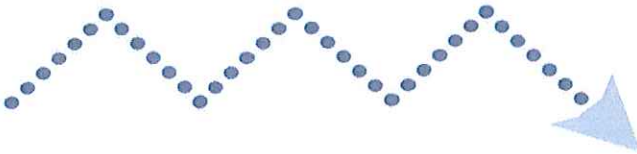
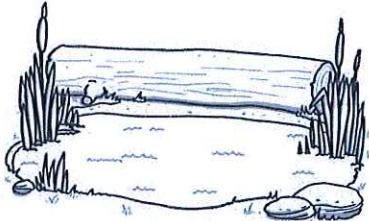
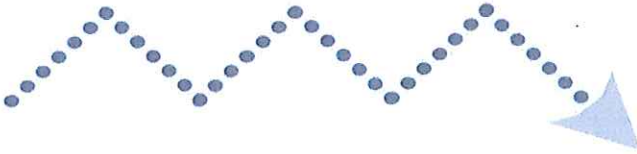
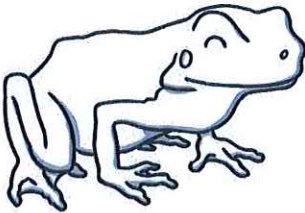
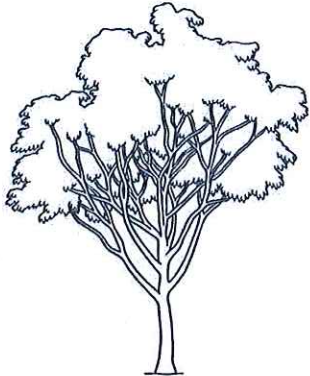
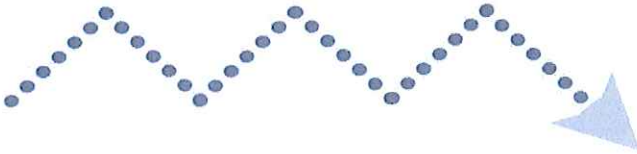
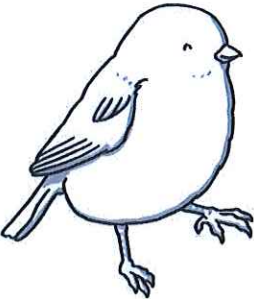
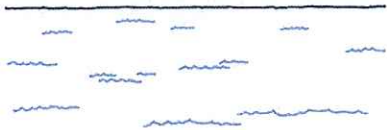
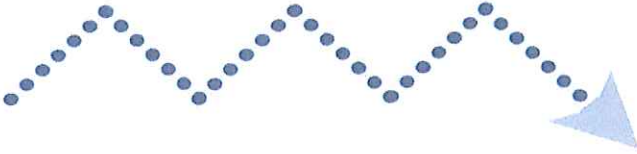
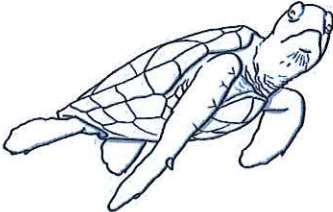
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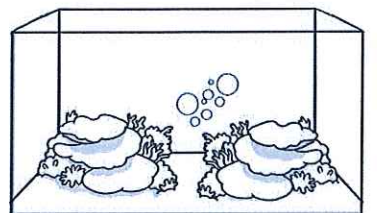
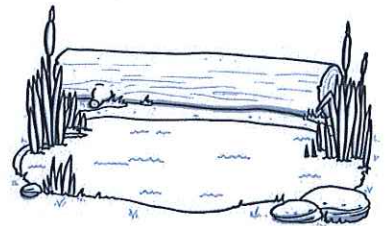
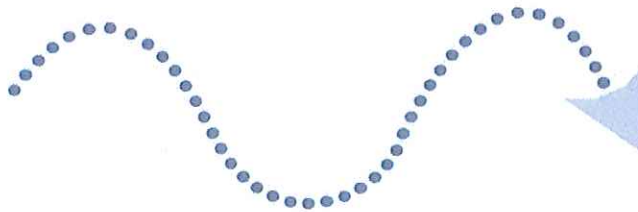
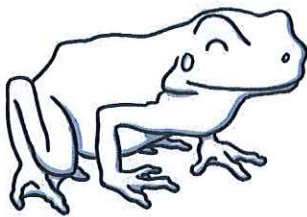
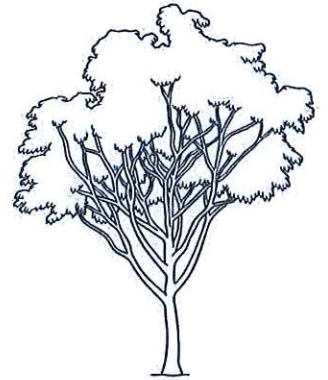
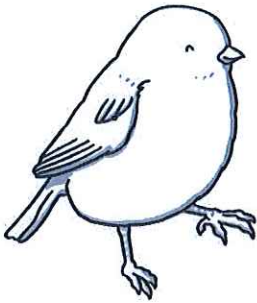
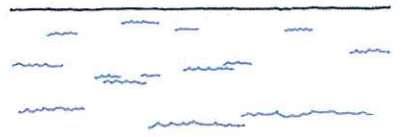
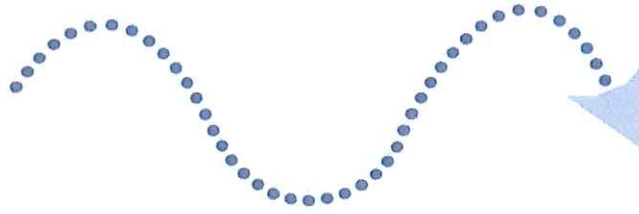
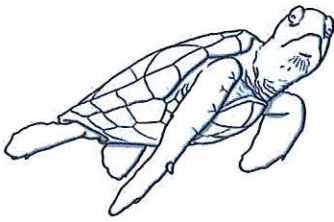
Trace the dotted lines.



Trace the lines to help the animals get home.

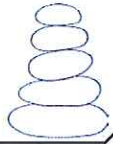


Trace the lines to help the animals get home.

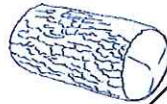


My Five Senses Scavenger Hunt

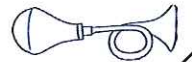
Something smooth



Something rough



Something that makes a noise



Something round



Something yellow



Something that came from a plant



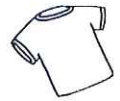
Something that has a smell



Something long



Something man-made



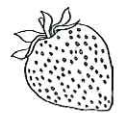
Something soft



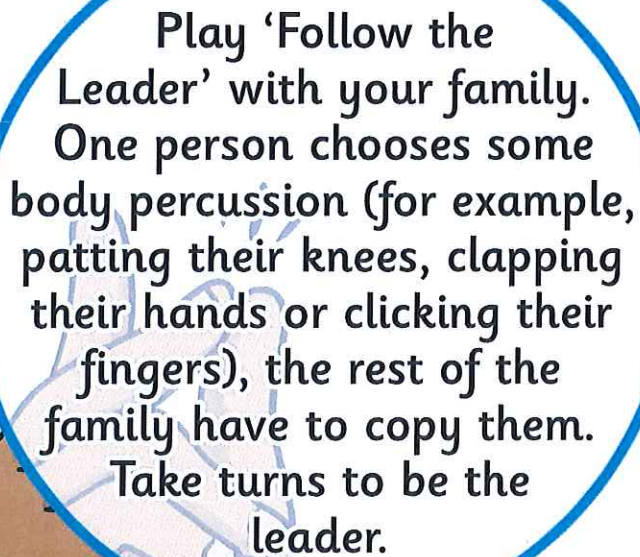
Something you can eat



Something red



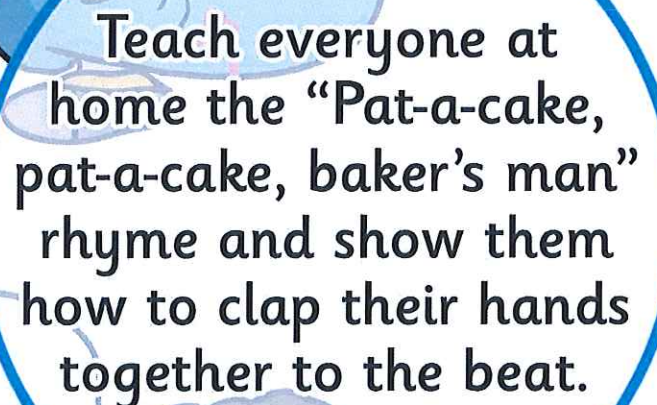
General Sound Discrimination – Body Percussion EYFS Home Learning Challenge



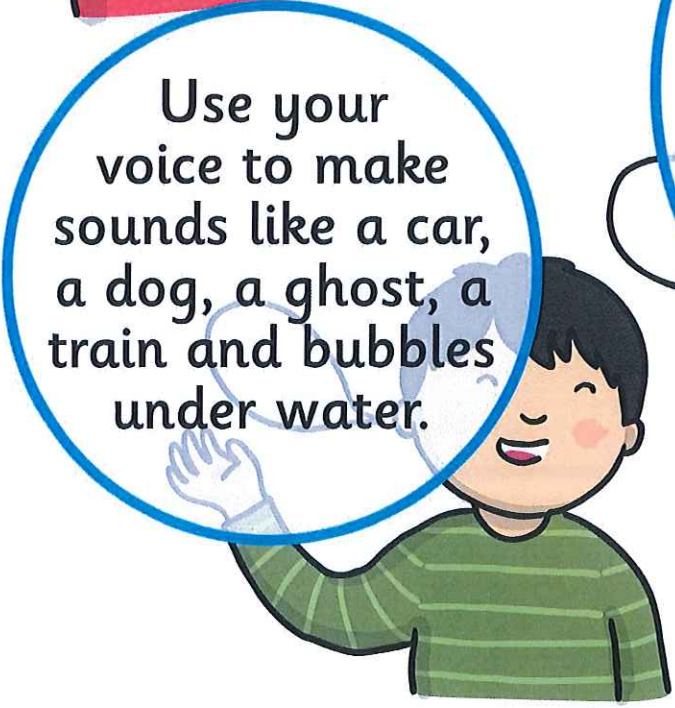
Play 'Follow the Leader' with your family. One person chooses some body percussion (for example, patting their knees, clapping their hands or clicking their fingers), the rest of the family have to copy them. Take turns to be the leader.



Listen to some music at home with your family. Can you all clap along to the beat?



Teach everyone at home the "Pat-a-cake, pat-a-cake, baker's man" rhyme and show them how to clap their hands together to the beat.



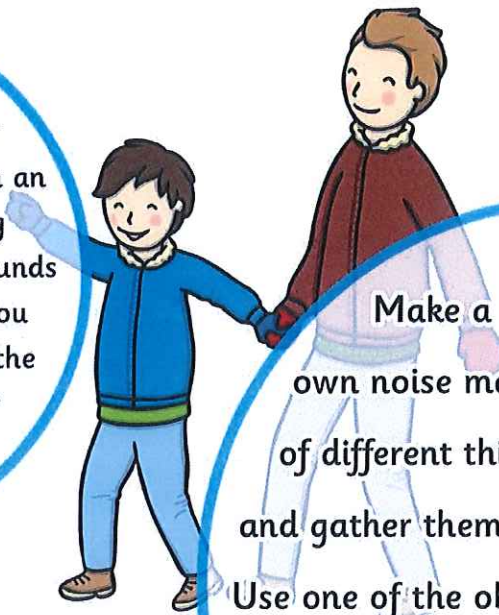
Use your voice to make sounds like a car, a dog, a ghost, a train and bubbles under water.

Home Learning Challenge

Go

on a Listening Walk!

You could go around your house or an outside area with an adult and practise listening carefully to all the different sounds you hear. Talk about what you heard. Did you recognise all the sounds? Were they loud or quiet? Were they long or short sounds?



Make a collection of your own noise makers. Think about lots of different things that make a sound and gather them together in a box or bag. Use one of the objects to make a sound for others to guess and identify. You could include things like crisp packets, keys, coins in a pot, a rattle or a squeaky toy.



Play

the game 'I Hear with

My Little Ear'! Take it in turns to imitate the sound of something and guess what makes that sound.

You could imitate the sounds of things found around your house, like a clock or a telephone, or of recognisable animals, like a cat or dog.

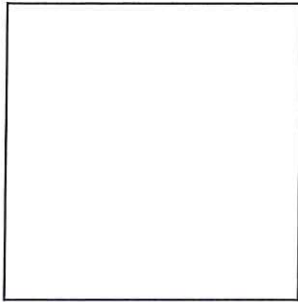


Talk

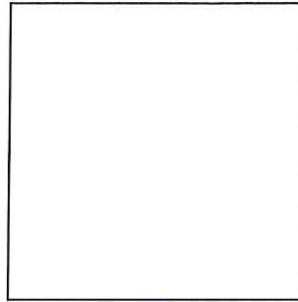
about sounds you like and sounds you don't like and why. Draw some pictures of things that make sounds that you like – for example, birds singing, the sea or a doorbell.

I Can Read! Phase 2 Set 1

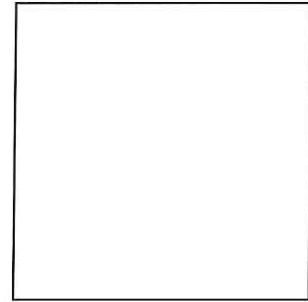
map



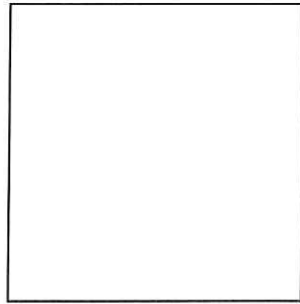
sat



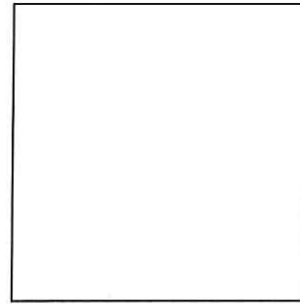
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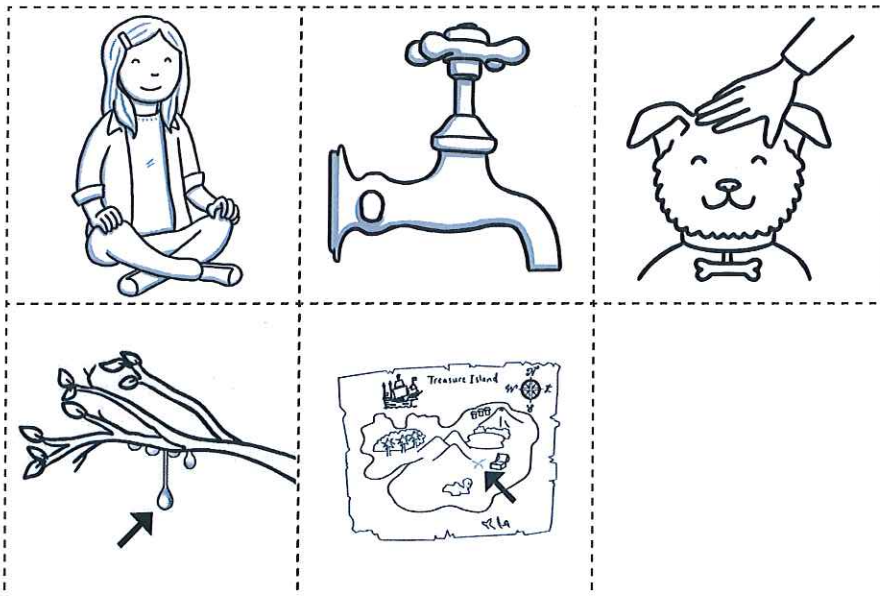
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sap

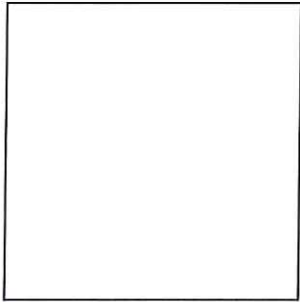


Read the words and match the picture to the word.

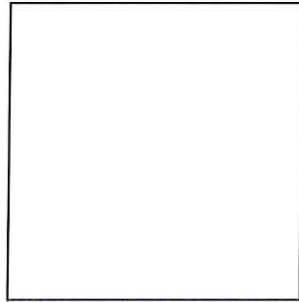


I Can Read! Phase 2 Set 2

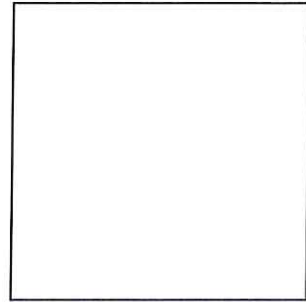
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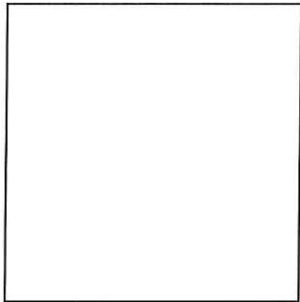
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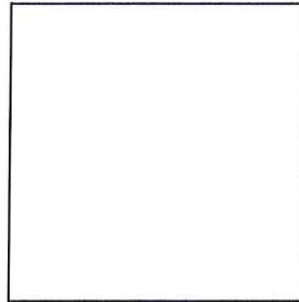
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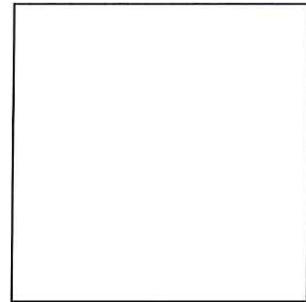
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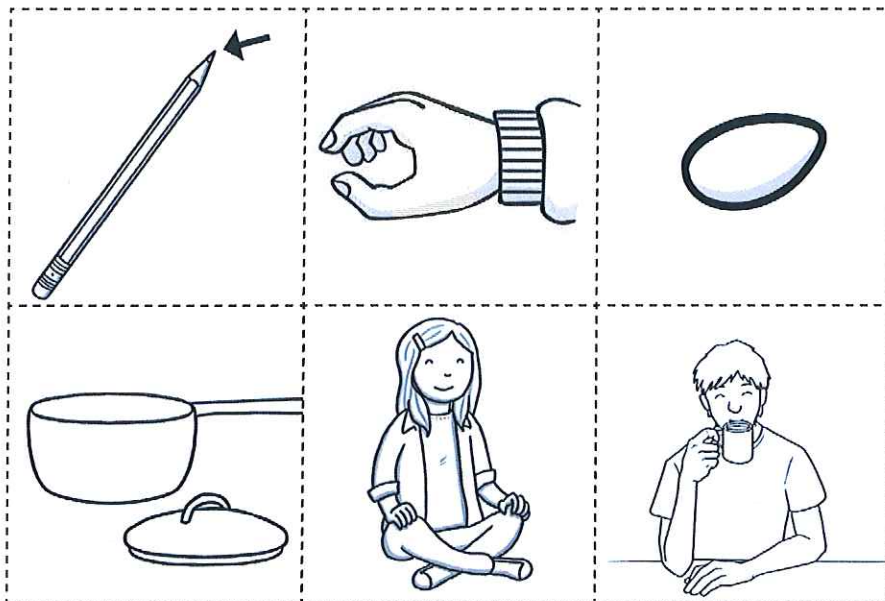
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sip

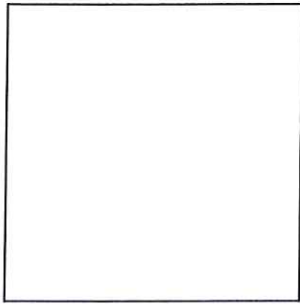


Read the words and match the picture to the word.

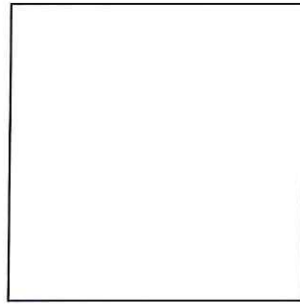


I Can Read! Phase 2 Set 2

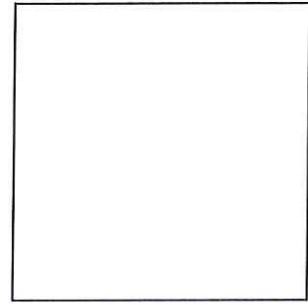
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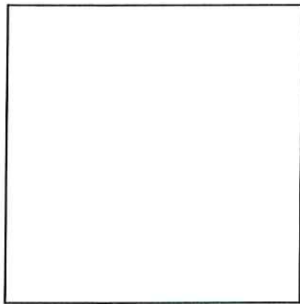
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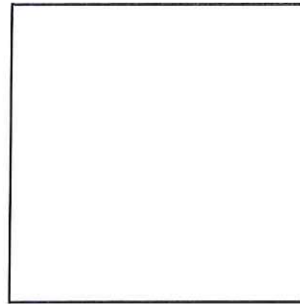
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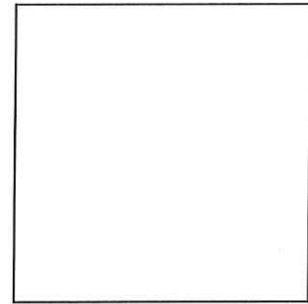
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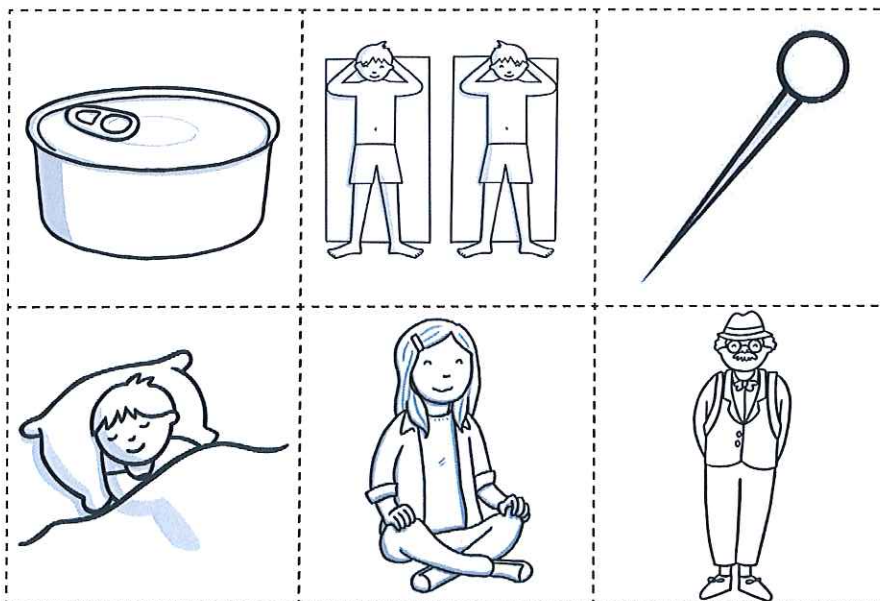
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man

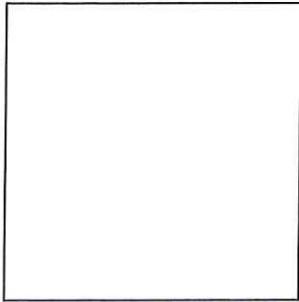


Read the words and match the picture to the word.

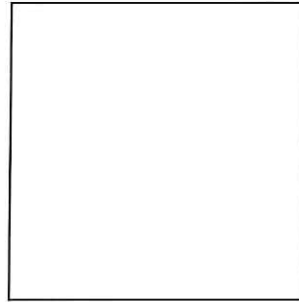


I Can Read! Phase 2 Set 2

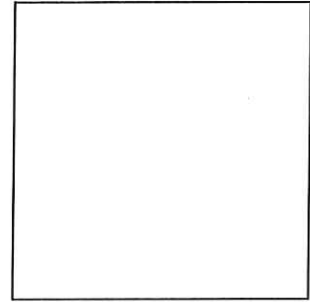
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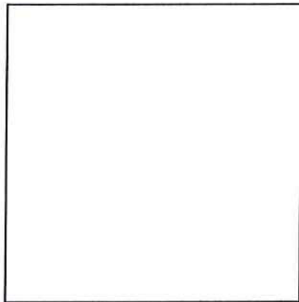
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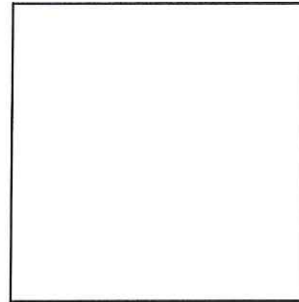
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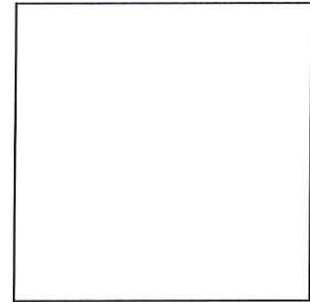
pit



dip



sad

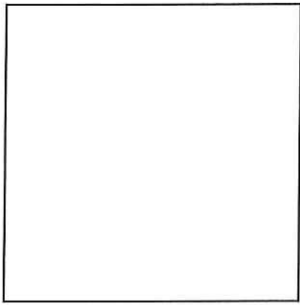


Read the words and match the picture to the word.

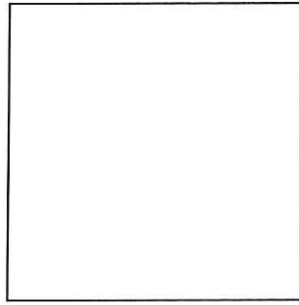
		
		

I Can Read! Phase 2 Set 3

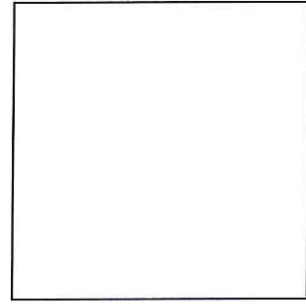
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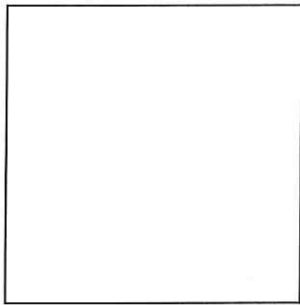
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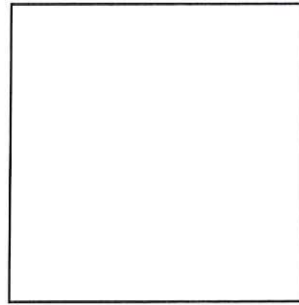
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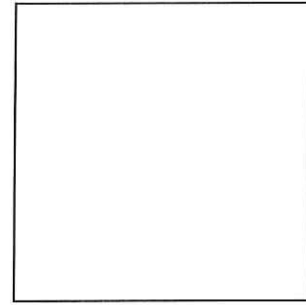
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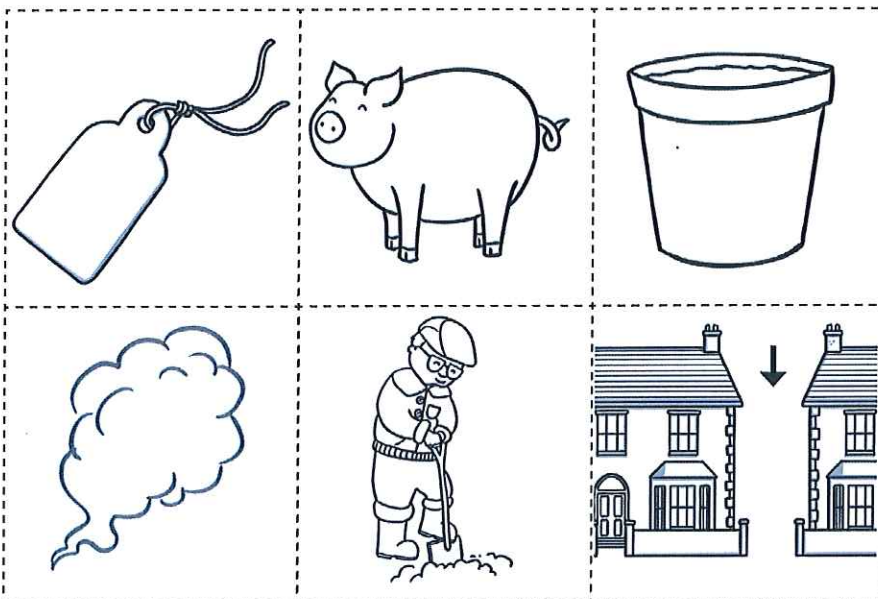
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pig

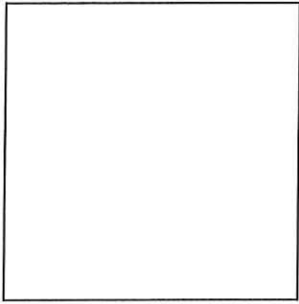


Read the words and match the picture to the word.

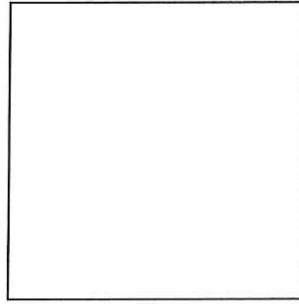


I Can Read! Phase 2 Set 3

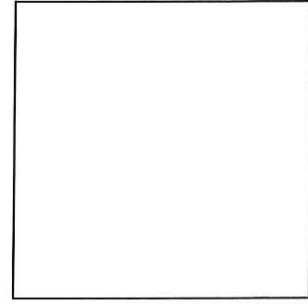
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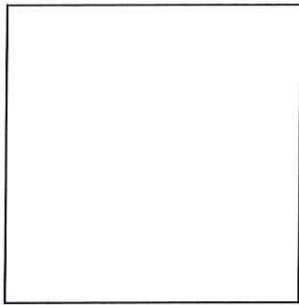
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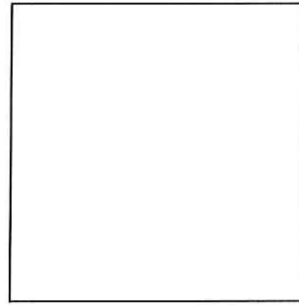
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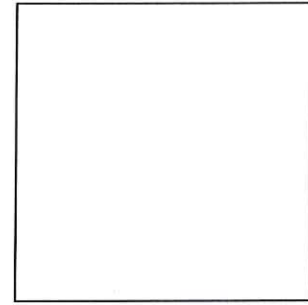
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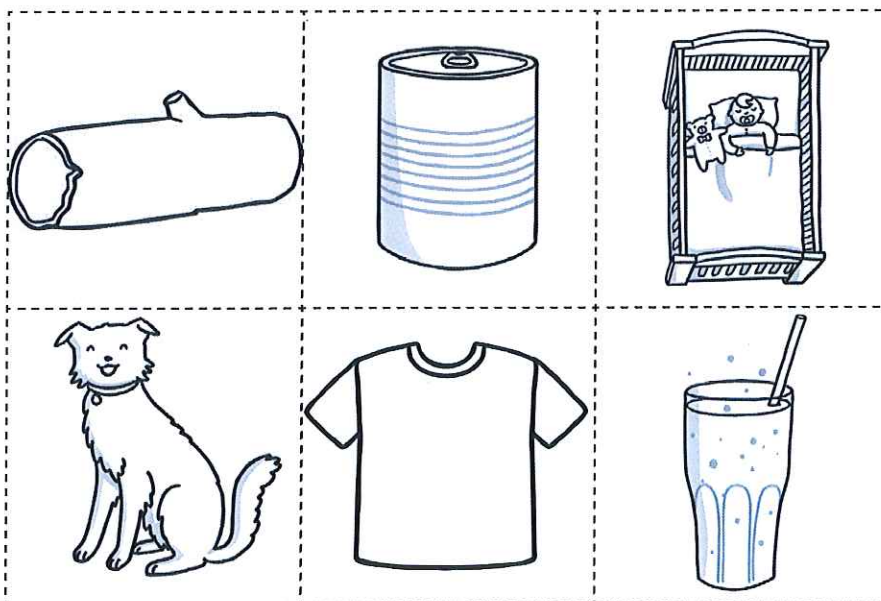
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cot

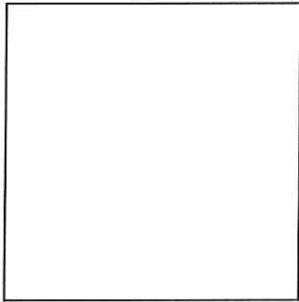


Read the words and match the picture to the word.

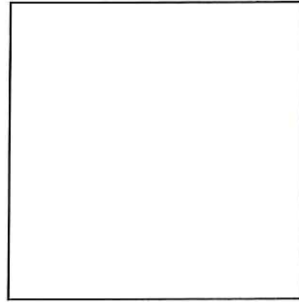


I Can Read! Phase 2 Set 3

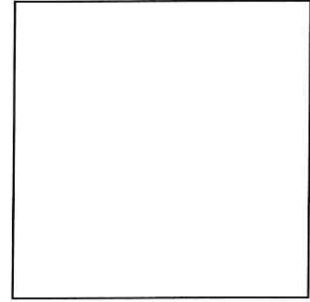
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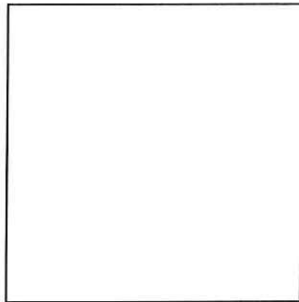
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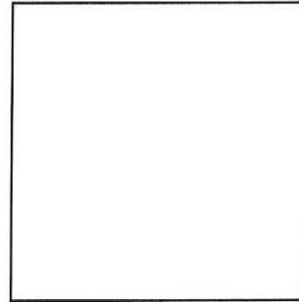
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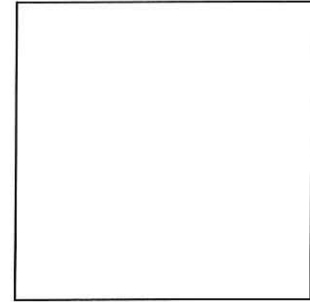
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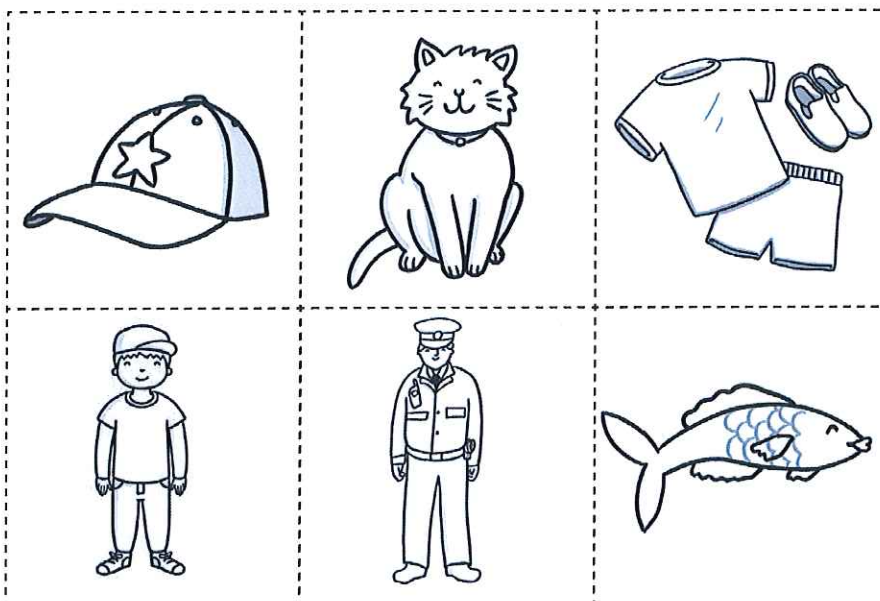
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kit

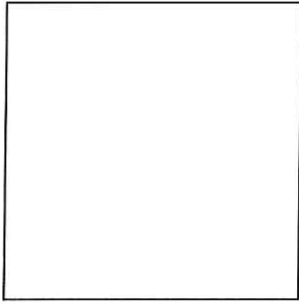


Read the words and match the picture to the word.

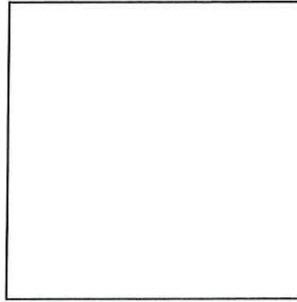


I Can Read! Phase 2 Set 4

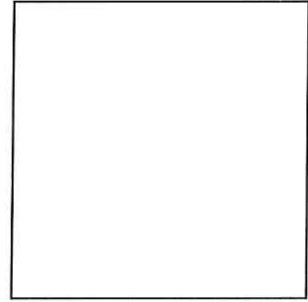
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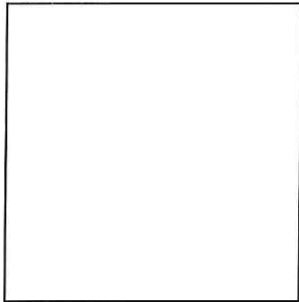
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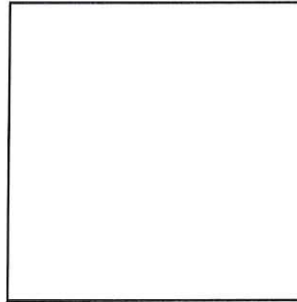
sack



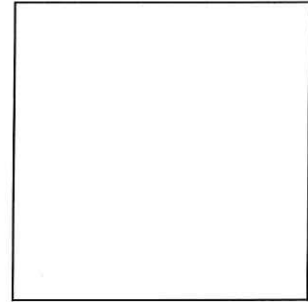
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sick



pack

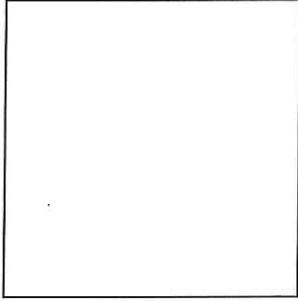


Read the words and match the picture to the word.

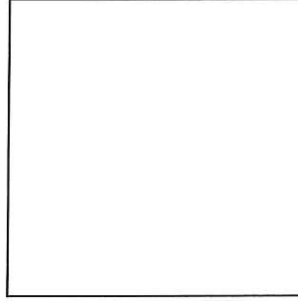


I Can Read! Phase 2 Set 4

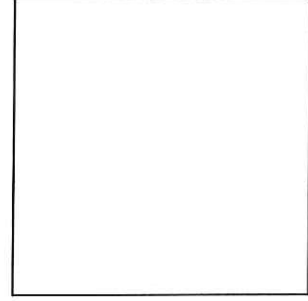
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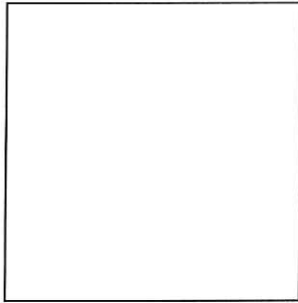
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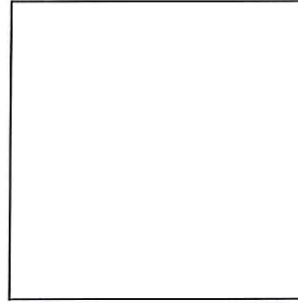
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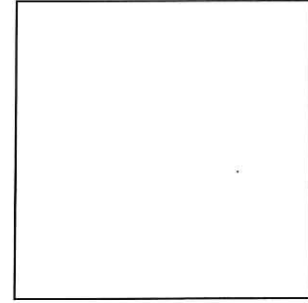
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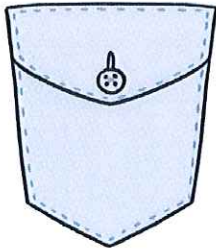


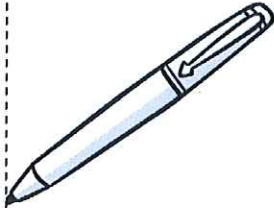
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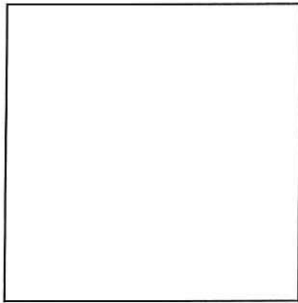


Read the words and match the picture to the word.

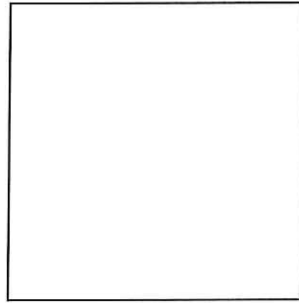
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I Can Read! Phase 2 Set 4

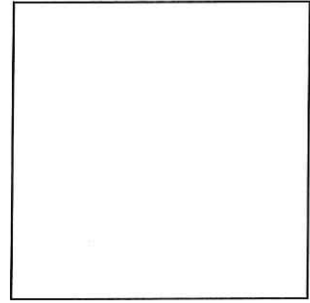
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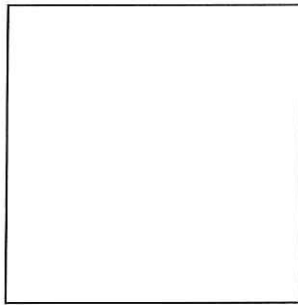
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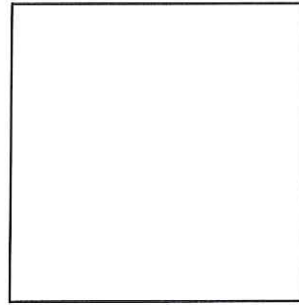
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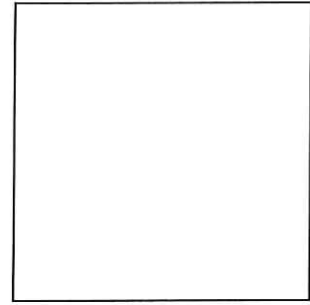
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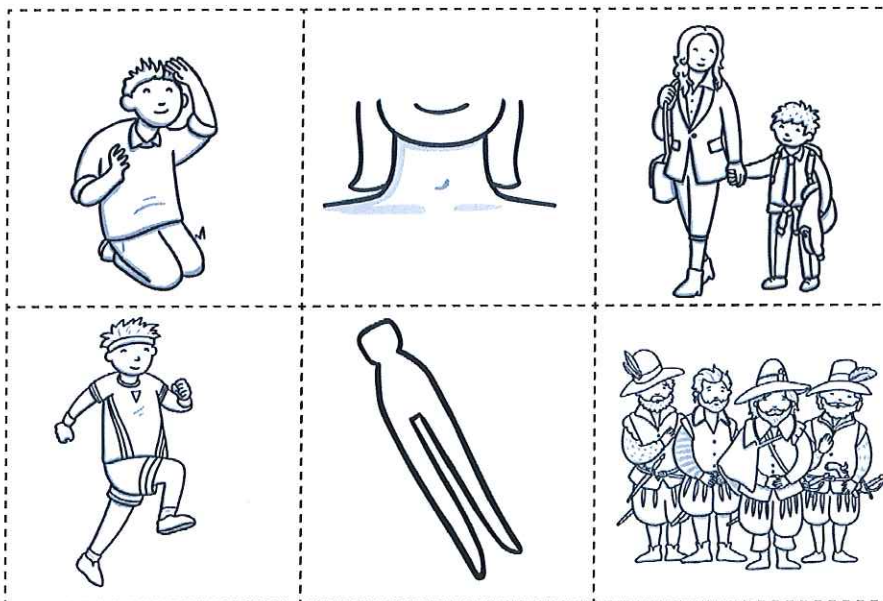
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run

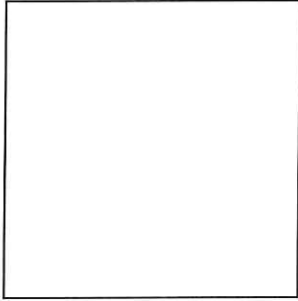


Read the words and match the picture to the word.

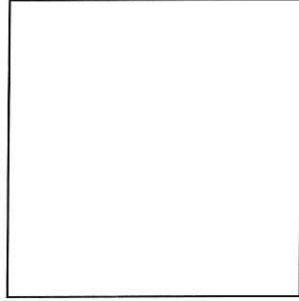


I Can Read! Phase 2 Set 4

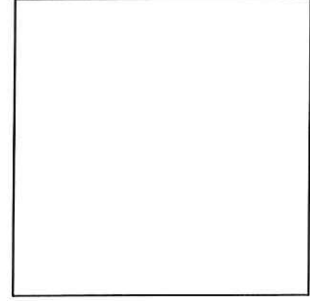
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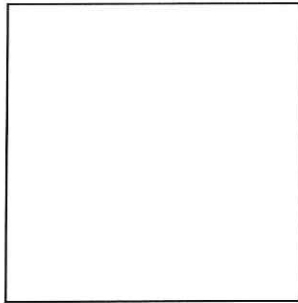
rip



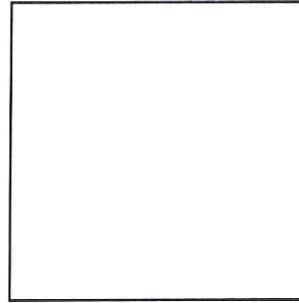
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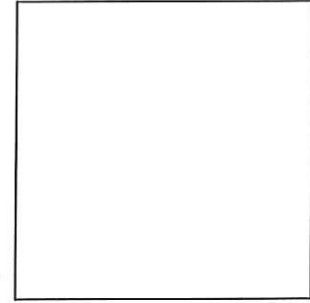
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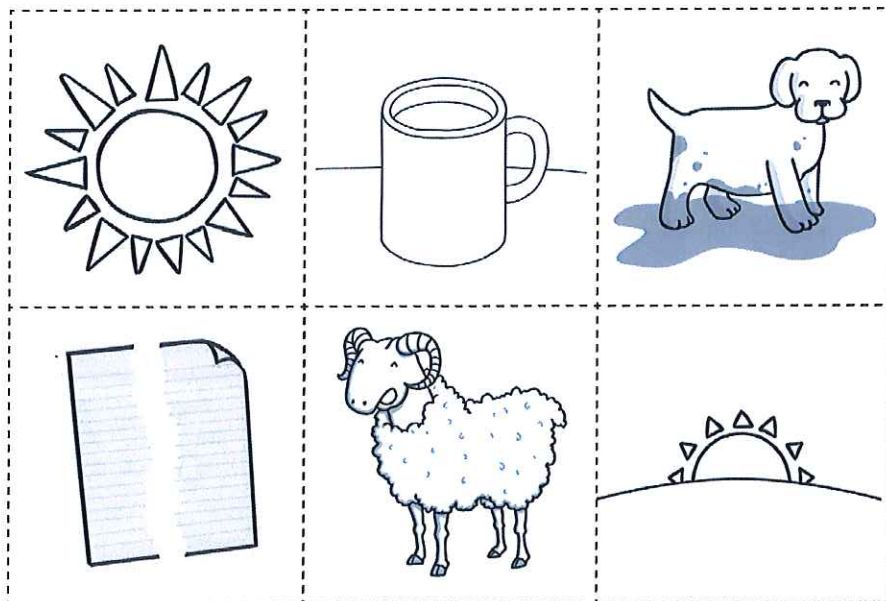
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ram

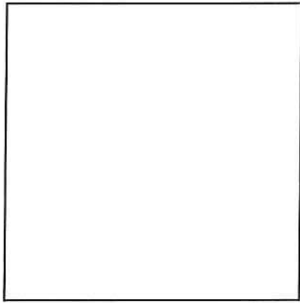


Read the words and match the picture to the word.

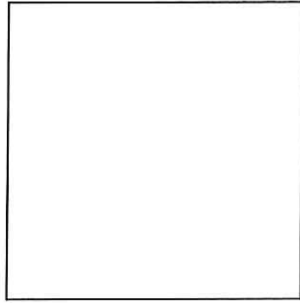


I Can Read! Phase 2 Set 4

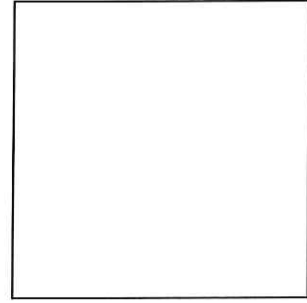
rat



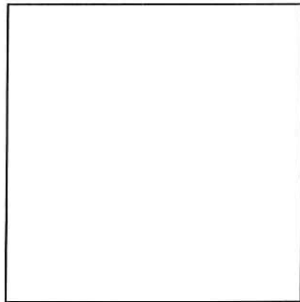
rag



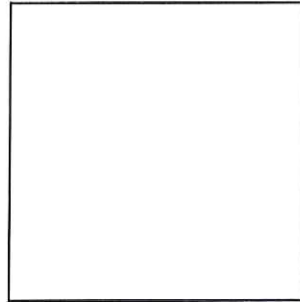
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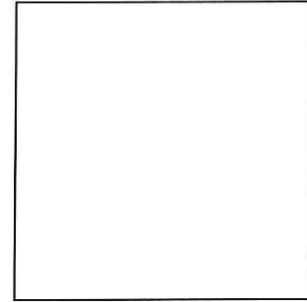
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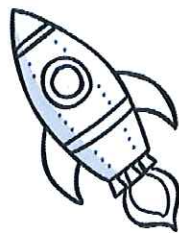
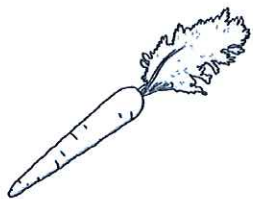
carrot



rug

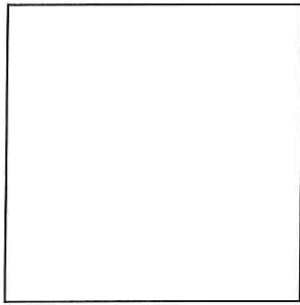


Read the words and match the picture to the word.

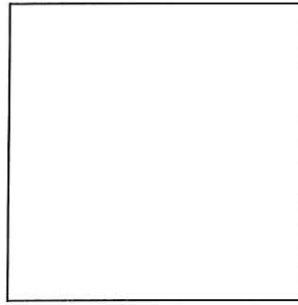


I Can Read! Phase 2 Set 5

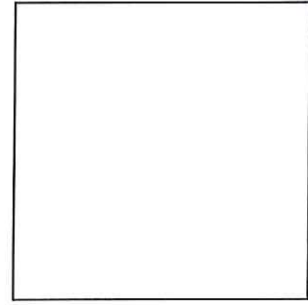
him



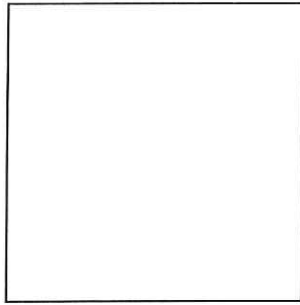
big



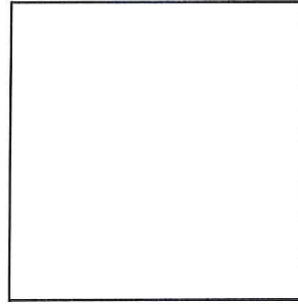
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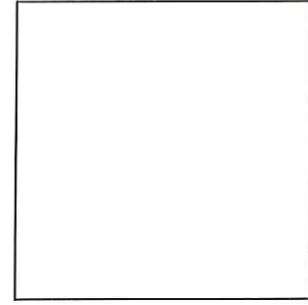
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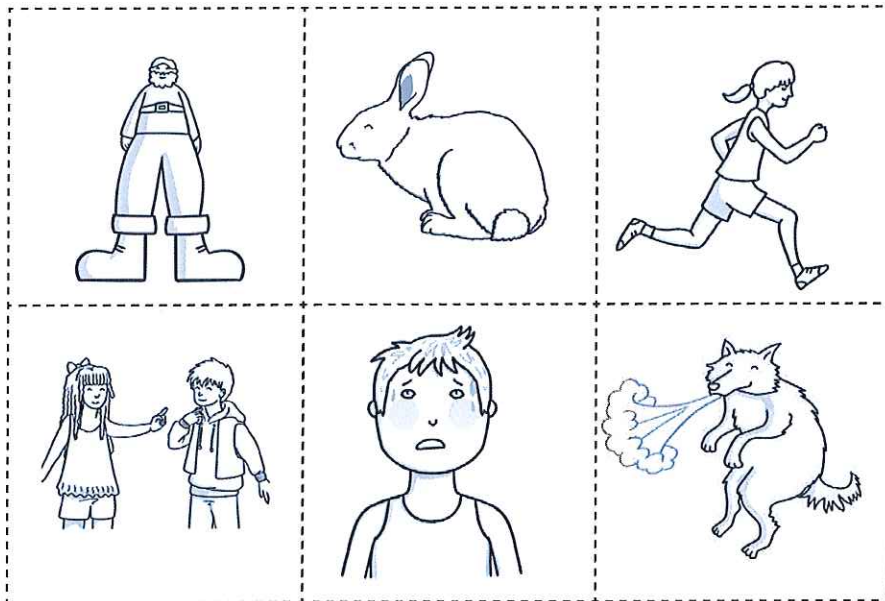
fit



puff

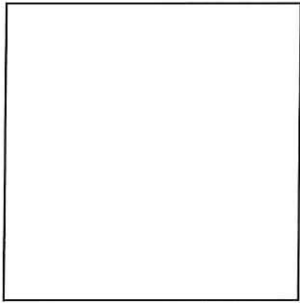


Read the words and match the picture to the word.

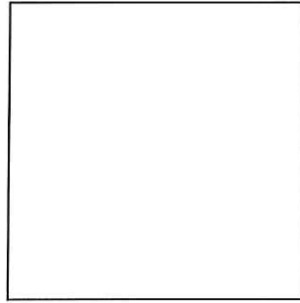


I Can Read! Phase 2 Set 5

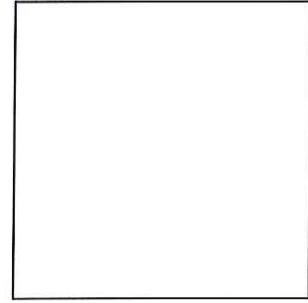
his



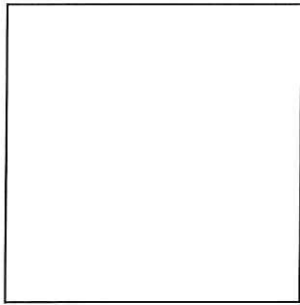
back



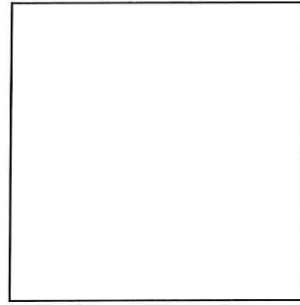
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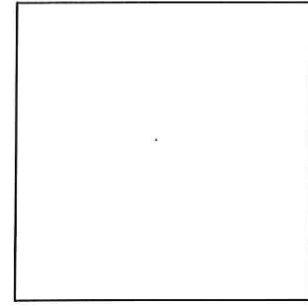
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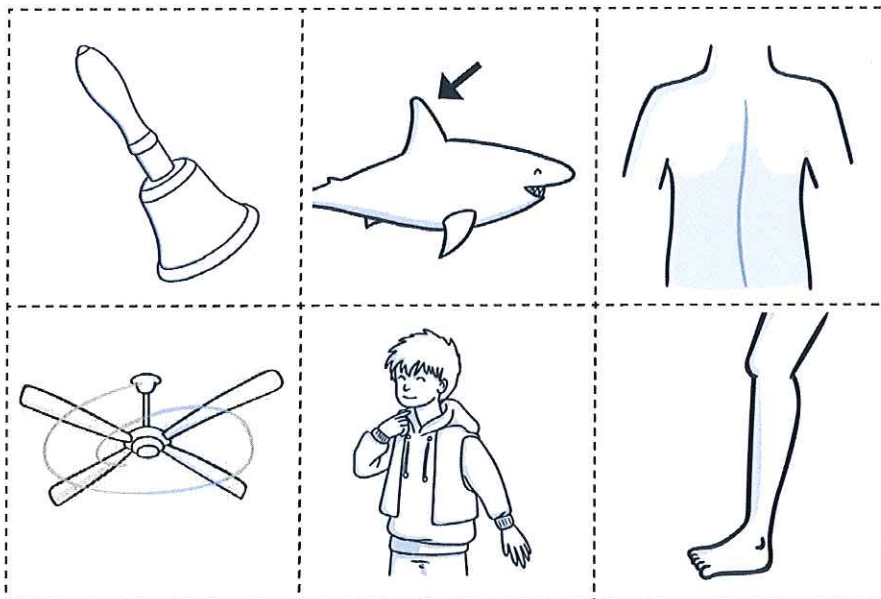
fan



leg

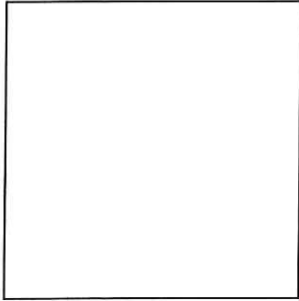


Read the words and match the picture to the word.

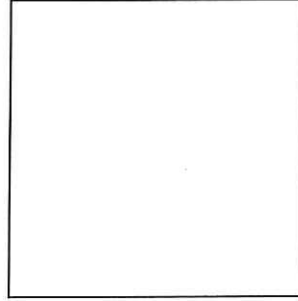


I Can Read! Phase 2 Set 5

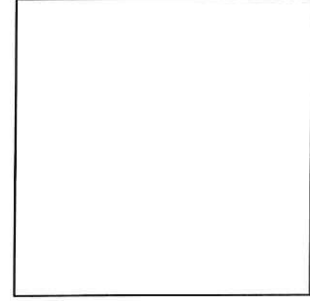
hop



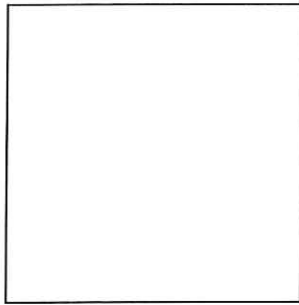
bad



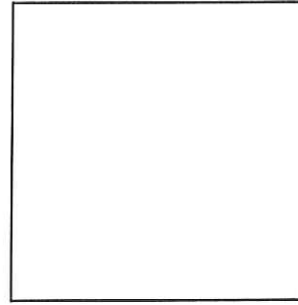
fun



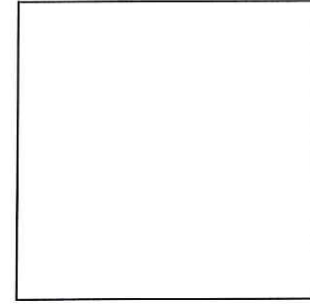
cuff



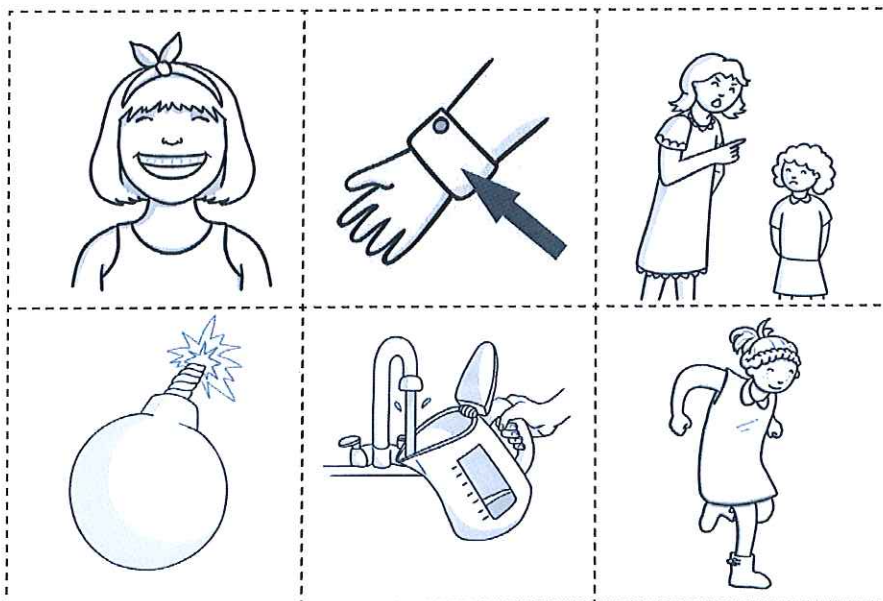
lit



fill

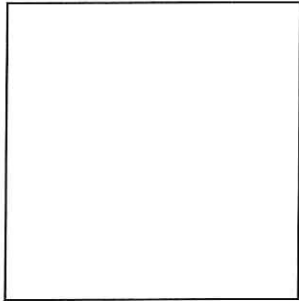


Read the words and match the picture to the word.

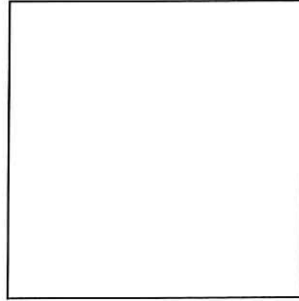


I Can Read! Phase 2 Set 5

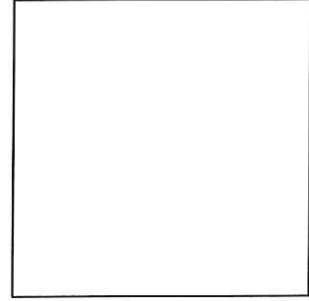
hit



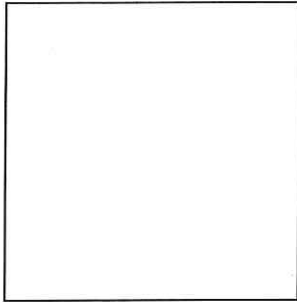
bag



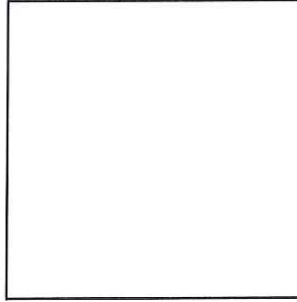
fog



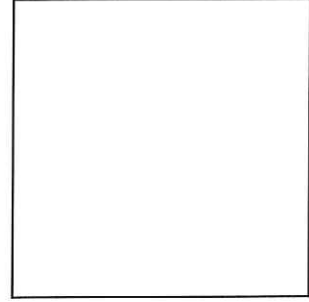
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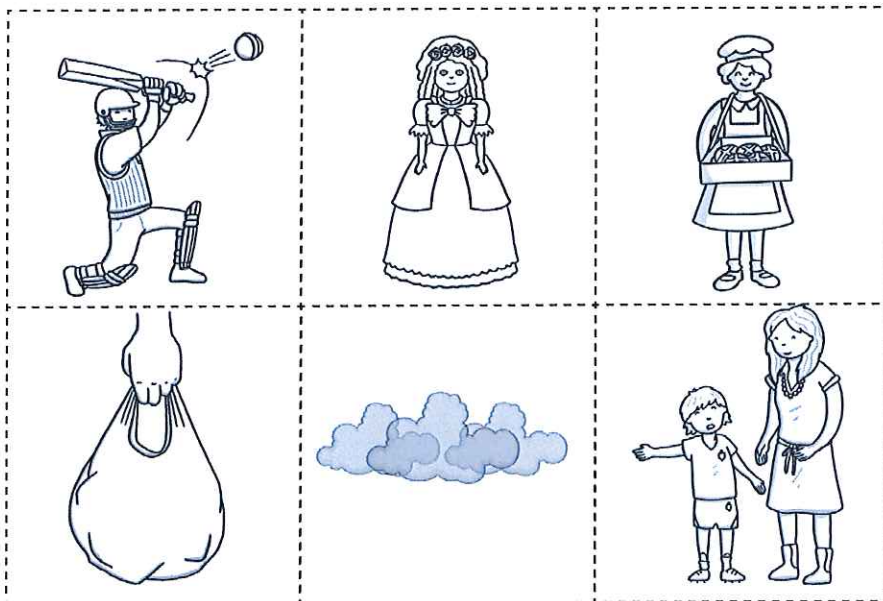
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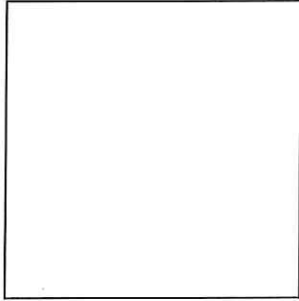


Read the words and match the picture to the word.

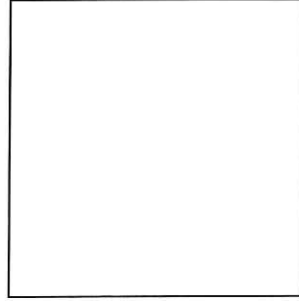


I Can Read! Phase 2 Set 5

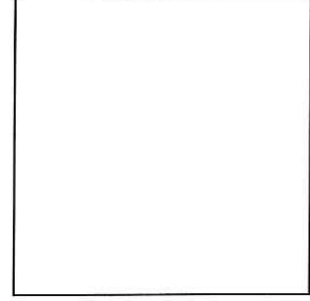
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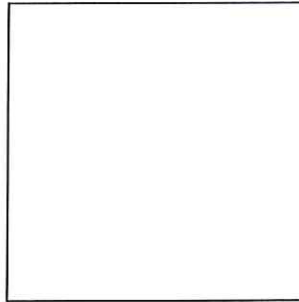
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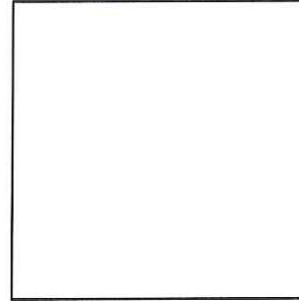
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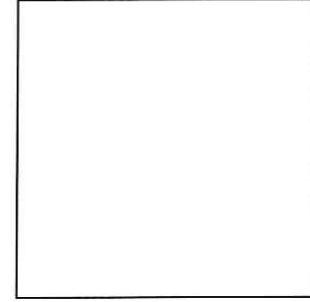
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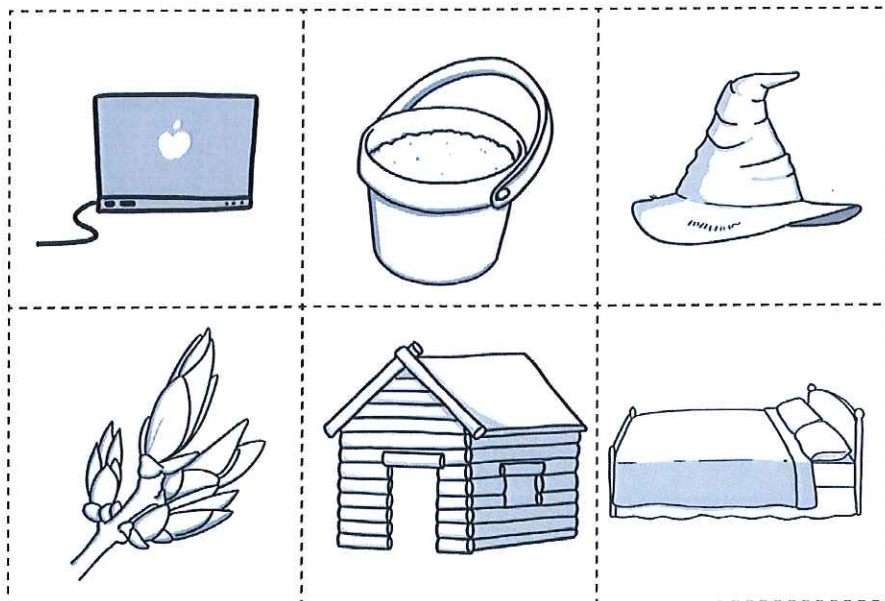
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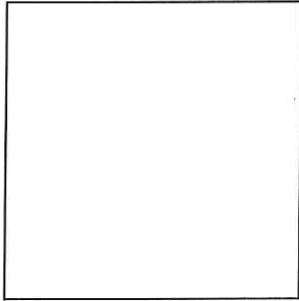


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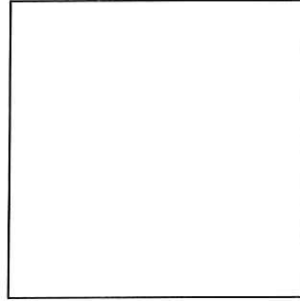


I Can Read! Phase 2 Set 5

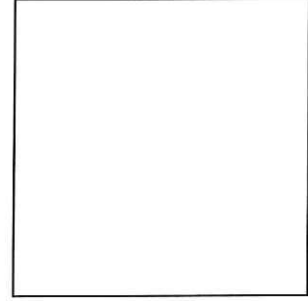
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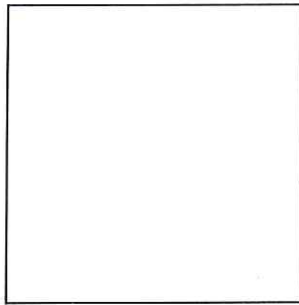
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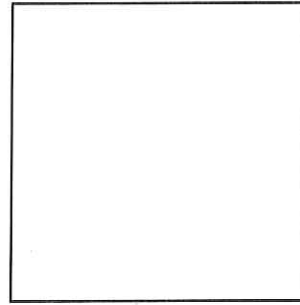
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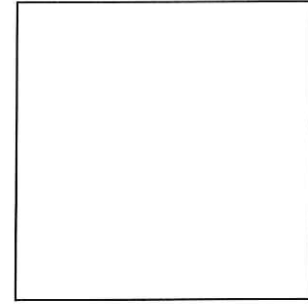
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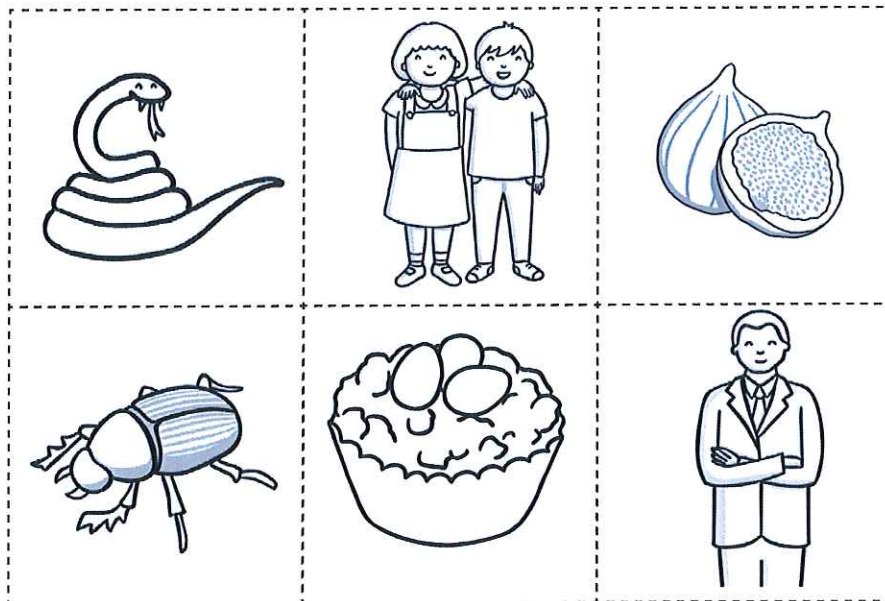
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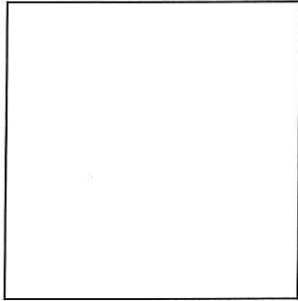


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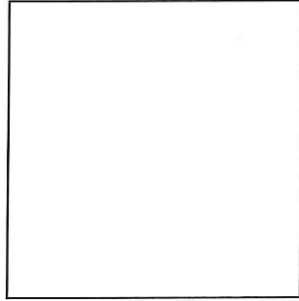


I Can Read! Phase 2 Set 5

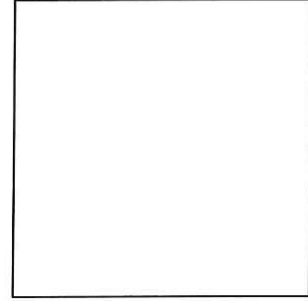
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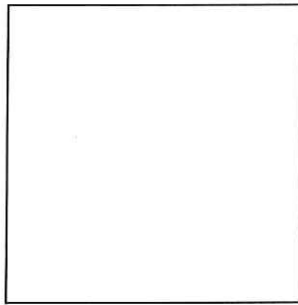
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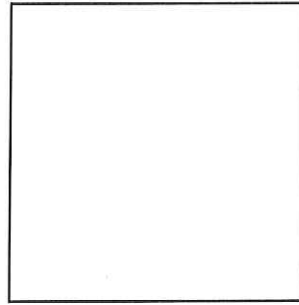
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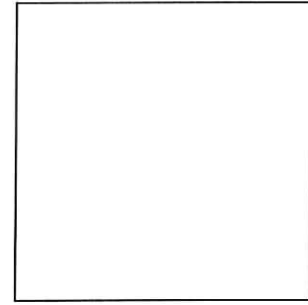
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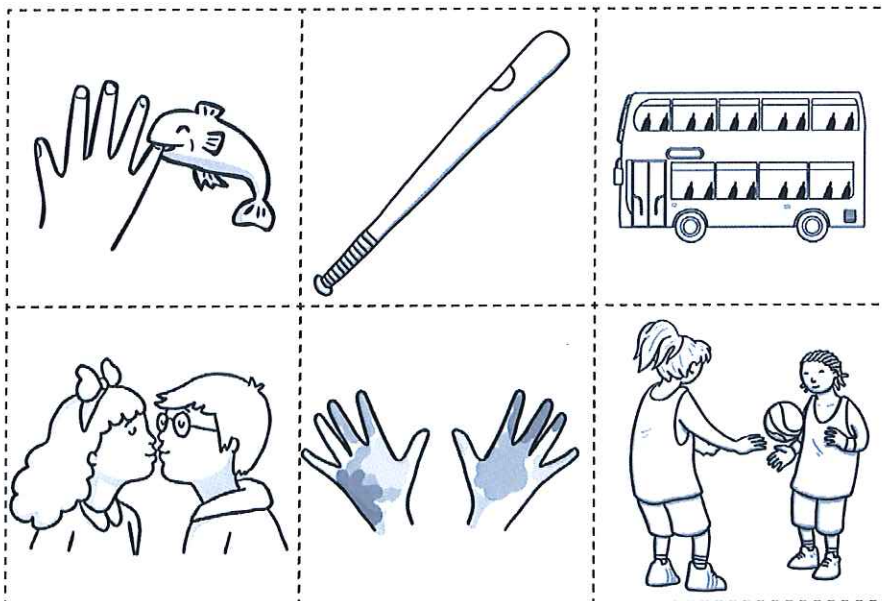
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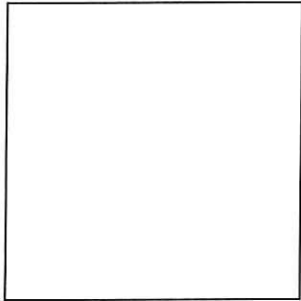


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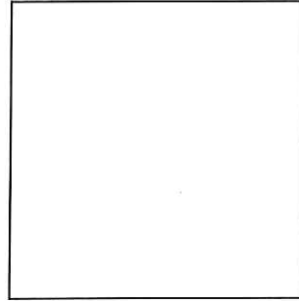


I Can Read! Phase 2 Set 5

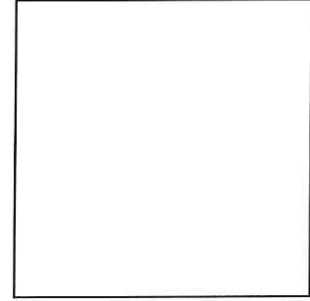
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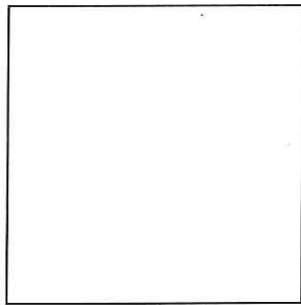
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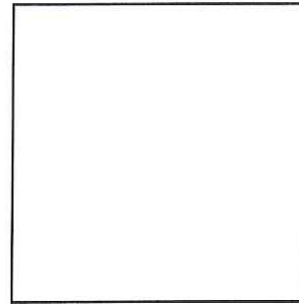
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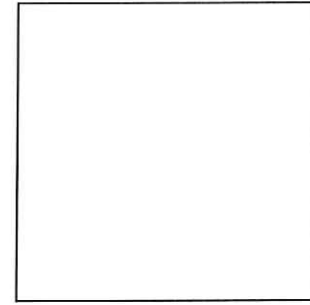
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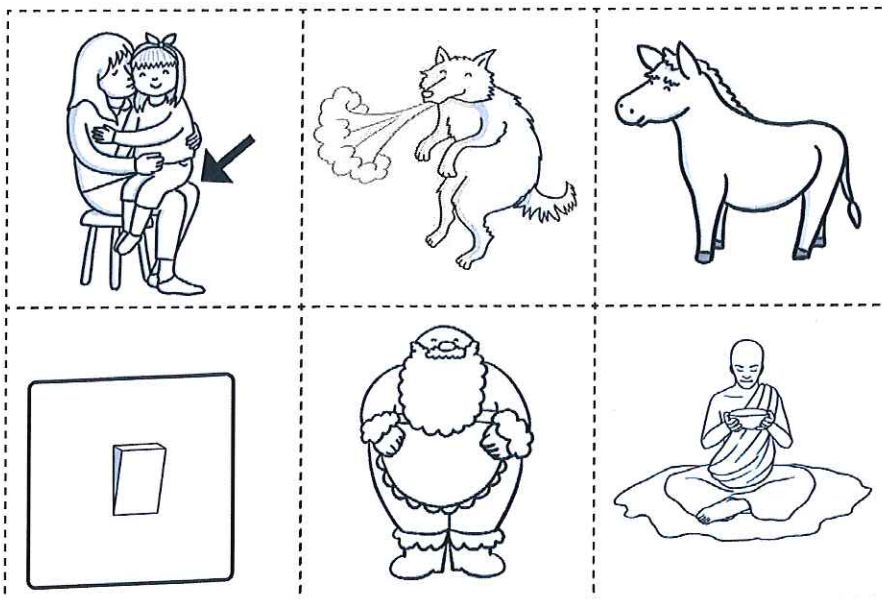
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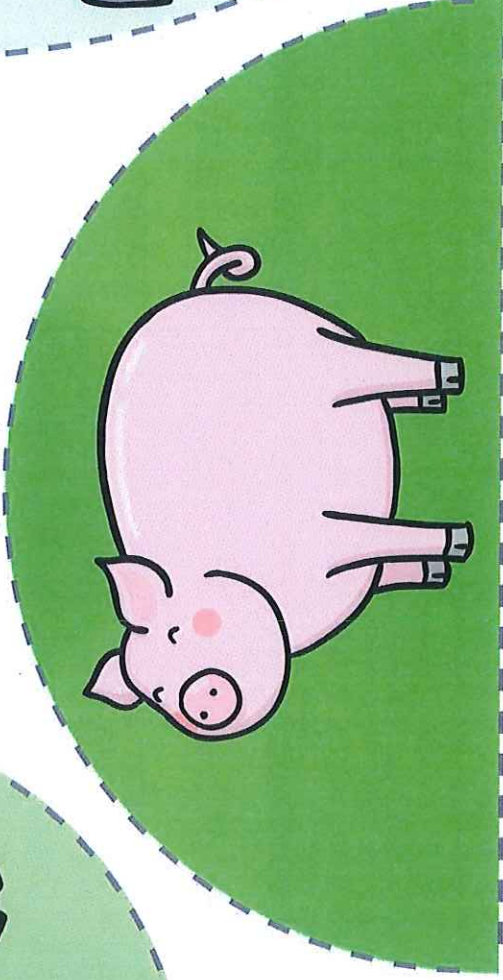
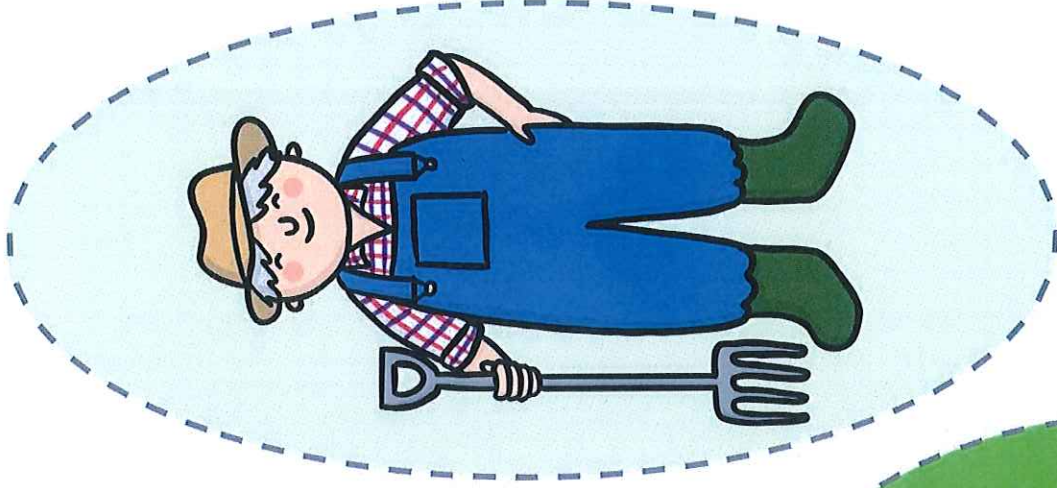
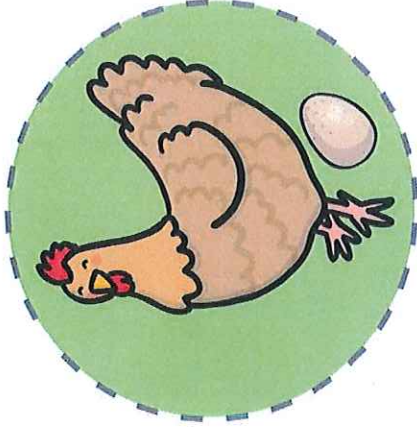
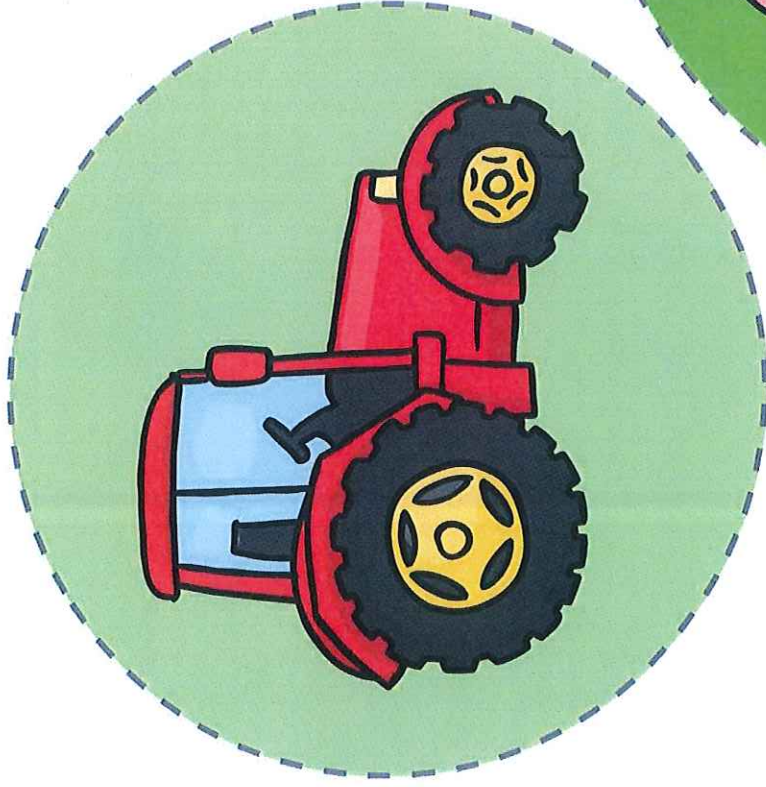


Read the words and match the picture to the word.



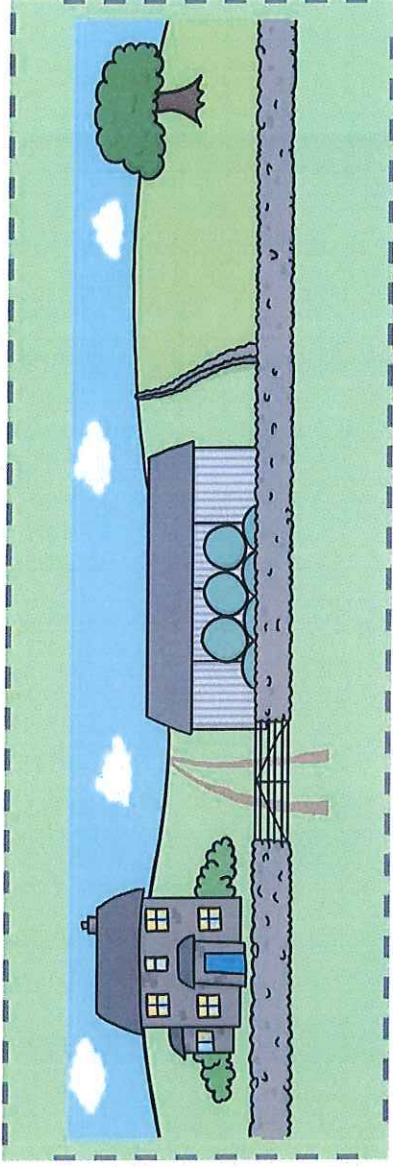
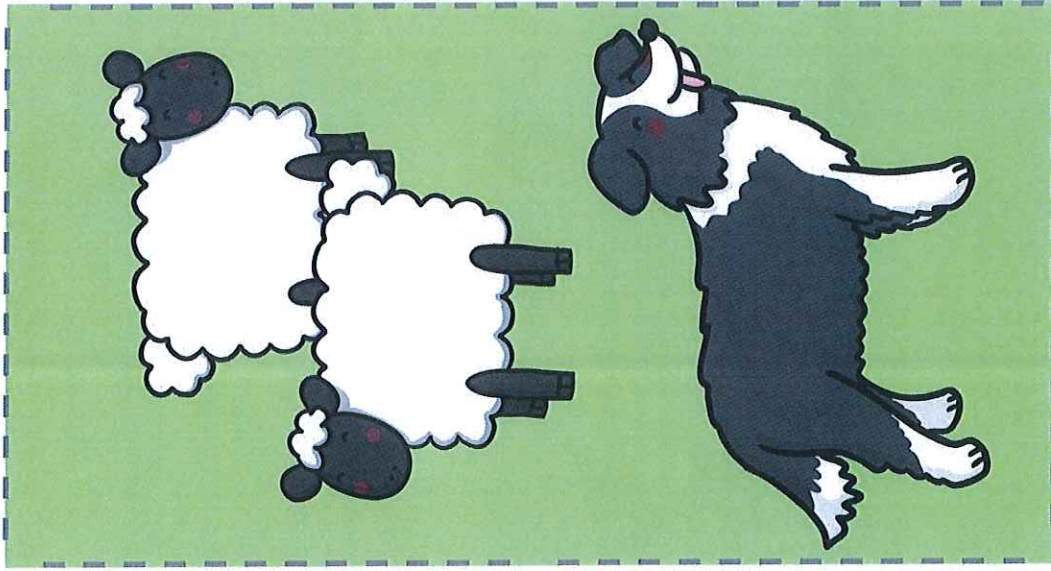
Cutting Skills

Cut around the shapes, but be careful!



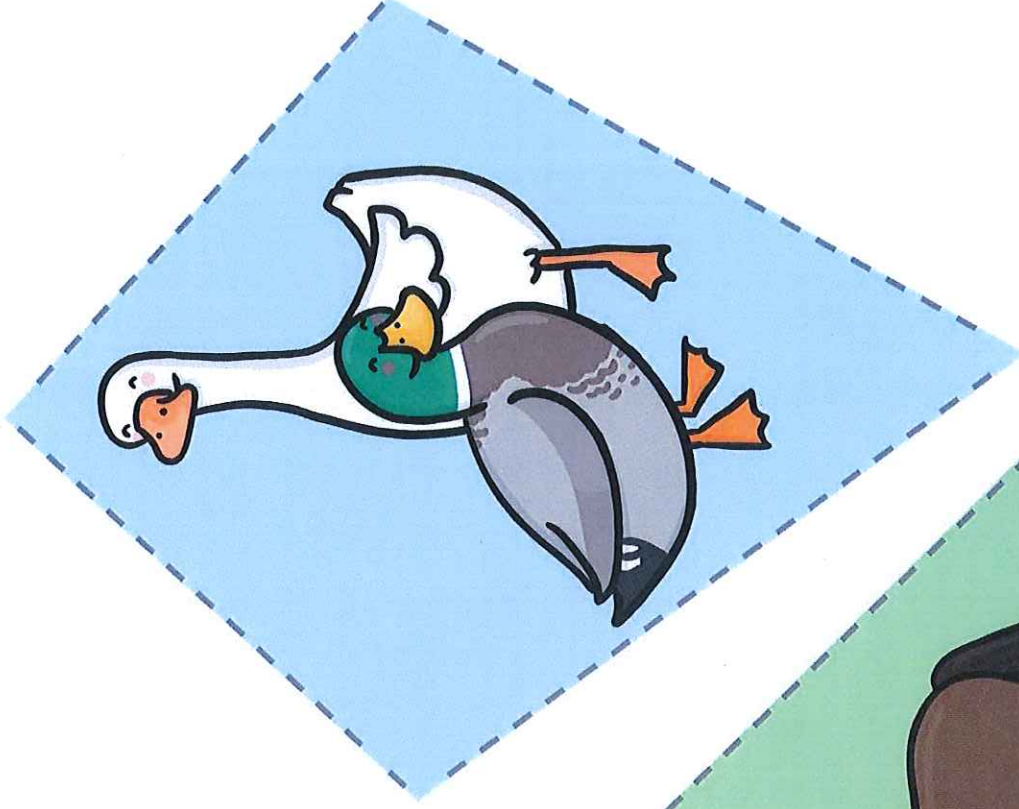
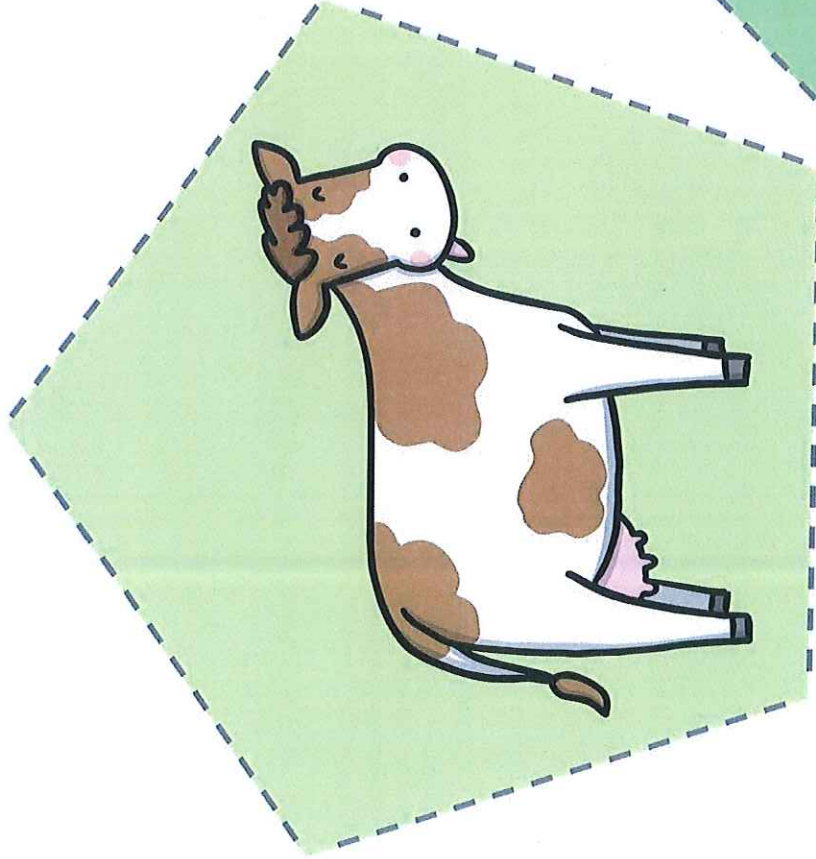
Cutting Skills

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Cutting Skills

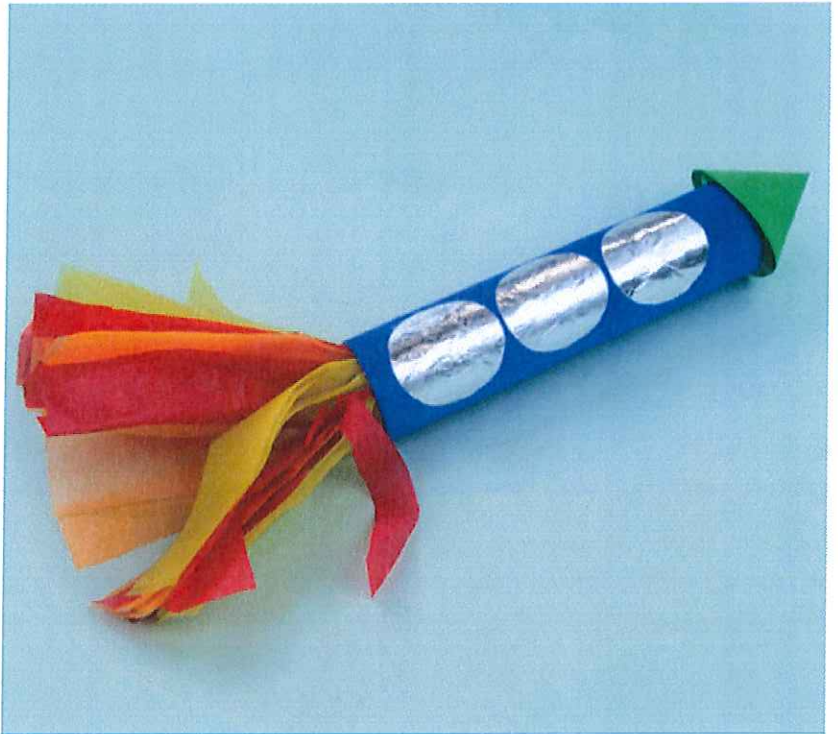
Cut around the shapes, but be careful!



Cardboard Tube Rocket

You will need:

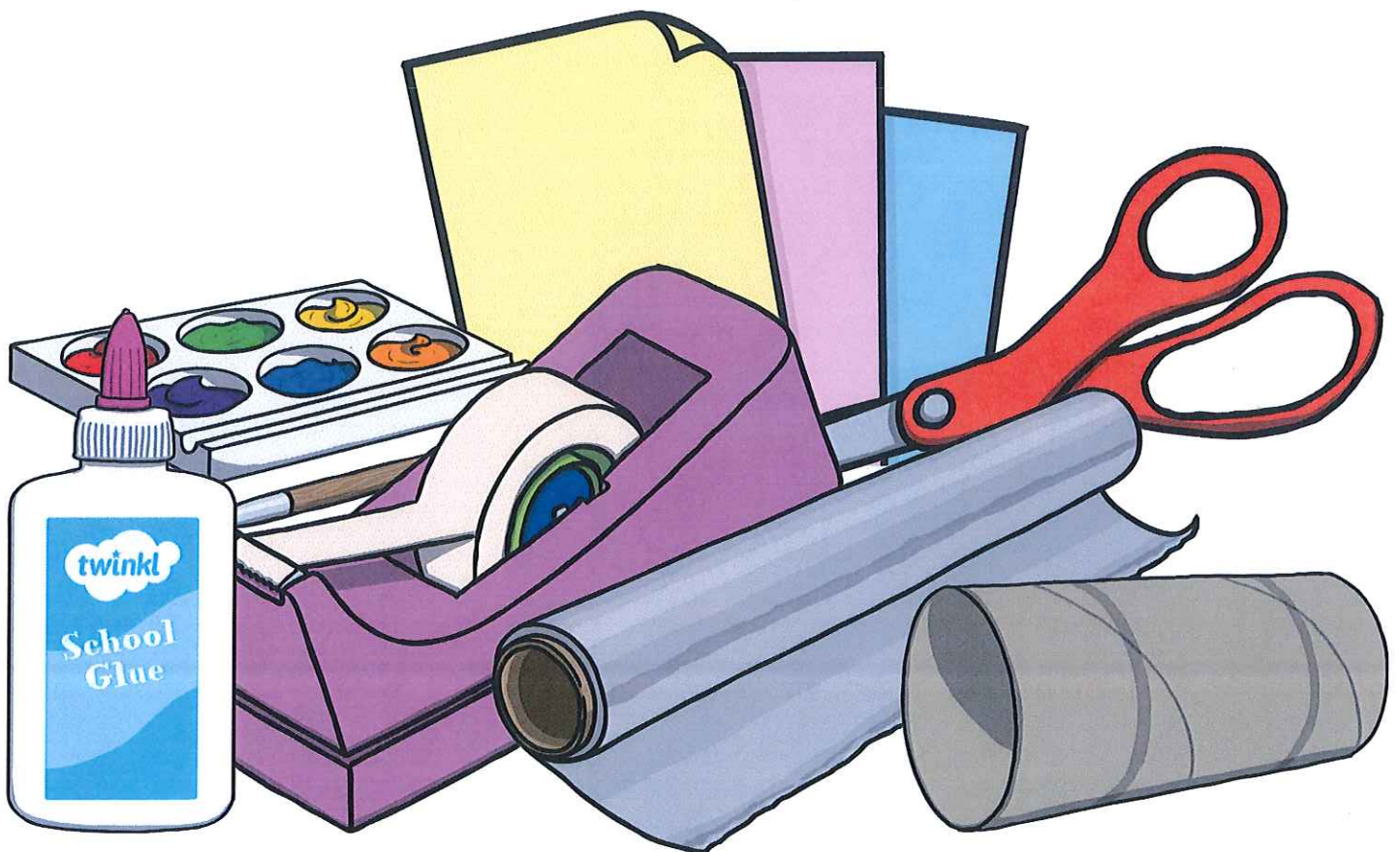
Long cardboard tube
Silver foil
Tissue paper
Brightly coloured card
Brightly coloured paint
PVA glue
Scissors
Sticky tape



Instructions

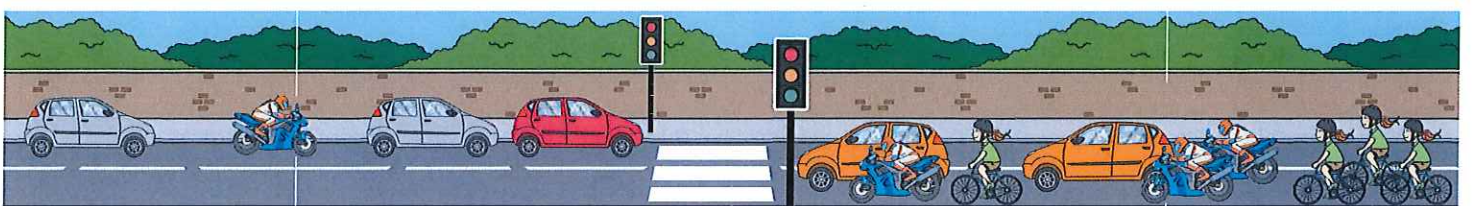
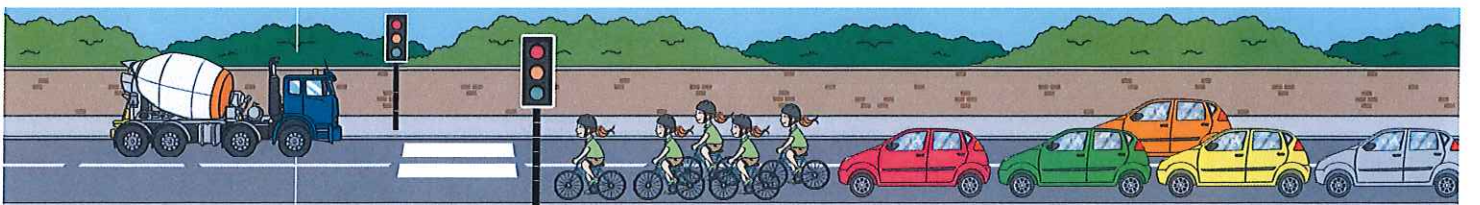
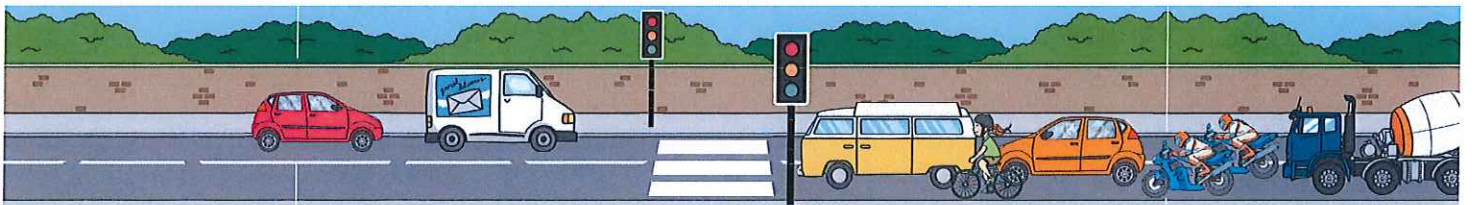
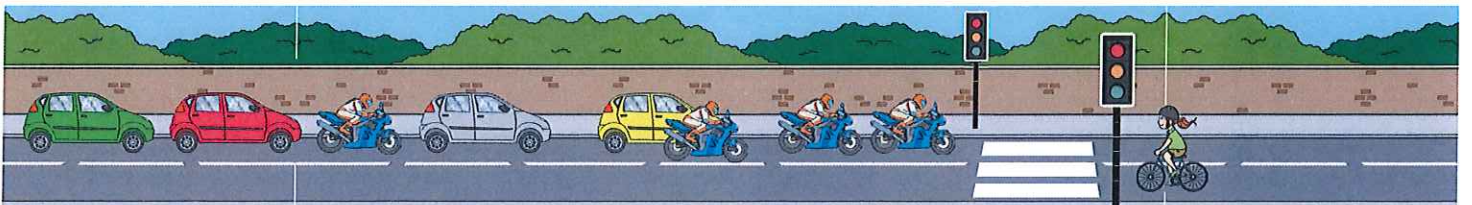
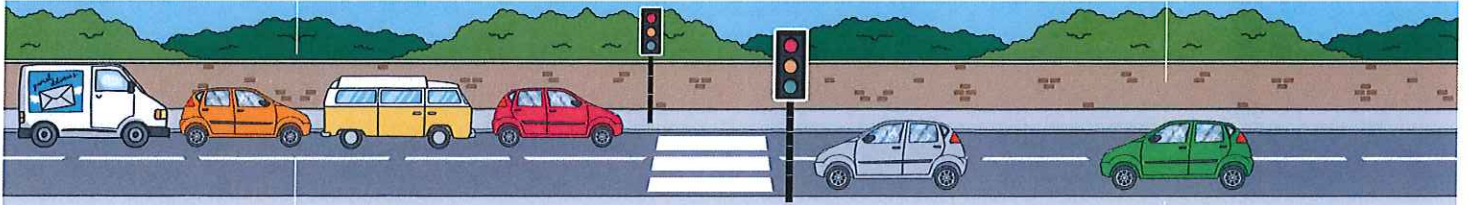
1. First paint the cardboard tube in a bright colour, then leave to dry.
2. For the top of the rocket, choose a different coloured card. Then draw around a small circular object, such as a cup, onto this.
3. Cut out the circle. Then also cut out a line going from the outside to the centre of the circle, stopping once you reach the middle.
4. Roll the circle into a cone shape, then secure using sticky tape.
5. Stick two pieces of tape on the inside of the cone. Then stick the cone onto the top of the cardboard tube.
6. Now make some windows for the rocket using silver foil. To do this, draw around a small circular object onto the foil three times.
7. Next cut out the circles in silver foil and stick them onto the rocket using PVA glue.
8. For the flame, take some pieces of tissue paper and place them onto of each other in layers.

9. Pick up the layers of tissue paper and cut the strips vertically into them, ensuring the cuts do not go right to the top.
10. Finally, gather the sheets of tissue paper at the top, then secure and strengthen this by sticking tape around it.
11. Using sticky tape to attach the flame to the bottom of the rocket.



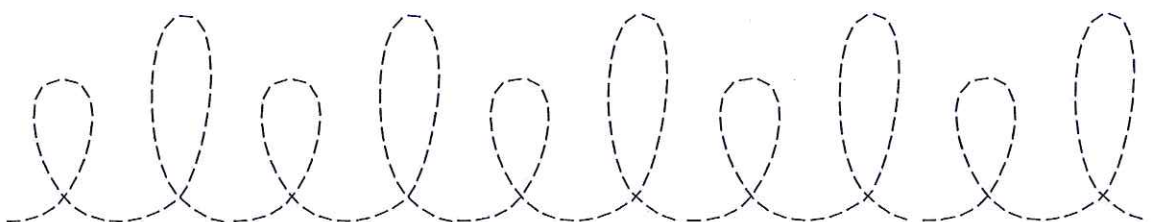
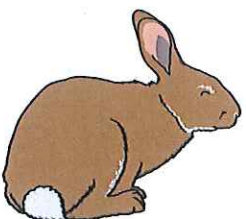
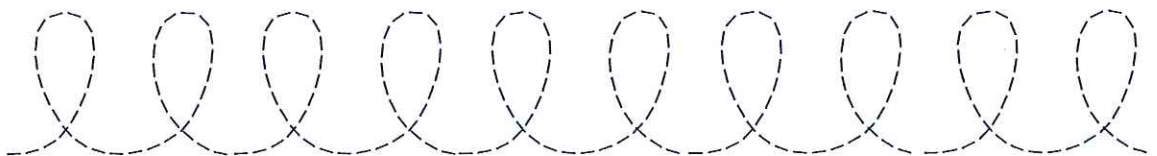
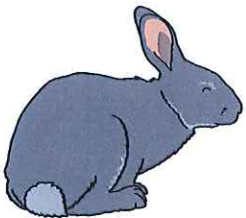
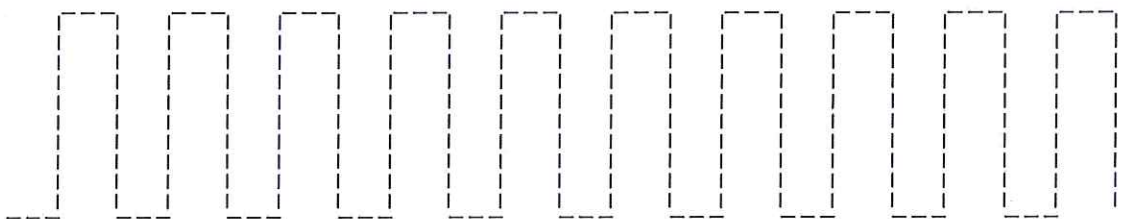
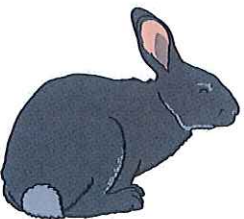
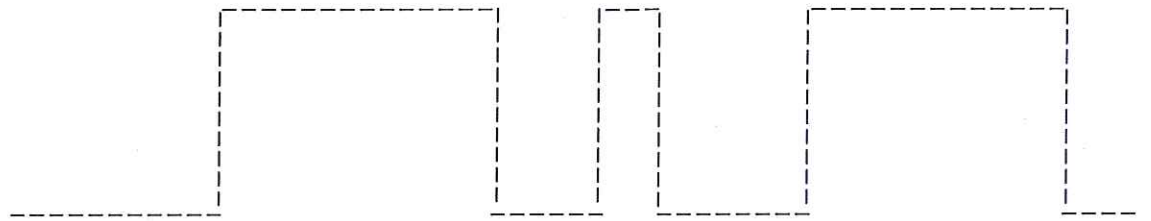
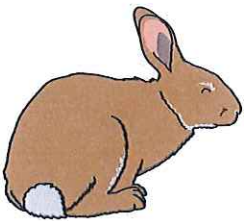
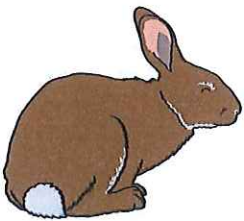
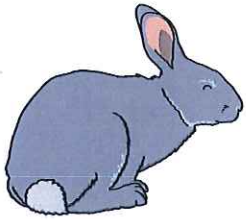
Comparing Numbers to 10

Count how many vehicles are on each side of the road and then write your answers in the boxes. Circle which one has more.



Bunny Hop Pencil Control

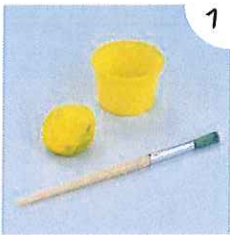
Bunny Hop!



Minibeast Pebbles

Supplies

- Smooth pebbles
- Paint
- Paintbrushes
- Black felt-tip pens
- PVA glue
- Pipe cleaners



1 First, look at what colour your chosen minibeast is and paint the whole pebble this colour. You might want red for a ladybird, black for a spider or yellow for a bee! Let the paint dry before continuing to make your minibeast pebble.



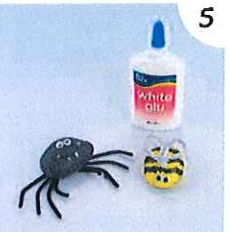
2 Next, use the black pen to draw on some details, like spots onto your ladybird or stripes onto your bee.



3 Next, stick some googly eyes onto your pebble.



4 Then, cover the whole pebble in PVA glue to seal it.



5 Finally, stick some pipe cleaners onto your pebble for the spider's legs or the bee's wings and let it dry.



Craft Instructions

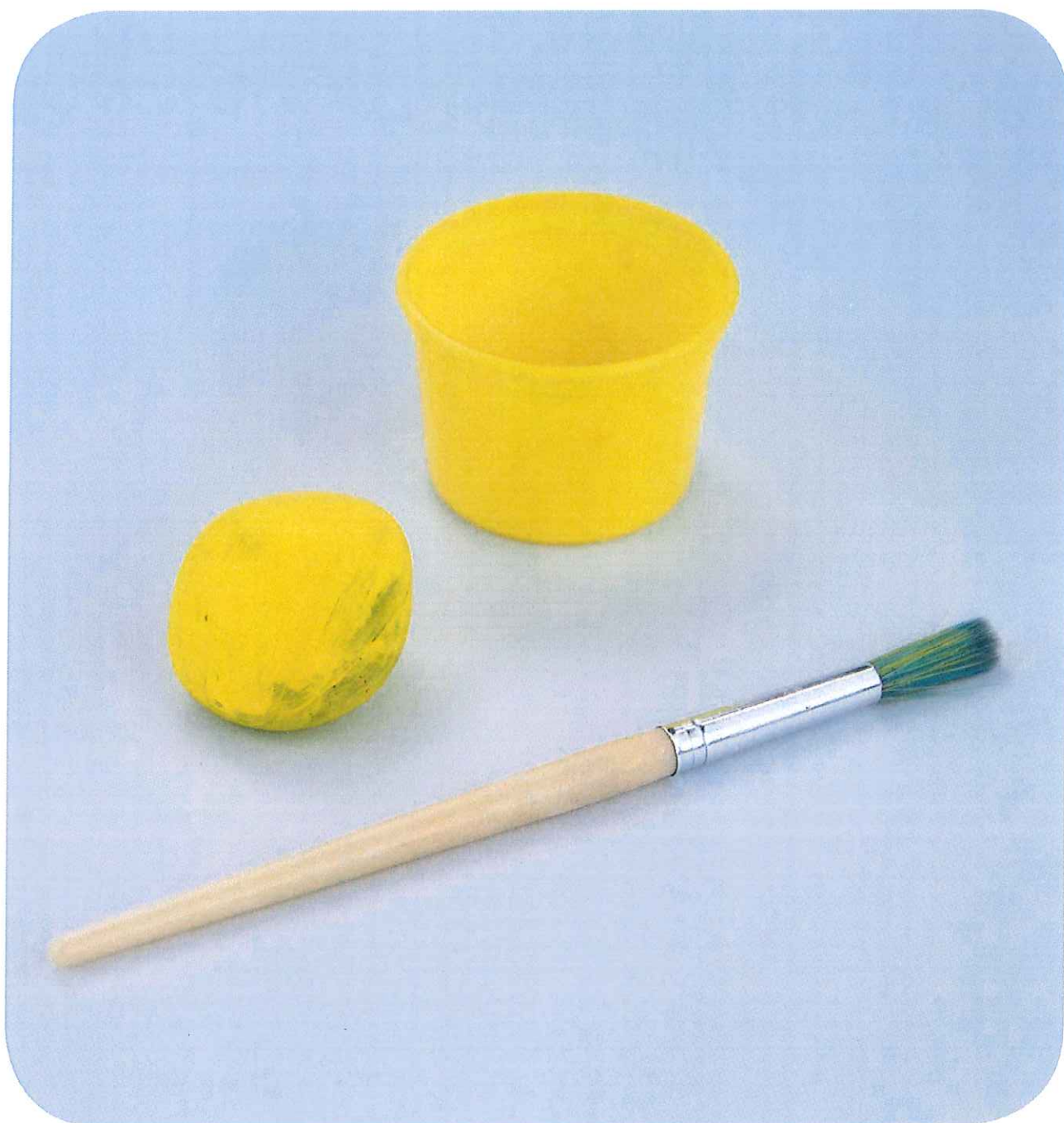
Minibeast Pebbles



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Step 1. First, look at what colour your chosen minibeast is and paint the whole pebble this colour. You might want red for a ladybird, black for a spider or yellow for a bee! Let the paint dry before continuing to make your minibeast pebble.



Step 2. Next, use the black pen to draw on some details, like spots onto your ladybird or stripes onto your bee.



Step 3. Next, stick some googly eyes onto your pebble.

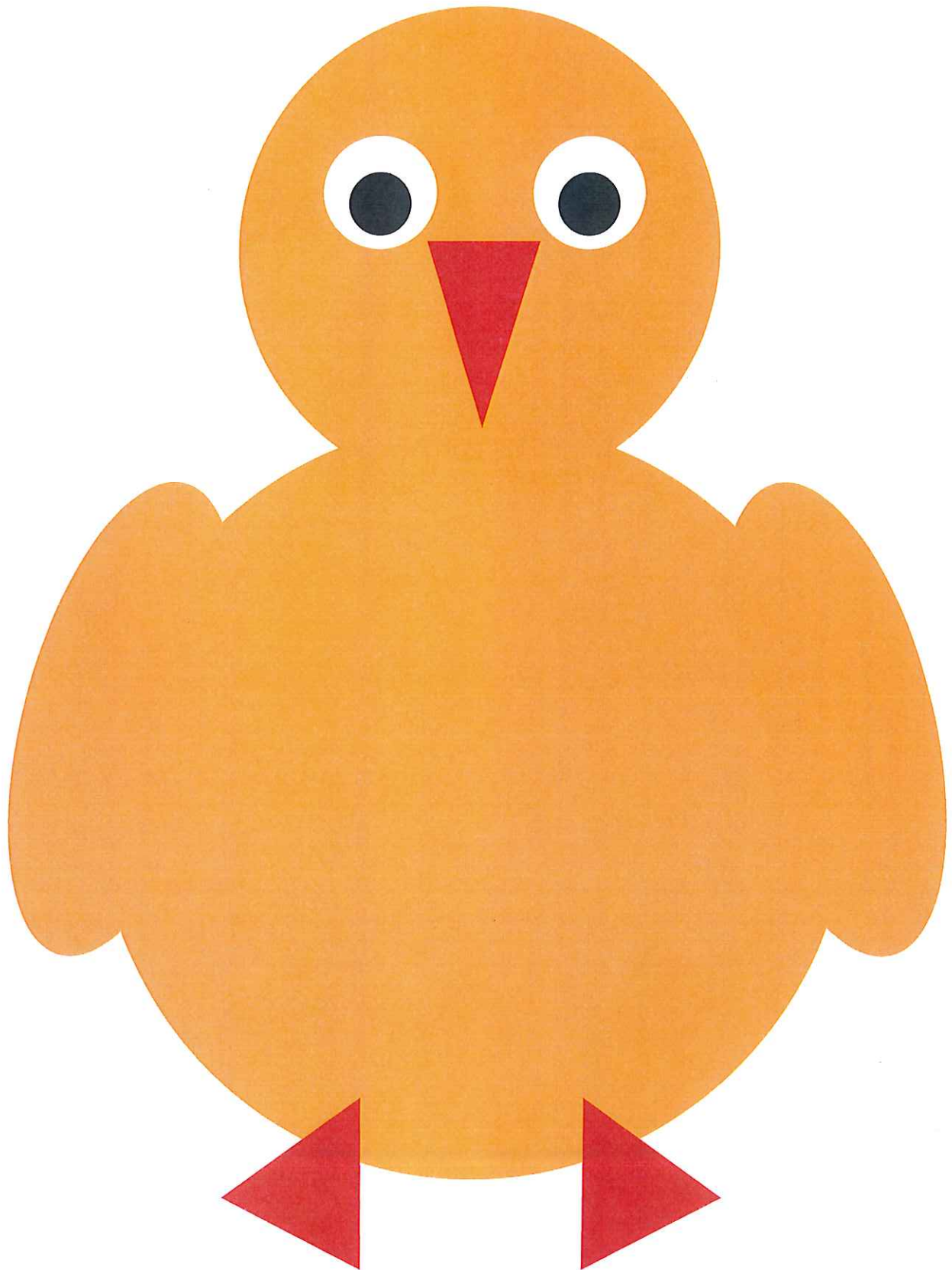


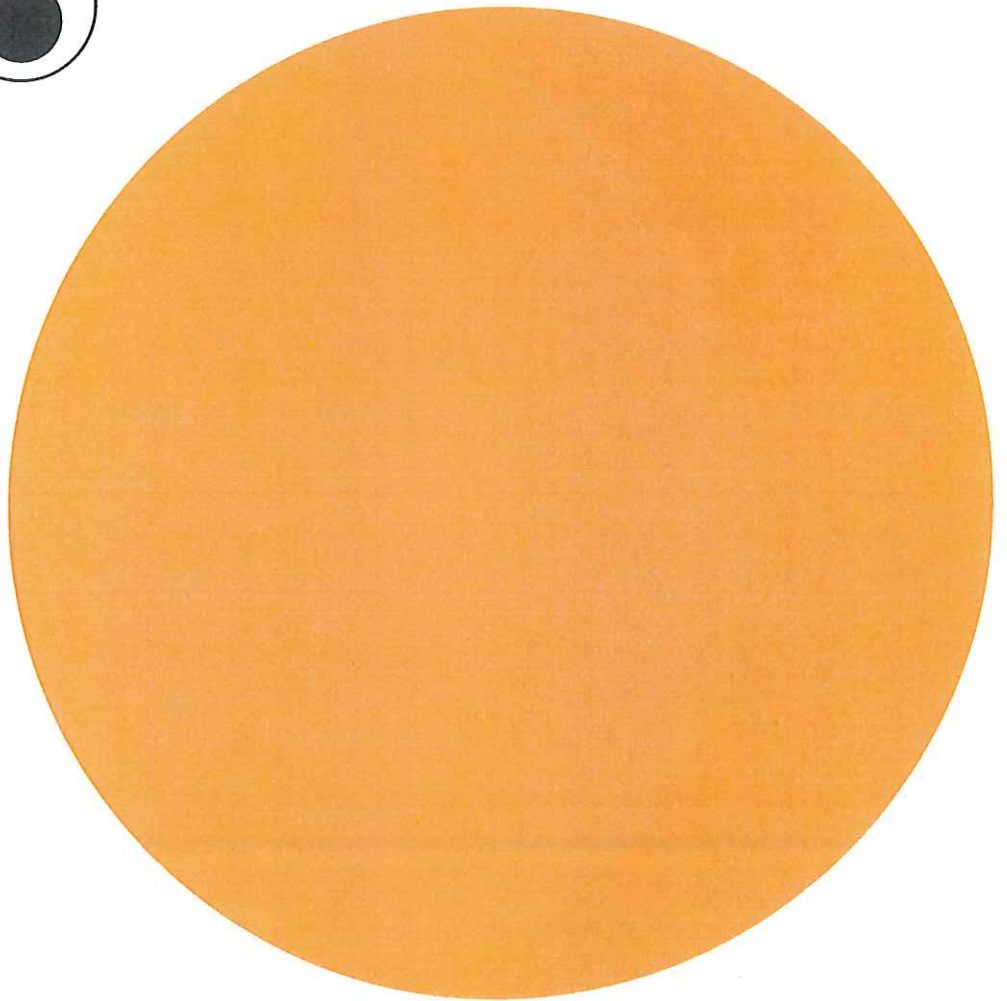
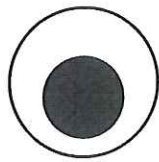
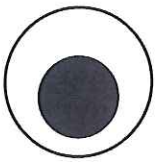
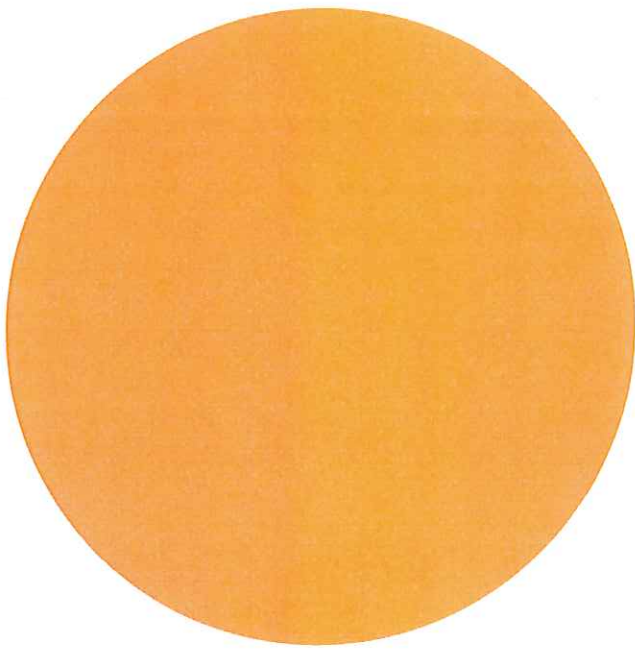
Step 4. Then, cover the whole pebble in PVA glue to seal it.



Step 5. Finally, stick some pipe cleaners onto your pebble for the spider's legs or the bee's wings and let it dry.

Shape Chick





Shape Chick

Can you use the shapes to make your own chick picture?

