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|  | This week we have been thinking about sorting. | |  | We will be doing this because... |
| We will be deciding how to sort a group of objects, such as buttons, small toys or shells. We will be asking children to answer a single question such as ‘Is it red?’ or ‘Is it bigger than a ping-pong ball?’ and then sort the items into two hoops with the labels, e.g. ‘Red’ and ‘Not Red’. Once children are able to sort the objects according to a question someone else has asked, we have been encouraging them to think of their own questions. | | | although children are often good at sorting objects using a number of categories at the same time (e.g. grouping buttons by colour, or shells by shape), they find it more challenging to sort according to a single criterion. However, this is an important skill to develop for future data handling in maths and in science. Children need to have lots experience answering other people’s questions before they can ask their own. | |
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|  | How you can help at home | | * At first ask the same question as you hold up each object and give them to your child to put into a ‘yes’ or ‘no’ pile. Later you will only need to ask the question once. * Sort some objects and challenge your child to guess how you have sorted them. * Invite your child to ask sorting questions of their own. To begin with they are likely to repeat questions that they have heard you ask. | |
| * Challenge your child to sort items according to a criterion that you have thought of. For example, for fruit you could ask: ‘Do you need to peel it?’ Or for pictures of animals you might ask: ‘Can it swim? | | |
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| Are you particularly proud of something that your child has done at home this week? Why don’t you write about it on the certificate and we will stick it in their learning journey. | |  | | |