

HOME LEARNING NURSERY

Twinkl are offering free subscription for parents at the moment due to home learning. Follow the link below and enter the voucher code UKTWINKLHELPS and this will allow you to access games and activities that I may put into my plans. https://www.twinkl.co.uk/home-learning-hub?utm_source=newsletter&utm_medium=email&utm_campaign=newsletter_2020-03-29_GB-ENG_0&utm_content=custom3

Phonic Play: another site I will be using for interactive games has been made available to parents free during school closures. Follow the link below and enter

Username: march20

Password: home

<https://new.phonicsplay.co.uk/>

If you want to explore phonics play independently, Nursery mainly focus on Phase 1 but can then go onto phase 2 for extension.


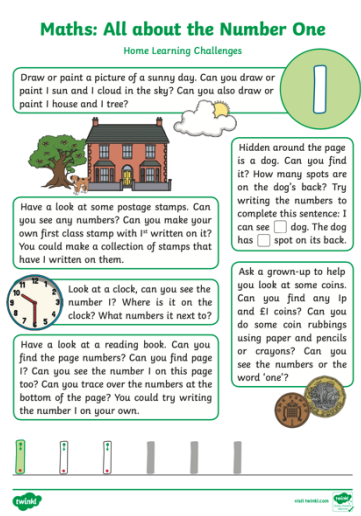

As well as Joe Wicks doing a free PE lessons each day on YouTube at 9am <https://www.youtube.com/watch?v=RzOgo1pTda8>



'Spread the happiness Tv' on YouTube is also doing a daily 'dough disco' and 'squiggle while you wiggle', at 9:30am. This is focused on Nursery and Reception children to improve their fine motor and brain connective skills. https://www.youtube.com/channel/UCj0shfH3pzhrf3dOrSj_pRw. This is great fun and the children love it!

Oxford Owl: ebooks and letter sounds www.oxfordowl.co.uk **User name:** Nursery@Arnside, **Password:** Nursery (case sensitive)

Week Beginning: Monday 1st June 2020

This is a guide of teaching activities that could be completed this week at home. They do not have to be done on the specified days but hopefully this gives you, an idea for structuring your educational week. Each activity can be repeated as many times as your child wants to embed their knowledge and learning. Photographs through DoJo would be fantastic and we will try to continue your child's learning Journal using the photographs and explanations given by yourself. Any problems or concerns I am contactable through Dojo or on the email address nursery@arnside.cumbria.sch.uk, during normal working hours. Thank you for your continuing support and good luck

Day	Phonics/ Reading	Literacy	Numeracy	Targeted Activities
Monday	<p>Before this weeks activities, make sure your child is familiar with the story of Goldilocks and the Three Bears.</p> <p>Goldilocks & The 3 Bears Sound Lotto</p> <ol style="list-style-type: none"> ‘Look at your Board Game. What pictures can you see?’ Discuss the pictures and explain that the pictures on the cards and the pictures on the board match each other. ‘You are going to hear some sounds from the story of ‘Goldilocks and the Three Bears’. Listen carefully. What sounds can you hear?’ Play the sounds on the Goldilocks and the Three Bears Sound PowerPoint and discuss the sounds that are played. ‘Have you got the sound on your board?’ Ask your child to find the matching picture card and place it on top of the sound on their board. <p>Refer to lesson Plan and resources in the attached resources file</p>	<p>Practise writing your name</p> <p>Talk about what the name starts with (letter name & sound name, refer to jolly phonics in learning pack to ensure correct sound is made for each letter). Trace their name first using the name card and board marker in the home learning pack.</p> <p>Now have ago independently ensuring your child holds their pencil correctly. You can now extend this by allowing the child to chalk or using water and large domestic paint brush outside on the patio, garden path or walls.</p> 	<p>Number 1</p> <p>I hear you saying, my child knows number one! But for a young child to have strong foundations we have to go over the same things in a quick and fun way. Practicing the number formation and what the number one means, its value, what is one more and what is one less are all skills that need revisiting to lay concrete foundations.</p> <p>In the resource pack is a Home Learning Challenge Sheet all about the number 1. Complete all of the challenges suggested on the sheet with your child. Can you think of any other challenges yourself? Please post your hard work onto DoJo for us all to see.</p> 	<p>Share a book</p> <p>Get your child to choose a story book. Look through the book page by page asking your child to tell you the story from the picture clues only. Now read the story to your child. An activity that can be done every day.</p> 

<p>Tuesday</p>	<p style="text-align: center;">Goldilocks' Movements</p> <p>Play this with as many members of the family as possible, it will be better!</p> <ol style="list-style-type: none"> 1. Introduce each instrument. Say its name and demonstrate how to play it. 2. Tap the tambourine. 'I think this sounds a bit like Goldilocks tiptoeing.' 3. Next, bang the drum. 'How might Goldilocks move to the sound of the drum?' 4. Explain that you are Daddy Bear you're your child has to pretend to be Goldilocks, sneaking up on him. Play an instrument and your child has to move how they think Goldilocks would move to that sound, sneaking up on Daddy Bear. 5. Turn with your back to your child and play an instrument. 'What instrument can you hear? How would Goldilocks move to this sound?' 6. Your Child stops when you stop playing the instrument and then start again when you play a different instrument. Play it will all members of your family and the first person to reach Daddy Bear is the winner. <p style="text-align: center;">Refer to lesson Plan and resources in the attached resources file</p>	<p style="text-align: center;">Jolly Phonics Songs</p> <p>During this week the children will be learning the first section of the Jolly Phonics letter sounds s, a, t, l, p, n. Each song can be seen using the links below. Enjoy learning them!</p> <p>s https://www.youtube.com/watch?v=RrIC8M38DNE</p> <p>a https://www.youtube.com/watch?v=wdG4_FB0A0A</p> <p>t https://www.youtube.com/watch?v=7r2pT-8cOA0</p> <p>i https://www.youtube.com/watch?v=RUODVQZfUK0</p> <p>p https://www.youtube.com/watch?v=eTEmtADqMFg</p> <p>n https://www.youtube.com/watch?v=ShOLkFMTU4s</p>	<p style="text-align: center;">How many Black objects can you find?</p> <p>Once objects have been found, encourage counting. Giving one number name to each object. Challenge further by asking: what is one more? What is one less? Remind the children of the previous colours already learnt, can they get one object of each colour? (Red, Blue, Yellow, Green, Purple, Orange, Pink, Brown, Black)</p> <div style="text-align: center;">  </div>	<p style="text-align: center;">Dough Disco</p> <p>Using your playdough encourage your child to follow dough disco from 'Spread the Happiness channel' on YouTube by following the link below. This is really important to build up the muscles in your child's hands for future writing, cutting and fine motor skills. Please feel free to send me video's via DoJo of your child do dough disco, I would love to see their attempts!</p> <p style="text-align: center;">https://www.youtube.com/watch?v=KSB08N4ctJg&list=PLtw-7Jf06an0-84tDAgicwfYUqBD9Qfkm</p> <div style="text-align: center;">  </div>
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Lumpy, Dumpy Porridge

1. Show your child the first set of **Rhyming Set Pictures** or objects. Say aloud the name of each object, emphasising the last part of each word, e.g. 'cat, rat. **These words rhyme.**'
2. 'I am Mummy Bear. I am making porridge.' Hold up the pan and spoon and start stirring.
3. 'I am going to say a rhyme. I would like you to join in with me. Each time, we are going to add something to the pot. The rhyme is: **Lumpy bumpy porridge, bubbling in a pot. Add... and make it piping hot.**'
4. One at a time, add a rhyming pair from the **Rhyming Set** or rhyming objects into the **Porridge Pot**.
5. Once the first set of **Rhyming Pictures** or objects have been added to the porridge, say the rhyme together.
6. Repeat the activity for all the sets of rhyming objects.

[Refer to lesson Plan and resources in the attached resources file](#)

Letter Walk

As before, take your letter scanning card out on a walk with you. Write the letters **s, a, t, i, p, n.** around the edge and remind your child what their names and sounds are. Explain on this walk around the village you are only looking for these letters. They might be in the middle of a house name, street name or sign, how many can they find? Can they take a photo of the ones they find? I would love to see them! Encourage your child to tell you what sound the letter makes? What is its name and possibly they might be able to sing its jolly phonics song. Can they think of something that begins with that letter sound?



Find 5 Semi-Circle around the house

Remind your child about the shapes that they have already learnt over the past few weeks. The square, circle, triangle, rectangle, star, Oval, Diamond, Pentagon. Follow the link below about the shape semi-circle.

<https://www.youtube.com/watch?v=figC1lw0SvM>

Now ask them to find things around the house that are Pentagon (a little trickier!). Ask questions such as 'how many sides has a semi-circle got?' (1 straight, 1 curved) 'How many corners?' (2)



The Seaside

Have a lovely walk along our beach, discuss what you can see and hear.

Sit down in a quiet spot and encourage your child to close their eyes and listen for a short time, what can they hear?

Explain that tomorrow you are going to make a beach in a bottle, so we have to collect things off the beach to put inside. Whilst walking start your collection of shells, pebbles, driftwood and any other items that make you think of the beach. Take an empty plastic bottle with you so that they can check that what they have collected will fit in.

Discuss the importance of also looking after our beach and what we can do to help protect our waters and sea creatures.



Odd Objects

1. Show your child the bag. **'This is Baby Bear's bag. Baby Bear has some objects in his bag.'**
2. Allow your child to pick out an object from the bag. **'What is this?'** Model saying the word, emphasising the initial sound, e.g. **'It is a b, b, b, bowl. Can you say that?'** Encourage your child to join in.
3. Repeat until each of the pictures from one set have been named.
4. Hold up each picture or object from the set and say their names together. Remember to emphasise the initial sound, e.g. **'bowl, belt, bat, ball'**.
5. **'What do you notice about the beginning of each word? Each word begins with the same sound. They all begin with 'b'.'**

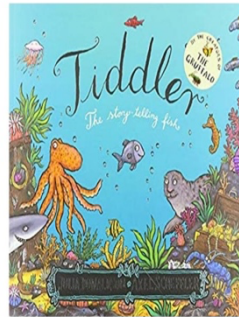
[Refer to lesson Plan and resources in the attached resources file](#)

Tiddler

If you have access to the book Tiddler by Julia Donaldson, excellent. Read it to your child. If not, follow the link below. (Even if you have the book your child still would enjoy watching the story below too.

<https://www.youtube.com/watch?v=FYzXRA2vofM>

Have a chat with your child about the story. Tiddler the fish regularly makes up stories about why he is late for school. Can your child make up their own story for why s/he was late one day? Can your child dream up his/her own adventure, where would they go, and what would they do? Encourage your child to draw a picture while they are talking to you. You could annotate the picture showing what they said. Send me a photo, I would love to see it!



Time

Talk to your child about time, what is it? Together have a look at the clock face and discuss the numbers and what they represent. What are the three hands for? Minute hand, hour hand and second hand. Compare to a digital clock (possibly on your phone) discuss that they do the same job. Have a clock search around the house. Where can you see things that tell the time? The oven clock, alarm clock in the bedroom, the wall clock. How many items in your house tell the time? Throughout the day keep checking the time with your child, what are you doing? Is this something you do at this time most days?



Seaside in a Bottle

From the things that you gathered from your beach walk yesterday, have ago at making a seaside in a bottle. (instructions can be found in the resource file, or follow below).

1. Using a funnel pour sand into the plastic bottle until ¼ full
2. Choose objects from your walk to make a seaside theme. Shells, pebbles, small driftwood sticks
3. Add a few drops of blue food colouring & washing up liquid to water
4. Top bottle up with the water
5. Screw lid onto the bottle. Place on its side and allow contents to settle. You should end up with your very own seaside scene!
6. Make a tag for your bottle, saying 'My seaside in a bottle', decorate and tie to the bottle.



Move It!

Do this activity with as many family members as possible, its better!

1. Show your child one of the **Goldilocks Action Cards** and discuss what Goldilocks or the Three Bears are doing in each picture.
2. Hold up the picture of Goldilocks skipping. **'What is Goldilocks doing? Can you skip like Goldilocks?'** Ask your child to demonstrate skipping like Goldilocks.
3. **'We are all going to follow_____ . They are the leader.'** Move around the space, following and copying the leader.
4. Repeat the activity for the rest of the **Action Cards**. Each time, choose a different leader.

[Refer to lesson Plan and resources in the attached resources file](#)

Tiddler

Revisit the book or re-watch the link from yesterday.

Remind your child about yesterday's picture they made. Today explain that they are going to make a poster.

Tiddler was busy dreaming up an excuse as to why he was late, and ended up getting caught in a fisherman's net and going on a real adventure. His class were worried about where he was and thought he might be lost. Can you make a 'missing' poster for Tiddler?

Ask your child to draw and colour a picture of Tiddler, discuss what we would need on a 'missing' poster, you write for your child the wording needed for their poster, sounding out the letters as you write.

Missing!

Name _____

Last known location _____

Description _____

If found, please contact _____

Making a Watch

Today we are going to make a wrist watch to reinforce knowledge learnt from yesterday. Using a strip of paper cut it to the size of your child's wrist. Next cut out a circle and together write the numbers 1-12 around the edge. If you have a split pin attach two hands to the middle of the clock face so that the hands can move freely around. Next stick the clock face to the wrist band, attaching it this way means the split pin won't scratch your child's wrist. If you don't have a split pin you can draw the hands on with a pencil and throughout the day rub them off and redraw them dependent on the time. Whilst teaching this activity and throughout the day chat about time, O'clock, hour, minutes, daily events and their routines e.g. waking up, toothbrushing, breakfast, snack, lunch, evening meal, bath, toothbrushing, story time, bed time and move or draw the hands on your child's clock face, demonstrating these times throughout the day.

**Squish the Fish | A Cosmic Kids Yoga Adventure!**

We join Jaime for a Cosmic Kids yoga adventure all about learning to have your own adventures. This kids yoga story is a great helper for kids who find it hard to say goodbye and play on their own. We go on an adventure in yoga poses and meet Squish the Fish. He helps us learn that sometimes we just need to *decide* to be brave to have fun - and it's fun to go on adventures ourselves.

Follow the link below.

<https://www.youtube.com/watch?v=LhYt cadR9nw>



