

## 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](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](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](http://www.oxfordowl.co.uk)      **User name:** Nursery@Arnside, **Password:** Nursery (case sensitive)

**Week Beginning:** Monday 22<sup>nd</sup> 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](mailto: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 style="text-align: center;"><b>Can you hear footsteps?</b></p> <p>Before the activity, make sure your child is familiar with the story of <b>Jack and the Beanstalk</b>. Have all the family involved, the more the merrier!</p> <ul style="list-style-type: none"> <li>• Show the image of the stomping giant from the <b>Footsteps Posters</b>. <b>'Can you stomp like the giant?'</b> Model this and encourage your child to stomp, either on the spot or around in a circle.</li> <li>• Place a selection on non-tuned percussion instruments in the middle.</li> <li>• <b>'Who can choose an instrument and make a stomping sound with it?'</b> Continue to show the image of the giant.</li> <li>• Go around the circle, giving each family member a turn. <b>'Which instrument makes the best stomping sound?'</b> Encourage everyone to comment and describe the sounds.</li> <li>• Repeat steps 2 to 5 with the images of Jack tiptoeing and then running. For each, ask questions, such as: <b>'Which instrument makes the best tiptoe sound? How can you make it sound like Jack is running?'</b></li> </ul> <p style="text-align: center;"><a href="#">Refer to lesson Plan and resources in the attached resources file</a></p>	<p style="text-align: center;"><b>Practise writing your name</b></p> <p>Talk about what the name starts with (letter name &amp; 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 style="text-align: center;"><b>Number 4</b></p> <p>I hear you saying, my child knows number four! 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 four 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 4. 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> <div data-bbox="1317 730 1568 1053" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><b>Maths: All about the Number Four</b> <small>Home Learning Challenge</small></p> <div style="text-align: right; font-size: 2em; font-weight: bold; border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">4</div> <p><small>Can you see the number 4 written on this page? Can you trace over the numbers at the bottom of the page? You could try writing the number 4 on your own.</small></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><small>Lots of animals have 4 legs. Ask a grown-up to help you find some animal photos on the Internet or in some books. Which animal is your favourite? How many legs does it have? Draw a picture of your favourite four-legged animal. Can you number its legs?</small></p>  <p><small>Butterflies have 4 wings - 2 on each side. Draw or paint a picture of a butterfly. Can you use 4 different colours to decorate the wings?</small></p> <p><small>Next week, it is Little Bear's birthday! He will be 4 years old. Can you make him a birthday card or badge? Make sure you write the number 4 on your card or badge! When you go to the shops with a grown-up, see if you can see any birthday cards, badges or balloons that have numbers on them. Can you see the number 4?</small></p> </div> <div style="width: 45%;"> <p><small>Hidden around the page are pictures of 4 clovers. Can you find and colour them? Most clovers have 3 leaves, but some are extra special, lucky clovers have four leaves. Can you find the lucky four-leafed clover?</small></p> <p><small>Squares and rectangles are shapes that have 4 straight sides. Can you draw a picture of a robot using 4 squares and 4 rectangles? You could draw squares for the head, body and eyes, and rectangles for the arms and legs.</small></p> </div> </div> <div style="text-align: center; margin-top: 10px;">      </div> </div>	<p style="text-align: center;"><b>Share a book</b></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> <div data-bbox="1848 502 1982 678" style="text-align: center; margin: 20px auto;">  </div>

### In the bag activity

Before the activity, make sure your child is familiar with the story of **Jack and the Beanstalk**.

- Explain that Jack and his mum came to visit and they left lots of their things behind. **'What can you see?'** Make sure every item has been identified and that your child has clearly heard the name of each.
- **'Jack told me he only likes things that start with 'j' – 'j, j, j for J, J, J, Jack' and Mum only likes things that start with 'm' – 'm m m m for M M M M Mum.'**
- **'Can you help me pack Jack's bag and mum's bag?'**
- Pick up an object, such as a mug and say **'m m m m mug for M M M M Mum'** and put it in Mum's bag.
- Take turns choosing an item or picture and putting it in the right bag. Encourage your child to mimic you, e.g. **'j, j, j, jam for J, J, J, Jack.'**
- Repeat until all the items are in the right bags.

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

### Jolly Phonics Songs

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!

**s**  
<https://www.youtube.com/watch?v=RrIC8M38DNE>

**a**  
[https://www.youtube.com/watch?v=wdG4\\_FB0A0A](https://www.youtube.com/watch?v=wdG4_FB0A0A)

**t**  
<https://www.youtube.com/watch?v=7r2pT-8cOA0>

**i**  
<https://www.youtube.com/watch?v=RUODVQZfUK0>

**p**  
<https://www.youtube.com/watch?v=eTEmtADqMFg>

**n**  
<https://www.youtube.com/watch?v=ShOLkFMTU4s>

### How many coloured objects can you find?

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, white**)

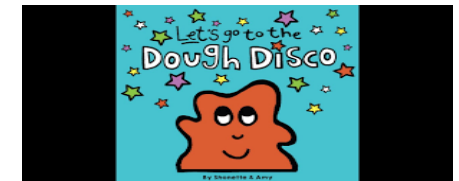
Today we are going to find a certain number of coloured objects and put them in the correct pot. Using large empty drinks bottles cut off the tops. Either colour or stick coloured bands around the top and write a number 1-10 or if you prefer 1-20. Your child has to find that amount of that coloured objects from around the house and post them into the correct coloured pot or use the coloured counters from your pack.



### Dough Disco

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 doing dough disco, I would love to see their attempts!

<https://www.youtube.com/watch?v=KSB08N4ctJg&list=PLtw-7Jf06an0-84tDAgicwfYUqBD9Qfkm>



**Gifts for everyone**

- **'I went to visit Jack and his mum and they gave me some presents to share with you. They are all quite noisy! Shall we find out what they are?'**
- Retrieve an object from the bag/box (e.g. packet of crisps). Show your child and demonstrate the sound the item makes. **'These crisps make a good sound. I think it sounds crackly. What do you think?'**
- Pass the object and give your child a chance to explore the sound it makes. **'Can you think of any other words to describe the sound?'** If necessary, prompt with key sound words.
- **'I like the word 'crunchy' best. I got some crunchy crisps'**. Encourage your child to join in with the end of the sentence, repeating as necessary.
- Repeat steps 3 – 5, giving your child a chance to choose a 'gift'.
- When every gift has been looked at, ask your child to say what they are using the sound word. Model again by saying, **'I got some crunchy crisps'**

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

**Commotion in the Ocean**

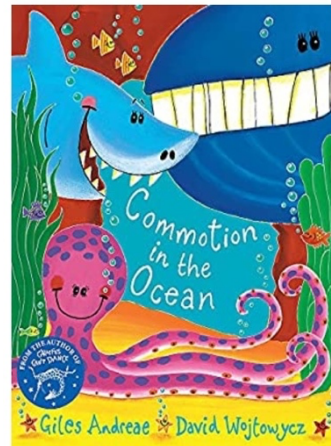
Together read through the story Commotion in the ocean by Gile Andreae If you haven't got the book follow the link below:

<https://www.youtube.com/watch?v=9pRhgZ8Jffs>

Throughout the story, new sea creatures are introduced using short rhyming poems. Discuss what rhyming means. Can we think of our own rhyming words?

- Cat – mat
- Rat – sat
- Ring – sing
- King – ring
- Etc.....

Using the phonics Play website (listed above Play the 'Cake Bake" game in Phase 1.



**Find 5 Pyramids 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 & semi-circle and hexagon.

Explain that the shapes that we have been looking at so far are 2D shapes, explain that this means they are flat!

Now we are going to look at 3D shapes. Over previous weeks we learnt the 3D shape Cube and sphere, this week we are learning about the Pyramid.

Watch the link below, a short programme about 3D shapes.

<https://www.youtube.com/watch?v=awdthrGmZ4U>

Explain that we are going to learn about the pyramids. Can your child find 5 pyramid shapes around the home or build a pyramid using things around the home?



Watch the link below:

<https://www.youtube.com/watch?v=i15D2iDmDyA>



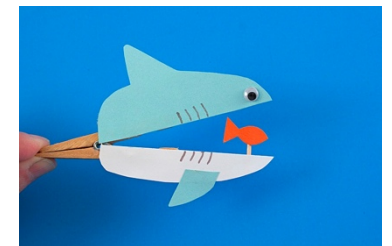
**Baby Shark**

Explain today that we are going to make our very own shark.

Start by having a sing-a-long to baby shark, follow the link below:

<https://www.youtube.com/watch?v=j8z7UjET1s>

Together draw and then cut out a shark shape. Cut the shark in half across the middle. Stick on fins, eyes etc. Stick the top half of the shark to the top side of a peg and the bottom half to the bottom side of a peg. On a stick, stick on a cut out fish and stick that to the far side of the bottom of the peg so when your child opens the peg it shows the fish. Fantastic activity to increase your child's muscles used for pencil control.



**Magic Bean Shakers**

- 'We are going to make some magic bean shakers today. Here is one I made earlier.' Show your child your pre-made shaker and allow him/her to shake it.
- Support your child to create their own simple shakers out of junk-modelling materials and beans. 'What kind of sound do you think this is going to make?'
- Once the shaker is ready, encourage your child to play it. 'I can make this shaker louder by making bigger movements with it. I can make it quieter by... If I tap it, it makes this sound...'
- 'What sound does it make? Can you change the sound? Can you make the sound quieter? Can you make the sound louder?'

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

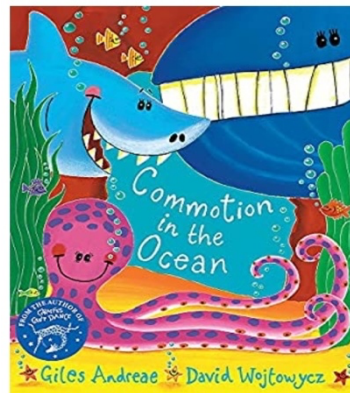
**Commotion in the Ocean**

To hear the story read again by someone different follow the link below:

<https://www.youtube.com/watch?v=nAsWp7RQqr8>

There are many different types of sea creature in the story. Which of the sea creatures is your favorite, and why?

Research their favourite creature on the internet, what are their key facts? Ask your child to draw a picture of their favourite creature and tell you why. Please will you annotate their picture with what they say and send me a picture of their work.

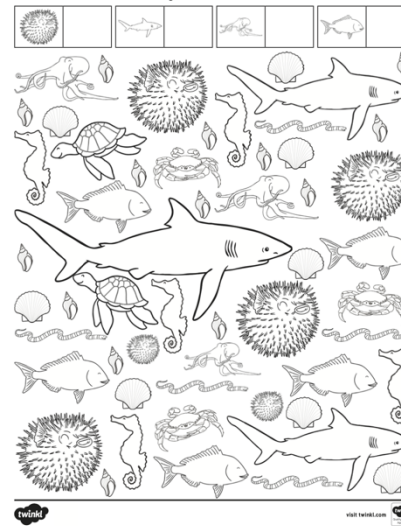


**Find, colour & Count**

Using the worksheet in the resource pack allow your child to colour in the the under the sea creatures, when they have coloured them in look at the key above and count the number of creatures asked for. Encourage your child to independently write the number in the empty box next to it. Explain it is easier to count by marking the ones you have counted, this could be done by drawing a large cross over the top.

**Find, Colour and Count**

Search for the sea creatures, then colour and count them!  
Put your totals in boxes below.



**Hermit Crab! Hermit Crab! Where are you?**

**A good family game, the more the merrier!**

For this game, make a set of cards about 3" X 3" all with a seashell on it.

Make a hermit crab body that will fit under the cards without being seen.

Using a dry erase marker, program the cards our letters **S,A,T,I,P,N**

Place the hermit crab under one of the cards without the children seeing.

Say, "Hermit Crab! Hermit Crab! Where are you?"

Take turns to take a turn guessing (they choose a shell and before lifting it up, they say the letters name, sound & action. If they don't know what it is they miss a turn.

If correct your child lifts up the card.

Is the hermit crab there? If yes, "Hooray! You found it!" If no, "Not here today!"

Place the card back on the floor. For every Hermit crab found you get a counter.

Repeat until everyone has had a turn.

Friday

### Fee, Fi, Fo, Fum!

- 'Do you know what the giant likes to say lots and lots in the story? Fee, fi, fo, fum! Can you say it too?' Emphasise the /f/ sound at the beginning of each word. 'Can you hear the first sound?'
- 'The giant likes to fill his castle with things that start with 'f'. I wonder if I have anything he would like for his castle in my bag?'
- Ask your child to take something out of the bag and show you. 'What is it?' Model stretching out the initial sound and ask your child to copy, e.g. "ffffflower. Fee, fi, fo, flower.' Ask your child to join in the chant.
- Ask your child to place the item by the Fee, Fi, Fo, Fum Giant Picture if it starts with 'f'. If it doesn't, place the object to the side.
- Repeat steps 4 and 5 until all the objects are sorted.
- 'Let's check that everything here starts with the same sound – fffff.' Hold up each object and say the chant, e.g. 'Fee, fi, fo, fox!'

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

### Commotion in the Ocean

Follow the link for another reader reading Commotion in the Ocean: <https://www.youtube.com/watch?v=JZMKFVx00Ak>

Discuss your child's favourite creature from yesterday. See if you can invent their own sea creature and then draw a picture of it. What features would it have? Would it have any special skills? Is it a mixture of lots of different sea creatures and why?

Can your child draw a picture of it? Please annotate what your child says and send in a picture.

Finish by having a great sing along of baby shark, follow the link below:

<https://www.youtube.com/watch?v=XqZsoesa55w>

### Under the sea subtraction PowerPoint

In the resource pack is an under the sea PowerPoint. The instructions are on the first slide of how to work your way through the game with your child.



If you are unable to access a computer please do some simple subtraction using toys or the counters from your pack, numbers up to 5 and then onto 10. It helps if you write on a large piece of paper or card the subtraction sentence and they put the objects in the spaces, for example:



### Saturday Morning Yoga / Under the sea

Saturday Morning Yoga will take you under the sea! Meet Squish the Fish, join Jaime in Deep Sea Brain Breaker and try your yoga skills during Super Yoga. Namaste!

Follow the link below.

<https://www.youtube.com/watch?v=gC83oFEeVZA>

