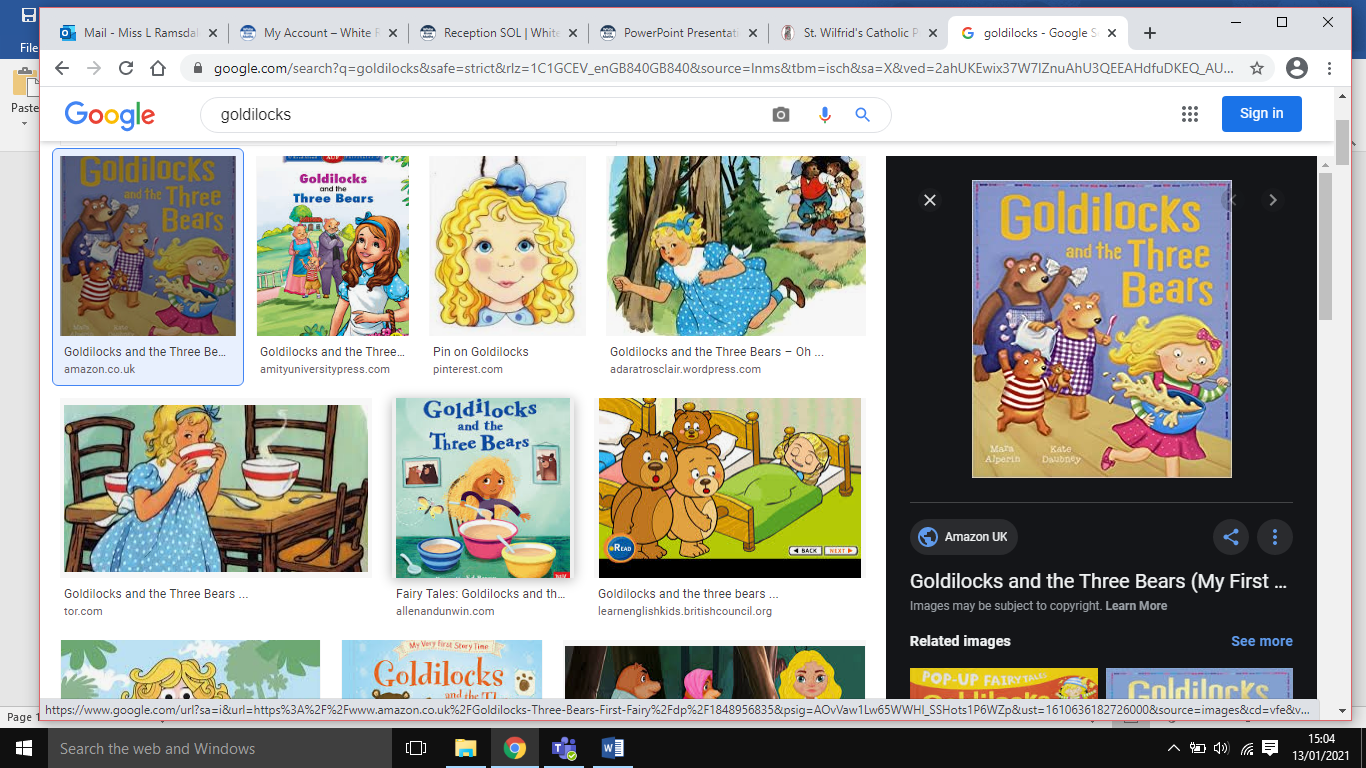
**Home Learning**

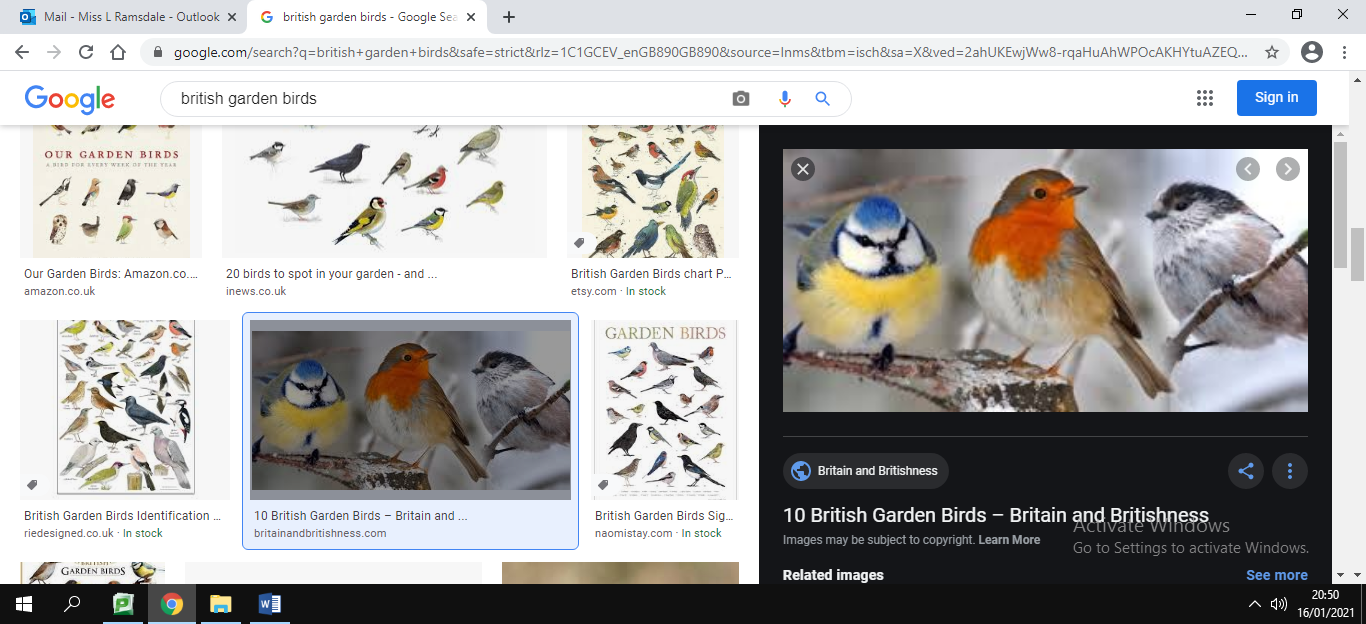
**St Wilfrids’ Catholic Primary School**

**Nursery**

**Spring 1, Week 3**

**WB 18/01/2021**





Miss Ramsdale and Miss Maclean

**Home Learning Plan**

Please note Suggested Timetable for the week:

|  |  |  |  |
| --- | --- | --- | --- |
|  | AM | AM (15mins) | PM |
| Monday\* | Maths activity | Phonics | Communication activity |
| Tuesday\* | Maths activity | Phonics | Communication  activity |
| Wednesday\* | Maths activity | Phonics | Wellbeing  RE  activity |
| Thursday\* | Maths activity | Phonics | Communication  Activity |
| Friday\* | Maths activity | Phonics | Communication  Activity |

**Overview- Below are summaries of what we will be covering this week, in the different areas of learning. At Nursery, these are ideas and themes which we would cover, either at adult led group times or through the children’s play within our continuous provision.**

**Literacy/ Communication & Language**

This week, we will be focusing on the Traditional Tale, ‘Goldilocks and The Three Birds’. This week, we will be supporting children in recalling and describing the events from the story. We will be thinking about the order and sequence of the story. During the week, we would also ask the children to draw a picture of an event from the story, e.g. Goldilocks asleep in Baby Bears bed. Children may want to have a go at writing their name and labelling the picture. (Your support would differentiate depending on your child’s age/level of development).

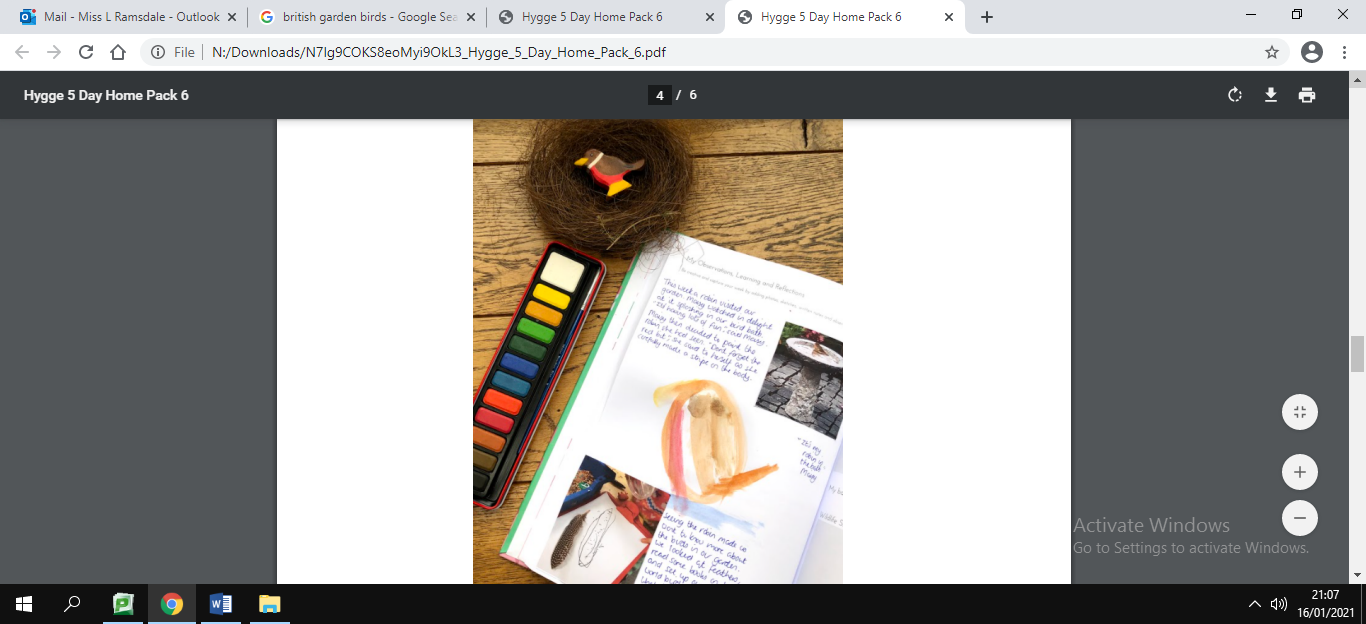
**Maths-** This week, Nursery’s Maths has a shape, space and measure focus. We will be exploring weight and capacity. To explore capacity, the children will be engaging in pouring and filling activities. To support this practical experience, they will need a substance they can pour, such as, water, porridge oats, lentils or cereal. When focusing on weight, children will need a variety of everyday items of different weight which they can explore.

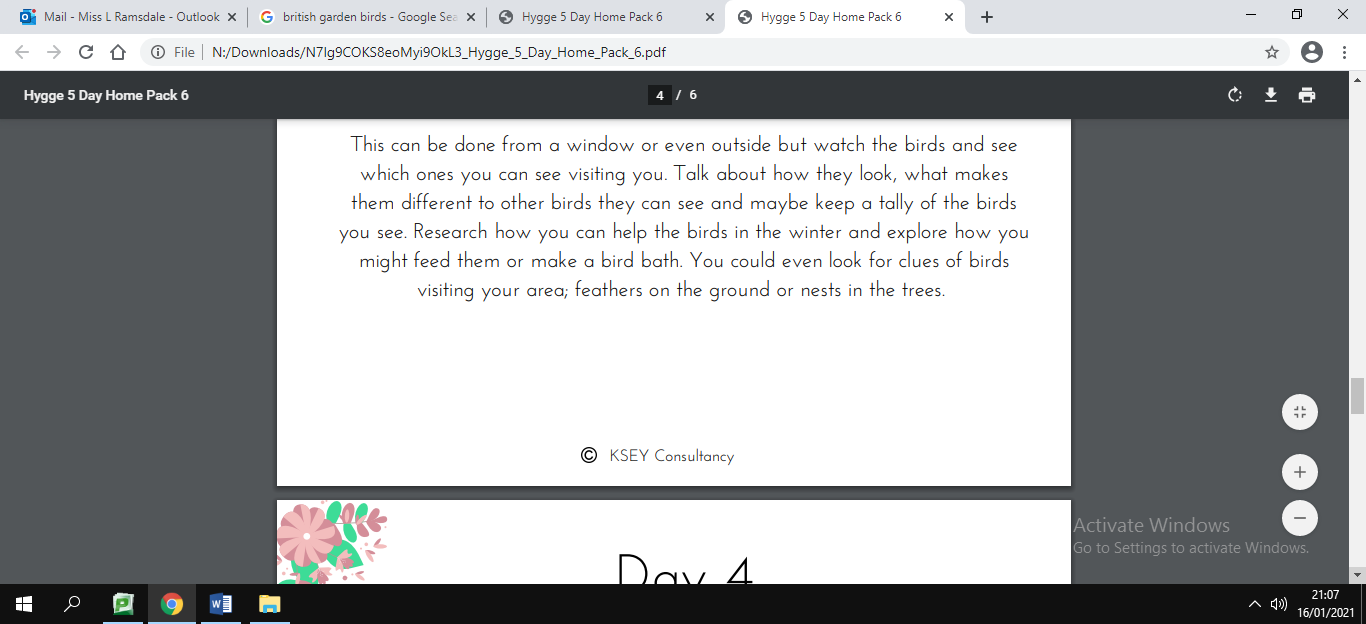
**Phonics-**Children are tuning into the sounds around them. To support access online phonics games. ([www.Phonicsplay.co.uk](http://www.Phonicsplay.co.uk)) ([www.phonicsbloom.com](http://www.phonicsbloom.com))

Phonics 30 min lesson each day select Phase 1 or 2 games

Phonics play Username: march20 Password: home

**RE: Celebrations-**Talk to children about celebrations they have been to at church, weddings, Baptisms, Christmas. Look at family pictures of church celebrations. Talk about features of the church celebration.

**Understanding the World-** WINTER- This half term, we will be finding out ‘What is Winter’. This week, we will be focusing on winter garden birds.



**EAD-**Use creative resources which you have available at home to represent the birds which you see. Please do send us pictures of your art pieces over on Seesaw.

**PSHE/Wellbeing –** Linked to the children’s learning of winter birds, listen to the story Robin’s Winter Song. Throughout talk about the different emotions the bird feels, from nervous to happy. <https://www.youtube.com/watch?v=wFyGNmi0gF4>

Also see Cosmic kids Yogaand Winter Yoga

[**https://www.youtube.com/watch?v=QM8NjfCfOg0**](https://www.youtube.com/watch?v=QM8NjfCfOg0)

|  |  |  |
| --- | --- | --- |
| In this table, there are suggested adult led activities that you could complete with your child at home. At Nursery, we would be doing these activities during carpet and group times. We would carry out the activity for around 20 minutes. We would then follow on the activity within children’s free play. | | |
|  | C&L | Maths |
| Mon | This week we will be focusing on the story Goldilocks and The Three Bears, read the story with children. Video of the story available on YouTube <https://www.youtube.com/watch?v=T84dax2MDPg> Throughout talk together about what is happening. Ask children to predict what do they think will happen next. | Show children 3 different sized bowls, just like the bear’s bowls from this week’s story. Support children in exploring capacity using the different sized bowls. Explore pouring and filling using whatever is available (water, porridge oats, lentils, cereal). Ask children to make the bowls “full”, “half full” and “empty”. |
| Tues | Talk to children about the parts in the story when Goldilocks describes the furniture, one chair being too hard and another too soft. Explain that they are made of different materials and feel different. Have a selection of materials for the children to explore, e.g. wood, metal, fabric. Ask children to explore and describe what they feel like. Adult introduce WOW vocabulary to extend the children’s use of descriptive language. | Provide a selection of containers of different shapes and sizes and ask the children to investigate which holds the most. They may do this by pouring directly from one container to another. Support children in filling the containers with any available loose parts (beads, cubes or corks). Throughout support the use of capacity language. |
| Wed | Wellbeing-  Listen to the story Robin’s Winter song  <https://www.youtube.com/watch?v=wFyGNmi0gF4>  Throughout pause the video to talk about the Robin’s feelings, have the children ever felt those emotions before. Give your own examples to support. | Talk about the bears in the story, what makes them different? They are different sizes. Support children in describing the bear’s size. Explain that today they are going to sort objects by their size. Using everyday items, sort objects by size- small, medium, large. |
| Thur | Learn the Goldilocks and the Three Bears action song, <https://learnenglishkids.britishcouncil.org/short-stories/goldilocks-and-the-three-bears> .  Encourage children to think of their own actions.  Can they perform the song. | Bring in a heavy box or bag to show children. Show the children that it is difficult to lift and carry because it is really heavy. Ask the children to discuss what could be inside the box/bag. Explain that the children are going to become a balance scale to decide which items are heavier than others are. Ask children to hold a bag in each hand and place items inside to feel which has the stronger downward pull. |
| Fri | Reread or rewatch the story Can we help Goldilocks to write a letter to the bears, apologising to them and inviting them to a porridge party?  Ask children to recall from the story to help them decide what to include in the letter. Ask, what did Goldilocks do? What is she sorry for?  Adult writes a letter using the children’s ideas. Modelling how to write and talking about what you are writing. If you have porridge at home perhaps make and enjoy a bowl of porridge together. | Give the children an item, for example, an apple. Challenge them to find things, which feel heavier and lighter than the apple and sort them into sets- heavy and light.  Extend by asking, are all the heavier things larger than the apple?  Can they find anything which is larger than the apple but lighter? |

I am sure you will have plenty here to work on for now!

If you need further advice or support, please contact via email at: [laura.ramsdale@ashtonsaintwilfrids.wigan.sch.uk](mailto:laura.ramsdale@ashtonsaintwilfrids.wigan.sch.uk)

Additional resources and home learning support will be sent via Seesaw.