



# Home Learning Learning Projects

## NURSERY | WEEK 3 | VIEWPOINTS

Community	Family
<ul style="list-style-type: none"> <li>✓ Put your happy face drawing in the window and ask an adult to label it 'Happy Monday'/day of the week that it is.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Read, read, read together.</li> <li>✓ How many characters can you name from different stories and rhymes?</li> <li>✓ Sing Nursery Rhymes together: If You're Happy and You Know It.</li> </ul>
Communication and Language	Personal, Social and Emotional Development
<ul style="list-style-type: none"> <li>✓ Children should <u>understand</u> and answer questions with: WHO, WHAT, WHERE.</li> <li>▪ Encourage children to <u>ask</u> questions with: WHO, WHAT, WHERE.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Talk about what happens to your body when you are: happy, sad, angry.</li> <li>✓ Develop emotional intelligence. Adults ask your children: How do you feel when...?</li> </ul> <div data-bbox="852 1014 1439 1442"> </div>

## Activities - using multi skills

- ✓ Draw faces with water and big paint brush (adult paint brush) on the wall or fence, then watch it disappear. (Gross motor movements for Physical Development)



- ✓ Draw a face every day to put on the window. Make it a little different everyday so people walking by can see something different. You could add ears, hair, hair bands, bowtie, necklace, etc... (Fine motor skills of pencil/paintbrush control; creativity)



- ✓ Make binoculars with a kitchen roll cut in half then stuck together. Decorate them and you can even add string. (Physical fine motor skills, personal skills of perseverance; listening and following.)



Take your binoculars around your home and garden and explore what things you can see. Can you see signs of Spring? (Understanding of the world; language and communication)

- ✓ Collect some twigs, grass, stones, wild flowers. Make a picture using them. It could be yourself or something you can see. (Understanding of the world; Expressive arts and design)



- ✓ Do jigsaw puzzles of 10 to 20 pieces.  
We have been working on looking for pieces that will go together, colours that match; parts of faces; parts of the same animal.  
(Problem solving and perseverance)



## Mathematical Development

Counting: point at one object at a time, saying the next number name. The last number said is the quantity, "1,2,3,4. *There are 4.*"

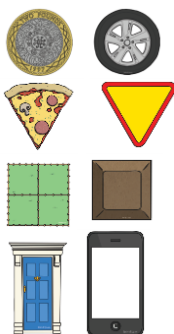
- ✓ **Lego tower race game.** Begin with two Lego people, take turns to roll a dice and add that many bricks under your person. Who has the tallest tower? Who has the most bricks?

Remember:

- careful one to one counting of the dice dots;
- say how many there are;
- count out Lego and stop at the same number as the dice;
- count and check (most children were not accurate in doing this) before adding to the tower.



- ✓ Use your binoculars for a shape hunt. Look for things that are circle, triangle, square and rectangle shaped around your home and outside.



## Phonics (for reading and writing)

### RHYME

Breaking down words into two parts and hearing the end of two words are the same: hat, chat.

- ✓ Listing to books with rhyming words. There are lots around, including Julia Donaldson's ones, like the Gruffalo.
- ✓ Rhyming strings. Stay a 'string' of words that rhyme, e.g. cap, nap, lap, clap, rap, pap, hap. It doesn't really matter if they are made up words. Encourage your child to add their rhyming words, if not, hearing lots of words that rhyme will help to understand how it works.
- ✓ Odd one out. There are four words, three rhyme, which one does not. See download attachment - you don't need to print this one, just use it from the screen.
- ✓ Rhyming pairs. Match the cards with the rhyming words by saying them and listening. Some children may find this difficult and will need more of the above activities first. See download attachment.



# Home Learning

## A Note from Mrs Barron

I hope you are all well and spending some quality time with your children.

Here is some information regarding learning at this age to aide your home teaching and learning.

In Nursery, our main focus in the Early Years Curriculum is the Prime Areas of Learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

### **Personal, Social and Emotional Development**

#### Self-confidence and self-awareness

Try new activities. Try and have a go at things. Keep trying and persevere to complete something.

#### Managing feelings and Behaviour

Be aware of their own feelings. Be aware that some actions and words can hurt others' feelings. Accept the needs of others. Share and take turns. Tolerate delays when needs are not immediately met.

#### Relationships

Play with others. Listen to others' ideas and use them within their play.

### **Communication and Language**

#### Develop listening and attention skills.

#### Understanding of language

Position words – under, on top, behind.

Follow simple instructions.

Respond to questions – who, what, where, why, how.

#### Speaking

Retell a simple past event in correct order

Ask questions for why things happen and give explanations. Use question words: *who, what, when, how*.

Use a range of tenses: past, present and future.

Use a range of words and build vocabulary.

### **Physical Development**

#### Gross motor – big movements

Children should move in a variety of ways, slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.

Use stairs and climbing equipment.

Run skilfully and negotiate space.

Make big movements with whole arms and draw big lines and circles.

#### Fine motor – smaller finger movements

Use clothes pegs, tweezers and other tools to squeeze. Use scissors to make snips.

Use fingers to draw in trays of sand, flour, lentils, etc.

Use spoons and scoops with a tray of uncooked rice, pasta or lentils, with bottles, bowls, etc.

Hold a pencil with two fingers and thumb and develop good control.

The other Specific Areas of Learning:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

## **Literacy**

### Reading

Show an awareness of rhyme and alliteration.

Listen to stories and describe the setting, characters and events within them.

Recognise their own name and some common signs and advertising logos.

Read books (lots of books, it is proven to have the greatest impact on children's learning and development for their entire educational life).

### Writing

Make marks (anywhere, but walls and furniture) and give meaning to them, saying what they are. This includes drawings and play writing.

### Name writing:

If you did not get your child's name card, remember we only use a capital letters at the beginning not for all letters of their name.

Lower case letters are usually formed as one line with many changes in direction (which is why we work on the pre writing strokes first, as when they can do these successfully, they are better able to control a writing tool to draw a continuous line that changes directions and also curved and straight in different parts). f, i, j & t are the only letters which have two separate line/ marks

Try to teach them the correct formation, so they don't continually form it incorrectly and then have to 'un-learn' it. I find saying the letter formation in a rhythmic way is helpful for children, e.g. a - round, up and down. They do not need to learn how to write all the letters, as they will learn them in the cursive formation in Reception.

Focus on drawing pictures to gain good control and manipulation of a pencil.

## **Phonics**

In Nursery we teach and practise Phase 1 phonics. Learning letters and their sounds is Phase 2, which is taught in Reception. Phase 1 focuses on developing children's speaking, listening and awareness of sound. Developing these skills creates foundations for when children begin to learn their letters and sounds in later phases. During this phase, your child will develop their auditory awareness and begin to distinguish between different sounds within their environment and within words. They will practise these skills and develop an awareness of rhyme and alliteration, then oral blending and segmenting (e.g. hearing that d-o-g makes 'dog').

If you recall back to previous parent's meeting, I explained I would not be teaching letters and their sounds. I would be working on the prerequisite skills that would enable your child to utilise the letters and sounds they learn in Reception to read and write words and sentences very quickly. I urge you to do the same at this time. There is a reason there is a Phase 1. As an experienced Reception teacher I will say that those children that have not have enough experience of Phase 1 struggle to use the letters and sounds in Phase 2.

Don't rush to teach letters, your children will only 'learn' them for recall and they will not be able to functionally use them. Focus on Phase 1 skills, as it will have a far greater impact and readiness for Phase 2 and Reception.

During the Summer Term we will work on the remaining aspects of Phase 1 phonics.

### **Mathematical Development**

Rote counting (saying number in order verbally) is only a small part of maths! Keep a look out for learning and activities for other aspects of maths.

### **Understanding for the World**

#### **Expressive Arts and Design**

Movement and dance.

Listen to and make music (with anything).

Draw pictures.

Explore colours.

Make constructions.

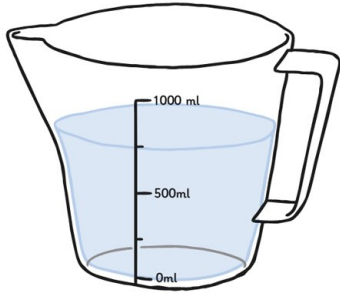
Be imaginative. Make things up for themselves for all aspects in this area.

Remember that most of the world do not start academic learning until children are older, so don't start them earlier than they need to in England (i.e. Reception), it will create gaps in learning, knowledge, understanding and skills.

Focus on the Prime areas of Personal, Social and Emotional Development; Communication and Language; and Physical Development. Playing and doing activities together with your child will develop a range of skills.

- Also make things- go through different processes and encourage them to persevere to accomplishing an end product, along with practising the physical skills and understanding of expressive arts and design.
- Teach them to get dress by themselves: talk them through what to do, if they make a mistake let them see it's not correct and try again. Let them see it go wrong, it's part of their learning.

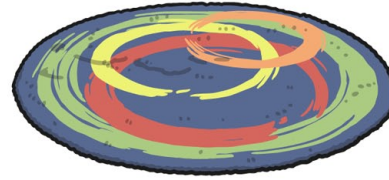
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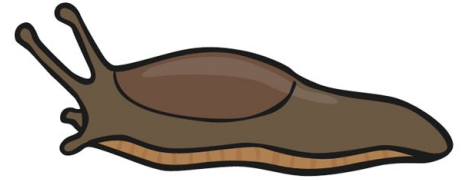
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rug



slug



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cat



rat



dog



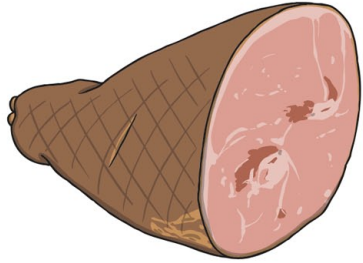
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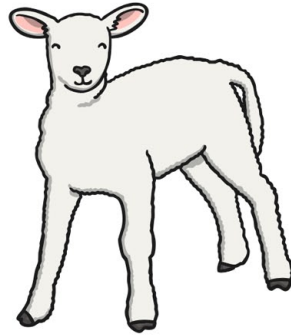
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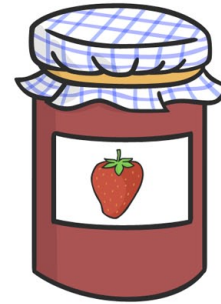
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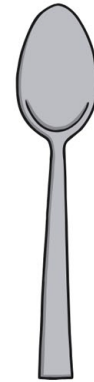
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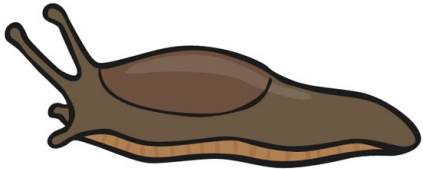


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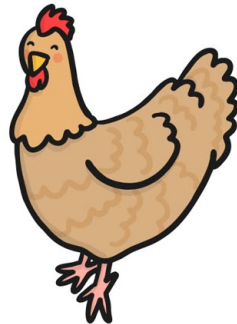


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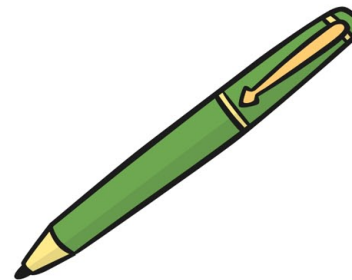
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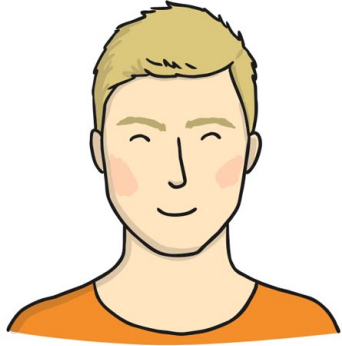
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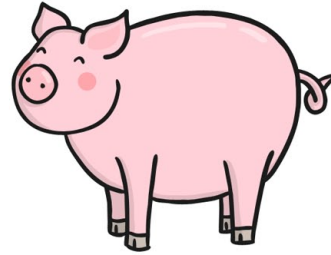
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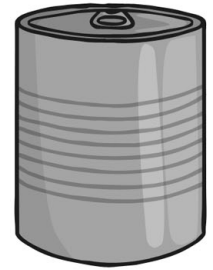
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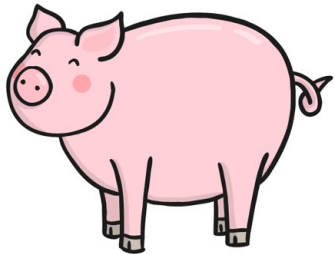


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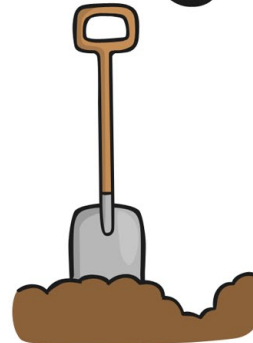
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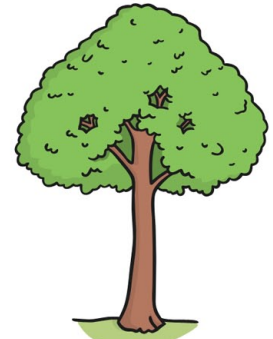
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dig



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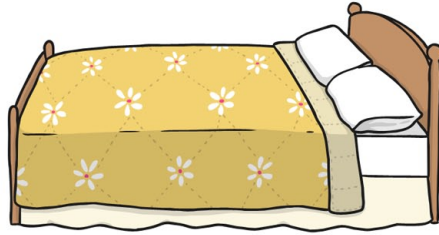


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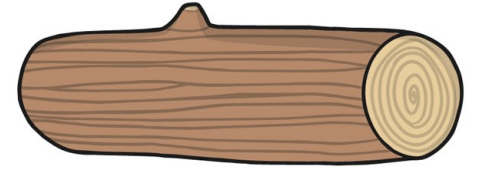
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frog



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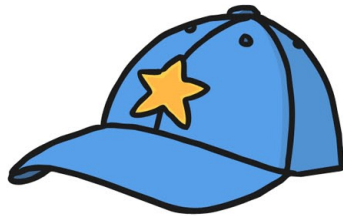


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box



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socks

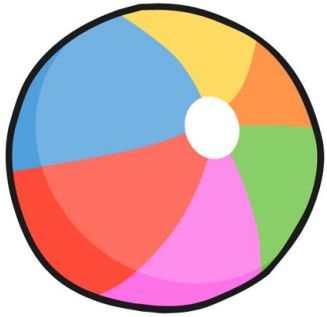


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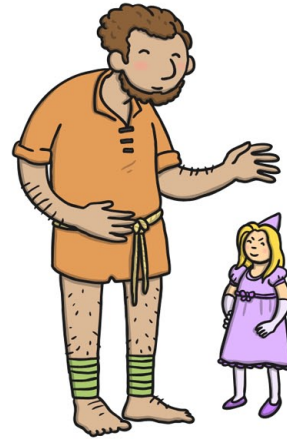
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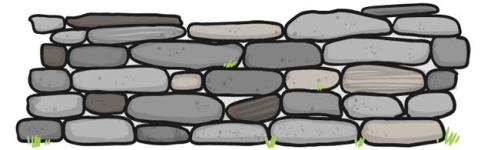
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tall

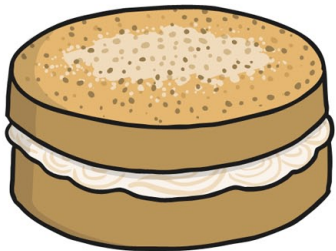


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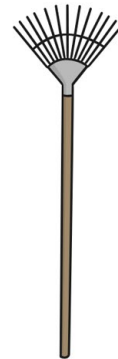
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moon



rake

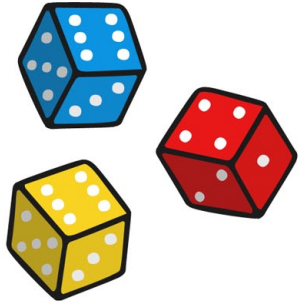


lake



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dice



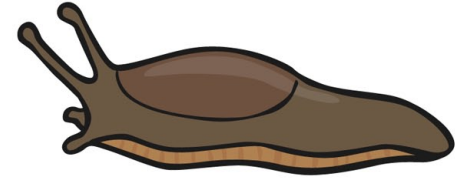
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spice

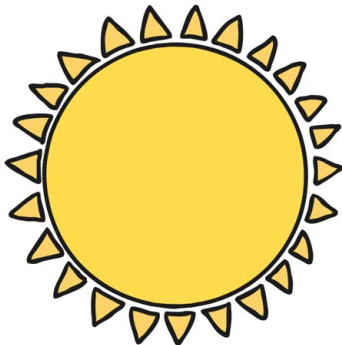


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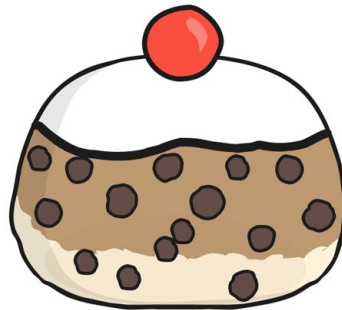


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sun



bun



snake

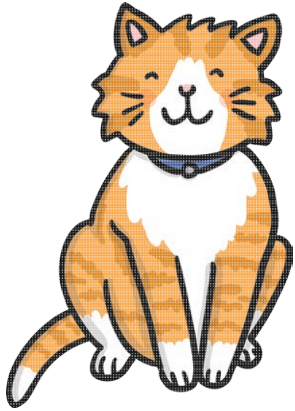


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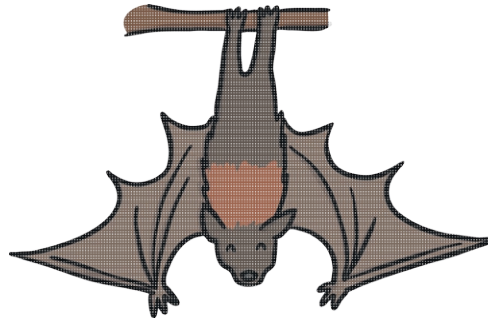
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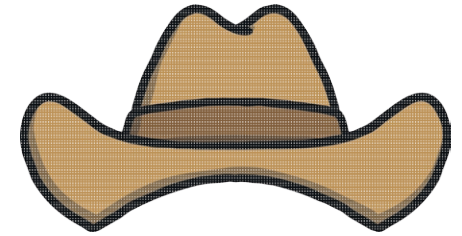
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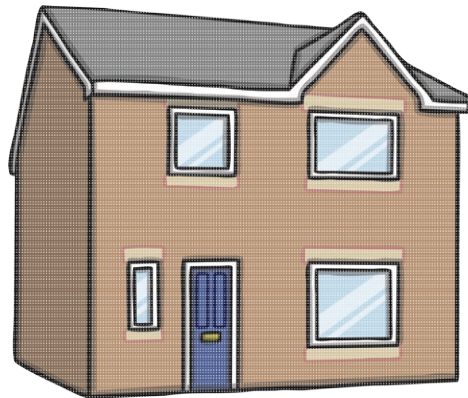
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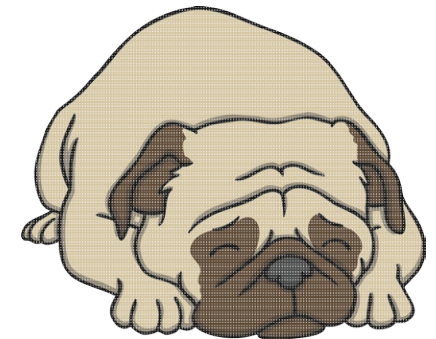
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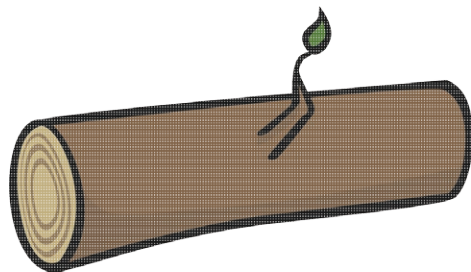
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dog

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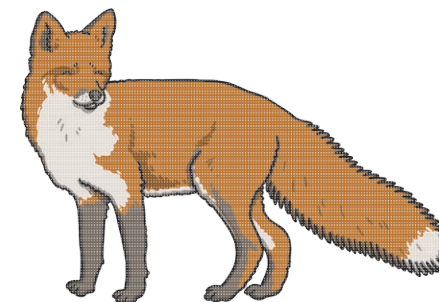
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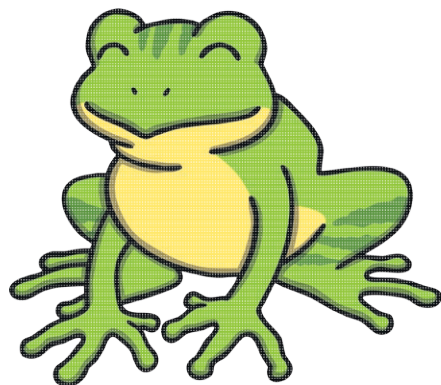
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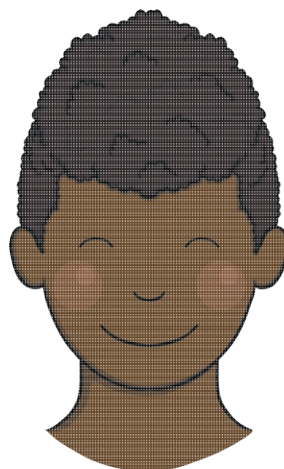
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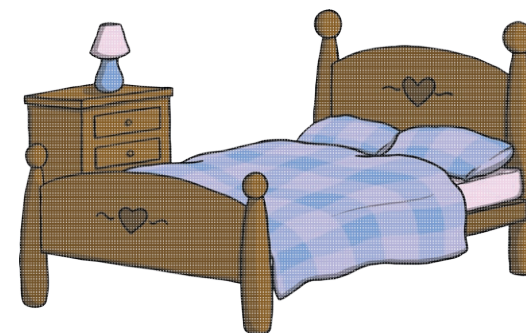
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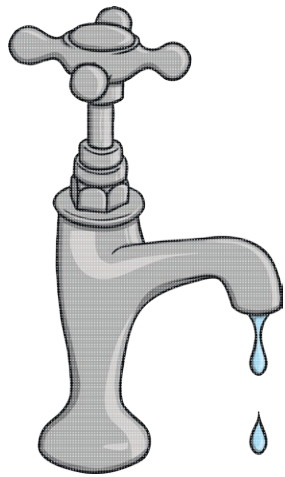
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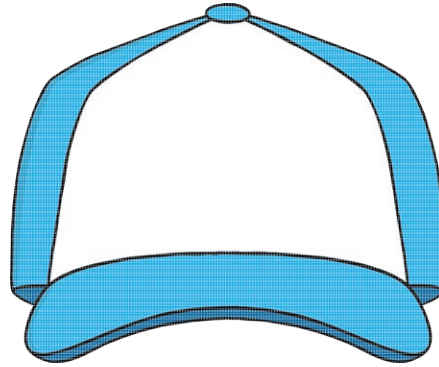
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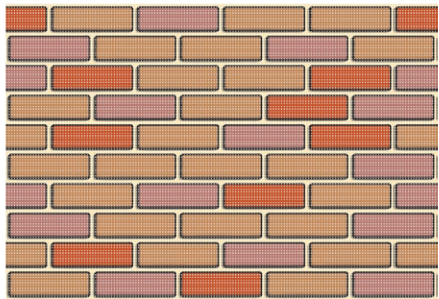
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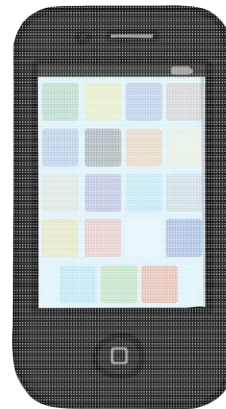
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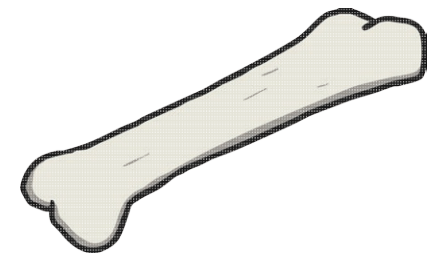
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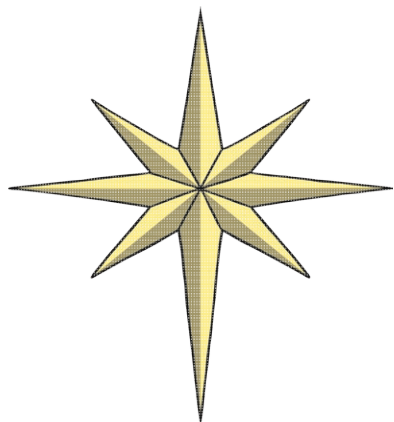
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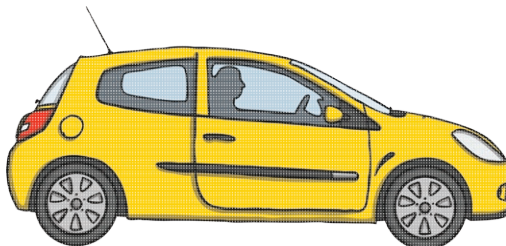
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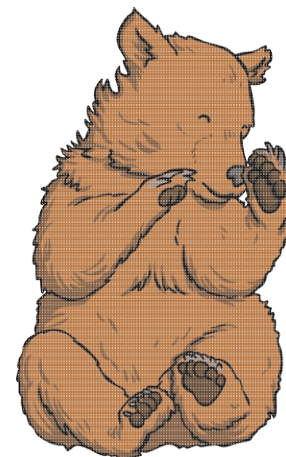
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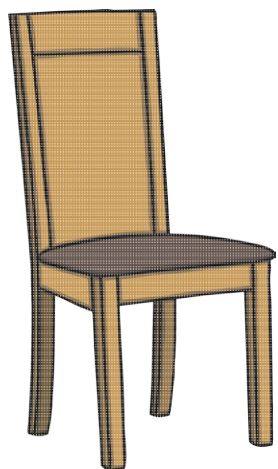
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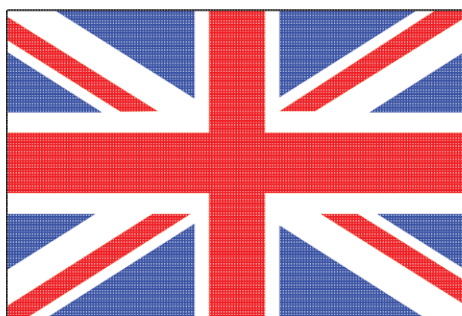
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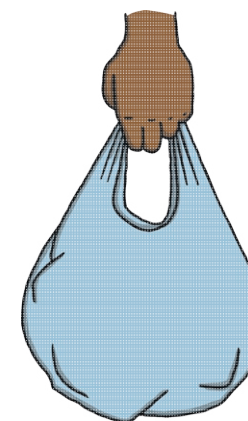
chair

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flag

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bag

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