




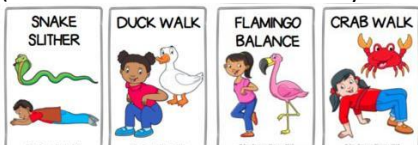
Home Learning Learning Projects

NURSERY | WEEK 4 | ANIMALS

Community	Family
<ul style="list-style-type: none"> Close your eyes, join hands and send good wishes out into the world 	<ul style="list-style-type: none"> Read , read, read together How many animals can you name? Sing Animal Nursery Rhymes together
Communication and Language	Personal, Social and Emotional Development
<ul style="list-style-type: none"> Ask your child WHEN, HOW, WHO, WHAT, WHERE questions about animals this week. Encourage children to <u>ask</u> questions with: WHEN, HOW, Who, What, Where. Talk about different kinds of animals- why do polar bears have thick fur? Why do camels have humps? What is an elephant's trunk for? 	<ul style="list-style-type: none"> Ask which animal each family member likes. Remind your child it is ok to like different animals. When playing with your child at home, we want them to listen and respond to what others say or do, and include those ideas into their play.

Activities - using multi skills

- Move and make sounds like different animals.
You could use the animal cards. Turn one over and move like it.
Can someone guess which animal you are?
See download attachment.
(Gross motor movements for Physical Development)



- Spot the similarities, spot the difference.

Look at two animals at a time. What can you see is the same? What can you see that is different? Use the words same and different. Point out: colour, pattern, number of legs, tail, ears, etc.

See download attachment.

(Understanding of the world)



- Draw an animal or two. You can use the attachment to show you how to use your hand for different animals. Use the picture and guide your child to copy and draw the animal by pointing out the shapes and positioning of the different parts of the animal. Point out parts of the body, number of legs, is there a tail or other features and where are they? Which colour is each part of the animal?

See download attachment.

(Fine motor skills of pencil/paintbrush control; creativity)



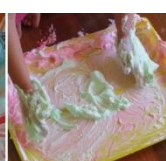
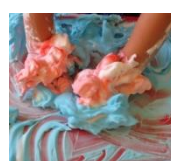
- Animal match memory game. Have two sets of animal cards and place them face down. Each player takes turns to turn over two cards (tip: turn them over in the place where they are upside down, don't move the cards' position). You can start off with a fewer number of animals. Point out to your child they need to try and remember where animals are. If you turn over an animal, you might say 'where was that other tiger? Remember where this one is'.

See download attachment.

(Memory)



- Mark making in shaving foam. Make marks with fingers, pre writing shapes, draw pictures, write the first letter or all of their name. Squirt some shaving foam on a tray and let the sensory experience begin. You could do it on a window or add some colour.



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 Duplo bowling.** Begin by making two sets of Lego Duplo 'pins', one colour for your child another colour for

Phonics

(for reading and writing)

ISOLATING THE INITIAL SOUND

Say the first sound in the word slowly (just once but as a long sound). ffffffish, lllllemon. Children do NOT need to match it to a written letter. They need to be able to hear and say the sound verbally.

- Names of people. Mmmummy begins with mmm, Ssssam begins with ssss,

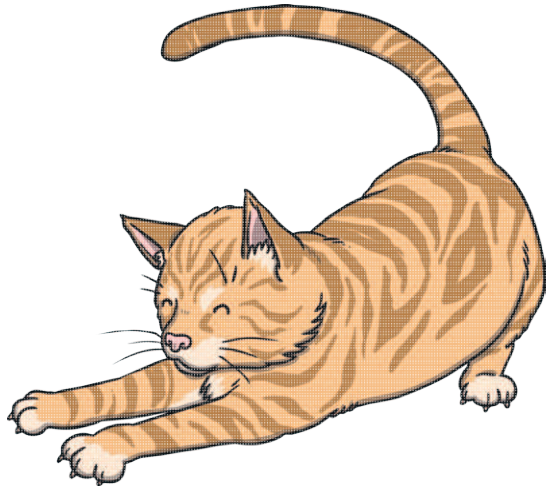
yourself, make 5 to 10 pins each by stacking about 5 blocks together.

- Then take turns to roll a ball. How many pins did you knock over? Count carefully.
- Who knocked down the more / lots? Your child will need to visually compare, so keep both sets of knocked pins down, until they have compared. You could also have a number track each and find the number knocked down by counting up: *"I knocked down 6. 1,2,3,4,5,6. This is 6."*
See download attachment.



- Understand positional language under, on top, behind. Play hide and seek: hide a toy and give clues using the words above. Draw pictures or make models using the words, describing when things need to go.

- Hear and say the first sound of words when eating: foods on their plate, toys they are playing with; characters in a book; animal names, etc.
- I spy. Have a set of objects in front of you. Select a sound. Your child will need to say each object, identify the first sound and decide if it is the same as the one you said.



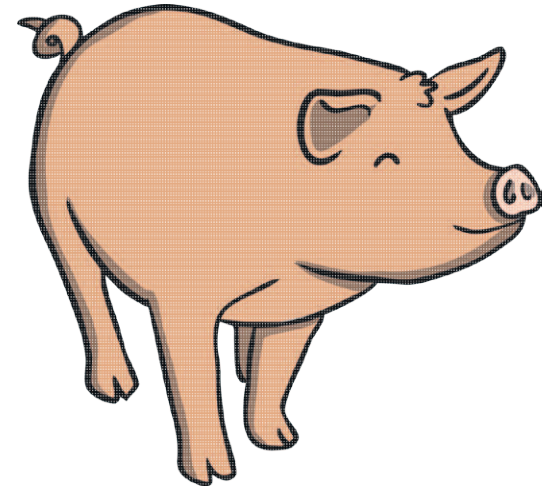
cat

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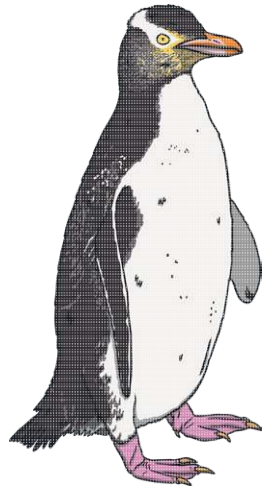
dog

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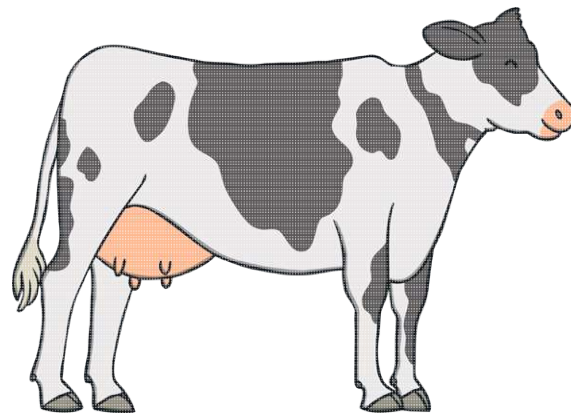
pig

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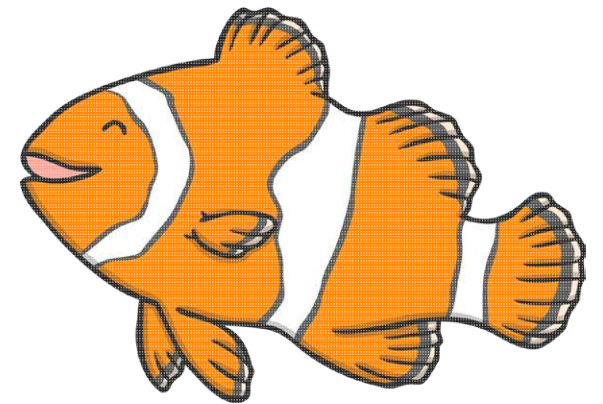
penguin

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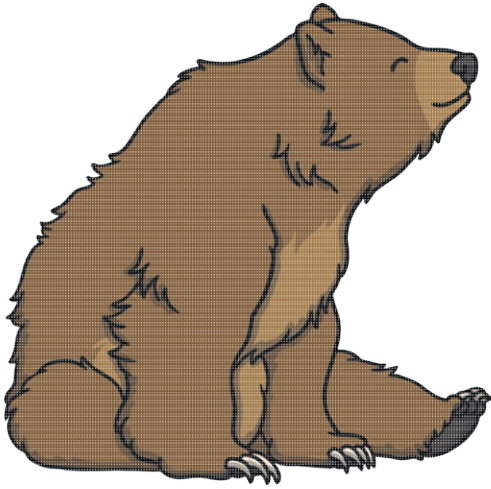
cow

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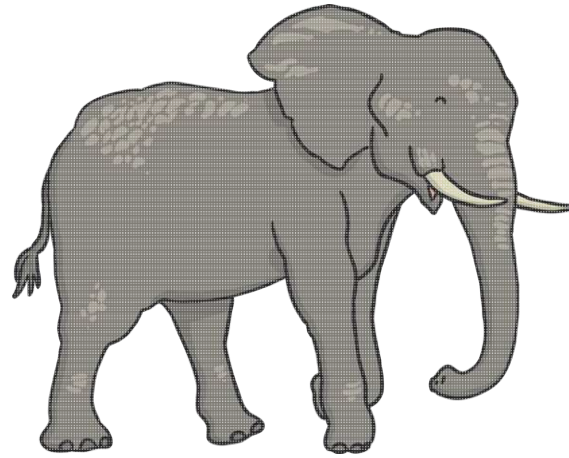
fish

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bear

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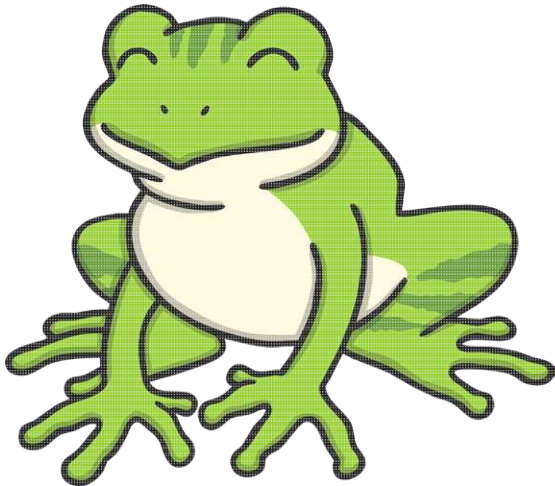
elephant

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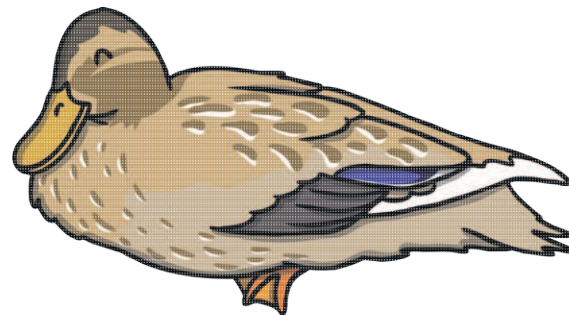
bird

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frog

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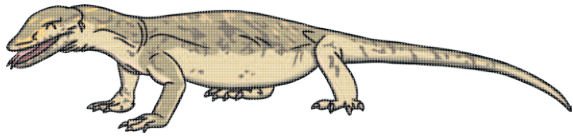
duck

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owl

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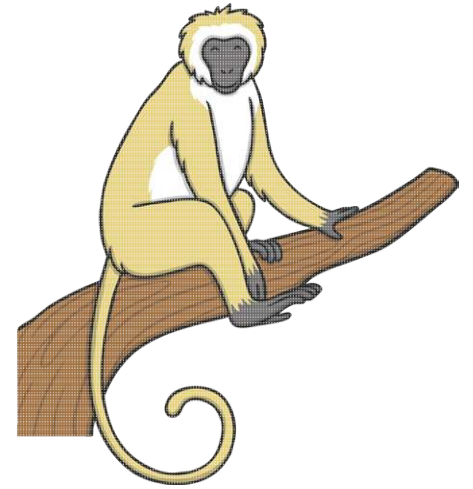
lizard

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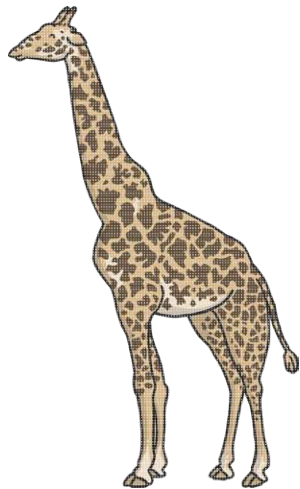
hedgehog

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monkey

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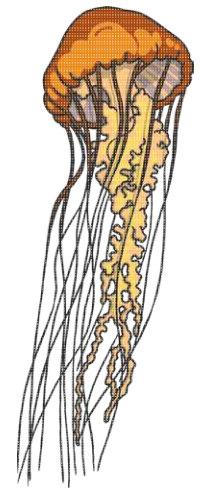
giraffe

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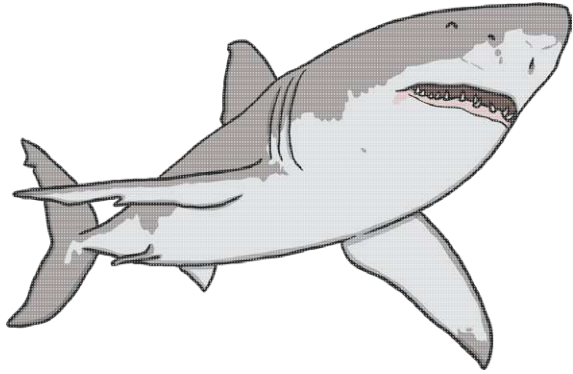
parrot

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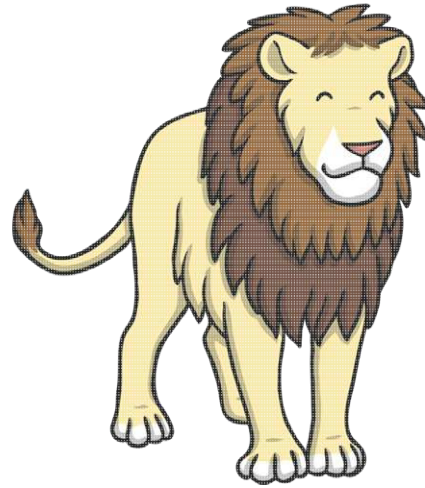
jellyfish

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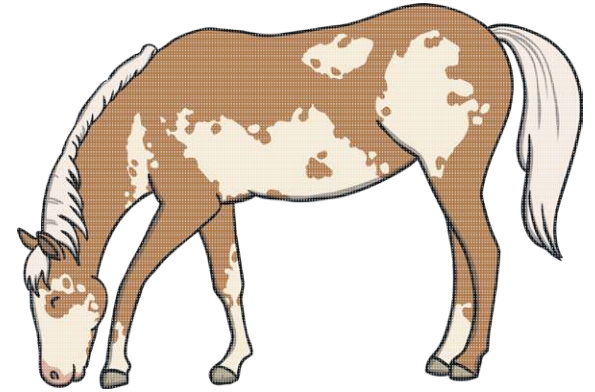
shark

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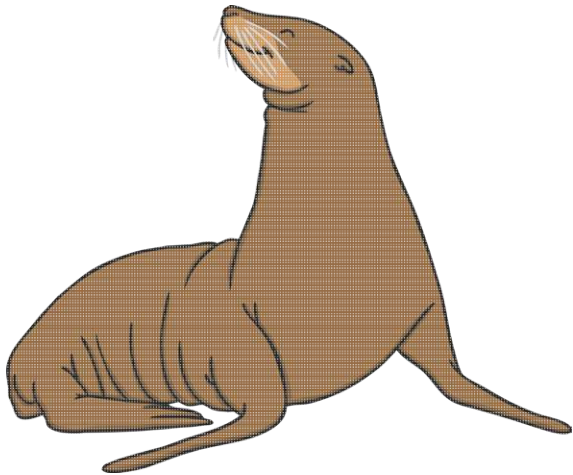
lion

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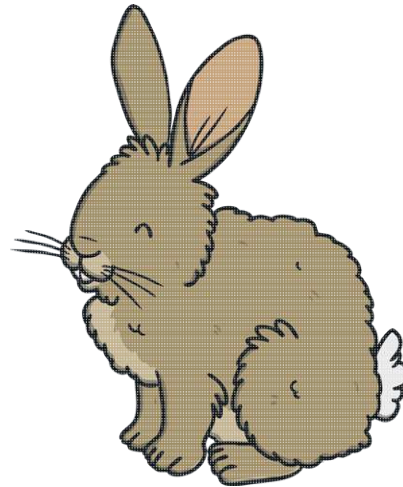
horse

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sea lion

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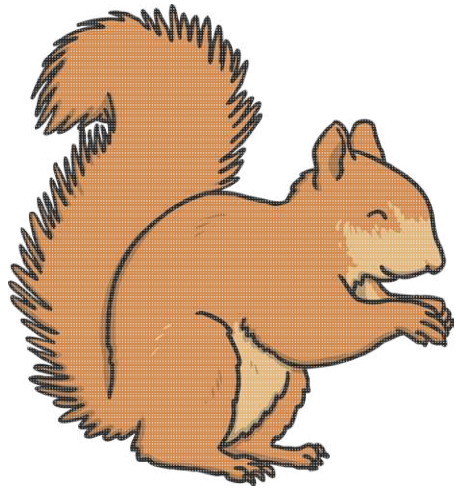
rabbit

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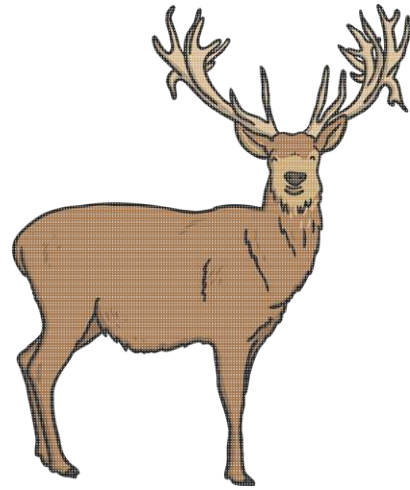
guineapig

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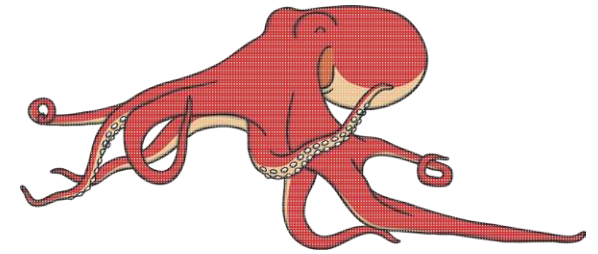
squirrel

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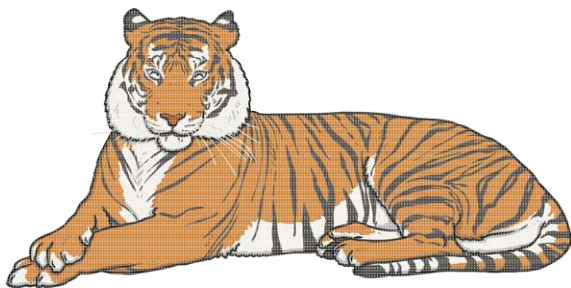
deer

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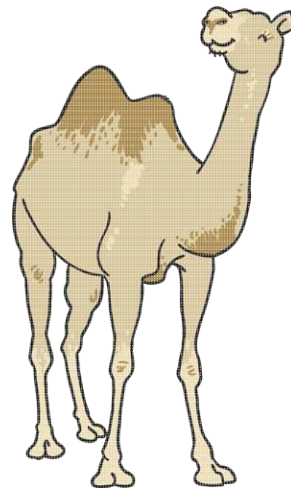
octopus

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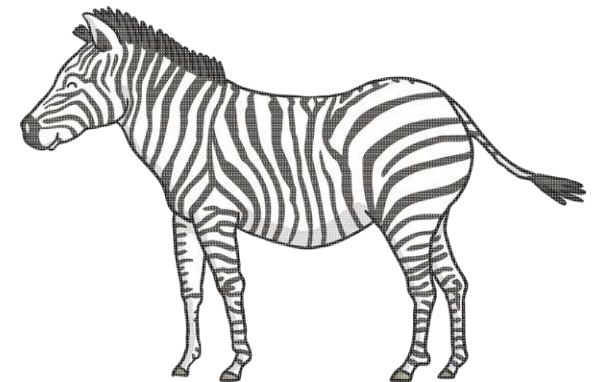
tiger

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camel

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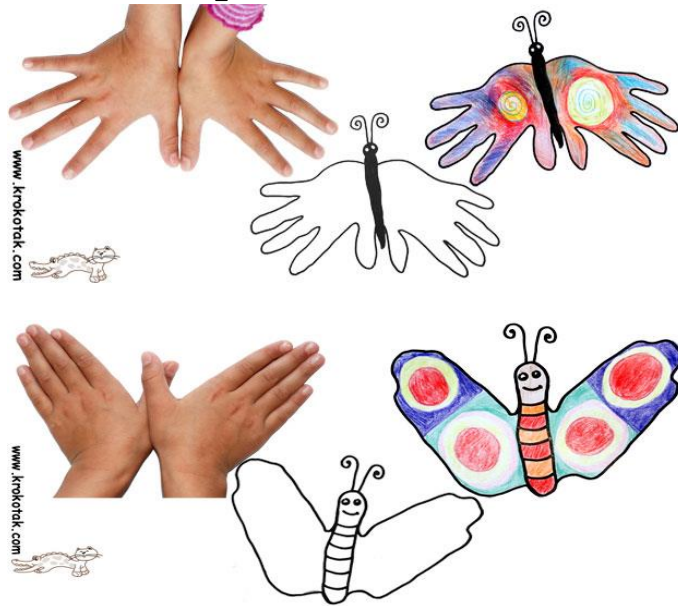


zebra

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Hand Animals

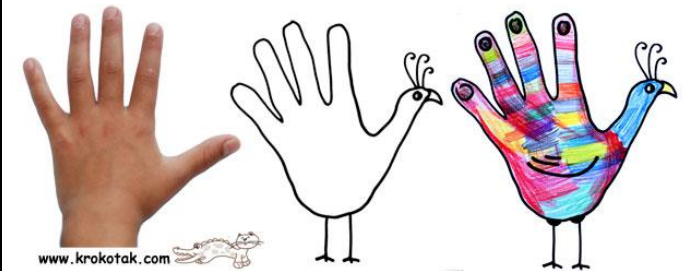
Butterfly



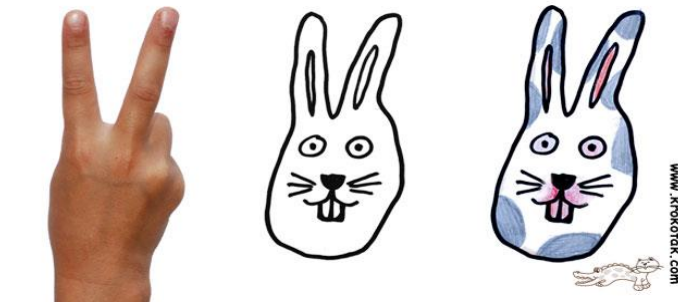
Spider



Peacock



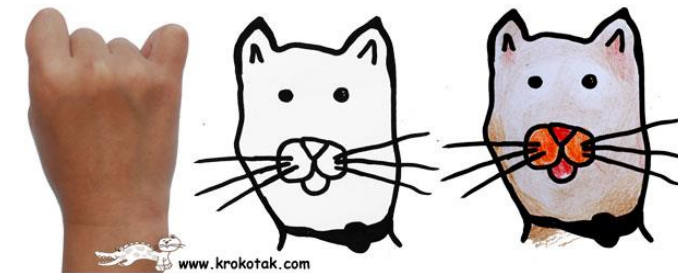
Rabbit



Fish



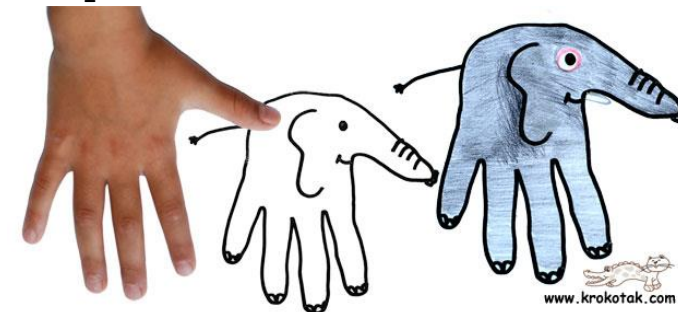
Cat



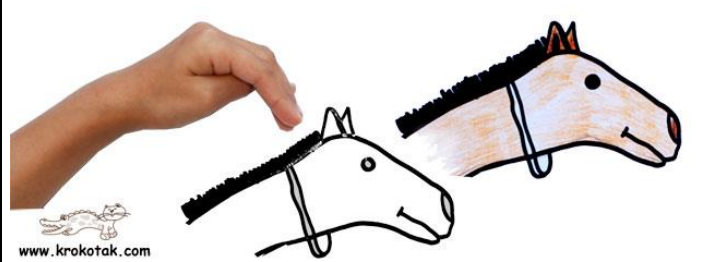
Dog



Elephant



Horse



My 1 to 10 Number Track

1	2	3	4	5	6	7	8	9	10
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1	2	3	4	5	6	7	8	9	10
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My 1 to 10 Number Track

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