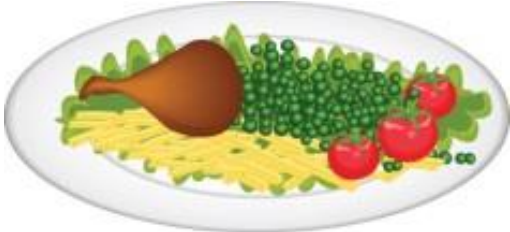
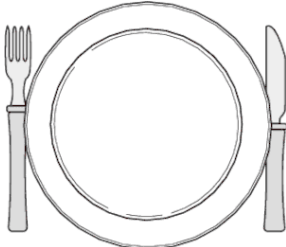




Home Learning Learning Projects

NURSERY | WEEK 6 | FOOD

Community	Family
<ul style="list-style-type: none">Make some food together for someone vulnerable or a neighbour. It could be cakes or biscuits.	<ul style="list-style-type: none">Read , read, read togetherAsk your family what their favourite food is. Are anyone's favourites the same?Sing <i>5 Current Buns in a Baker's shop</i>.
Communication and Language	Personal, Social and Emotional Development
<ul style="list-style-type: none">Support your child in talking in the PAST tense when recalling what you ate yesterday.Support your child in talking in the FUTURE tense, when planning what to eat later. 	<ul style="list-style-type: none">Make a shop, café or restaurant. Ask family members to come and play. 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.Let your child take responsibility to undertake small tasks. E.g. put plates or cutlery out to lay the table, put their plate by the sink after finishing eating. 

Activities - using multi skills

- Make food with playdough.

Movements to practise: squeeze in whole hands, roll a ball, roll long and thin, squash with hand and fingers, pinch, press one finger at a time, stretch fingers into playdough spreading the dough out.

You could use these items in your shop or café.

(Physical Development; Creativity)



- Food Diary. Draw one meal you eat each day. Guide your child to copy and draw the food by pointing out the shapes and colours.

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



- Food memory game.

Hide a selection of toy or real food on a tray, under a small blanket. Start with 4 or 5. Let your child look at all the items and tell them you are going to take one away. Cover them over and take one away. Uncover the items and ask if they know what food item is missing. Play this a few times with the same items, then the next time you play you could choose some different items.

(Memory)



- Play writing a shopping list. This does NOT mean writing words! It is the idea that a mark they make represents a word or idea. With any marks they make: *'What is that?'* *'Brilliant.'* *'What else do we need on our list?'* drawing a picture of the food is also good.

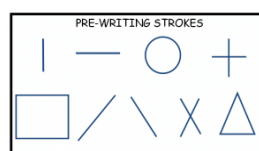
(Literacy, Fine motor skills)



- Mark making in cornflour gloop. Mix cornflour with a small amount of water in a mixing bowl. It will make a slimy, stretchy mixture. Allow your child to explore the change of texture from wet to dry and the texture of the gloop.

Make marks with fingers, pre writing shapes, draw pictures, write the first letter or all of their name.

(Sensory, Fine motor skills)



Mathematical Development

Counting out: say one number name for each object and place them in a line away from other objects. Some children will need support to stop counting when they reach the number they need.

Numerals: if your child doesn't recall what the number is, use the number track to find the numeral, place something on that number, then count up to the number they want to know.

- Match numerals 0 to 10. Make two sets of number cards or Lego with stickers, for your child to match together.
- Order the numerals if they know them or order them by matching to the number track. See download attachment.
- Count out the right amount. Your child chooses a number and needs to get the right amount of objects. You could use food items or toys.
 - Identify the numeral. If your child doesn't remember, count up the number track.
 - Count out the correct number, support your child to stop at the correct number. Place the number card with that group.
 - Compare the groups. Which has more / lots? Do any have the same? Your child will need to visually compareDo this several times over the week with different objects, inside and outside.
- 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.

Phonics (for reading and writing)

Alliteration

Words that begin with the same sound.

For this aspect of phonics, children will need the awareness of hearing and isolating the first sound in words. Some children may not be ready for this yet and will need to continue identifying the initial sounds in words.

- Digging for treasure
Collect two sets of objects suitable for use in the sand tray. Each set of objects must have names beginning with the same initial sound. Choose initial sounds for each set that sound very different from one another.
Bury or cover the objects in preparation.
As the children uncover the treasure, group the objects by initial sound and each time another is added recite the content of that set: *Wow! You've found a car. Now we have a cup, a cow, a candle and a car.*
- Charlotte the Chef is making some silly sound soups. Each soup needs three ingredients that start with the same sound. She has already made the 'f' soup with fish, fries and flour.
- Zoe the Zoo keeper wanted to name some of her animals. She wants them to start with the same sound as the animal. So far she has through of Charlie Chimp and Tommy Tiger. Can you think of some more names for Panda, Snake and Lion?
- Go on a sound hunt. Look around your home and find things that begin with the same sound. Can you find three things that begin with 't'?
What other sounds can you find?

My 1 to 10 Number Track

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

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

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