

Nursery adult-led activities for home learning Week 28 20-04-20 Theme: Transport

Hello everyone,

I hope you have all managed to have an enjoyable Easter break and have remained well. Our first session this week will be about Easter and the joy of the Resurrection.

We are beginning a new school term, and our topic this term is 'Our amazing world', which will give us lots of opportunities to learn about aspects of the world around us. We are beginning with a focus on transport, learning about different vehicles and talking about our experiences of vehicles.

There are some optional printable activities this week including some colouring pictures and a sorting activity which links to one of the lessons, and there are several transport story videos and a PowerPoint which can be viewed on a screen of some kind. I shall also post some transport songs on Tapestry later in the week.

Please continue to spend as much time as you can reading stories to your child and talking about them- asking your child to suggest what might happen next and why, or to tell you about their favourite characters or what they would do in the same situation.

If your child is in the 'Ladybirds' groups and is due to start Reception in September there are some additional Phonics and writing activities at the end of the planning sheet for them.

I hope you enjoy trying these activities. Please feel free to include other children in them if that makes it easier for your family. If there is anything you are finding difficult or you would like some advice about what to do please contact me, either via Tapestry or the new class email nursery@st-edmunds-rc.oxon.sch.uk

Good luck!

Mrs Fiona Semple

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Area of Learning	Activity	Comments
Communication and Language/ Understanding the World/ Literacy/ Expressive Arts and Design	<p>Celebrating Easter</p> <p>Resources: Easter story book, paper, colouring pencils, glue, foil, coloured paper etc</p>	<p>Look at the Easter story book that was created at the end of our 'Holy Week' unit of work. Re-watch the video https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhgv47h Ask your child to tell you about why Easter is special- what amazing thing happened? How did Jesus' friends feel when they realised he was alive?</p> <p>Tell your child that Easter is a very happy time when we celebrate the new life Jesus brings- link this to the tradition of giving and receiving Easter eggs, because new life comes from eggs, and the empty eggshell is like the empty tomb. Ask your child if they can remember the liturgical colour of Lent (purple), and tell them that at Easter we use the celebration colours of white and gold. Lent lasts for 40 days, but Easter is such a big celebration that it lasts for 50 days, until the feast of Pentecost. Ask your child if they can remember the word that we don't ever use in Lent (Alleluia). At Easter we celebrate, and can say and sing 'Alleluia' as a way of showing our joy that Jesus is alive.</p> <p>Work with your child to make an 'Alleluia' banner. Write or cut out the letters, and then help your child to decorate them with paint, foil, coloured paper or anything you like to make them really bright and colourful. Display them somewhere around your house to remind your child that we are celebrating Easter and our new life in Jesus, and that Easter is a really happy time.</p>
Communication and Language/ Understanding the World/ Literacy	<p>What do we know about vehicles?</p> <p>Resources: toy vehicles</p>	<p>Talk to your child about what vehicles are- possibly start by having a look at any toy vehicles your child has. Look at the 'Transport PowerPoint' Take a sheet of paper and draw lines to divide it into 3- label each section 'air', 'land', 'water', or print the 'Transport sorting activity'. See how many vehicles your child can think of and then talk with your child about where they need to go- do they travel in the air, on land, or on water? Talk about any vehicles your child has travelled on- can they remember where they went and what it was like? What is their favourite way of travelling?</p> <p>There are lots of good transport stories- this one is a favourite in class, all about emergency vehicles: https://www.youtube.com/watch?v=DjiQBbPMMf0</p>
Communication and Language/ Literacy/ Understanding the World/Maths	<p>Sorting and counting toy vehicles</p> <p>Resources: toy vehicles</p>	<p>Give your child a bag or box and ask them to hunt around the house and find as many toy vehicles as they can. When they return, line them up and see if your child can count them- count with your child if there are a lot, and make sure that your child maintains 1:1 correspondence, touching each vehicle as they say the number name to count accurately. After that see if your child can sort the vehicles in different ways e.g. by colour, by type etc, and count the different groups. You can challenge your child by sorting some groups of vehicles yourself and then getting your child to count the groups individually and then combine them to make a total. When working with your child assess how large a group they can count accurately- most children can count to 10, many to 20 and a small number will count comfortable beyond 20.</p> <p>Another extension activity is to make number cards 1-10 or 20, and see if your child can match the numeral to the correct group of vehicles.</p> <p>Don't try and do all of these things in one day- there is plenty here to keep you going all week!</p> <p>Here's another transport story video: https://www.youtube.com/watch?v=jHbE8kaBDKU</p>

<p>Communication and Language/ Literacy/ Understanding the World/ Expressive Arts and Design</p>	<p>Wheel printing Resources: toy vehicles, paper, poster paint</p>	<p>Today we are going to be creative with your child's toy vehicles. This activity can be done inside or outside, and is best done on large sheets of paper. If you don't have any, then old wallpaper could be used, or cereal boxes which have been cut open and flattened out, or any other boxes or large old envelopes you may have around the house.</p> <p>Put some paint on a flat surface- a plastic plate or tray would be ideal. Let you child choose a toy vehicle, roll the wheels in the paint and then drive the vehicle across the paper to see what sort of wheel prints they get. If possible, have several different colours of paint and experiment with a variety of different vehicles to see what kinds of prints you get and how they vary. If you are feeling really brave and have any wallpaper that can be rolled out across the ground you could even get your child to try with their bike or scooter along the wallpaper!</p> <p>Please send me photos of the finished prints, and have fun making them! Here's a 'Thomas the Tank Engine' story video featuring a train and a bus: https://www.youtube.com/watch?v=rfzckQMS51c</p>
<p>Communication and Language/ Literacy/ Understanding the World/ Expressive Arts and Design</p>	<p>Junk modelling Resources: recycling, glue, sellotape</p>	<p>Talk with your child about vehicles, and what their favourite vehicle is. If you have it, read the Lauren Child book 'Whoops, but it wasn't me' (Charlie and Lola), or watch it being read by a child here: https://www.youtube.com/watch?v=9mEdWeOg9Sw When the story is finished, look again at what Charlie used to make his rocket. Talk with your child about making their own vehicle- see what they would like to make, and have a look for old boxes, tubes, yogurt pots etc that could be used. Work with your child to make a model of their favourite vehicle from the materials you would usually recycle. If you wish, feel free to let your child paint and decorate the finished model. Once again, I'd love to see photos!</p>

If your child has a 'ladybird' name label and is therefore due to start Reception in September there are a couple of extra activities for them here:

1. Name writing challenge.

Ideally I would like all of the Ladybirds group to be able to write their name independently before they move into Reception. Quite a few of the children already can write their names, and some can copy it carefully when they look at the letters. If your child is not quite there yet, then please help them to practise every day. Write their name out for them and place it around the house so they keep seeing it- start with a capital letter and then write the other letters in lower case e.g. 'Mary', 'Joseph', not 'MARY', 'JOSEPH'. Check that they are holding their pen or pencil correctly before they start to write. At first, write their name for them and ask them to trace over it with a highlighter or a pen/pencil in a different colour. Once they can do this accurately, then move on to looking at the name and copying the letters. Once your child can form the letters independently then move on to letting them have a go at writing their name without looking at the name card, and then using the name card to check whether they got all the letters and in the correct order. When they achieve this, please think of a special treat to reward them for their hard work!

Some children will find this quite easy and will soon manage to write their name independently, others may take several weeks or months to master it. A little bit of practice every day will really help to speed up the process though, and I'm sure your child will be very proud once they achieve this important milestone.

2. Phonics for reading and writing.

During the Summer term we begin to learn individual letters and then start blending them together to make simple words for the children to read. We don't learn the letters in alphabetical order, but in an order which means we can start building words to read very quickly. When we introduce a new letter we tell the children the name of the letter, we look at the shape of the letter and how it is written (grapheme), and then tell the children the sound the letter makes (phoneme). It is the letter sounds (phonemes) that are important for reading words, rather than the letter names.

This week I would like the children to learn to recognise the letters 's', 'a' and 't'. If you have lower-case alphabet flashcards or magnetic letters then please feel free to use those, or write the letters on pieces of paper or card and keep them to use for letter recognition. Learn 1 letter each day, and then on Thursday and Friday look at all three letters and play games to reinforce them asking your child to point to each letter quickly when asked, or placing the letter cards at different points in the room and asking your child to run to them when asked. If your child is keen, please also encourage them to have a go at writing the letters too. A letter formation guide sheet can be found in the folder of work for this week.

We use the 'Letters and Sounds' synthetic phonics scheme in school, supported by the 'Jolly Phonics' songs to help the children remember the letters and the sounds they make.

The song for 's' can be found here: <https://www.youtube.com/watch?v=RrIC8M38DNE>

The song for 'a' can be found here: https://www.youtube.com/watch?v=wdG4_FBOA0A

The song for 't' can be found here: <https://www.youtube.com/watch?v=7r2pT-8cOAO>

If you are unsure of the sound each letter makes in English then please see <https://www.jollylearning.co.uk/resource-bank-old/learn-the-letter-sounds/>. Please ensure you look at the first set of letters which give the sounds in British English. If you click on the letter, you can hear it being pronounced correctly.

We don't cover all of the sounds in the scheme in Nursery- we look at the 25 individual letters that have their own phoneme (letter sound).

If you would like any more assistance with how to introduce letters then please get in touch with me via the class email address.