

Nursery adult-led activities for home learning Week 29 27-04-20 Theme: Rainbows/Noah's Ark

Hello everyone,

Thank you to everyone who contacted me via email or Tapestry last week- the Transport theme seemed very popular with the children! This week our theme is 'Rainbows' as the rainbow is such a popular message of hope at the moment. We will look at the colours of the rainbow, try and create our own rainbow as a science experiment, and mix colours to paint our own rainbows. We will also learn the story of Noah's Ark which features a rainbow as the sign of God's promise never to flood the whole world again. We will experiment with objects and see if they can float or sink. In Maths we will count in 2s and think about things that come in pairs.

There are some optional printable activities this week including some colouring pictures in support of key workers which all the family may want to use. There is also a Noah's Ark story video and story PowerPoint, and a science video; and I shall post some rainbow and Noah's Ark songs on Tapestry later in the week.

As always, 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 3 new letters to learn for 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

Area of Learning	Activity	Comments
Communication and Language/ Understanding the World/ Expressive Arts and Design	What are rainbows? Resources: Sunny day, glass of water/ spray hose (if outside)	You may have made a rainbow poster to put in your window, or seen them when going for a walk, as rainbows are being used as a sign of support and hope all over the country at the moment. Talk to your child about rainbows- can they remember ever seeing a rainbow? When do we see rainbows? What are rainbows made from? What colours do we see in a rainbow? Are the colours always the same? See the Rainbow science experiment instructions and Rainbow science experiment extended prompt card . This is a very simple experiment that can be done indoors or outside, but it does need to be a sunny day so it may be that you need to swap some of the activities around this week depending on the weather forecast! After the experiment, help your child to draw a rainbow using the correct colours- red, orange, yellow, green, blue, indigo, violet. Explain that 'indigo' is another word for dark blue, and 'violet' is another word for purple. You could use The rainbow colours colouring sheet or make your own. Display your finished rainbow in the window!
Communication and Language/ Understanding the World/ Expressive Arts and Design	Painting a rainbow Resources: paper, red, blue yellow, black and white paint	Remind your child of the work you did yesterday about rainbows, and see if your child can remember the colours of the rainbow. Today we are going to paint a rainbow and mix our own colours. If you have outside space, you may want to do the painting outside. If you have any large paper/wallpaper/card you could make a lovely big rainbow! Show your child the paint colours you have and see if they can notice any of the rainbow colours that are missing. Start with red, yellow and blue, and explain that we can make the missing colours (orange, green and violet) by mixing red, yellow and blue. Let your child experiment with mixing 2 colours together at a time, and see if they can make orange, green and violet, supporting them if necessary. After that, talk about blue and indigo, and how one is dark and one is light. Model how to use white added to blue to make light blue, and black added to blue to make indigo. Let your child use the range of colours to paint a rainbow of their own.
Communication and Language/ Literacy/ Understanding the World/ Maths	Noah's Ark story Resources: toy animals	Today we are going to begin looking at the story of Noah's Ark. Explain that the story comes from the Bible, and it's something that happened a long time before Jesus was born, not long after God made the world. You can read the story from a children's Bible if you have one, or use the Noah's Ark PowerPoint or this lovely video of the story- https://www.youtube.com/watch?v=gGAcaFfWmiQ&safe=true . Talk with your child about the rainbow at the end of the story- the rainbow is a sign of God's promise not to send a world-wide flood again. Talk with your child about the animals- only 2 animals of each kind could travel on the Ark. Have a look at your child's toy animals if they have them- can your child find pairs of animals that could travel on Noah's Ark? If you don't have many toy animals then you could ask your child to do a matching hunt around your home to find any objects that match e.g. shoes, sock, plates etc.
Communication and Language/ Literacy/	Counting in 2s	Remind your child of the Noah's Ark story and the fact that the animals went into the ark 'two by two'. Today we are going to think of things that come in 2s. Explain to your child that things that come in 2s are called 'pairs'. Ask them if they can think of anything that comes in pairs e.g. socks, shoes, trousers (2 legs), eyes, ears, legs, arms. Tell your child that they are

Understanding the World/ Maths	Resources: lots of pairs of socks	going to play a matching game with pairs of socks. Collect pairs of socks and separate the socks, then mix them up. Ask your child to look at the socks carefully and see if they can find the matching pairs. When the socks are all paired up ask your child how many socks are in each pair. Then model how to count in 2s- 2, 4, 6, 8, 10 etc- because you know each pair of socks has 2 socks you don't need to say each individual number. If this is too challenging, then lay out the socks individually and count each sock then pair them up. Some children may love the pattern of counting in 2s and want to extend it beyond 10- work with your child and what they are ready for. If your child enjoys cutting and sticking you may want to try the Patterned socks pairing activity too.
Communication and Language/ Literacy/ Understanding the World/	Floating and sinking Resources: playdough or plasticine, bowl of water	Remind your child of the Noah's Ark story, and that Noah had to build an ark that would float on the water and carry his family and the animals. Link to last week's work on vehicles- what vehicles do they remember that can float on water? Fill a washing up bowl or equivalent container with water. You could do this inside or outside. Give your child a lump of playdough or plasticine if you have it, and ask them to see if it floats. It should sink (I hope!). Then ask your child to see if they can think about how they could change the shape of the playdough/plasticine to make it float. If you would like to watch this experiment in action before you try it then see https://www.youtube.com/watch?v=f3ZQCWnxVzg&safe=true (but don't let your child watch it until after you have done the experiment!!!). You could then challenge your child to put 'passengers' on their playdough 'boat' once they have made it float using marbles, Lego mini figures etc. Let your child have some opportunities to experiment with different toys/household objects/ natural materials etc, predicting what will happen and then testing their theory. What sort of objects float? Why?

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.

This challenge is ongoing from last week and will be continuing all term.

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 'i', 'p' and 'n'. 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 new letter each day, as well as revising last week's letters 's', 'a' and 't' and playing games to reinforce them such as 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.

Now that your child has learned 6 letters you can begin to model how letters can be placed together and blended to make words. We begin by focusing on 'CVC' words (consonant/vowel/consonant). The 6 letters can be used to make words such as 'pin', 'pat', 'tin', 'tap', 'sit', 'sat', 'pip' and 'pit'. When teaching children how to read words we say each phoneme (letter sound) individually and then together (blending), and also look at whole words and break them down into individual sounds (segmenting). Blending is the most important skill for reading- segmenting is useful when children begin to want to write words independently. You could use magnetic letters or write words for your child to read, or draw pictures and see if they can match the word to the picture (this will be easier once your child has learned a few more letters). You could also look at the website Phonicsplay (www.phonicsplay.co.uk). This is a site we use in school, and access for parents is free during the school closures. Three good games to start with are 'Buried Treasure', 'Dragon's Den' and 'Picnic on Pluto'. Your child has begun learning the Phase 2 letters, and you can set the letters your child knows so that the game includes only the letters they recognise. Children have to try to read the 2 or 3 letter words and decide if they are real words or 'fake' words, and then sort them into the correct place. Have a play of the games yourself, and when you feel confident, try them with your child. Once we have learned a few more letters then the CBeebies 'Alphablocks' games will also be helpful.

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 'i' can be found here: <https://www.youtube.com/watch?v=RUODVQZfUK0&safe=true>

The song for 'p' can be found here: <https://www.youtube.com/watch?v=eTEmtADqMFg&safe=true>

The song for 'n' can be found here: <https://www.youtube.com/watch?v=26uXtUYssuo&safe=true> I couldn't find the individual clip for this song, but it is on this Jolly Phonics video if you fast-forward to 1:45.

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.