

**Nursery adult-led activities for home learning    Week 30    04-05-20    Theme: Pets**

Hello everyone,

I have loved looking at all of the beautiful rainbows I've seen over the week, and the lovely Noah's Ark toys and toy animals that children have worked with. Thank you to everyone who has tried the activities and shared what they did on Tapestry. This week we will be looking at pets. You may have a pet at home or you may not- that doesn't matter. We will be thinking about what sort of animals are kept as pets, what they need to stay healthy, and what we would choose as our dream pet if we could have anything we like. We will also think scientifically about ourselves as animals and talk about what we have in common with our class pets, Bubble and Squeak- how we are similar and different to guinea pigs.

I have planned for 4 days of 'Pets' related activities- Friday is a Bank Holiday to commemorate the 75<sup>th</sup> Anniversary of VE Day. I have included some optional resources you may use if you wish including printable resources, a PowerPoint and a variety of story and information videos.

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 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](mailto:nursery@st-edmunds-rc.oxon.sch.uk)

Good luck!

Mrs Fiona Semple

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Area of Learning	Activity	Comments
<p>Communication and Language/ Understanding the World/ Literacy/ Mathematics</p>	<p>Different kinds of pets</p> <p>Resources- Pets PowerPoint, paper and pencil, toy pets, 1p coins.</p>	<p>Begin by taking a piece of paper and a pencil and talking with your child about pets. What is a pet? Why do we have pets? What sort of animals can be pets? Ask your child to list as many different pets as they can and note them down. Look at the <b>Pets Photo PowerPoint</b> and see if there are any pets that your child missed. Did your child think of any pets that aren't on there?</p> <p>Watch the story video of 'The Great Pet Sale'- <a href="https://www.youtube.com/watch?v=1ISVfZAVD6o&amp;safe=true">https://www.youtube.com/watch?v=1ISVfZAVD6o&amp;safe=true</a>, or read the book if you have it. Ask your child to look around the house and find any toy animals they have that could be pets. Make your own pet shop- label pets with prices (up to 10p), then give your child some 1p coins. Practice counting out the correct number of coins with your child e.g. 5 1p coins= 5p, and then have fun playing shops with your child and taking turns to be the customer and shopkeeper. If you have other children they could join in too- be as creative as you want. Your children could make signs or descriptive labels for the shop as well as price tickets- you could leave it set up all week as part of the theme. Assess how your child is getting on with counting out the 1p coins- if this is too easy, consider pricing pets up to 20p, or introducing 2p, 5p and 10p coins.</p>
<p>Communication and Language/ Understanding the World/ Literacy/ Expressive Arts and Design</p>	<p>My dream pet</p> <p>Resources: Paper, pencils, colouring pencils</p>	<p>If you already have a pet, talk with your child about why you all love your pet. Watch the story video 'Dear Zoo'- <a href="https://www.youtube.com/watch?v=rudDGRQ9QGA&amp;safe=true">https://www.youtube.com/watch?v=rudDGRQ9QGA&amp;safe=true</a>, or read the book if you have it.</p> <p>Ask your child to imagine they could have any pet they want- real or imaginary. It could be a cat, dog or horse, or something like a unicorn, dragon or dinosaur. They may want to invent a brand-new pet. Encourage them to think about what their pet looks like and draw it. What colour will it be? What will it eat? Where will it live? How will they look after it? When your child suggests ideas, scribe them around the picture. If your child is finding it difficult to imagine something, do the activity yourself first and show them what your dream pet would be. If you and your child don't really want a pet, perhaps you could design a robot pet or a virtual pet. I look forward to seeing the designs!</p>
<p>Communication and Language/ Literacy/ Understanding the World/ Expressive Arts and Design</p>	<p>Taking care of pets</p> <p>Resources: Pets video, rabbit or dog cutting and sticking, construction toys or junk modelling</p>	<p>Today we are learning about what pets need to keep them healthy. Watch the story video 'I completely know about guinea pigs'- <a href="https://www.youtube.com/watch?v=VAscY5ubwig&amp;safe=true">https://www.youtube.com/watch?v=VAscY5ubwig&amp;safe=true</a>, or read the book if you have it. In the story they talk about what guinea pigs can and can't do. Ask your child if they can remember what our class guinea pigs Bubble and Squeak need. Where do they live? What do they eat and drink? Different pets have different needs for food, housing, exercise etc. Watch the RSPCA video <a href="https://www.youtube.com/watch?v=FOLP8p0jSoA&amp;safe=true">https://www.youtube.com/watch?v=FOLP8p0jSoA&amp;safe=true</a>. Think about the pet you chose yesterday- what does it need? If you have access to a printer you could print the <b>This is what a dog needs</b> or <b>This is what a rabbit needs</b> along with the <b>Dog and Rabbit equipment</b> sheet, and let your child cut and stick the appropriate resources for a dog or rabbit. You could also ask your child to choose one of their toy animals and use construction toys such as Lego, junk modelling materials or natural materials such as sticks to make a home for their toy pet. They need to make sure that the home is big enough for their pet to fit in to and stay safe. They could also have a go at making any accessories their pet needs.</p>

Communication and Language/ Literacy/ Understanding the World/	Pets and people-similarities and differences  Resources: Paper and pencil	Today we are going to think about similarities and differences between ourselves and pets. Children are often very surprised when we talk about the fact that we are animals too, and that humans do lots of the same things that animals do (e.g. eat, sleep, breathe, see, hear etc). We are going to think about how we compare to our class guinea pigs. I have posted 3 sets of videos of Bubble and Squeak on Tapestry since schools closed- watch them again with your child and talk about what they are doing- eating, playing, running, jumping etc. If you have a printer then use the <b>I can... a guinea pig can</b> sheet, or look at the sheet online and then make your own. Talk with your child about what the guinea pigs can do that they can also do and list their ideas. Some will be obvious from what they have seen, but some may involve a bit more thinking- breathing, going to the toilet etc. Then ask your child to have a think about things they can do that guinea pigs can't do e.g. drawing, building with Lego, singing etc. List those ideas too- are there more things that guinea pigs can do or can't do? Here is another pet-themed story video: 'Harry the Dirty Dog' - <a href="https://www.youtube.com/watch?v=LOSSYyf3pjl&amp;safe=true">https://www.youtube.com/watch?v=LOSSYyf3pjl&amp;safe=true</a>
Communication and Language/ Literacy/ Understanding the World/	No formal lesson- VE Day Bank Holiday. Optional VE Day activities.	There is no formal lesson today as it is the VE Day Bank Holiday. If you wanted to look at what VE Day is with the whole family here are 2 videos: <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ve-day/z7xtmfr">https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ve-day/z7xtmfr</a> VE day BBC video <a href="https://www.youtube.com/watch?v=uH7fQ7TVpcs&amp;safe=true">https://www.youtube.com/watch?v=uH7fQ7TVpcs&amp;safe=true</a> British Pathe news video If you would like to make some celebration bunting with your child to hang in the window you may wish to look at the <b>VE Day Great British Bunting Instructions</b> , the <b>Blank Bunting Template</b> or the <b>Union Flag Bunting</b> .

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 'c', 'k', 'ck', 'e' and 'h'. It looks like a lot, but 'c', 'k' and 'ck' all make the same sound. 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 previously learned letters 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.

There are a lot more words that can be made with the new letters so have fun experimenting! The 'ck' sound is usually found at the end of words such as 'kick' and 'pack'. They still count as CVC words because 'ck' is a single phoneme (sound) although it is made up of two graphemes (letters). 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](http://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 'c/k' can be found here: <https://www.youtube.com/watch?v=bZNxhoxSAFA&safe=true>

The song for 'e' can be found here: <https://www.youtube.com/watch?v=Out8AkIQHmY&safe=true>

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

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.