

Nursery adult-led activities for home learning Week 31 11-05-20 Theme: Down on the Farm

Hello everyone,

Thank you to those who have been in touch over the last week- I have enjoyed seeing all of the 'Pets' activities you have been doing, along with all of the other crafts, games, gardening etc that you have been doing. Parents, you should all be very proud of yourselves, and I really appreciate seeing all the things you are doing with your children during this period.

We will be thinking about farms this week, and the farm animals and plants that give us our food. We will be making links between food production on farms and the various foodstuffs we have in our kitchens, and learning about the many jobs a farmer does and how farm animals should be cared for. We will also play some farm animal Maths games, and use some of the foods produced on farms to do some baking.

I have tried to minimise resources that need printing, but there are some optional colouring and cutting skills printables you could use if you wish, as well as an additional printable Maths activity as an extra on top of the other Maths activities I've suggested.

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. I have included some farm-themed story videos for each day of the week.

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 the ongoing name 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	What are farms for? Resources- paper, pencil, toy farm animals, food in the kitchen	This week we are learning about farms and what they are for. You may have visited a farm with your child and have some photos you could look at together. Your child may also have some toy farm animals that they can find and use this week. Ask your child what animals can be found on a farm, and also see if they know of any plants that might be grown on a farm, and list their suggestions. Then ask them <i>why</i> farmers keep animals and grow plants, to see if they can make the link between farming and food production. Watch the BBC video https://www.bbc.co.uk/bitesize/clips/zs97tfr about life on the farm. Have a look at a toy farm animal (or use the Farm display photos if you prefer), and talk with your child about what food or other products (e.g. wool) come from that animal. Have a look in your kitchen with your child and see if you can find any foods which come from that animal. Talk with your child about the fact that most of our fruit and vegetables are also farmed, and plants such as wheat and sweetcorn can be used in many of the products found in the kitchen such as bread, pasta and cereal. A farm story to enjoy featuring Topsy and Tim: https://www.youtube.com/watch?v=xftLYUow1z0
Communication and Language/ Understanding the World/ Expressive Arts and Design/ Literacy	All sorts of farm animals Resources: Toy farm animals, construction or junk modelling	Today we are learning about farm animals and how they need to be looked after, just like the pets we talked about last week. Ask your child what they think each animal needs- where do they need to live? What do they eat? Have a look at the On the farm animal homes PowerPoint and the RSPCA video about farm animal care https://www.youtube.com/watch?v=ULInRZz69QE . Let your child play with their toy farm animals and create homes for them. You may have a full play farm which you could set up together, or your child may prefer to make their own farm with construction toys such as Duplo or empty cardboard boxes etc. If the weather is good and you have access to outdoor space then you could encourage your child to make their farm in the garden, with real grass for the animals to eat. Toy tractors etc could also be really useful here- have some fun making a farm and taking care of the animals with your child. Kim Lewis writes lovely farm stories with beautiful illustrations- find 'Friends' here: https://www.youtube.com/watch?v=S0ozR_ddRRw
Communication and Language/ Literacy/ Understanding the World	Farm animal guessing game Resources: Toy farm animals, tray, cloth	Today we are going to be thinking about what different farm animals are like, and playing a variety of guessing games about them. There is a lovely game we use at school- the Farm Animal 'What am I' interactive PowerPoint which you could try- children look at the clues with you and then see if they can guess what the animal is. Another lovely game is the Baby animals interactive Powerpoint where your child has to match the mother to the baby animal. You could also set out farm toys or look at the Farm display photos and take turns to describe an animal and see if the other person can guess what it is (e.g. I am black and white, I eat grass, I make milk, I say 'moo'). Another good memory game is 'Kim's Game'- set out the toy farm animals, tractors etc on a tray, let your child have a look, and then cover the tray with a cloth. Discreetly remove one of the objects and then uncover the tray and see if your child can work out what is missing. Continue until everything is gone. All of these games help to develop children's communication and language skills. Another Kim Lewis farm story called 'Emma's Lamb' here: https://www.youtube.com/watch?v=1Xt0E22kboE

Communication and Language/ Mathematics/ Understanding the World/ Literacy	Farm animal maths Resources: Toy farm animals, number cards or magnetic numbers	Today I am going to give a list of suggestions of Maths activities you could do involving toy animals. You could try some or all of them, or do different Maths games on different days. If you have number cards or magnetic numbers you could work with numbers to 5, 10 or 20 (depending on your child), and see if your child can count out the correct number of animals to match the number. You could ask your child to order the numbers you are using and then call out a number and see if they can make an animal jump on to that number. If you have a toy farm you could use the fences to make fields and sort different animals into different fields. Ask you child how many animals are in each field, then see if they can count some groups of animals altogether (e.g. 'You've got 3 cows and 4 sheep- how many altogether?'). Some animals could wander off and get lost (e.g. 'You had 4 sheep but 2 have got lost- how many are left?'). Games like this introduce the concepts of addition and subtraction in very practical ways. Animals are also great for sorting games- by colour, type, how many legs they have etc, and for ordering by size from smallest to largest or the other way round. I have also included 2 'count and colour' sheets you could use if you have access to a printer: Farm themed count and colour sheet 1-5 and Farm themed count and colour sheet 1-10 . Here's another Kim Lewis farm story called 'Floss': https://www.youtube.com/watch?v=jLXjq3vZ898
Communication and Language/ Literacy/ Understanding the World/ Physical Development/ Mathematics	Biscuit/ cake making Resources: ingredients as required	We began the week by talking about some of the different foods that are produced on farms, and linking that to foods we have in our kitchens. I thought it would be nice to end the week by using some of those foods to do some baking. You may already have been doing lots of baking with your child, but if you haven't, I've included 2 very simple recipes that are designed to be easy for Nursery children to bake themselves (with adult support of course). One recipe measures everything in tablespoons- Tablespoon biscuit recipe , the other uses a balance scale to measure the ingredients- Balance cake recipe . The fairy cake balance recipe uses 1 egg- this will make about 6 fairy cakes, but it will work just as well if you choose to use 2 or more eggs to make a larger quantity. If you choose to use one of these recipes, then please talk the recipe through with your child but encourage them to do as much as they can for themselves with supervision. Talk with your child about where the ingredients come from- do they come from plants or animals? Which animals? I look forward to seeing some lovely photos of delicious cakes and biscuits (assuming you've all still got some flour of course...!). One more Kim Lewis farm story- 'The Shepherd Boy': https://www.youtube.com/watch?v=7hAxf_-GUo

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 'r', 'm' and 'd'. 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.

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 'r' can be found here: <https://www.youtube.com/watch?v=xayfJnl6Bkk>

The song for 'm' can be found here: <https://www.youtube.com/watch?v=JgHidP5ioJo>

The song for 'd' can be found here: <https://www.youtube.com/watch?v=-RyVjo-VAGM>

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.