

Nursery adult-led activities for home learning Week 33 01-06-20 Theme: Pentecost and Wild Animals

Hello everyone,

I hope you had a good week last week, which was our half term break. We have been amazingly lucky with the weather over the last few weeks, and I'm sure you will have been spending as much time as possible outside!

This week we have 4 days of planning, as Monday 1st of June is an 'INSET' day. We celebrated the great feast of Pentecost on Sunday, and we will learn about that this week. As part of our 'Our Amazing World' topic we will also begin looking at wild animals, and will continue that theme into next week. There are some additional colouring sheets which you may use if you wish.

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 wild animal-themed story videos for each day of the week from Wednesday when we begin the animal theme.

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 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/ Literacy/ Expressive Arts and Design	<p data-bbox="351 221 519 288">What is Pentecost?</p> <p data-bbox="351 339 519 603">Resources: Paper, scissors, glue, string, paints or colouring pencils/pens</p>	<p data-bbox="546 221 2119 448">On Sunday Christian churches throughout the world celebrated the feast of Pentecost, which falls 50 days after Easter. At Easter we celebrate the resurrection of Jesus after his crucifixion and death. After Easter Jesus appeared many times to his disciples before being taken up to Heaven on Ascension Day, which was on 21st May. After that his disciples didn't know what to do next and hid away because they were frightened of the authorities. On the day of Pentecost, the Holy Spirit came to the disciples, and they suddenly became brave and confident, and began to go out and teach others about Jesus, which is why we know all about it 2000 years later!</p> <p data-bbox="546 456 2119 603">Ask your child if they can remember what happened at Easter- look again at their Easter story book. Talk to them about Jesus being alive again, and then tell them that Jesus went up to Heaven after 40 days. Talk to them about Jesus' friends being scared without Jesus there to lead them. If you have a Children's Bible you could read some of the stories of Jesus after the Resurrection, and then his ascension into Heaven. Read the story of Pentecost or watch this video: https://www.youtube.com/watch?v=lqG_lvZhU-A. Talk with your child about how the Holy Spirit appeared (wind and fire), and how it changed Jesus' friends and made them brave and confident and let them speak in different languages. The Bible teaches us that after Jesus ascended into Heaven he promised to send his helper, the Holy Spirit, to be present on Earth; and as Christians we believe that the Holy Spirit is active in the world now. We remember the Holy Spirit each time we make the sign of the cross- Father, Son and Holy Spirit. We cannot see the Holy Spirit but can see the effect it has on people (like the disciples!), just like the way that we can't see the wind but can see the effect it has on objects such as trees and flags.</p> <p data-bbox="546 887 2119 959">The Holy Spirit is represented in several different ways- by the colour red, fire, wind and a dove. When we learned about Jesus' baptism during Class Worship in January the Holy Spirit appeared as a dove.</p> <p data-bbox="546 967 2119 1074">We are going to do some Holy Spirit related craft activities this week. There are several to choose from- please feel free to just do one, or as many of them as you like. They will all help your child to remember the story of Pentecost and the symbols of the Holy Spirit.</p> <ul data-bbox="595 1086 2119 1473" style="list-style-type: none"> <li data-bbox="595 1086 2119 1198">• Holy Spirit headband- cut a strip of paper to go around your child's head. Work with your child to make a flame using coloured paper/ foil/ paints etc. Attach the flame to the headband so that your child can have the fire of the Holy Spirit on their head like the disciples. <li data-bbox="595 1206 2119 1393">• Holy Spirit kite- the Holy Spirit came like a wind blowing into the room where the disciples were. We can't see the wind but can feel what it does and can see its effects when we fly a kite. Draw a simple diamond shaped kite template on paper or thin card or look at the slightly more complex Make a kite instructions. Ask your child to decorate it with the colours of fire- red, orange and yellow. Attach some string and take it out on a windy day and see if it will fly! <li data-bbox="595 1401 2119 1473">• Holy Spirit dove- the Holy Spirit is often represented as a dove, and came down as a dove at Jesus' baptism. There are 2 dove crafts included here- one using a paper plate: https://www.youtube.com/watch?v=8wn89nZ-

		<p>y_g&safe=true, and the other using paper folded into a concertina for the wings- see Dove template for the body, then take another sheet of paper and fold it like a concertina or paper fan. Cut along the line in the middle of the dove's body, then thread the 'wings' through.</p>
<p>Communication and Language/ Understanding the World/ Literacy</p>	<p>Wild animals from around the world</p> <p>Resources: Wild animal toys</p>	<p>We will be learning about all sorts of wild animals for the next couple of weeks. We will begin today by having an overview of some different wild animals and where in the world they come from. If you have some toy wild animals, then have a look with your child and see how many you can find. Can your child name them all? Does your child know anything about them- do they live in hot or cold places? Do they eat meat or plants? How do they move- do they fly, run, slither, swim, crawl? Watch the information PowerPoint Animals from around the world to find out some of the animals that live in different places. There are also 2 videos you could watch- see if your child can identify the animals in this one: https://www.youtube.com/watch?v=bLJw9yPusak&safe=true. This BBC video gives some examples of animals in different habitats: https://www.bbc.co.uk/bitesize/clips/zjtmhyc. If you have toy animals, encourage your child to play with them inside or outside, thinking about the kind of places where those animals need to live.</p> <p>A wild animal story to enjoy- 'Giraffes Can't Dance': https://www.youtube.com/watch?v=WIRerVlrkWk&safe=true</p>
<p>Communication and Language/ Literacy/ Understanding the World/ Expressive Arts and Design</p>	<p>Make a paper plate wild animal mask</p> <p>Resources: Paper plate, paint or pens, glue, string or elastic</p>	<p>Talk again with your child about the animals you have at home, and the animals that you saw on the PowerPoint and in the videos. Does your child have a favourite animal? If so, what do they like about that animal? What can they tell you about that animal? Do they know where it lives (it may be the place, or they may know that it's a hot place, cold place, jungle etc). Do they know what their animal eats and where it lives (in a nest, burrow, den etc)?</p> <p>Now it's time to get creative! Using a paper plate, help your child to make a mask showing the face of their favourite animal. Have a look at this sheet to get some ideas- Paper plate animal mask ideas. Decide whether your child wants to wear the mask up on their forehead, in which case you can make eyes for your animal, or on their face, in which case you will need to cut out eye holes. Your child may wish to paint or colour the mask and then decorate it with other paint colours, coloured paper, pipe cleaners, cotton wool, wool, fabric or any other craft materials you have available. Once again, I will look forward to seeing some lovely photos of lots of different animals!</p> <p>Another story about a very grumpy animal- 'The Selfish Crocodile': https://www.youtube.com/watch?v=KQ-9KkACXg</p>
<p>Communication and Language/ Mathematics/ Understanding the World/ Literacy/ Physical Development</p>	<p>Make an exotic fruit salad</p> <p>Resources: banana, mango, orange, guava, avocado,</p>	<p>Today our learning is based around a lovely story involving lots of animals and a little girl from an African village called Handa. Watch the story video with your child- 'Handa's Surprise': https://www.youtube.com/watch?v=QpKuWhRAG18&safe=true. I hope that you and your child enjoy the humour in this story! In the story, the animals eat lots of different fruit, many of which your child may not have tried before. If you are able to, buy as many of the different fruits as you can. Some may be easier to find than others, but don't worry if you can only find a few of them. Talk with your child about food hygiene- washing our hands carefully and not putting our hands in our mouths if we are preparing food. Encourage your child to look at the different fruits before you begin preparing them. Does your child know what they are? How do they feel? How do they smell? Work with your child to prepare the fruit. You may need to peel some of the fruits such as the pineapple and avocado, whereas your child may be able to manage the banana and the orange. When the fruit is peeled and de-stones if required, give your child an eating knife</p>

	pineapple, passion fruit	and model how to use it safely. Let your child cut the fruit up into bite-sized pieces to make an exotic fruit salad. You may want to serve the avocado separately though! Encourage your child (and the rest of the family) to try the different fruits. Which ones do they like? Are there any they don't like? Your child may not be keen to try everything but gently encourage them and praise them if they have a try, even if they don't like it!
--	--------------------------	--

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 'l', 'f' and 'b'. 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.

This week I couldn't find individual videos, so all of the songs are on the same video in different places. This version could be good for revising some of the other sounds too!

The song for 'l' can be found here: <https://www.youtube.com/watch?v=1Qpn2839Kro> 3 minutes 28 seconds.

The song for 'f' can be found here: <https://www.youtube.com/watch?v=1Qpn2839Kro> 1 minute 32 seconds.

The song for 'b' can be found here: <https://www.youtube.com/watch?v=1Qpn2839Kro> 22 seconds.

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.