

**Nursery adult-led activities for home learning    Week 34    08-06-20    Theme: Wild Animals**

Hello everyone,

Thank you for the updates last week- I enjoyed seeing what lots of you have been doing.

This week we are continuing with our 'Wild Animals' theme, looking at wild animals from around the world including animals we can see in the UK and polar animals. Some Nursery children are returning to school this week, either full or part time. We will be using the same planning for the children in school as I send you to use at home, so if your child is returning part time they will be doing the same adult led activity during their time at school as they would do at home and you can continue using the planning as usual on the days they are at home.

I will try to respond to Tapestry updates every day as I usually do, but I will be teaching full time during the week so it's possible that I may not always be able to respond every day- I apologise in advance if I don't always manage that!

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. We have nearly learned all of the individual letters now, and will have our final new letters next week. After that we will be revising all of the letters the children have learned and continuing to practice using them to build and read words.

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

Good luck!

Mrs Fiona Semple

Area of Learning	Activity	Comments
Communication and Language/ Understanding the World/ Literacy/ Mathematics	<p>Are there wild animals in Abingdon?</p> <p>Resources: Paper and pen, <b>Garden birds checklist</b> or <b>Garden bird sightings bar chart</b> sheet</p>	<p>Today we are going to begin by thinking of British wild animals. When we talk about wild animals with children they often immediately think of African animals or jungle animals, and don't always associate wild animals with the creatures we see in our gardens and on our walks. Talk to your child about the fact that we have wild animals in Britain, and that any animal that does not live in someone's house as a pet, or on a farm or in a zoo is therefore a wild animal. See if your child can think of any wild animals and note them down. Then watch this British wildlife video <a href="https://www.youtube.com/watch?v=iOisiBSjjzk&amp;safe=true">https://www.youtube.com/watch?v=iOisiBSjjzk&amp;safe=true</a> and this garden video <a href="https://www.bbc.co.uk/teach/class-clips-video/biology-ks1-ks2-wonders-of-nature-wildlife-in-our-gardens/zkx2t39">https://www.bbc.co.uk/teach/class-clips-video/biology-ks1-ks2-wonders-of-nature-wildlife-in-our-gardens/zkx2t39</a> see how many more of the animals featured they can name.</p> <p>If you go out into the garden or out for a walk see if you can spot any animals such as bees, dragonflies, ducks, squirrels etc, and make the link between these creatures being wild animals who have to make their own homes and find their own food just like lions, tigers, elephants etc.</p> <p>Today have a look at the <b>Garden birds checklist</b> or <b>Garden bird sightings bar chart</b>. Over the course of this week, see if you and your child can look out for different wild bird species in the garden or when you are out on a walk. Look at the photos on the sheets to help you, and look at this video too- <a href="https://www.youtube.com/watch?v=x5I5HSuFADU&amp;safe=true">https://www.youtube.com/watch?v=x5I5HSuFADU&amp;safe=true</a>. Over the course of the week tick any birds you and your child see, or colour in the bar chart whenever you see another bird. If you can't print the bar chart, then have a look at the birds on the charts with your child and then note down their names on a piece of paper so that you can record them over the week. At the end of the week ask your child to count up how many of each kind of bird you see, and how many birds you have seen altogether!</p> <p>A favourite bird story- 'Owl Babies': <a href="https://www.youtube.com/watch?v=TPQRiSTYFH0">https://www.youtube.com/watch?v=TPQRiSTYFH0</a></p>
Communication and Language/ Understanding the World/ Literacy/ Expressive Arts and Design	<p>Make binoculars and explore</p> <p>Resources: See 'How to make binoculars' video</p>	<p>Today we are continuing to look out for British wildlife, and are going to be wildlife explorers. Begin by looking at the <b>British Wildlife PowerPoint</b> to remind your child of the sorts of animals they might see. Today's story is 'Edward goes exploring'- <a href="https://www.youtube.com/watch?v=0osH8TZhaU4">https://www.youtube.com/watch?v=0osH8TZhaU4</a> and it is worth watching that first before going out to become explorers. Our activity today is a craft activity- see the 'How to make binoculars' video- <a href="https://www.youtube.com/watch?time_continue=23&amp;v=iM-oM8fPduo&amp;feature=emb_logo&amp;safe=true">https://www.youtube.com/watch?time_continue=23&amp;v=iM-oM8fPduo&amp;feature=emb_logo&amp;safe=true</a></p> <p>When your child has made their binoculars they will be ready to go out and become wildlife explorers. If you have the chance to go for a walk in the park or by the river you may be able to see squirrels or ducks, geese and swans. You may prefer to stay in the garden and see what you can spot there- possibly various insects, snails etc as well as more garden birds. Remind your child that wild animals can be found everywhere!</p>
Communication and Language/ Literacy/	<p>Make a bird feeder</p>	<p>Today we are going to think about how to look after the wild birds that come to our gardens. You may already have bird feeders in your garden but our activity today is to make a bird feeder. If you don't have a garden there may be a communal area where you can hang the bird feeder and see it from your window, or you may be able to hang it out of a</p>

<p>Understanding the World/ Expressive Arts and Design</p>	<p>Resources: See <b>How to make a bird feeder</b> instruction sheet</p>	<p>window so that your child can still see it. Wild birds have to work very hard to find food, especially if they have chicks to take care of at the moment. It is quite simple to make a basic bird feeder using an empty yogurt pot, string and the ingredients listed in the <b>How to make a bird feeder</b> instruction sheet. If you already have bird feeders in your garden then you may find that birds begin to visit the new one quite quickly, whereas if the bird feeder is new it may take them a few days to become confident enough to start using it. Today's story- 'After the storm': <a href="https://www.youtube.com/watch?v=OfPj5_k2kZk">https://www.youtube.com/watch?v=OfPj5_k2kZk</a></p>
<p>Communication and Language/ Mathematics/ Understanding the World/ Literacy</p>	<p>Animals at the North Pole  Resources: Ice cubes- ice melting experiment</p>	<p>Today we are moving away from British wildlife to begin to look at animals that live in very cold places. They have to adapt to cope with very cold temperatures and have lots of ways of keeping warm in the ice and snow. Talk to your child about the 2 coldest parts of the earth- the Arctic (North Pole), and the Antarctic (South Pole). Each of the polar regions have different animals who live there. If you have a globe or an atlas with a world map then have a look at the Arctic and Antarctic and also point out where we live in comparison. Watch this video about Arctic animals: <a href="https://www.bbc.co.uk/bitesize/clips/zrgygk7">https://www.bbc.co.uk/bitesize/clips/zrgygk7</a> Today's activity involves thinking of warm and cold places around the house and garden. Use ice cubes and talk with your child about a range of places inside and outside where they could be placed. Where is a warm and sunny place? Is there anywhere in the house that is cold? They could be placed on a sunny windowsill, in a shady spot, in the fridge, in the freezer, near the oven etc. Ask your child to predict what will happen- will they all melt at the same rate or will some melt more quickly than others? Which will melt the fastest? Which will melt the slowest? Place the ice cubes (on little plates or in little cups if you don't want puddles everywhere!), and then observe throughout the day what happens to them. Where would be the best place for an arctic animal such as a polar bear to live in your house? Where do things stay nice and cold? A polar bear story- 'The Polar Bear and the Snow Cloud': <a href="https://www.youtube.com/watch?v=9dJHSEGRBJY">https://www.youtube.com/watch?v=9dJHSEGRBJY</a></p>
<p>Communication and Language/ Mathematics/ Understanding the World/ Literacy/ Expressive Arts and Design/Physical Development</p>	<p>Animals at the South Pole  Resources: <b>Make a penguin cutting skills</b> or <b>Make a cardboard tube penguin instructions</b></p>	<p>Yesterday we looked at Arctic animals including polar bears, arctic foxes and reindeer. Today we are going to look at animals found in the Antarctic but not the Arctic- penguins. There is a lovely video showing Emperor penguins here: <a href="https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-wonders-of-nature-emperor-penguins/zm3ygwX">https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-wonders-of-nature-emperor-penguins/zm3ygwX</a>. It really gives a feel for how inhospitable the Antarctic is! We have the option of 2 craft activities related to penguins today. If you have a printer, you could use the <b>Make a penguin cutting skills</b> sheet and let your child practice cutting out the shapes and gluing them together. You may prefer the <b>Make a cardboard tube penguin</b> craft instead, and that one doesn't rely on having a printer at home. I look forward to seeing what you decide to make! One of my favourite penguin stories- 'Cuddly Dudley': <a href="https://www.youtube.com/watch?v=YD56ixQFneo">https://www.youtube.com/watch?v=YD56ixQFneo</a></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.**

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 'j', 'z' and 'w'. 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](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.

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 'j' can be found here: <https://www.youtube.com/watch?v=-b9asCO1Uxk&safe=true>

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

The song for 'w' can be found here: <https://www.youtube.com/watch?v=QefvisOhLyM&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.