

Nursery adult-led activities for home learning Week 35 15-06-20 Theme: Underwater Animals

Hello everyone,

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

This week we are looking at animals that live underwater, and will also make some special things for our Dads since we will be celebrating Father's Day on Sunday. As always, the activities include a mixture of stories, information videos and practical activities. There are some printable activities available, but I also suggest alternatives if you do not have access to a printer.

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 our final 3 letters to learn this 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. We will also begin to introduce some of the 'tricky' words that are very common in English- words such as 'the' that we use a lot, but are not able to sound out to read. Once children can sound out and blend CVC words independently and can also recognise a few 'tricky' words, they will then begin to be able to read short sentences. There is no expectation that children in Nursery are able to do this, but I am aware that we have a small number of children who are ready to take this next step.

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/ Mathematics	Mind map and counting Resources: Paper and pencils, computer, phone or tablet	We will begin this week by thinking about all of the underwater creatures we know, and naming them. Record the children's ideas and see if you can add to the list over the course of the week. Remind your child that it's not just fish that live underwater, and there can be different creatures in seas and rivers. Your child may well be able to think of a lot of different sea creatures! You may get some more ideas from watching this video: https://www.bbc.co.uk/bitesize/clips/zmxqxnbn . If you have any underwater animal toys then get them out too, and have some fun with a bowl of water or in the bath! There is a lovely simple underwater counting game that we use in school here: https://www.topmarks.co.uk/learning-to-count/underwater-counting . You can select numbers to 5 or 10, and it's a good way of revising 1:1 correspondence and matching numerals to quantities- the children usually really enjoy it too! An underwater story to enjoy- 'The fish who could wish': https://www.youtube.com/watch?v=sWb7KBT7KyA&safe=true
Communication and Language/ Understanding the World/ Physical Development Literacy/ Expressive Arts and Design	Make an underwater collage Resources: Underwater creature images , scissors, glue, blue and green paper, sand	Today we are going to practice our cutting and sticking skills again and make an underwater collage. If you have access to a printer, then please print out the Underwater creature images sheet. If you don't have access to a printer then you could use pictures from a magazine if you have one, or draw some sea creatures yourself or get someone else in the family to draw some. They don't have to be very detailed- simple pictures that are easy to cut out are best. If you have blue and green paper in the house that will be useful- if not you could ask your child to paint a sheet of paper blue, and another sheet green, and then let them dry before continuing the collage. Begin the collage by asking your child to glue along the bottom of the blue piece of paper. Sprinkle sand on the glue to form the sea bed. Then cut long wavy strips from the green paper to make seaweed. Your child can glue the strips of seaweed wherever they like as long as they are rooted in the sea bed so start at the bottom of the paper. After that your child can choose which sea creatures to cut out and add to their underwater scene. You may choose to do this on one day, or may find that it's easier to do in stages over a couple of days. I look forward to seeing them! Another fun underwater story- 'Barry, the fish with fingers': https://www.youtube.com/watch?v=5yQPruodTjM&safe=true
Communication and Language/ Literacy/ Understanding the World/ Physical Development/	Move like a sea creature Resources: Video clips	Today we are going to do something we haven't done before- use our bodies to see if we can move like different sea creatures. Look back again at the video clip we saw on Monday- https://www.bbc.co.uk/bitesize/clips/zmxqxnbn . Talk about the different creatures and how they move. Are they fast or slow? Do they move in a straight line or weave about? Do they have fins or tentacles that move in different ways? In 1886 the French composer Camille Saint-Saens wrote a suite of music called 'The Carnival of the Animals' One of the pieces is called 'Aquarium' and has a lovely flowing feel reminiscent of swimming or floating in water. You can hear the music along with film footage of sea creatures here: https://www.youtube.com/watch?v=lyFpZ5MZ7kk . Have some fun with your child (and the rest of the family if they want to join in) seeing if you can move like different sea creatures. You could

Expressive Arts and Design		do this inside or outside. It could become a guessing game- can you take turns to move like different sea creatures, and see if everyone else can guess which sea creature you are? A classic story about a crab- 'A house for hermit crab': https://www.youtube.com/watch?v=7cYgxnUDmc&safe=true
Communication and Language/ Expressive Arts and Design Understanding the World/ Literacy	The Rainbow Fish story and craft Resources: See either CD fish craft instructions or The Rainbow Fish collage template	Today our activities are based around the beautiful story of 'The Rainbow Fish'. You may have your own copy of this story which you can read with your child. If not, there is a video here of the story being read by the author: https://www.youtube.com/watch?v=EJXj4Ucz1xA . There is a lovely message in this story about the importance of sharing, and the beautiful shiny scales of the Rainbow Fish are key to the story, as the other fish love them. There are 2 craft activities available to try today, both of which take some inspiration from the story. The simpler option is the Rainbow Fish collage template which comes with the accompanying Rainbow Fish letter . You will need offcuts of coloured paper, magazines or wrapping paper cut into small circles to make the scales, as well as pieces of aluminium foil to be the shiny scales. If you aren't able to print the template, you could draw a simple fish shape on a piece of paper to use. Alternatively, if you have any old or damaged CDs that you no longer use, you could try the CD Fish craft . You need 2 CDs for this, as well as the other supplies listed in the instructions. If you don't have the foam suggested, you could easily use coloured card instead. We usually make these in school, and they look really effective hung from the ceiling or in a window. If you have several old CDs you could make a few fish with your child and then have a whole shoal of fish as a mobile or in a window! Once again, I look forward to seeing photos of the Rainbow Fish you create, either with paper scales or old CDs.
Communication and Language/ Mathematics/ Understanding the World/ Literacy/ Expressive Arts and Design/Physical Development	Father's Day card and gift Resources: Up to you!	We are celebrating Father's Day on Sunday, and this is a good time to think of all the reasons why we love our Dads! You may wish to start with a story- in this story 'Some Dogs Do', it's only the Dad character who has real faith in his child; https://www.youtube.com/watch?v=D4onEvfgAs4 . You may have your own ideas for a Father's Day card to make, but if not I've included some simple handprint card ideas in this week's planning. Inside the card your child could say why they love their Daddy and you could scribe it down, and then encourage them to write or trace their name in the card too. Once again, you may have your own ideas for a Father's Day gift, but if not then please consider baking some cakes or biscuits with your child- you could use the very successful Tablespoon Biscuit Recipe that some of you have tried before, with great results! I hope you think of some lovely ways to make sure that all the fathers have a lovely day on Sunday. Here's one more fish story to end the week- 'Tiddler': https://www.youtube.com/watch?v=hntyi-QTLJU

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 'v', 'y' and 'x'. 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 'v' can be found here: <https://www.youtube.com/watch?v=iSQzhkzDSrk>

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

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

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.