

Nursery adult-led activities for home learning Week 36 22-06-20 Theme: Minibeasts

Hello everyone,

Thank you for the updates last week- I enjoyed seeing what lots of you have been doing. We certainly enjoyed the underwater animal activities in school, and have produced some beautiful collages and fish as well as having fun moving like underwater animals!

This week we are looking at minibeasts, so will be getting out into the garden or park to see what we can spot. 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 is the ongoing name writing activities at the end of the planning sheet for them. We have learned all of the individual letters now and are revising all of the letters the children have learned and continuing to practice using them to build and read words. I have also provided information about the first group of '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

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Area of Learning	Activity	Comments
Communication and Language/ Understanding the World/ Literacy/ Expressive Arts and Design	Minibeast hunt/ Paper plate spider Resources: See instruction sheets	We begin this week by having a minibeast hunt outside. Talk with your child about what minibeasts are- those small creatures we find in the garden. Minibeast include insects but also other creatures such as spiders, slugs, snails and worms. How many minibeasts can your child think of themselves? Do you every get any minibeasts in your house, and if so which ones? Depending on the weather, you may be able to find a variety of minibeasts- bees, wasps, butterflies and ladybirds in warm weather or slugs, snails and worms in damp weather. Use the Minibeast Hunt Sheet if you can and encourage your child to tick off what they find- you may wish to continue this hunt over the course of the week and see if you can add to the list. The binoculars we made a couple of weeks ago may also be useful here! We also have a craft activity that we need to begin today and finish off tomorrow. See the Paper plate spider web sheet and ask your child to paint a paper plate in a colour of their choice (other than black!) ready to do the rest of the craft tomorrow. A minibeast story to start the week- 'The very busy spider': https://www.youtube.com/watch?v=YhkZi28sE_E&safe=true
Communication and Language/ Understanding the World/ Physical Development Literacy/ Expressive Arts and Design	Paper plate spider and web Resources: See instruction sheet	Begin today by playing the Minibeasts 'What am I' interactive PowerPoint game . Hopefully your child will enjoy trying to identify the different minibeasts from their descriptions. Today we will continue with the spider handprint and web craft that began yesterday. Work with your child to print the spider handprint in the middle of the plate and then leave it to dry for a while before beginning the web-making aspect of the activity. The threading to make the web is a great activity to help your child develop their fine motor control skills. Today's story is by the same author as 'Barry, the fish with fingers' that many of you enjoyed last week. This time the story is about 'Norman, the slug with the silly shell': https://www.youtube.com/watch?v=UPCakCzQowI&safe=true There is also a short CBeebies video about snails which your child might enjoy: https://www.bbc.co.uk/cbeebies/watch/mini-beast-adventure-with-jess-snail-adventure
Communication and Language/ Literacy/ Understanding the World/ Physical Development/ Expressive Arts and Design	Salt dough minibeasts Resources: Flour, salt, water, pipe cleaners. paints	Have a look again at the Minibeast hunt sheet . Talk to your child about the minibeasts you can see or any others you can think of. Does your child have any favourites? Have a close look at any favourite minibeasts with your child- look at the shape of the body, number of legs, colour, antennae etc. Make some salt dough with your child using the Basic salt dough playdough recipe . Let your child use the salt dough to make a model of one or more minibeasts. If you have any pipe cleaners they can be used to make legs and antennae. Bake the salt dough or leave it to air dry in a warm place- once it is dry tomorrow or in a few days then encourage your child to paint it using the correct colours for that minibeast. Here's another minibeast video about earwigs: https://www.bbc.co.uk/cbeebies/watch/mini-beast-adventure-with-jess-earwig-adventure A fun farmyard story featuring a ladybird- 'What the ladybird heard': https://www.youtube.com/watch?v=Mq_Pee53RpE

<p>Communication and Language/ Expressive Arts and Design Understanding the World/ Literacy/ Mathematics/ Physical Development</p>	<p>Ladybird doubles</p> <p>Resources: Bread, jam, raisins or chocolate buttons</p>	<p>Today we are going to do a Maths activity based around ladybirds. There are 2 ways to do it- either using the Ladybird doubles to 10 activity sheet or through making some ladybird maths jam sandwiches! Use a biscuit cutter and ask your child to cut a circle out of a slice of bread. Help your child spread strawberry or raspberry jam on to the bread to make it red. Mark a line down the centre of the bread circle with a knife to define the 2 halves. Place a raisin or chocolate button on one half and ask your child to tell you how many spots there are. Then ask your child to place the same number of spots on the other side. Ask your child to count up how many altogether. Introduce the term ‘doubling’- ‘double 1’ is the same as saying ‘1 and 1’. Ask your child to try some other doubles- at least up to ‘double 5’ but extending it if you think your child is ready to go beyond 10. You could use the same jam circle for each double, or make a selection of jam ladybirds which your child can then share with the rest of the family. Ladybird pizzas with tomato sauce and black olives would also be a good choice! I look forward to seeing some delicious maths doubling ladybirds!</p> <p>Here is the ladybird minibeast adventure video: https://www.youtube.com/watch?v=nl7KqpgqN9o</p> <p>Another ladybird story- ‘The bad-tempered ladybird’: https://www.youtube.com/watch?v=bH6UIYCRmAE</p>
<p>Communication and Language/ Mathematics/ Understanding the World/ Literacy/ Expressive Arts and Design</p>	<p>Butterfly symmetry</p> <p>Resources: Paper, paints</p>	<p>We are going to end the week with another simple craft activity which also introduces the mathematical concept of symmetry- the same on both sides- which links nicely with yesterday’s doubling activity. There is a video you can watch to explain what to do- see https://www.youtube.com/watch?v=042uDqg2k3g. You will probably find it quite easy to make several of these butterflies with your child, and they will make a lovely decoration for a bedroom wall! Once again, I look forward to seeing what your child creates- I’m sure there will be some very beautiful and colourful butterflies! If you are still feeling creative you could also try The very hungry caterpillar handprint craft.</p> <p>Here is the caterpillar minibeast adventure: https://www.youtube.com/watch?v=a75Jqde8k1l</p> <p>Here is the classic caterpillar/ butterfly story ‘The very hungry caterpillar’: https://www.youtube.com/watch?v=75NQK-Sm1YY&safe=true, although many of the children have told me that they have the book at home.</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.

We have now learned all of the individual letters, and your child may be beginning to blend the letters together and read simple words either independently or with adult support. In Reception your child will revise these letters and then move on to more complex phonemes including digraphs using 2 letters such as 'sh' and 'ch', and trigraphs using 3 letters such as 'igh'. Please keep revising the individual letters with your child and building words to read.

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.

Unfortunately, in English many of our very common words do not sound out easily, and therefore have to be learned by sight. We call these 'tricky' words. The first 'tricky' words which you can introduce if you feel your child is ready and beginning to read independently are 'I', 'no', 'to', 'go', 'into' and 'the'. If you have flashcards showing those words you could begin to slowly introduce them to your child, building up the number of 'tricky' words they can read by sight and only introducing a new one when they can read the previous one confidently. Other common words such as 'in' and 'on' can also be introduced, but these are not classed as 'tricky' because they can be sounded out. Once your child can read some of these common words you will find that you can start to build short sentences for them to read using these words and CVC words e.g. 'the cat on the mat', 'the man in a hat' etc. Please only move on to this stage if your child is confident about sounding out and reading CVC words independently. As I have said before, there is no expectation that children in Nursery will be able to do this, and they don't need to be able to do it when they start Reception. However if your child is keen and wants to read then I also don't want to hold them back!

If your child is keen, please also encourage them to have a go at writing the letters too.

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.

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.