

Hello everyone,

Thank you for the updates last week- I enjoyed seeing what lots of you have been doing. The hot weather last week was great for minibeast hunting!

This week we are looking at how we grow and change from babies to adults, and how much your child has changed since they were a baby. This is always a thought-provoking topic for young children- a good chance to get the family photos out and see how both they and their family members have grown and changed over time. Young children are often surprised by the idea that their parents were babies once! As always, the activities include a mixture of stories, discussion topics and practical activities. There are some printable activities available, but I also suggest alternatives if you do not have access to a printer. T

There are 4 days of learning activities this week as we have an INSET day on Friday 3rd July, so school is closed and I have not set any activities for that day.

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, and the revision of the letter sounds we have learned and tricky words from last week.

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

Nursery adult-led activities for home learning Week 37 29-06-20 Theme: Growing and changing

Area of Learning	Activity	Comments
Communication and Language/ Understanding the World/ Literacy/ Physical development	How we all grow and change Resources: See instruction sheets	<p>This week we are learning all about people, and how we all change as we grow up. Today we will look at the human life cycle, from babies to elderly people, and link that learning to people we know. Look at the Stages of growth sequencing sheet and talk with your child about the different stages and people they know who are at that point in their lives. If you want to keep it simple, stick to baby, child, adult and elderly; but if you think your child is ready then also add in toddler and teenager, and see what or who your child knows at each stage. You may wish to look at family photographs and see if your child can work out grandparents, aunts, uncles, cousins etc are at. How can we tell someone is a baby/ teenager/ elderly etc? If you have access to a printer you could print the Stages of growth sheet mentioned above, and let your child cut out and sequence the pictures. You could also try the How humans change as they grow sheets and ask your child to cut out pictures from magazines or catalogues for the different life stages. These can easily be drawn at home if you don't have a printer- choose the level which you feel is appropriate for your child.</p> <p>A lovely story about growing and changing- 'Once there were giants': https://www.youtube.com/watch?v=STwCfjVajys</p>
Communication and Language/ Understanding the World/ Physical Development Literacy	When I was a baby Resources: Photos, paper, pencils, catalogues	<p>Today we are going to think about what we know about babies. Begin by talking to your child about what they know about babies, and record their ideas. What do babies eat and drink? Where do they sleep? How do they move around? What do they like to do? What do they need help with? Look back at photos or videos you have of your child as a baby and talk with them about what they were like. If your child has siblings you could look at their baby photos and talk about them too. If you have any, introduce the idea that you used to be a baby too, and show some of your own baby photos. This can come as a surprise to children sometimes! If you have a baby at home, you could ask your child to collect some of the things the baby needs such as baby clothes or nappies. If you have any baby catalogues or magazines you could ask your child to cut and stick some pictures of things a baby needs. If you have access to a printer, then you could use the What does a baby need cut and stick activity. If you wish, you could work with your child to make a book that can be continued tomorrow- each page could include something they could do as a baby e.g. 'When I was a baby I slept in a cot', continuing on to 'Now I am 3 (or 4) I sleep in a bed' etc.</p> <p>If you have any baby dolls then do consider getting them out for independent play- dressing babies is great fine motor practice, and bathing babies in soapy water is always fun!</p> <p>A funny baby story- 'Avocado Baby': https://www.youtube.com/watch?v=IIUQGmtjwEs</p>
Communication and Language/ Literacy/ Understanding the World/	What I can do now Resources:	<p>Today we are looking at your child and what they can do now, building on yesterday's learning. Look back at what you talked about yesterday- what babies eat, how they move etc. Compare these answers to your child now- what can they tell you about what they like to eat, where they sleep, how they move, what they play with, what they can do by themselves etc. You could end up with a very long list!! If you have a baby or toddler in the house your child will be able to compare what they can do to what the younger child can do. If there are older siblings that could also be an interesting</p>

Physical Development/ Expressive Arts and Design	Book from yesterday (optional), phone or tablet	comparison, bearing in mind that whatever they can't do like their big brother or sister they will learn to do as they get older. If you started the book suggested yesterday you can continue with that with your child. Alternatively you could make a video with your child of all the things they can do now- it will be lovely to look back on when they are older! There is a printable 'handprints' keepsake activity you could use if you wish- EYFS My handprints activity . Another lovely family story about babies and older siblings- 'Eat up Gemma': https://www.youtube.com/watch?v=f21pMK2mUiw
Communication and Language/ Understanding the World/ Literacy	When I grow up/ Family tree Resources: Family photos	Today we are thinking about growing up. How can your child tell they are growing? Do they need new shoes or clothes because they are getting bigger? If you have any, look at their baby clothes or shoes- they wouldn't fit now! One day your child will be an adult- have they ever thought about what they would like to do when they are grown up? Watch the 'When I grow up' story video: https://www.youtube.com/watch?v=OE3OPA-VFM0 . Your child may have lots of ideas, or they may find it hard to think about being an independent adult and having their own home, work and family. Look at some photos of your extended family if you have them. Talk with your child about how even the oldest people in the family used to be babies and children, and then grew up and had their own families and children. If you can print any photos or have spares, you could use them to make a family tree with your child so that they can see where they fit into the extended family- if you have other children at home this could be a good family project to try if you wish. A funny story about a family- 'My Mum and Dad make me laugh': https://www.youtube.com/watch?v=3mP4ZHtutAM

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 3 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.