

**Nursery adult-led activities for home learning    Week 38    06-07-20    Theme: Sacraments/Baptism**

Hello everyone,

Thank you for the updates last week- I enjoyed seeing what lots of you have been doing. I've also enjoyed seeing some lovely photos of the children as babies!!

This week we are following on from last week's learning with our RE topic for this half term- 'Sacraments'. The first 2 days give an overview of the seven sacraments of the Catholic church, and after that we focus on the sacrament that your child may have already received- Baptism. There are some craft activities, some learning that links directly with last week's work on the human life cycle, and a video clip of a real baptism. There is also the opportunity to role play a baptism with a baby doll- usually very popular when we do it in school!

I have included one Baptism-based story, but there aren't many stories directly linked to this topic!

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

Good luck!

Mrs Fiona Semple

Area of Learning	Activity	Comments
Communication and Language/ Understanding the World	<p>What are the sacraments?</p> <p>Resources: Family photos</p>	<p>This week we are focusing on our RE topic for this half-term, which is ‘Sacraments’. You may know a lot about the sacraments, or they may be new to you. Looking at the sacraments now follows on very well from our ‘Growing and Changing’ topic last week, as the sacraments mark times when God touches our life in a special way. Begin this week by asking your child about any special times in their life that they remember- birthdays, Christmas, Easter etc.</p> <p>Look at photos if you can. Ask your child if there are any special things that are needed at those times e.g. a birthday cake, a Christmas tree, Easter eggs. Special times usually have special symbols associated with them to help to mark them out as different and important. The same is true of sacraments. Have a look at <b>The seven sacraments cards</b> for a brief overview of each sacrament. Have you or your child been baptised? Has anyone celebrated First Holy Communion or Confirmation, or have you been to any weddings? If so, have a look at photos with your child and talk with them about any symbols which are always used at those ceremonies e.g. water at baptism, rings at a wedding etc. It’s also fine to talk about the fact that a lot of these special times are also marked, like birthdays, with a party to celebrate afterwards, bringing friends and family together.</p> <p>Here is a short video explaining the seven sacraments of the Catholic church: <a href="https://www.youtube.com/watch?v=LatLsVNROTO">https://www.youtube.com/watch?v=LatLsVNROTO</a></p>
Communication and Language/ Understanding the World/Mathematics/ Physical Development	<p>Linking sacraments to life stages</p> <p>Resources: See resource sheets</p>	<p>Last week we thought about the different life stages in human life- baby, toddler, child, teenager, adult, elderly. If you still have it, look back at the <b>Stages of growth sequencing activity</b> from last week, or any equivalent that your child made using photos or magazines. Look at the <b>Sacraments images</b> sheet with your child. Talk together about when different sacraments might happen in life.</p> <ul style="list-style-type: none"> <li>• Baptism can happen at any age, but it’s usually babies and toddlers who are baptised in the Catholic church.</li> <li>• First Reconciliation and First Holy Communion usually occur at age 7 or 8. After that these sacraments can happen again and again throughout life.</li> <li>• Confirmation usually happens in the teenage years.</li> <li>• Matrimony and Holy Orders are sacraments of adulthood.</li> <li>• The Sacrament of the Sick is for anyone who is unwell or dying, but most people who receive it are, therefore, elderly.</li> </ul> <p>Your child could cut and stick the sacrament images to the sequencing activity or pictures from last week. There are also some lovely <b>Sacraments stained glass images</b> showing some of the symbols of different sacraments- can your child match them to the equivalent <b>Sacraments images</b>?</p>
Communication and Language/ Understanding the World/ Physical	<p>We are all part of God’s family</p>	<p>Today, and for the rest of the week, we are going to focus on the sacrament which your child may have already received- Baptism. Baptism is the sacrament that welcomes us into God’s family, washing us clean ready for a new life with Jesus. The symbols of baptism echo this- water to wash us, white clothes as a symbol of purity and new life, anointing with oil to show that we are special, and a lit candle to bring us the light of Christ. Anyone, of any age, can</p>

<p>Development/ Expressive Arts and Design</p>	<p>Resources: Card, fabric and wool scraps, pencils and pens</p>	<p>be baptised if they wish, but usually parents make that decision for their children when they are very young. If your child has been baptised then look at any photos or videos you may have and point out any of the symbols you can see. You may still have their baptism outfit to look at, as well as their candle. Here is a video of a Catholic baptism in the US- it's nearly 10 minutes long so you may prefer to fast-forward to the key moments or your child may be happy to watch all of it: <a href="https://www.youtube.com/watch?time_continue=228&amp;v=LB5zL2apiw&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=228&amp;v=LB5zL2apiw&amp;feature=emb_logo</a> Print out the <b>Child outline</b> or draw a simple template on to paper or card. Ask your child to add a face, hair and clothes- if you can then let your child use scraps of wool for hair and fabric scraps for clothes, or use pens or paint if you don't have any fabric or wool. If you have other children they could make themselves too, as could parents. If more than one are made, they could be attached together to hold hands as a family- emphasise that your child is part of your family, but also part of God's family.</p>
<p>Communication and Language/ Understanding the World/ Literacy/ Expressive Arts and Design/Physical Development</p>	<p>The Holy Spirit comes at Baptism</p> <p>Resources: Red paper, white paint, white feathers if available</p>	<p>Think back to our learning about Pentecost, just after half term. Can your child remember any of the story? What can your child remember about the Holy Spirit? Remind your child that the Holy Spirit came to Jesus' friends at Pentecost, and gave them the power to go out and tell the world about God. Can your child remember any of the symbols of the Holy Spirit? They include the colour red, fire, wind and a dove. Baptism is the first time that we receive the gift of the Holy Spirit, and we receive it again at the sacrament of Confirmation. Today we are going to make another representation of a dove. If you have red paper, then please use that as the background. If you don't have red paper, then it would be helpful if you could ask you child to paint a piece of paper red before making the handprint dove. See <b>Handprint dove</b> for full instructions. If you have any white craft feathers then they are lovely decorations, otherwise you could use cotton wool to make the dove look fluffy. Here is a simple story about a family preparing for a baptism: <a href="https://www.bbc.co.uk/bitesize/clips/zhq6sbk">https://www.bbc.co.uk/bitesize/clips/zhq6sbk</a></p>
<p>Communication and Language/ Understanding the World/ Expressive Arts and Design/Physical Development</p>	<p>The symbols of Baptism</p> <p>Resources: Paper, card, pens, blue cellophane or tissue if available, white fabric scrap if available</p>	<p>Today we are focusing on the symbols of baptism. Talk to your child and see if they can remember any of the symbols of baptism. If you haven't watched the baptism video yet then have a look at it today and see if your child can spot any of the symbols of baptism- water, oil, white clothes/shawl, candle. Here is a craft activity to help your child remember the symbols of baptism- <a href="https://www.catechist.com/celebrate-baptism-children-god-craft/">https://www.catechist.com/celebrate-baptism-children-god-craft/</a>. If your child has been baptised and you can print a photo, you could add that to the centre of the banner. If you don't have all of the supplies listed, please improvise with things you have at home such as packaging or tissue paper instead of cellophane. Your child may love to role play a baptism if your child has a baby doll they can use. A small bowl of water makes a good font and an unlit candle can be used as a baptism candle. An old white muslin square or pillowcase could make a good shawl, and when we do this in school I often use Vaseline as a substitute for the holy oils. You can end up with very shiny baby dolls!!</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 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](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.

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!

This week I have also included the next set of 'tricky' words if you feel your child is ready- see [Phase 3 tricky words mat](#). 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.