

Nursery adult-led activities for home learning Week 39/40 13-07-20 Theme: Holidays

Hello everyone,

Thank you once again for all of your updates- I really enjoy seeing what you have all been doing.

This week we have a 'Holidays' theme as we move towards our summer holiday. I have included 7 days of planning to bring us to the end of term, with a mixture of worksheets and practical activities, some water safety learning from the RNLI and a couple of fun creative activities for the last 2 days of term. I'm sure you will enjoy having a break from the formal learning, but thank you so much to everyone who has accessed some or all of the home learning activities- you've been doing a brilliant job in very trying circumstances, and I'm grateful for everything you have done to support your child's learning.

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 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

Have a wonderful summer- I look forward to seeing you all again in September.

With best wishes,

Mrs Fiona Semple

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Area of Learning	Activity	Comments
<p>Communication and Language/ Understanding the World/ Physical development/ Expressive Arts and Design</p>	<p>What can you see at the seaside? Resources: What can you see ppt and Seaside cut outs and poster</p>	<p>As we come to the end of the year we are looking forward to the summer holidays, and we hope that we can all get away for a holiday or some days out this summer. A favourite holiday or day trip destination is, of course, the seaside. If your child has been to the seaside talk to them about what they remember and what they like to do when they go to the beach. You may have photos you can look at with your child to help them remember their visit. Watch the BBC video 'A visit to Poole harbour'- https://www.bbc.co.uk/programmes/p0113z8j. What did Barnaby Bear do at the seaside? Have you done any of those things? Have a look at the What can you see at the seaside? PowerPoint game. Can your child guess what they can see through the binoculars? Talk about what they see- does your child know what they are? Have they seen them before? If you have access to a printer you may like to give your child some extra cutting practice by using the Seaside poster and Seaside cut outs so that they can make their own beach scene. You could build some sandcastles with damp sand if you have a sandpit in your garden. You may have some story or information books about the seaside you could read with your child, or videos of holidays that you could watch together and talk about. A seaside story- 'Lucy and Tom at the Seaside': https://www.youtube.com/watch?v=ZAzz_vMO1I8</p>
<p>Communication and Language/ Understanding the World/ Physical Development</p>	<p>What to pack for a holiday Resources: Holiday clothes sorting activity</p>	<p>Today we are thinking about all the things we need to take with us on holiday. Packing for a holiday takes a lot of organising and we all know that you need to think of everything! You could ask your child to suggest what they think they might need to take on a holiday to the beach in the hot summer. What clothes and shoes will they need? Do they need special beach things? How will they keep safe in the sun? What will they need for day time and night time? Sometimes people go on holiday to cold places or in winter. What would be needed then? Would it be the same clothes, shoes etc or different ones? You could ask your child to pack a bag and see what they would choose if you are feeling brave, or you could either print or view the Holiday clothes sorting activity, choosing what to take for a hot summer holiday in Australia or a cold holiday in Greenland. If you print the pages, your child could cut out the images and put them in the correct suitcases, or you could talk about it with your child if you view it online. Another story- 'My friend whale': https://www.youtube.com/watch?v=PnFXoMdxzVo</p>
<p>Communication and Language/ Understanding the World/ Physical Development</p>	<p>What to pack for a safe day out Resources:</p>	<p>Today we are continuing with the packing theme, and thinking what we might need for a day out to the beach. There are some things that we want because they are fun, and some things we need to take because they help to keep us safe in the sun and at the beach. The Royal National Lifeboat Institution (RNLI) has some lovely resources related to safety near water and at the beach, and we will use one today. The RNLI What shall we pack? resources include some teaching notes which you may wish to read as well as some picture cards and a sorting sheet so that your child can decide whether the objects in the pictures are not important, quite important or very important. You can view them online and talk about them with your child, or print them out and let your child cut and sort them into the correct columns. You may have a different idea about what is important compared to your child, and that could make for some interesting discussions!</p>

	RNLI What shall we pack?	Today's story- 'What the Ladybird heard at the seaside': https://www.youtube.com/watch?v=PvguZ1YvKLw
Communication and Language/ Understanding the World	Keeping safe near water Resources: RNLI Spot the Dangers posters	Today we are continuing with our water safety theme. Is your child aware of any dangers near water? Do they know how to stay safe near water? Watch the BBC video 'Lifeboats, lifeguards and safety' featuring Barnaby Bear again: https://www.bbc.co.uk/programmes/p0114yvf . The seaside, rivers and harbours are wonderful places to visit, but it's really important to remember how to stay safe. Look at the RNLI Spot the Dangers posters with your child, either on screen or printed out. Can they see anything that might be dangerous, or anybody being silly near the water? The main purpose of this activity is the conversation you can have with your child about water safety, helping them to become more aware of their surroundings and everything that is happening around them. Today's story- 'Sally and the Limpet': https://www.youtube.com/watch?v=HX8vgBF1_G8
Mathematics/ Understanding the World/ Expressive Arts and Design	Seaside maths Resources: Choose from a selection of Maths activities	Today we are having a Maths themed day, with a whole range of possible number recognition and counting activities to practise. Some need to be printed and others can be completed on a screen. If you have the opportunity, do have a look at them all and select some which you think your child will enjoy and find achievable. You may wish to print them all and complete them over several days. Please also have a look at the Topmarks website for their 'Underwater Counting' game that we have used before. Activities available include Summer themed colour by numbers , counting and writing numbers to 10 with the Rockpool counting activity , Seaside shell hunt large colouring sheet and Seaside counting activity sheet ; as well as the more challenging Seaside I-Spy to 20 . Please also feel free to do some more practical counting and number matching activities using items at home such as sunglasses, sun hats, buckets and spades etc if you have them. Another seaside story- 'The Lighthouse Keeper's Lunch': https://www.youtube.com/watch?v=46wCRq50Wwg
Expressive Arts and Design/ Physical Development	Make a pinwheel Resources: See Summer printable pinwheel template	We have now reached the last 2 days of our summer term, and what is for many of the children their last 2 days of Nursery. We shall end our time together with a fun creative activity today and tomorrow. Today we are going to make that traditional seaside toy- a handheld pinwheel/windmill. Look at the instructions for the Summer printable pinwheel template and print it out on to thick paper or thin card if you can. If this is not possible, then I hope you will be able to draw out the shape you need for your child- thank you in advance for trying that!! Let your child make the pinwheel as brightly coloured as possible before using a drawing pin or tack to attach it to a dowel, stick or bamboo cane. It's important not to fasten it too tightly so that it can still spin- I look forward to seeing the finished results! Today's story features a character we enjoy, Winnie the Witch, in 'Winnie at the seaside': https://www.youtube.com/watch?v=i2NwWipGGMA
Communication and Language/ Expressive Arts and Design/	Make ice lollies Resources:	Today is the last day of term, and usually we would attend the school Talent Show in the morning, and then have an end-of-year party in the afternoon. We can't do that this year, but we can have some fun! Today's challenge is to make some home-made ice lollies. I have a selection of recipes to try, or you may have your own favourites. If you have a set of ice lolly moulds then of course you should use them, but if not any small yogurt/fromage frais pots can be washed out and used, with a spoon inserted into the lolly mixture if you don't have any lolly sticks. You may wish to blend up fresh fruit for

Physical Development	See Frozen banana lollies and Ice lolly recipe ideas	<p>some of the recipes, but your child can still help to chop the fruit before blending, or mash it up if you don't have a blender. The Frozen banana lollies recipe uses whole bananas as the base for the lolly, and there are many other ideas on the Ice lolly recipe ideas sheet. I'd love to see some photos of the children enjoying their creations!</p> <p>If your child is leaving Nursery today, you may wish to look at the Nursery end of year review which I usually do with all of the children who are moving on to Reception. If you do talk through and complete it with your child then please photograph it and upload it to Tapestry- I'd love to see what they remember about Nursery at the end of this very unusual year.</p> <p>A story animation featuring another favourite character- 'Kipper the dog at the Seaside': https://www.youtube.com/watch?v=7dCdT6tN3WY</p>
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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!

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.