Remote Learning

Nursery Planning

Dear Parents/Carers,

We hope you are all well and safe.

Here are some useful websites that we use in Nursery:

For movement and music as well as other resources try **Go Noodle** (Google search)

**Games**  Google search ‘Topmarks’. Once in, browse age group Early Years and there are lots of games that are suitable for your child

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**Phonics**: DFE Letters and Sounds documentation <https://www.gov.uk/government/publications/letters-and-sounds>

(for activities in planning, we will put page number for you to refer to)

We may incorporate some activities from Bitesize, but even if you have looked at it before, repetition is a great way for children to learn and absorb information.

<https://www.bbc.co.uk/bitesize/articles/zks4kmn>

In our planning, we will add links that you can use each day to support some of the work/activities your child may like to do.

Week 4 25.01.21

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| **Monday** | **Phonics**  Collect six or seven objects from around the room (each object should begin with a different sound). Make sure your child can identify what the objects are. Take one of the objects away without your child seeing. Can the child recall which object is missing? What sound does the object begin with? Keep playing the game until all of the objects have been used. | **Mathematics**  Simple counting forwards and backwards from 0-10, 10-0.  Watch *Zero, Zero Superhero*  <https://www.youtube.com/watch?v=6RfIKqkvHTY>  Children to count on their fingers from 1-10. Can they show 5 fingers? Can they show 3 fingers etc.  Collect objects from around the room. Ask the children to line up the objects. Point at the first object and ask your child to say, ‘one’, then ‘two’ and so on. The idea is to make sure that your child understands that number identifies how many objects are in a set. | **Creative**  Watch this clip of Kandinsky art from YouTube. <https://www.youtube.com/watch?v=43YsRHdxIq4>  Name the shapes that can be seen. Look at the paintings of Kandinsky in the resources. Make a Kandinsky painting! In school, we use tissue paper circles or paint. The children could use an iPad or the computer to produce a picture like the one below. Upload to Evidence Me if you can. |
| **Tuesday** | **Literacy**  Watch this clip of the story of ‘Little Lumpty’ by Miko  Imai, read by Mr Moon on YouTube  <https://www.youtube.com/watch?v=bJ9Oe5m5C1U>  Talk through the story. Can the children retell the story of what happened to Little Lumpty. Did they like the story? What is the same as the story of Humpty Dumpty, and what is different?  Draw Little Lumpty standing on the wall. | **Mathematics**  Watch this clip on YouTube – the Circle Song. There are some actions if you’d like to join in  <https://www.youtube.com/watch?v=LlXnXf6FSq8>  Look around the room. Find things that are circular in shape. As in the song, walk around the room in the shape of a circle, draw circles in the air, draw circles on each other’s backs. Extend the game to include the shapes we have learned from the last two weeks. Play ‘Guess the Shape’. Take it in turns to draw either a circle, a square or a rectangle on each other’s backs. Can you guess which shape has been drawn? | **Physical**  <https://www.bbc.co.uk/cbeebies/watch/yoga-with-rebecca-and-duggee>    Yoga with Duggee on CBeebies and or/  <https://app.gonoodle.com/activities/pop-see-ko?sp=search&sn=search&st=video%20versions&sid=1098>  *Pop See Ko* on *Go Noodle*  Alternatively (it will need a few people)  Lumpty was rescued from the wall by jumping from the top of the wall on to a blanket. Find a teddy bear and put him in the middle of the blanket. Toss the teddy bear in the air and try to catch him! Sing ‘  *Lumpty Dumpty stood on the wall*  *Lumpty Dumpty had a great fall*  *All of his neighbours and all of his friends,*  *Caught him and took him back home again’* |
| **Wednesday** | **Literacy**  Watch the clip from yesterday  <https://www.youtube.com/watch?v=bJ9Oe5m5C1U>  Little Lumpty shouldn’t have climbed up on to the wall because it was dangerous. He was sorry that he had upset his mum.  Write an ‘I’m sorry’ card from Lumpty to his mum. Draw a picture of the wall on the front (lots of rectangles!), and of Lumpty.  Upload to Evidence Me if you can. | **Mathematics**  <https://www.bbc.co.uk/cbeebies/puzzles/tinpo-shape-sorter-quiz>  CBeebies – Tinpo’s Shape sorter. Can you help Tinpo sort the shapes?  Try to draw a circle. Practise in the air first, then on paper. (If you have shaving foam and don’t mind mess, spray some on to a flat surface and draw shapes in the foam) | **Music**  Sing along to nursery rhymes. The link takes you to a menu. Select which songs you’d like to sing along to. Encourage the children to dance and sing along.  <https://www.bbc.co.uk/cbeebies/curations/nursery-rhymes> |
| **Thursday** | **Literacy**  Watch the story of Little Lumpty again  <https://www.youtube.com/watch?v=bJ9Oe5m5C1U>  Ask the children what sound they can hear at the beginning of the words ‘Little’and ‘Lumpty’. Keep practising the sound ‘l’. What other words can they think of that begin with ‘l’? Can they gather items from around the room that begin with ‘l’? Practise drawing an ‘l’ on paper. | **Mathematics**  Watch this clip from YouTube. It’s ‘One, two, three, four, five, once I caught alive’  <https://www.youtube.com/watch?v=9ir_l7qTiZ4>  Using 10 pieces of pasta (or something similar), count the pasta pieces from 1-10. Point at each piece of pasta so that the number said matches to the right piece of pasta. | **KUW**  When outside, collect sticks, leaves, stones. Make circles out of the things you find. If you can, bring your ‘treasure’ inside and make the outdoor circles in to a piece of art by sticking them to paper. |
| **Friday** | **Phonics**  Play the memory and sounds game from Monday.  Collect six or seven objects from around the room (each object should begin with a different sound). Make sure your child can identify what the objects are. Take one of the objects away without your child seeing. Can the child recall which object is missing? What sound does the object begin with? Keep playing the game until all of the objects have been used. | **Mathematics**  Make number cards from 1-10 out of paper. Repeat the activity from Week 1. Put the number cards on the stairs and count out loud from 1-10 as the stairs are climbed. | **Come and See**  Read together, share and talk about:  <https://www.bbc.co.uk/cbeebies/watch/type/festivals-celebrations>  CBeebies clips of celebrations around the world (half way down menu page). Look at family photographs, or remember and talk about celebrations the children have been part of, other than birthday parties. What are their memories ?  Make a party hat, or sing party songs. |

Nursery Rhymes

These are so important for children. Nursery Rhymes are a child's first experience with words. They help them learn new vocabulary and numbers. When actions are linked to words in the nursery rhyme, it helps boost motor skills and improves rhythm and movement. They improve memory, concentration, spatial intelligence, and thinking skills.

We are going to be doing this over the next few weeks as an activity (see planning above for first part) but take turns to recite your favourite Nursery Rhymes, learn new ones. Phone grandparents and ask what their favourite rhyme was when they were younger. Draw a picture of your favourite Nursery Rhymes and write it out (someone could scribe it for them on another page) and begin to build up your own Nursery Rhyme book. This will be something to share together with family members when you can all finally meet up – a lovely keepsake from these unusual times!

Quiet time

Every day try and take time to read a story together. Let different members of the family choose a book each day. Look at features of book ie. front cover, synopsis on back cover, use a mixture of story/information books. Talk about the characters, predict what might happen in the story, what do you think each character might do? Look for familiar letters in your child’s name within the text. Point out things like full stops at the end of a sentence, questions marks, exclamation marks, speech marks – tell the children what they are, so that they become familiar with seeing them in books. They love looking out for them and trying to remember what they are called! Try reading in different places- in bed, in the bath, under the covers, outside, in a den, the list is endless…

Crazy time

Have a dress up day, when you make up your own stories. Ask someone to write down what has been acted out. Take photographs along the way and print them out to produce your child’s own own book, encouraging the children to write parts of the story with you. They could add speech bubbles! Or use toys to make up stories – the crazier the better…! Let your imaginations run wild.