

## Nursery activities - 16h June 2020

### English

- **Potato Stamp Ladybirds:** Have a go at making your very own stamps. First you need to cut a potato in half and let dry. Dip potato in red paint and stamp on to your paper and then let it dry. Draw a black line down the middle of each red oval with a permanent marker. Dip a thumb in black paint and stamp on each red oval for the ladybug head and then use a finger dipped in black paint for the ladybug spots. The children can tell us the features of a ladybug along this craft and stories of any experiences.
- **Minibeast Hunt:** After you go on a minibeast hunt, you could show your child pictures and encourage them to draw the creature and recall the details and name. Record what your child says in their words. You and your child can make up a story about the creature you have found (let your imagination run wild, there is no wrong answers in this game the more creative the better).
- **Spider handprints:** Get your child to have a go at making their very own spider hand print picture. Squirt a small amount of black paint onto your child's hands. Get them to rub their hands together - covering their hands in cold, oozy, black paint. Using a baby wipe, wipe the paint off their thumbs. You can just paint their fingers and miss out the thumbs; However it creates a nice sensory sensation of exploring and feeling the paint on their hands on their own. Then overlapping their palms, together to create a spider. Their fingers will create 8 spiders legs. Using PVA glue add some googly eyes or ones you have drawn on paper. For the spiders mouth, cut down a 'heart' sticky backed foam shape. .... and there you have it, your very own 'Incy Wincy Spider'
- **Caterpillar stamps:** What you need: Paper towel tube/Toilet roll tube, Paints, Paper, Markers, Paper plates. What to do: Put some green and red paint on paper plates. With one side of the paper towel tube, dip it into the green paint and place it into the paper. Continue to do this along the paper to make the caterpillars body. With the red paint, use the second tube and place it at the one end of the body to make the caterpillars head. Use the markers to draw in the details for example the eyes.
- **My Cat Likes to Hide in Boxes:** You can read or listen to the story of 'My cat likes to hide in boxes' After listening to the story encourage your child to collect some items they like and choose a place they would like to take them. Encourage children to talk about that item and why they would take to the country they have chosen. Make up some rhymes to go with the object and the country chosen. E.g. I want to go to the sea. Me and my family we could go to France and do little dance. Or somewhere far like Dubai to look at the sky. Lets go to Spain to see if it will rain. If you know someone in that country.  
The story can be found here: <https://ronaldopenshaw.newham.sch.uk/story-corner/>

### Maths

- **Antarctica Penguin Counting:** What you will need: • Pencils • Paper • Scissors Allow your child to draw what they feel a penguin may look like. Also have a try at getting them to write the numbers from 1 to 10. Cut them out and use them to count. With Lego pieces, marbles (under supervision) any object that may be counted. You could use them to create your very own number line.
- **Swat it:** prepare some sticky notes with various numbers and place them in front of the children armed with fly swatters (or something similar). The goal of this simple yet fun game is for the little ones to identify the number on the dice and match it with the ones written on sticky notes before smacking the correct answer with a fly swatter!
- **Estimation Station:** Children often enjoy guessing, "How many are in the jar?" and then counting to see who is right. They get excited by big numbers! Adults could provide a clear plastic jar with a number of things in it and change these daily. Filling a big jar with really small things will give children the experience of what large numbers look like. Children guess how many things are in the jar, then count to find out. Older children can record their guesses on post-it notes and then put these in order to discuss which estimates were closest. You could fill several identical containers (e.g. matchboxes, yoghurt pots, fish bowls) with different kinds of items or fill different containers (e.g. one tall and narrow, one short and wide) with the same things. Ask questions such as: How many do you think there are? Why do you think that? Will it be more or less than 20? A lot more/less? Or a little more/less? What do you notice? What do you see? Are there more or less than yesterday? Why do you think that?
- **Can you build this?** The adult makes a simple construction with a few blocks or pieces of Lego, and challenges the child to copy it with the same pieces or from a selection. Use more different pieces to increase the challenge. That's great! But look very closely: how is your model different from mine? Which block do you need to put to the right of / above / below / behind this red one? Your blocks are all pointing the same way - can you see these ones are crossways How do you think you

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need to change yours to make it look the same as mine? How do you need to turn that brick to make it look the same? Let's take a photo of your best one and see if you can make it again tomorrow. Can you do a drawing of your model?

- **Small World Play:** Children often enjoy playing in an imaginary small world environment, for example, the zoo, jungle, farm, town map, with animals, cars, people etc. Adult could provide small world play figures and an area with separate compartments or boxes, fences, sand, etc. Present the animals or characters and materials to make an environment for them. Below we use the farm as an example. Invite the children to make up a story about where the animals go. Then they might be rearranged or decide to go elsewhere. Tell us about where you have put the animals. What's happening – where are they going now? What a lot of cows you've got! How many animals do you think the farmer has altogether? Which animals do you think you have most/least of? How do you know? Why have you decided to put the cows here? Why is the pig-pen smaller than the sheep-pen? What size field do you think the horses should have? Why do you think that? Roughly how many pigs do you think will fit in that field you are building/have built? How could the cows get to the milking parlour without going through the horses' field? Let's make a picture of your farm. Can we show where the farmer should put all the animals? Shall we have an animal stock-take? Can you make a list or a tally of all the different animals on your farm today, so we can check that they are all there tomorrow?

### Phonics

- **Hungry Caterpillar rhyming words:** Can you hear any rhyming words? Click the links below to hear the songs:  
[https://www.youtube.com/watch?v=\\_tUBBh4QzTU](https://www.youtube.com/watch?v=_tUBBh4QzTU)  
<https://www.youtube.com/watch?v=uYRPJ3FhYBw>  
<https://www.youtube.com/watch?v=JOIbSE0CmNM>
- **Sound Game:** Have a go at these Phase 1 sound games. Can you identify the different animals? This is a great site for Phase 1 Phonic activities – click the links to take part: <https://www.phonicsbloom.com/uk/game/match-sounds?phase=1>  
<https://www.phonicsbloom.com/uk/game/whats-behind-the-door?phase=1>
- **Alliteration:** Show a collection of random objects. Can we sort them into groups starting with the same letter sound? Look at each group say the objects one by one to create an alliterated string e.g. scissors, staple, sausage, stick
- **Silly soup:** Provide the children with a selection of items with names that begin with the same sound. Show them how you can make some 'silly soup' by putting 'ingredients' (e.g. a banana, bumble bee and bug) into a pan in the role-play area. Allow the children to play and concoct their own recipes. Play alongside them without influencing their choices. Commentate and congratulate the children on their silly recipes. Recite each child's list of chosen ingredients. Make the pattern clear by emphasising the initial sound. By observing mouth movements draw the children's attention to the way we start each word and form sounds.
- **Making trumpets:** Make amplifiers (trumpet shapes) from simple cones of paper or lightweight card and experiment by making different noises through the cones. Model sounds for the children: the up and down wail of a siren, the honk of a fog horn, a *peep, peep, peep* of a bird. Contrast loud and soft sounds. Invite the children to share their favourite sound for the rest of the group to copy. Use the trumpets to sound out phonemes that begin each child's name.

### Creative/Understanding of the World

- **Insects in Jelly:** Prepare jelly according to the instructions, then drop in the plastic insects, place in the fridge and wait a few hours for the jelly to set. If you want you can make two different flavours. Once the jelly is set put the bowl of jelly on the table with a few empty bowls along with the spoon and fork. Allow your child to transfer the jelly into the empty bowl using the spoon or they could use their hands. Let them explore the texture and listen to what they say. Don't worry if they want to eat it, remember it's jelly all part of exploring. At the end of the activity discuss with your child what they most enjoyed and where they think insects live.
- **Minibeast Hunt:** With your child go outside to the garden, park or nearby green spaces to look for some minibeasts take some pictures (remember to keep your distance when in public places). Encourage your child to touch and feel the creature, if they don't want to please don't force them to. If you can touch, it and this might encourage your child to come closer and look at it. You could put the creature in a tin with a lid (Always return creatures back to their natural environment and treat them with sensitivity and care). Use describing words to talk about the creatures you find and encourage your child to talk about the features they see and

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name the creature. You can use the following questions to develop deeper thinking and language: • I wonder which way the minibeast walks? • What's the funniest thing you can see about the minibeast • If you could choose to be a minibeast what which one, which one would you be?

- **The Hungry Caterpillar Smoothie Making:** read the Hungry Caterpillar (story available on YouTube) and identify the fruits he eats (his favourites are apples, pears, plums, strawberries and oranges). Children can mix these fruits together to make a smoothie or choose some of their own favourite fruits.
- **Arctic Sensory Play:** You could have a go at creating your very own arctic wonderland. Use some empty containers, add some water and then pop them into the freezer over night or for a few hours. Once they have frozen use those blocks of ice to represent the Arctic landscape. Now it is time to play, you can place some snow animals in the mix if you have them and roleplay. If you do not you could have a try at using your imagination you could use a bottle and imagine that it is a penguin. You could use a teddy as a polar bear, etc. You could then have a go at some challenges, such as: • How many animals can cross the ice without falling? • How many animals can fit on an ice cube? • How long does it take to melt? You could watch and talk about how the ice goes from a solid to a liquid.
- **Make your favourite animal:** Encourage your child to have a think about their favourite animal. You could get them to draw or make it. Then get them to have a think about where that animal may live. Is it in a desert, a forest, a jungle, a field, an ocean, etc. Once they have done this you could then support them by helping them to have a look on the internet about where in the world these animals live. Once you have found them, you could have a go at creating your very own small world role-play for their animal.

### Skill of the Week

- **Attention and following directions:** Give your child two and three step directions. For example: "put on your pajamas, brush your teeth and pick a book to read."

### Challenge of the Week

- **10 minute challenge:** Choose a selection of things for your child to find around your house, e.g. collect 5 spoons, 10 sticks, 2 feathers....

### Links

#### Online activities and links:

Nrich maths activities: <https://nrich.maths.org/13371>  
 Counting games: <https://www.topmarks.co.uk/maths-games/3-5-years/counting>  
 Maths games: <http://www.crickweb.co.uk/Early-Years.html>  
 Phase 1 Phonics games: <https://new.phonicsplay.co.uk/resources/phase/1>  
 Phase 1 phonics games: <http://www.letters-and-sounds.com/phase-1-games.html>  
 Fine motor activities: <https://www.teachearlyyears.com/learning-and-development/view/developing-fine-motor-skills>  
 Playdough recipe: <https://www.bbcgoodfood.com/howto/guide/playdough-recipe>  
 A parent's guide to phonics: <https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/>  
 Home learning ideas: <https://abcdoes.com/home-learning/>  
 Phase 1 phoics games: <https://www.phonicsbloom.com/uk/game/list/phonics-games-phase-1>  
 Number blocks programme: <https://www.ncetm.org.uk/resources/52060>  
 Gruffalo activities: <https://www.forestryengland.uk/resource/gruffalo-spotters-activity-sheets>  
 Nursery rhymes & Songs: <https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwdgwx>  
 Visit the Louvre! <https://www.louvre.fr/en/visites-en-ligne#tabs>  
 The British Museum in London: <https://artsandculture.google.com/partner/the-british-museum>  
 English/phonics games (focus on rhyming and blending/segmenting) <https://uk.ixl.com/ela/reception>  
 Guidance on starting school in September: <https://www.bbc.co.uk/bitesize/collections/starting-primary-school/1>  
 Teaching phonics - [http://www.phonicsinternational.com/guidance\\_book.pdf](http://www.phonicsinternational.com/guidance_book.pdf)  
 Singing/rhymes - <http://www.songsforteaching.com/nurseryrhymes.htm>

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### New links:

Minibeast yoga: <https://www.kidsyogastories.com/insect-bug-yoga/>

Hungry Caterpillar resources: [https://www.pacey.org.uk/Pacey/media/Website-files/PACEY%20general/VHC-PACEYnew\\_FINAL.pdf](https://www.pacey.org.uk/Pacey/media/Website-files/PACEY%20general/VHC-PACEYnew_FINAL.pdf)

### Reminders/notices

- Purple Mash has now been updated. There are new activities to do in the “2Do” section. Once you have done an activity, you can save it. After you have saved it, there is another icon which you can press, which enables you to share it to the Nursery noticeboard. Once you have saved and shared it to the noticeboard, I will be able to see it and then comment on it.
- If you scroll through the previous weeks of home learning, there is a document which has been uploaded which gives guidance on writing and pencil grip in the Early Years.
- In the Coronavirus section of the school website, Grant regularly uploads letters which have been sent out to parents. This will give you up to date information on the school’s re-opening status.
- Helen will be phoning parents every two weeks from the school phone number, so please expect a phone call from the school’s phone number.

Dear Nursery children,

I hope you are all still keeping well and enjoying the sunny weather! I can’t believe we are already halfway into June already. The time is going by so quickly! I have loved seeing some of the Nursery children (who are children of key workers) at school. We have all been missing you loads!

This week, I have been doing lots of walking. I hope you have all been managing to get out and about an exercise now that lockdown restrictions have been eased. I visited Waterloo park in Highgate and enjoyed looking at all the flowers, ponds and streams. I didn’t bring any peas with me this time, so unfortunately, I couldn’t feed the ducks. I have also been walking around lots of residential roads to get my step count up. I’ve been enjoying and admiring all the flowers in people’s front gardens too. I have also been looking at all the fantastic new buildings that have been built around Archway. As a cyclist, it’s really nice to see all cycle lanes that have been put in place to make cycling safer for people.

Take care and hopefully see you all soon, Helen

