

## Nursery activities - 3<sup>rd</sup> June 2020

### English

- Draw a picture of a butterfly. Talk about a butterfly having the same pattern on both wings. Using string hang the butterfly from the ceiling.
- Foot drawings: Are you able to write your name with your foot or draw a house? You may find you surprise yourself, but you're guaranteed a giggle in attempting to master the pen with your toes
- Hide messages around the house: Take some post-its and hide surprise messages around the house; you're sure to get a smile out of the person who finds them
- Practise holding a pencil/brush - painting with water, chalk drawing or just use your finger to make marks or draw with paint/cornflour/flour (if you have managed to get some!)
- Use a brush and a bucket of water to paint the fence or floor outside.
- Draw a picture of your pet or favourite animal. Can you label it with the initial sound, e.g. d for dinosaur?

### Maths

- Sorting resources around your home by different criteria, e.g. colour or size.
- Measuring with a stick. Find things that are longer or shorter than your stick. Can you find anything that is the same length?
- Pouring and comparing - Practice pouring skills with rice or pasta into different sized containers, such as used tins or water bottles. Line them up from biggest to smallest. Using comparative words like big/small or empty/full help teach them about simple concepts of measurement. This is simple and you could elaborate on this activity.
- Count and build with dice. All you need are some dice and building blocks. Let the little ones roll their dice, count out the number of blocks corresponding to the number on their die. Let them stack up the blocks to build a tower as they roll the dice each time.
- Hidden Jewels - Get some shiny objects from around your home, which you could use as "jewels." Have three bowls - one with 1 jewel, one with 2 jewels under it and one bowl with 3 jewels under it. Quickly lift and replace one bowl and challenge children to say how many there are. Swap the bowls around rapidly for a minute. When you stop, can they point to the bowl with three? Lift the bowl and see if children can instantly say whether they are right. You could use larger quantities. This helps children to visually recognise quantities.

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### Phonics

- **Mrs Browning has a box:** Turn a box on its side with the opening facing away from the children. One by one place between four and six familiar noisy items (e.g. a set of keys, crisp packet, squeaky toy) into the box, pausing to name them and demonstrate the sound each one makes. Sing to the tune of 'Old MacDonald' but using your own name or your child's: *Mrs...has a box ee i ee i o, And in that box she has a...* Stop. Gesture and ask your child to listen. Handle one of the objects in the box, out of sight, to make a noise. The children take it in turns to guess what is making the sound. Continue the song but imitating the sound using your voice, e.g. *With a zzz zzz here and a zzz zzz there...*
- **Listen to the music:** Introduce one musical instrument and get your child to play it. Ask them to perform an action when the instrument is played (e.g. clap, jump, wave). The children can take turns at being leader. Ask your child who is leading to produce different movements for others to copy. As you become more confident, initiate simple repeated sequences of movement (e.g. clap, clap, jump). Suggest to them that they could make up simple patterns of sounds for others to copy. Ask the children to think about how the music makes them feel and let them move to the music.
- **Digging for treasure:** Collect two sets of objects. Each set of objects must have names beginning with the same initial sound. Choose initial sounds for each set that sound very different from one another. Bury the objects somewhere in your house, e.g. in a pile of their toys, in preparation for the session. As your child to uncover the treasure, group the objects by initial sound and each time another is added recite the content of that set: *Wow! You've found a car. Now we have a cup, a cow, a candle and a car.*
- **Our sound box/bag:** Make collections of objects with names beginning with the same sound. Create a song, such as 'What have we got in our sound box today?' and then show the objects one at a time. Emphasise the initial sound (e.g. s-s-s-snake, s-s-s-sock, s-s-s-sausage)
- **Mirror play:** Provide a mirror for each child or one large enough for the group to gather in front of. Play at making faces and copying movements of the lips and tongue. Introduce sound making in the mirror and discuss the way lips move, for example, when sounding out 'p' and 'b', the way that tongues poke out for 'th', the way teeth and lips touch for 'f' and the way lips shape the sounds 'sh' and 'm'.

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### Creative/Understanding of the World

- Can you make a caterpillar by threading pasta or beads onto string?
- Plant a seed: Take a lentil or chickpea and plant it in some wet cotton. Watch it grow
- Collage of different materials around the house, you can use anything. Lots of different wrappers are a variety of materials. Old clothes could be cut and used.  
Your favourite story character.  
Your favourite dinner.  
Your favourite TV program.  
You can draw, write and learn together.  
Anything you do can be a learning if you add a little extra fun!
- Outdoor scavenger hunt (in your garden if you have one). Attach double sided tape to a strip of card. Collect things outdoors and stick them on to the tape. These can be random or around a theme like perhaps signs of spring, all about green, I can find a rainbow etc. If they are not too bumpy the finished strip can be laminated.
- Floating and Sinking - Experiment to see which objects float and which objects sink. Here is a link to give you some ideas:  
<https://www.learning4kids.net/2014/04/15/floating-and-sinking-science-activity/>

### Skill of the Week

- Grab your favourite book. Encourage your child to hold the book correctly (starting with the front cover and the correct way up!) and encourage them to turn the pages on a time. Point out the difference between pictures and words, and ask them to run their fingers along the text (so they gain an understanding that text in English goes from left to right).

### Challenge of the Week

- Can you sort foods in your house into two piles, 'Healthy' and 'Less Healthy.'

### 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>

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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>

### New links:

Guidance on starting school in September: <https://www.bbc.co.uk/bitesize/collections/starting-primary-school/1>

### 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 an 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.