

When We Can't Be At Nursery - Example plan for use at home

	Monday	Tuesday	Wednesday	Thursday	Friday
50 THINGS	Check out this website that gives some ideas of 50 things you need to do before you are 5 years old! https://bradford.50thingstodo.org/app/os#!/50-things-to-do-before-youre-five				
READ	Read at least 15 minutes to your child before bed and try to have some book / story time throughout the day.	Read at least 15 minutes to your child before bed and try to have some book / story time throughout the day.	Read at least 15 minutes to your child before bed and try to have some book / story time throughout the day.	Read at least 15 minutes to your child before bed and try to have some book / story time throughout the day.	Read at least 15 minutes to your child before bed and try to have some book / story time throughout the day.
READ (Video to demonstrate how each day would work with your child)	Select a book to focus on for the whole week with your child. Spend time talking about the front cover, the back cover; focus on the title, the author, the illustrator. Before reading, talk about what the book might be about from looking at the cover. If they have already read the book, you could ask them to recall what happens. Write down their responses to check once you've read through. Read a few pages of the book before stopping and ask what happens next? Write this down to review tomorrow.	Ask your child to point to the front cover, the back cover, the spine, the title; review who the author /illustrator is and what their job is. Read the book all the way through. Review your child's predictions/recall from yesterday. How did they go? Read through the whole book with your child. Who is their favourite character? What is your favourite part of the story? Can we think of a different ending to the story?	Read the book again. Ask your child to draw a picture about the book you have just read with them. Talk them through the picture as they draw. Once they have finished you can ask them to describe the picture to you and you can write down what they said about the picture. This gives children a voice and when you write down what they say, it makes children feel their voice is important.	Read the book again. Focus on a letter today. Chose a letter to focus on (for example, the letter "s") Focus on one page at a time and ask your child to find a word that starts with that letter. When you find a word, write it down for review later. It's great for your child to see you writing for meaning; it helps them see the value of writing. You can focus on the sounds and help your child to recognise the visual sound (by identifying it in the text) and the way it sounds (by reading the words you found).	Ask your child to read the book to you today. Let them take charge of the reading experience. They might use the pictures in the book to help them recall the storyline. We aren't expecting them to be reading the book (unless they can). We are focusing more on their ability to recall and sequence a story. They might surprise you by how much they remember. This helps empower children to want to read independently.
ACTIVITIES	Personal, Social, Emotional Development	Physical Development	Literacy	Mathematics	Understanding The World

	<p>With your child model to them how to pull up socks and trousers/coats. Give them simple instructions on how to hang up and bring their coat when you are taking them out.</p>	<p>Using a colander or a basket with holes use shoe laces or ribbons to weave in and out. Observe your child if they could make a repeated pattern. Take some pictures and share them on Evidence Me.</p>	<p>With your child try to learn your own cultural nursery rhymes and share them with your child. Try to incorporate actions as well. You may record the video and share it via Evidence Me with the child's key person.</p>	<p>With your child count the cups and plates laid out on the table during lunch time. Find the numeral that matches the cups and plates. How many knives and forks do we need for the plates? How many for each person? How many altogether? Can they lay the table themselves after you have shown them?</p>	<p>Prepare a snack time for your child with a variety of bite-size snacks that have different feel and texture to them. Ask your child about how they feel when they bite into them? Is it, soft, gooey, crunchy, hard, rough? Ask your child how bite tastes? Is it sour, sweet, tangy, salty? Get used to incorporating a discussion of texture and taste when you have a meal with your child.</p>
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