

## When We Can't Be At Nursery - Week commencing 9.10.2020

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>50 THINGS</b>	Check out this website that gives some ideas of 50 things you need to do before you are 5 years old! <a href="https://bradford.50thingstodo.org/app/os#!/50-things-to-do-before-youre-five">https://bradford.50thingstodo.org/app/os#!/50-things-to-do-before-youre-five</a>				
<b>READ</b>	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.
<b>READ</b> <b>Go to our school website to watch videos on how to deliver these reading sessions with your child:</b> <a href="https://www.rebeccacheetham.newham.sch.uk/page/?title=Nursery+at+Home+%2D+Keeping+up+our+Development&amp;pid=65">https://www.rebeccacheetham.newham.sch.uk/page/?title=Nursery+at+Home+%2D+Keeping+up+our+Development&amp;pid=65</a>	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.
<b>ACTIVITIES</b>	<b>Personal, Social, Emotional Development:</b>	<b>Communication and Language</b>	<b>Mathematics</b>	<b>Expressive Arts and Design</b>	<b>Physical Development</b>

	<p>On different pieces of paper, draw faces with different facial expressions/emotions illustrated. Use this as an opportunity to talk to your child about their feelings and emotions and times when they might be feeling different emotions. You could also have a mirror to look at your face and see what your face does when you change your emotions. You could ask your child to do their own emotions drawings.</p>	<p>See if your child can retell to you the story of Brown Bear, Brown Bear that we have been reading in nursery. Which animal/character does your child like best from the story? What order did they put the animal/character in? Can you take a note of this to see how close they were to the actual story? They can also draw a picture of one of the animals/characters from the story.</p>	<p>With your children make 2D shapes (circle, square, rectangle, triangle, Rhombus) cut outs from scrap pieces of paper and make a bear using the shapes. Introduce simple 2d shapes, if not known. As a challenge introduce shapes like hexagon, pentagon, octagon and get your child to make another bear if they are keen. Once the bears are finished ask your children to tell you what shapes they used to create ears, tail, paws etc. and write them down next to the shapes.</p>	<p>Choose any available props in the house and role play with your children. You might want to recreate a kitchen or restaurant. You can give them pots and pans and plastic plates to play with (nothing that they could break) and use this as an opportunity to use language with</p>	<p>With your child collect different size objects that would fit on a spoon. Encourage your child to use a spoon and pick out the small objects using their fine motor skills and walk around (as they would in an egg and spoon race).</p>
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