

## Nursery at Home - Week commencing 15/11/2021

We are encouraging you to upload some evidence of these activities to EVIDENCE ME. Here is a helpful guide on how to upload to Evidence Me - [Evidence Me Upload Guide](#). Don't forget that you can speak to a member of the team to help you with this! We are always here to help!

	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.

<p><b>Communicating Through Reading Challenge</b></p> <p><b>Go to our school website to watch videos on how to deliver these reading sessions with your child:</b></p> <p><a href="https://www.rebeccaetham.newham.sch.uk/page/?title=Nursery+at+Home+Keeping+up+our+Development&amp;pid=65">https://www.rebeccaetham.newham.sch.uk/page/?title=Nursery+at+Home+Keeping+up+our+Development&amp;pid=65</a></p>	<p><a href="#">Communicating Through Reading Video 1</a></p> <p>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</p>	<p><a href="#">Communicating Through Reading Video 2</a></p> <p>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.</p> <p>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.</p> <p>Who is their favourite character? What is your favourite part of the story? Can we think of a different ending to the story?</p>	<p><a href="#">Communicating Through Reading Video 3</a></p> <p>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.</p>	<p><a href="#">Communicating Through Reading Video 4</a></p> <p>Read the book again. Choose 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). For younger children not ready for this level of scrutiny we will instead encourage your child to point out all the different things that they can see in the pictures - encourage a good level of picking out the detail in a picture. If they get stuck, you can help them out - "Can</p>	<p><a href="#">Communicating Through Reading Video 5</a></p> <p>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.</p> <p>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.</p>
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	stopping and ask what happens next? Write this down to review tomorrow.			<i>you find a picture of a bird on this page? Can you show me where the sun is in this picture?"</i>	
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<b>ACTIVITIES</b>	<b>PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT</b>	<b>COMMUNICATION AND LANGUAGE</b>	<b>PHYSICAL DEVELOPMENT</b>	<b>LITERACY</b>	<b>MATHEMATICS</b>
	<p>On different pieces of paper, draw a happy and a scared faces . Ask your child how they feel today and use their expressions to represent the emotions. Ask them to tell you what makes them happy and what makes them scared.</p>	<p>Recap the story of Brown Bear, Brown Bear with your child. Ask your child to make up their own story of Brown Bear. Which character does your child like best? Which character should come first and why have they chosen this order</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>	<p>Can your child draw a picture of a bear they may have at home?Can they write a simple label, e.g. “ Katherine’s bear”? If not, ask them for descriptions and write down what they say.</p>	<p>With your children make 2d shapes cut outs from the paper and make a colourful bear. Introduce simple 2d shapes, if not known. As a challenge introduce shapes like hexagon, pentagon, octagon. Once the bear is finished ask your children to tell you what shapes they used to create ears, tail, paws etc.</p>

	<p><b>UNDERSTANDING THE WORLD</b></p> <p>Using available resources try to make a poster with your children to help remind our friends and family to always hold hands when we cross the road. In your free time take your child and practise road crossing, implementing all necessary rules ( zebra crossing, traffic lights, holding hands, looking right and left).If you're unable to leave the house watch some videos that will support your child's learning</p>	<p><b>EXPRESSIVE ARTS AND DESIGN</b></p> <p>Choose any available props in the house and role play with your children, e.g. cooking, kings and queens, dolls, mechanics etc. Using paper, crayons, glue, scissors you can try to make props to support your role play by yourselves.</p>	<p><b>PHONICS</b></p> <p>Mrs Browning's Box</p> <p>Turn a box with the opening facing away from the children. One by one place between four and six familiar noisy items (for example a set of keys, crisp packet, squeaky toy) into the box, pausing to name them and demonstrate the sound each one makes.</p> <p>Sing to the tune of 'Old MacDonald' but using your own name or one of the children's (if you prefer you can explain that this is Mrs Browning's box and use her name)</p> <p>Mrs .... has a box ee i ee i And in that box she has a ..... Stop. Gesture (by putting your hand to your ear) and ask the children to listen. Handle one of the objects in the box, out of</p>		
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	<p><a href="https://www.youtube.com/watch?v=T3f7N109ZN0">https://www.youtube.com/watch?v=T3f7N109ZN0</a></p> <p><a href="https://www.youtube.com/watch?v=_NeEF1fwT4k">https://www.youtube.com/watch?v=_NeEF1fwT4k</a></p>		<p>sight, to make a noise. The children take it in turns to guess what is making the sound.</p> <p>Continue the song but imitating the sound using your voice. With a ‘ zzz zzz’ here and a ‘ zzz zzz’ there Here a ‘zzz’ there a ‘zzz’ everywhere a ‘zzz zzz’ Mrs .... has a box ee i ee i o</p>		
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<p><b>SONGS/RHYMES AND VIDEOS</b></p> <p><a href="https://www.youtube.com/watch?v=ls6wTeT2cKA">https://www.youtube.com/watch?v=ls6wTeT2cKA</a></p> <p><a href="https://www.youtube.com/watch?v=I94vTFr4LQs">https://www.youtube.com/watch?v=I94vTFr4LQs</a></p> <p><a href="https://www.youtube.com/watch?v=I94vTFr4LQs">https://www.youtube.com/watch?v=I94vTFr4LQs</a></p>
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