

Nursery at Home - Week commencing 10/01/2022

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
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.

<p>Communicating Through Reading Challenge</p> <p>Go to our school website to watch videos on how to deliver these reading sessions with your child:</p> <p>https://www.rebeccaetham.newham.sch.uk/page/?title=Nursery+at+Home+Keeping+up+our+Development&pid=65</p>	<p>Communicating Through Reading Video 1</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>Communicating Through Reading Video 2</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>Communicating Through Reading Video 3</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>Communicating Through Reading Video 4</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>Communicating Through Reading Video 5</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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ACTIVITIES	PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT	LITERACY	MATHEMATICS
	<p>With your child, talk about their friends from the nursery. Who are they? What are their favourite things to play with? Ask your child to describe what their friends look like. features. Then you may ask your child to draw their best friend.</p>	<p>Read a story with your child then try to recap on the plot. Allow your child to be an independent talker and help only if you have to. Ask your child to draw their favourite character from the story and ask them what they would do if one of the characters had a problem. How could they help?</p>	<p>You can play musical statues with your child using a traffic light system. Dancing when the music is on using a green card/dancing slower when showing a yellow card/freezing when the music stops showing a red card. If you move, you're out for a short while. Point to the traffic light signals. Can your child tell you what they mean?</p>	<p>Draw with your child on a sheet of paper a road using felt tip pens/pencils/crayons/chalks. Let your child navigate a felt tip pen/pencil/crayon/chalk on this road. The child can stop and go or go in different directions.</p>	<p>Watch the vehicles coming through your window/balcony/garden. Speak about how many cars/vans/buses/lorries you observe, how many blue, red, black etc. Talk about colours, sizes. Introduce different names to the vehicles seen.</p>

	<p>UNDERSTANDING THE WORLD</p> <p>Talk with your child about transport, different ways of commuting, their favourite ways of transport. Talk with your children about your last journey. Who went with you? Where did you go? What ways of transport did you take?</p>	<p>EXPRESSIVE ARTS AND DESIGN</p> <p>You can use any box or tins you can find at home to create a transport with your child. After you can decorate the transport using different resources and materials.</p>	<p>PHONICS</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>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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SONGS/RHYMES AND VIDEOS

<https://www.youtube.com/watch?v=ls6wTeT2cKA>

<https://www.youtube.com/watch?v=I94vTfr4LQs>

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