

Nursery at Home - Week commencing 7th March 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.rebecca.cacheetham.newham.sch.uk/page/?title=Nursery+at+Home+%2D+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 stopping and ask what happens next? Write this down to review tomorrow.</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. 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?</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 - <i>"Can you find a picture of a bird on this page? Can you show me where the sun is in this picture?"</i></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. 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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ACTIVITIES	PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	COMMUNICATION & LANGUAGE	PHYSICAL DEVELOPEMENT	LITERACY	MATHEMATICS
	<p>Talk to your child about the road safety rules, what children are allowed and not allowed to do once on the street, in the park or in the shops. Write down your children's answers.</p> <p>Please upload your child's work onto the Evidence me.</p>	<p>Please read any traditional tale to your child at home. . Please try to ask them some questions in regards to the action, characters, plot etc.</p> <p>What happened first, at the beginning of the story What happened next, in the middle of the story What happened at the end of the story/What happened last?</p> <p>You can help your child with drawing what happened in the story. Write down what your child said when telling you about the story. That with help you to assess your child's memory skills.</p> <p>You can upload the outcome of your child's work on the Evidence Me app.</p>	<p>Talk to your child about the heartbeat and breathing, Explain to them what a rhythm and is. Allow your children to count their heartbeats and explain that when people exercise, do physical activities, e.g. Jogging, their heartbeat goes faster (you can trial it out together). If you have balloons at home try to blow them together. Ask your child whether it's hard or easy activity? Ask your child what happened to their heartbeat after blowing the balloons quickly.</p> <p>You can upload some pictures on the Evidence Me app.</p>	<p>Read any traditional tale story to your child, then encourage them to choose their favourite character, e.g. the wolf or the Goldilocks, now imagine that character is missing from the story. Design a "Wanted" poster and tell your parents where they possible hide.</p> <p>Write down your child's voice and take a picture of the poster record it onto the Evidence me.</p>	<p>Gather items from around your home and sort them by size, e.g. when folding the washing, encourage your child to find items based on size, such as small socks, big socks, long scarves, large jumper etc.</p> <p>Please upload pictures of your findings onto the Evidence Me.</p>

	<p style="text-align: center;">UNDERSTANDING THE WORLD</p> <p>Because this week we talk about the Road Safety please walk to the nearest safe road crossing. Ask your child what they must do when they get there. Remind them of their words and actions. Get children to tell you when it is safe or not safe to cross the road.</p>	<p style="text-align: center;">EXPRESSIVE ARTS AND DESIGN</p> <p>Children can create their own Road Safety Sock character, e.g. Mr Green, Miss Read and Mrs Amber. You can use all available materials at home, e.g an old sock, materials, spoons, paper, card etc. They can use those to create their own role play or puppet show about the road safety</p> <p>Upload the photos of the outcome onto the Evidence Me.</p>	<p style="text-align: center;">PHONICS</p> <p>Visit some phonics websites such as Geraldine Giraffe on you tube, focusing on m,a,s,d,t, sounds</p> <p>https://www.youtube.com/watch?v=65b3vEfskZ4</p>		
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<p>SONGS/RHYMES AND VIDEOS</p> <p>https://www.youtube.com/watch?v=T3f7N109ZN0</p> <p>https://www.youtube.com/watch?v=_NeEF1fwT4k</p>
