

Nursery at Home - Week commencing 10/10/2022

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 |
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| 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. |
| Communicating Through Reading Challenge Go to our school website to watch videos on how to deliver these reading sessions with your child: https://www.rebecacheetham.newham.sch.uk/page/?title=Nursery+at+Home+%2D+Keeping+up+our+ | Communicating Through Reading Video 1 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 | Communicating Through Reading Video 2 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 | Communicating Through Reading Video 3 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. | Communicating Through Reading Video 4 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 | Communicating Through Reading Video 5 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. |

Develop
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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.

story? Can we think of a different ending to the story?

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 you find a picture of a bird on this page? Can you show me where the sun is in this picture?"*

ACTIVITIES

PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT

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

COMMUNICATION AND LANGUAGE

Read any story of your child's choice. Talk about the title, author, print, plot and characters. You can ask your child to draw their favourite character and then upload the picture onto the Evidence Me app.

PHYSICAL DEVELOPMENT

Collect a colander or a basket with holes and shoe laces or ribbons to weave in and out. Observe your child to see if they can make a repeated pattern You could take a photo and upload it to Evidence Me to share with their key person.

LITERACY

On YouTube look for some nursery rhymes from around the world, especially those originated from Africa and Caribbean. Do you know any already? Record your child singing and upload the video onto Evidence Me.

MATHEMATICS

Can you draw some pictures to represent numbers from 1 to 5. How would you represent 0?

You could even go on a walk and look to see where you can spot numbers from 1 to 5, Check out numbers on vehicle number plates, on street signs and front doors.

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| | <p>UNDERSTANDING THE WORLD</p> <p>Prepare a snack for your child, Ask your child how the vegetables/fruits/dry snack taste? Are they sour, sweet, tangy, crispy, soft?</p> | <p>EXPRESSIVE ARTS AND DESIGN</p> <p>Research on the computer Adinkra symbols and explain to your child what the symbols are. Ask your child to choose their favourite symbol and make marks on paper. You can take a picture of your child's work and share it via Evidence me with the key person.</p> | <p>PHONICS</p> <p>Mrs Browning's Box</p> <p>Use any box you have at home. 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 a child's name. 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 sight, to make a noise. The children take it in turns to guess what is making the sound. 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=ChH1uGLGeIM>

<https://www.youtube.com/watch?v=eAh0Fw8av-g>