

## When We Can't Be At Nursery - Week commencing 30.1.2023

***We are encouraging you to upload some evidence of these activities to EVIDENCE ME.  
We will be providing you with further details on this if you need it early this week.***

***If you have any questions you are welcome to call and discuss with a member of staff***

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<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>READ</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.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></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</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>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>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).</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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	<p>down to review tomorrow.</p>				
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<p><b>ACTIVITIES</b></p>	<p><b>PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT</b></p> <p>With our 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><b>COMMUNICATION AND LANGUAGE</b></p> <p>Read a favourite 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 if one of the characters had a problem in the story and how it was fixed..How could they have helped?</p>	<p><b>PHYSICAL DEVELOPMENT</b></p> <p>You can try to perform the above focus activity at home (living room,garden) or you can play musical statues with your child.Dancing when the music is on/freezing when it stops.If you move, you're out for a short while.</p>	<p><b>LITERACY</b></p> <p>Listen to the story " The way back home" by Oliver Jeffers on youtube <a href="https://www.youtube.com/watch?v=RbyUrbOX5iU">https://www.youtube.com/watch?v=RbyUrbOX5iU</a> Imagine you're going to the moon to have a picnic.Who would you take with you and why? Create a shopping list of products you would take to the moon with your child.Children to write using initial sounds or mark make on the shopping list.</p>	<p><b>MATHEMATICS</b></p> <p>With your child you can easily recreate the focus activity by watching the vehicles coming through your window/balcony/garden. Please explain to our child what a survey/tally are. Speak about how many cars/vans/buses/lorries you observes, how many blue, red, black etc. Talk about colours, sizes.Introduce different names to the vehicles seen. Make sure you write down / or your child marks things down as they pass by.</p>
	<p><b>UNDERSTANDING THE WORLD</b></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 do you take? What types of transport do they like to take? Are there any types of transport that they haven't, but they would like to take? Can they draw a picture of their favourite mode of transport?</p>	<p><b>EXPRESSIVE ARTS AND DESIGN</b></p> <p>Find some old cardboard boxes, glue, colour paper, crayons, felt tip pens and out of junk modelling support your child at creating their dream vehicle, e.g. a rocket. Talk about media and materials used, describe the texture.Add some Maths into the activity, e.g. count the wheels the vehicle has, wings, windows etc.</p>	<p><b>PHONICS</b></p> <p>Visit some phonics websites such as Geraldine Giraffe on youtube, focusing on m,a,s,d,t, sounds <a href="https://www.youtube.com/results?sp=mAFB&amp;search_query=geraldine+giraffe">https://www.youtube.com/results?sp=mAFB&amp;search_query=geraldine+giraffe</a></p>	<p><b>MATHEMATICS</b></p> <p>Explore shape and number: using Lego or other linking bricks ask your child to create a model using a specified number of bricks. You could start with 10 bricks and see what they come up with and then get them to count out another 10 bricks and see if they can create something different. You could extend this with bigger numbers of bricks.</p>	<p><b>PHYSICAL DEVELOPMENT</b></p> <p>Get your child/ren to be beans; "runner bean" will run on the spot, "jumping bean" will jump up and down, "coffee bean" will be running superfast on the spot ,"jelly bean" will shake like a jelly. Swap roles and get your child to give the commands.</p>

