

When We Can't Be At Nursery - Week commencing 06.02.2023

We are encouraging you to upload some evidence of these activities to EVIDENCE ME. If you have any questions you are welcome to call or wait for a call from a member of your child's classroom.

| | 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. |

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| <p>READ</p> <p>Go to our school website to watch videos on how to deliver these reading sessions with your child:</p> <p>https://www.rebeccacheetham.newham.sch.uk/page/?title=Nursery+at+Home+%2D+Keeping+up+our+Development&pid=65</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>ACTIVITIES</p> | <p>PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT</p> <p>Collect family photos with your child then sit down and talk to them about who they can see in the photos, describe the people in the photos, how they look like, if they're happy or sad etc.</p> | <p>COMMUNICATION AND LANGUAGE</p> <p>With your child read or watch the story "We're going on a bear hunt" then focus on the pattern words, e.g. swishy swoshy, stumble trip, stumble trip. Ask you child to action the wods with clapping or hopping etc.</p> <p>https://www.youtube.com/watch?v=0gyl6ykDwds</p> | <p>PHYSICAL DEVELOPMENT</p> <p>Think about some movements with your child and put them in a cyclic sequence to create a physical pattern. (For example, jump-sit-hop-jump-sit-hop-ju mp-sit-hop)</p> | <p>LITERACY</p> <p>Extend and create ABAB patterns using fruits or vegetables, e.g. orange banana, orange banana. You can use any objects available,. Notice and correct an error in a repeating pattern. Record your findings with videos and photos, then upload it onto the Evidence Me.</p> | <p>MATHEMATICS</p> <p>Create some paper cut outs of different 2D shapes and make collage with your child creating a pattern (For example, circle-square-triangle-circle-square-triangle)</p> <p>Please stick your child's work on the homebook.</p> |
| | <p>UNDERSTANDING THE WORLD</p> <p>Go for a walk in the local park or in your garden with your child and collect in a bag some natural objects. Once back home, sort them out in a pattern according to material/size/shape. (For example, leaf-stick-stone-leaf-stick-stone or big-small-big-small)</p> | <p>EXPRESSIVE ARTS AND DESIGN</p> <p>Create repeating pattern using clapping and songs/nursery rhymes that include a pattern, e.g. Head, shoulders, knees and toes.Then change some words into clapping, e.g. instead of head, clap once and instead of knees clap twice.</p> | <p>PHONICS</p> <p>Visit some phonics websites such as Geraldine Giraffe on youtube, focusing on m,a,s,d,t, sounds</p> <p>https://www.youtube.com/results?sp=mAEB&search_query=geraline+giraffe</p> | | |