Nursery home learning pack 11th May

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| Phonics | Day 1 | Day 2 | Day 3 |
| Follow the sound game, you can play this game either using sounds made with your hands or with a musical instrument. To play you have to make a sequence of sounds either two claps or a clap and leg pat then the next person copies. This can also be done using two musical instruments. If you don’t have any instruments you could make some simple shakers from plastic drink bottles with dry rice or pasta inside, decorate the bottle to make it look nice. Make a drum with any empty plastic box or cardboard | When out for a walk or in your house play I spy with my little eye. This game can be done in different ways, with initial sounds, by colour or by size. You can also play what am I? you take it in turns to describe an animal or object for them to guess what it is. | With Geraldine the Giraffe on you tube you can practice the ‘t’ sound with her. Here is the link  <https://www.youtube.com/watch?v=sUmUpf-JNoU&list=PL-oq_yKpmdoNJhiNtSodP2Nuhn_KfM2ux>  this link will give you a number of letter sounds to practice so if you want you can look at s a t p I n. see if you can find things in your house that start with the sound ‘t’. |
| Writing  English | This week I have read the story Going on a Bear Hunt, and have suggested you might like to make your own bear cave like I did. Can you draw me pictures of the different obstacles you will encounter along the way? Remember I said it could be stepping stone cushions, scattered toys to tip toe through, you may have to crawl along the sofa or your bed, it might even be a tunnel to crawl through. | I have also recorded our chicks as they look now, they have changed quite a lot from. Can you remember the life cycle of the chicks? What came first? Think about what we had in the incubator, what happened next? Then we had a chick and finally what does the chick become. I will include a work sheet for you to print off or copy. | With your family make a ‘Things to look forward to jar’. Using a clean jam jar or similar cut out small pieces of coloured paper and stick them to the outside of the jar, you might even want to colour a small picture to stick on there. Then with your family talk about some of the things you are looking forward to doing once we are able to leave our houses. You could draw pictures and help to write your ideas onto slips of paper and then put them into your decorated jar. |
| Math’s | Missing numbers. Using card or lollypop sticks write numbers 1-10 in sequence with 2 or 3 numbers missing. Create several with different numbers missing on each. Write the missing numbers onto pegs and then help your child to start counting and identify the missing number before finding the peg with the missing number on. This activity can also be used to match numbers so rather than missing numbers out write all the numbers 1-10 in sequence and then write the same numbers on the pegs or to make it a bit trickier draw dots on the peg so they have to count the dots and match it to the number. | Make a model butterfly using the work sheet attached. Remember a butterfly is symmetrical, that means what ever pattern you draw on one side of the butterfly it has to be the same on the other side. It has 4 wings, 2 antenna and 1 body. | Go on a number hunt around your house. Using your exercise book write the numbers 0-9 down the left side of the page like this,  0  1 | |  2 | |  3  Etc. then off you go around your house how many numbers can you find, look everywhere, on the tv remote, your toys, around the kitchen. Each time you find a number draw a line or tally mark along- side the number. When finished count up the tally marks for each number which one had the most? |
| RE | Our value this week is tolerance. You can support your children to understand this through sharing and taking turns with toys with their siblings or you. Start with a short period for your child to tolerate sharing and turn taking building up as they become more tolerant. Support tolerance of others wishes by helping your child to accept the ideas and choices of others, either yourself or a sibling gets to decide what the activity is first. Talk about why it is important to have tolerance, remember at this early stage to relate tolerance to something that has meaning to your child. | | |

Math’s challenge, estimation station with no more than 15 objects, this could be toy cars, buttons, marbles, stones found on a walk. Children guess how many things are in the jar or bowl, then count to find out. Help your child to record the number they guess on a post it and the actual number to compare. Do this with a variety of objects.

**Describing** What do you notice? How many can you see? These are some questions to use when describing the jar or bowl of items. Also talk about whether the jar is full, nearly full or less than half full.

**Reasoning** How many do you think there are? Why do you think that? Will it be more or less than 15? How many can you see? How many do you think are hidden? Was your guess more or less than the actual count? Was your guess very close/way out? Why do you think that was?