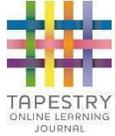


Nursery Weekly Overview for Online Learning
Week beg: Monday 25th January 2021



An activity will be available on Tapestry daily.
Please upload evidence of learning each day.

**Ongoing Practice for
EYFS**

Reading Eggs

Login details were handed out last term. Please see message on Tapestry if you need another login.



Name writing with a capital letter at the beginning, followed by lowercase letters, all formed correctly. Please can children continue to practise writing their names. Encourage the children to use a pincer grip and hold the pencil/pen near the tip.

Physical challenge –

PE with Joe, Cosmic Yoga or any other exercise for at least 20 minutes each day.



<https://www.youtube.com/watch?v=Nac95KdNaZ0>

Maths Wednesday

Focus: To show awareness of positional language.

Learning Intentions: I can say where an object is.

Key vocabulary:

Under, over, beside, on top of, next to.



Key questions:

Where is the little pig?
 Can you tell me where the wolf is?
 Is the pig hiding on top of or under the chair?
 Is the wolf behind or next to the tree?

Input:

Explain that we are going to be talking about the position that objects are.

Watch the video and join in with Mrs McCarthy. Can you describe what position the pig and wolf are in for each picture?

Task:

Find one of your teddies or toys (could be a dinosaur, car, doll, teddy) Adult to ask child to put the toy in various positions.

e.g. can you put the teddy under the chair?
 Can you put the teddy on top of the table?
 Can you put the teddy besides the Television?
 Can you put the toy on next to your bed?

Challenge:

Ask your child to direct the adult and give them instructions to place the toy. Focus on the child using the correct positional vocabulary.

Understanding the world
 Thursday

Investigate:
 Can you pretend to be the wolf and test to see which objects will move.



Focus: Let's build the Three little pigs a house that is strong enough to stop the wolf.

Learning Intention:

To test which objects you can move with one big 'huff and puff' like the wolf.

Predict: Discuss which of the objects you think will move with one 'huff and puff' (big breath)

Key questions:

Which of these objects do you think the wind could move?
 Why do you think the (light objects) moves in the 'wind'?
 Which was the hardest object to move?

Key visuals:

Collection of objects of different size and weight.
 Paper/trays or plates to sort.

Input:

Talk about how the Big bad wolf huffed and puffed and blew the houses down. Practice 'huffing and puffing' like the wolf, saying

the repeated sentences “he huffed and he puffed and he blew the house down!”

Gather a selection of objects that the children can use for the little experiment (mix of light and heavy objects) talk about each objects and what they feel like.

Which do you think you could move with one big breath?
Why?

Task:

Pretend to be the wolf who is huffing and puffing all the objects. Draw a grid similar to the picture below or have 2 boxes, trays or pieces of paper to act as 2 separate groups.

Put each object on a flat surface and ask your children to have a go at huffing and puffing like the wolf to see if they can make the object move with one big breath.

Key questions:

Do you think you will be able to move the (feather)?
Why do you think the (xxx) moved when you blew it?
Why didn't the (xxx) move?
Which was easy to move?

Ask the children to sort the objects into things they can move with one big ‘huff and puff’ then when all objects are sorted ask the children to talk about why they think some moved and some didn't.

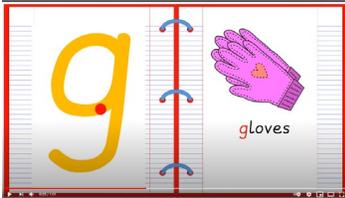
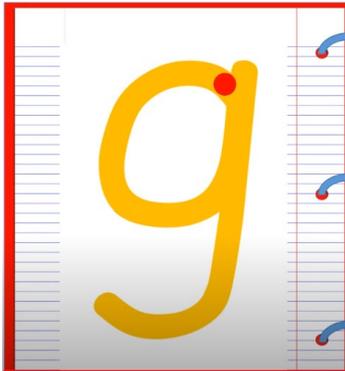


Please upload pictures on [Tapestry](#).
We would love to hear about your findings.

Phonics and writing Tuesday



Epic Phonics



This week we will learn a new sound. The letter of the week will be 'g' and we will practice recognising, reading and writing the sound.

Learning intention:

I can recognise, hear and say the 'g' sound.

Key vocabulary:

Phonics, sounds, letter.

Key question:

Can you think of any words that begin with these sounds?

Input:

Revisit all of the sounds that the children have learnt so far. These are:

s, a, t, p, i, n, m, d, c.

Adult to put some post-it notes or letter cards around the room and when the adult says the sound the children have a look around the room and go to that sound, then the adult says another sound. Repeat a few times and include any sounds that the children are unsure of a couple of times.

Sing the Jolly Phonics 'g' song and bounce patrol song.

Have a bag/box with some objects that start with the letter g. Reveal the items and emphasise the initial 'g' sound when naming the objects.

Hold up some mixed initial sound objects and see if the children can identify the ones that start with the letter 'g'. Again, emphasise the initial letter sound.

Can you practice writing the letter 'g'. Demonstrate to the children and then encourage them to have a go in the air.

Tasks:

Say and recognise the g sound. Practice writing the g sound in the air, then in dry/wet ingredients and then finally on paper.

<https://www.youtube.com/watch?v=rEriheuaEAY>

Challenge activity:

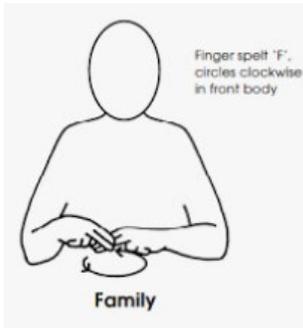
Can your child write the letters themselves?
Can your child find any other objects that begin with the same letter?

Upload your videos or pictures on **Tapestry**.



TAPESTRY
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Communication and Language (Monday)



Introduce the Makaton signs for family.

Learning intention:

I can listen and join in with signing the family names.

Key vocabulary:

Mummy, daddy, family, brother, sister, grandmother, grandfather

Key visuals:

ORT family people for visuals, family photo

Input:

Say good morning to the children using makaton.

Hold up a family photo and tell the children that today we shall be reminding ourselves about the signs for family members.

Practice signing each and hold up the corresponding ORT characters for each one to support understanding. Repeat a couple of times.

After refreshing all the signs, hold them up and give the children a chance to sign and say them.

Sing the 'Wheels on the Bus' song using the family and bus signs.

Task:

Please encourage your child to join in signing the signs and singing and signing the song.

Wellbeing/Creative and Fun (Friday)



Can you make a model of a new house for the Three Little Pigs using a cereal box, card or any other construction material or draw a picture.

Make sure the house has a door, chimney and windows.

Key Questions:

What colour are you going to make your house?

Where should the chimney go?

How many bedrooms will your house have?

What colour is the front door?

How many windows does it have?

Do you think it is strong enough for the pigs to be safe? Why?