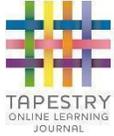


Nursery Weekly Overview for Online Learning
Week beg: Monday 1st February 2021



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=ifPWCZ1Mhto>

Maths

Wednesday

Maths: Realises Not Only Objects, but Anything Can Be Counted

Home Learning Challenges

Count how many jumps long your bedroom is. Start at one side and jump your way to the other, counting each time your feet touch the floor.

Play this game with a friend. One person closes their eyes and the other person claps a given number of times. Can the person with their eyes closed count how many times the other person has clapped? Swap over so you both have a turn. Make it harder by clapping faster; you'll have to listen carefully!

Throw and catch a ball with some friends. Count how many times you can catch the ball. You could start a rally with a friend, to see how many times you can throw and catch the ball without dropping it.

Ask an adult if you can borrow a pan and wooden spoon from the kitchen. Ask somebody to draw a number on your back with their finger, e.g. 6, and then tap the pan that many times with the spoon. Check with your friend whether you are correct. Then, draw a different number on your friend's back and ask them to tap the pan that many times.



Count how many steps there are in your house or flat. Count each time your feet touch a new step, as you walk up or down the stairs.

Make a timetable of your day after school, e.g. 3 o'clock snack, 5 o'clock mealtime, 6 o'clock TV, 7 o'clock reading time, 8 o'clock bedtime. Can you work out how many hours between each time by counting on using your fingers, a number line or a clock? E.g. snack time until meal time, is 3 o'clock until 5 o'clock so start at the number 3 and count up to 5 which is 2 more, so it is 2 hours.



Focus: Counting and number recognition

Learning Intentions: I know that not only objects, but anything can be counted.

Key vocabulary:

How many?

Count

Number

Key questions:

Can you count how many claps I have done?

Can you count how many feet long your bedroom is?

Can you count how many times I tap the stick on the pan?

Input:

Explain that counting is very important in maths.

Tell the children that anything can be counted, not only objects.

Flash card recognition of numbers.

Can the children count and point to the correct number?

How many coins are in the money box?

Can you point to the correct number?

How many claps can you count?

Task:

Adult to clap and child to count. Can you write the number to reinforce number recognition?

Adult to ask a child if they can clap 5 times?

Adults ask if a child can do 6 star jumps.

Can you write the number 6?

Can you count the taps on a drum (you can use a pot and a rolling pin). Now write the number.

Challenge:

Can you write the numbers that have been counted.

Understanding the world

Thursday

Investigate:

Can you make a bridge for the Billy Goats?

Focus: Let's build a bridge for The Three Billy Goats to cross over.

Learning Intention:

Can we build a strong bridge for the Billy Goats Gruff?

Predict:

Discuss which materials do you think will be the best to make a bridge.

Key questions:

Which material will make the strongest bridge?



Which material would not be very good to use for the bridge and why?
Why did you choose that material?
What can we use to attach the material together?

Key visuals:

Pictures of bridges
Materials that will be used to make a bridge
Small world goats

Input:

Explain to the children that we need to make the Billy goats a new bridge so that the Troll doesn't scare them.
Can we make them a bridge? What will you use to make your bridge?

Before we make a bridge let's have a look at some bridge designs.
Use the equipment to make your own bridge.
Test the bridge.

Task:

Use the provided equipment to make a new bridge for the Billy goats. Once the children have made a bridge they will need to test the bridge to see if it is strong enough for the goats to walk across.

Equipment you could use:

Cellotape
Cardboard tubes or boxes
Lego
Lollipop sticks
Clothes pegs
Scissors
Little model goat or any small figure to test the bridge

Key questions:

What will you use to make the bridge?
Why have you chosen the _____ to make the bridge?
How can we test the bridge?
If the Billy goat falls off the bridge does it tell us that the bridge is strong or weak?

Ask the children to take a picture of their successful bridge.

Please upload pictures on **Tapestry**.

We would love to hear about your findings.



Communication and Language/Literacy

Monday



Read the story of the Billy Goats Gruff. Talk about the different characters.

Learning intention:

To listen to stories with increasing attention and recall.
To describe main story settings and characters.

Key vocabulary:

Billy goats gruff, troll, bridge, story, good, bad, characters

Key visuals:

Story book, pictures of the characters

Input:

Say good morning to the children using makaton.
Explain to the children that we will be introducing a new traditional tale this week. Show children props/pictures of the Billy goats and Troll. Can the children guess which story we will be reading?
Read the story to the children and encourage joining in repetitive refrains i.e. 'Who's that trip, trapping on my bridge?'

Ask the children if they enjoyed the story?
What was their favourite part?
Can they name the different characters that were in the story?
Who were the good and bad characters?

Task:

Explain to the children that they need to draw a picture of one of the characters from the story and say if they are good or bad.
Can they use the word 'because' to explain why they were good/bad.

Wellbeing/Creative and Fun

Friday

Make your own Billy goat



Can you make your very own Billy Goat. To make this you will need the items listed below.

Don't forget to give your Billy goats eyes, ears and a mouth to eat all that lovely, green grass.

You will need:

Kitchen roll, googly eyes (or paper eyes is fine too), glue, 2 clothes pegs, cardboard, cotton wool, black felt tip or marker.

Key Questions:

What colour are you going to make your Billy goat?
How many eyes will you need to make?
Is your Billy goat big, medium or small?