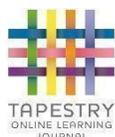


Nursery Weekly Overview for Online Learning

Week beg: Monday 1st March 2021

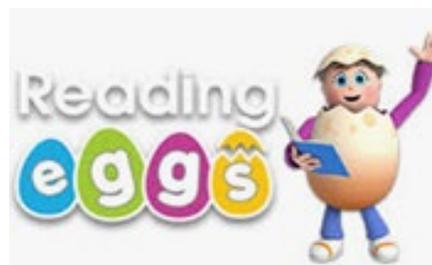


**An activity will be available on Tapestry daily.
Please upload evidence of learning each day.**

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.

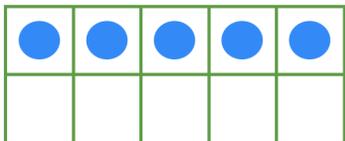
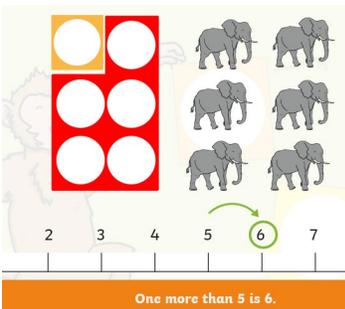
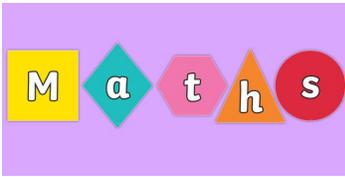
Have a go at this Frozen yoga.

<https://cosmickids.com/video/frozen-a-cosmic-kids-yoga-adventure/>



Maths

Wednesday



Focus: To say the number that is one more than a given number.

Learning Intentions:

To be able to say the number and then count on one more using a 5 frame.

Key vocabulary:

One more
Altogether

Key questions:

If you are 5, how old would you be if you were 1 year older (one more)?
How many candles on the cake if you had 5 then added one more?

Input:

Sing the counting song

<https://www.youtube.com/watch?v=dk9Yt1PqQiw>



Count to 10 and tell the children that everytime they are counting and the numbers are getting bigger they are counting one more.

Hold up a birthday card with the number 3 on it. Ask what number they can see. Count out the number of cake candles and put on a 5 frame.

How many candles have if I added one more for my next birthday?

Add one more to the 5 frame and then count and emphasis that number and say 'one more than 3 is 4' show on a number line to emphasis. Repeat with different numbers and model the vocabulary of one more.

Task:

Can you look at the pictures in the photos and count out the

	<p>objects with <i>one more</i></p> <p>e.g. in the picture there are 6 coins and the child needs to count out 7.</p> <p>Could either do using the pictures or the adult could count out a number of objects and the children could count out objects with one more. Reinforce and emphasise the vocabulary of one more.</p> <p>Challenge: Can you try to write the two numbers. The number and then the number with one more added</p> <p>e.g. 5 6</p> <p>3 4</p> <p>1 2</p>
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<p>Understanding the world</p> <p>Tuesday</p> 	<p>Focus: To think about how you have changed since you were a baby and talk about the different things that you can do now.</p> <p>Learning Intention: To understand how they have changed since being a baby.</p> <p>Key questions:</p> <p>Key visuals: A baby photo Photos of babies and as they are now.</p> <p>Input: Talk about how the child in the story grows up and talk about the different things that they could do as they got older. E.g sit in high chair, start to crawl, go to school, walk, talk, run, big school, went to work.</p> <p>Ask the children to think about how they have changed since they were a baby.</p> <p>What can you do now that you couldn't do as a baby?</p> <p>Could you come to Nursery if you were a baby? Why not?</p> <p>Could you walk straight away when you were born?</p> <p>Show the pictures of the child development and make a timeline</p>
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from a baby to a child. Talk about what they think each age child could do.

What other things are they looking forward to being able to do? Go to big school, get a job?!

Task:

Look at photos of yourself and think about how much you have grown and changed since you were born. Can you find a baby photo of you and one when you were a toddler and think about how you have changed. What could you do when you were a baby/toddler/now? What can you do now that you couldn't do as a baby.

Split a piece of paper into three and either draw a picture of you as a baby (b) , toddler(t) and now (n) or if you have photos of you at different stages, put them in order and talk about how you have changed as you have grown up.



Equipment you could use:

- Baby photos
- Recent photo.
- Paper
- Crayons/felt pens
- Pictures of baby/toddler and now

Key questions:

How have you changed since being a baby?
What can you do now that you couldn't do when you were a baby/toddler?
What is your favourite thing that you can do now that you were not able to do as a baby?



Please upload pictures on **Tapestry**.

Phonics and writing

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

Thursday

R r

See my puppy rip the rag.
/rrr//rrr/
See my puppy rip the rag,
When he pulls so hard.



Action: Pretend to be a puppy, pulling a rag, and shake your head from side to side, and say rrrrrrrrr.



sound.

Learning intention:

I can recognise, hear and say the 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, o, e, h

Watch the Jolly Phonics and bounce patrol song.

https://www.youtube.com/watch?v=i7Oz4tT8_gc

Bounce patrol.

<https://www.youtube.com/watch?v=gUSJeivdEH8>

Show the children a selection of objects beginning with r and say the name of each one, emphasising the r sound. Can the children guess what the new sound is going to be? Rrrrainbow, rrrrabbit, rrrrocking horse, rrrrip, rrrrrrag, rrrribbon, rrrrrrose, rrrracket, rrrrocket, rrrrobin.

Show children the written form of 'r'

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

Tasks:

Have a scavenger hunt and see if you can find objects that begin with the letter r around your house, if you can move them make a collection, if not write the letter 'r' on a piece of paper and leave it next to the item.

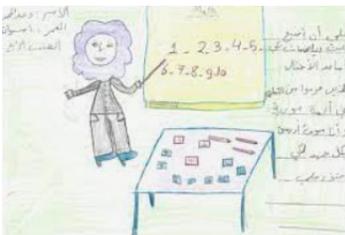
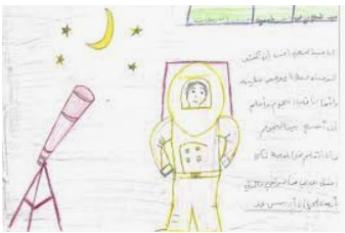
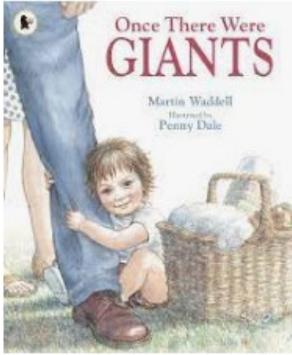
Can you have a go at writing r on an r shape of paper eg rainbow, rocket.

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

Communication and Language/Literacy

Monday

Read the story Once there were Giants, ask the children were they really Giants? And afterwards explain to the children that they were not real Giants, but to the small child the adults seems like Giants as they were so tall!



Learning intention:

To listen to stories with increasing attention and recall.
To draw the owls and write the initial letter for their names

Key vocabulary:

Giants, adult, baby, toddler,

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 story this week. – Once there were Giants.
Ask the children if they know what a Giant is. Explain that in the book, the child is talking about the adults in the story and why the author refers to them as Giants.

Read the story and stop and ask the children questions to clarify meaning throughout.

- Ask the children if they enjoyed the story?
- What was their favourite part?
- Were there really Giants in the story?
- Who were the Giants?
- Why do you think that the child thought the adults were giants?

Task:

Think about what job you want to have when you are older?
What job would you like to have? Do you want to work outside or in an office? Or as a nurse/Doctor helping people?



Draw a picture and have a go at writing the initial sound. Ask your 'Giant' to write what you say you would like to be and why.

Don't forget to upload the pictures to Tapestry so that we can see.

Wellbeing/Creative and Fun

Thursday



This week is World Book day. A time to celebrate all things good about books and stories.

You will need:

- Books
- Paper
- Fancy dress (optional)
- Blankets/sheets (optional)

Key Questions:

Who is your favourite character from a book and why?
What is your favourite a book and why?
If you could be any character from a book which would it be?

Task:

- Try some of these book week activities.
1. Do a book day scavenger hunt. Can you find these things in some of your books?
 2. Dress up as a book character and pretend to be that character.
 3. Make a picture of your favourite book character.
 4. Can you make a reading den somewhere in your house, where you can take your favourite story books and enjoy.
 5. Can you make some puppets to retell your favourite story.

Please don't feel like you need to do all of these activities, the idea of the day is to enjoy books.