

Nursery Home Learning
Summer 1 Week 1



Literacy

- **Reading for pleasure:** Children should continue to read for up to 10 minutes a day and parents/carers can record a comment in their child's reading record. Favourite stories can be repeated as hearing the patterns of language in a story will support your child's language development.

- **Phonics**

In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in a particular sequence. Week one the first four letters are introduced and seven words can be used for segmenting and blending (high frequency words are shown in *italics*):

- s, a, t, p
- *at, a, sat, pat, tap, sap, as*

In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:

	Monday	Tuesday	Wednesday	Thursday	Friday
Review	Revision from Phase 1. Look at sets of 3 pictures – 2 that rhyme and 1 that doesn't. Ask children to find the odd one out. E.g. hat, cat, bus / bin, bell, pin / bun, lock, sock / fan, pan, pig	Recall 's' using flashcards Play I Spy with 's' objects	Recall s and a using flashcards. Pin up the flashcards and then say words starting with 'a' or 's' phoneme. Children have to stand next to the right letter	Recall s/ a/ t/ Flashcard game as yesterday Ask children to write s a t	Recall s/a/t/p using flashcards – when finished stick these on wall frieze Play Georgie's Gym
Teach	Teach 's' using Jolly Phonics	Teach 'a' using Jolly Phonics Teach high frequency words a, an, as	Teach 't' using Jolly Phonics	Teach 'p' using Jolly Phonics	Practise blending the following words tap/ pat/ sat Demonstrate on paper and ask the children to repeat back
Practise	Practise writing the letter s – with a finger in the air, on the carpet, on the back of someone else, on a whiteboard, on paper with a pencil.	Sort objects/ pictures which start with 'a' or 's'	Sound talk at/ sat/ as/ a/ an	Sound talk pat/ at/ tap/ sap/ as/ a/ an	Show the children your word but don't say it. Ask them to put their letter cards in the same order on their boards

Apply	Play Silly Soup. Ask children to find the pictures that start with s and put them into the saucepan	Play musical statues when the music stops show the children a letter flashcard, they have to make sound and do action/ trace in the air. Write on paper	Sort magnetic letters into the three letters so far	Recall exercise Children have letter cards for letters so far. Say a letter and they have to hold it up	Children practise sounding out and saying the words.
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Teach using Jolly Phonics

<https://www.jollylearning.co.uk/resource-bank/>

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

<https://s3.amazonaws.com/jolly2/Resources/Cartoonito+Group+1.pdf>

Teach high frequency words a, an, as

1. Explain that there are some words that have one, or sometimes two, tricky letters.
2. Read the caption, pointing to each word, then point to the word to be learned and read it again.
3. Write the word.
4. Sound-talk the word and repeat putting sound lines and buttons under each phoneme and blend them to read the word.
5. Read the word a couple more times and refer to it regularly throughout the day.

Georgie's gym

Resources - soft toy

Use the soft toy to give instructions, 'Georgie says', for example: 1. Stand u-p. 2. Put your hands on your kn-ee-s, on your f-ee-t. 3. Put your finger on your n-o-se. 4. Bend one arm round your b-a-ck. 5. Wiggle your...

Sound buttons

Resources - Words on cards or on magnetic or an interactive whiteboard with sound buttons as illustrated



This sequence of suggestions will require building over a few days.

1. Display a VC word – it, at and point to or draw a sound button under each letter
2. Sound-talk and then tell the children the word.
3. Repeat, but ask the children to tell their partners the word after you have sound-talked it.
4. Repeat 2 and 3 with a CVC word – sat,

This procedure can be 'wrapped up' in a playful manner by using a toy or a game but the purpose of blending for reading should not be eclipsed as the prime motive for the children's learning.

- Choose one activity from the table below to complete each day.

<p>Literacy Children to practise writing their name.</p>	<p>Literacy Children to practise forming the letters of the alphabet.</p>	<p>Literacy Ask your child to help plan a movie night/ afternoon. Select two films from a streaming service or DVD's you have in the house. Ask them to draw a picture to represent each film or write out the title. Ask them to speak to each member of the house to find out their view on which film they would like to watch. Ask your child to write each person's name (initials) under their chosen film.</p>	<p>Literacy Ask your child to write out sounds they are working on at the moment on pieces of paper and turn them into a pairs game.</p>	<p>Literacy Ask your child to draw or write a shopping list to help plan for the weekly shop. Encourage them to ask all family members views on what they would like to eat that week.</p>
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Maths

- Choose one activity from the table below to complete each day.

<p>Maths Watch a Numberblocks clip each day at: BBC or CBeebies. Use this guide https://www.bbc.co.uk/cbeebies/joinin/numberblocks-help-your-child-with-maths to give you ideas on what to do with your child whilst watching an episode.</p>	<p>Maths Play the Numberblocks pattern spotting game. https://www.bbc.co.uk/cbeebies/puzzles/numberblocks-easy-patterns-quiz?collection=numbers-and-letters</p>	<p>Maths Practise counting up to 10. This can be done through playing hide and seek, singing number songs, chanting, board games etc.</p>	<p>Maths Look out of the window and count how many houses or buildings can be seen.</p>	<p>Maths Listen to a number song from the CBeebies website. https://www.bbc.co.uk/cbeebies/watch/number-songs-from-numberblocks#playlist After listening to them, watch again and sing along if you can. Talk about the maths you can see in the video clip.</p>
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Areas of Learning

- Choose at least one activity in each box to complete each day.

<p>Knowledge & Understanding of the World 1. Go on a sight hunt Support your child to make a viewfinder. Cut out a square of card from an old cereal box/ cardboard. Cut a smaller square out of the centre. Take your viewfinder around the house and garden and explore what things you can see. Alternatively, you</p>	<p>Personal Social Emotional Development 1. How do we differ from others? - Ask your child to look in a mirror at their hair colour, eye colour and skin colour. Ask them to create a self-portrait using either felt-tips, crayons or paint. Look at some pictures in books and magazines. Does everyone look the same way as</p>	<p>Communication & Language 1. Draw a family tree - How does your family link together? Can your child draw out their family members and link them together using lines? 2. Lay the table for your family for dinner - How many people are there? How many knives, forks and cups do you need? Write out name cards for</p>	<p>Expressive Arts & Design 1. Imagine another world outside the window-Close the curtains and ask your child to imagine that the house is in a new imagined world. What do they imagine? Is it snowy? Are there dinosaurs/ monsters in the new world? Ask them to tell you a story about it...</p>	<p>Physical Development 1. Use music of different styles and cultures to create moods and talk about how people move when they are sad, happy or cross. Encourage children to practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching 2. Provide activities that give children the</p>
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could create a pair of binoculars.



2. Your child could write a list of the things they see or draw/ paint a picture.
3. If you have a tablet or phone that could be used by your child they could do the same activity but using photographs to record.
4. **Sort out the clean clothes.** Who do they belong to? Can they deliver them to the right place in the house? Pair up socks. Can they match the patterns/ colours? Can they count in twos to work out how many there are all together? Peg clothes on the airer (this will support children to develop hand strength which will impact on their writing).
5. **Record how many cars/ people walk past your house-** Set a timer for 5 minutes. Draw out a simple grid (as below) and ask your child to put a tick in the right place every time a person or car goes past. When complete, can they count up the

them? How do people look different?

2. **Play a family board game** - Play a game together. Talk about taking it in turns and playing fairly. Dice games will support your child's number recognition. You could use a spinner with numerals on to help develop numeral recognition. If you don't have a spinner you could make one using an old cereal box and a split pin.



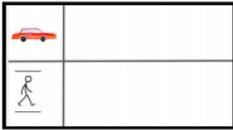
3. **Explain to your child that spring is a season full of hope.** Reflect on why the signs of spring give people hope for the months ahead, e.g. blossoms = colour after a dull winter; nest building = the promise of new life. Invite your child to share the hopes they have for themselves/family/fr iends.
4. **Provide your child with a selection of items from the kitchen cupboard.** Can they sort them into things that are healthy and unhealthy?
5. **Show them photographs and pictures of emotions to look at and talk about.** Name and talk about a wide range of feelings and make it clear that all

- everyone in your family to show them where to sit. Write a menu to let them know what is for dinner that night. Role-play as a waiter/ waitress. What would everyone like in their sandwiches for lunch? What drinks would everyone like to have with their dinner?
3. **If you go outside to the garden or on a short spring walk** - Encourage your child to look for signs of spring and talk about what you can see and hear.
 4. **Set up a pretend bakery with your child** - together you could make some hot cross buns and sing the song.
 5. **Gather a collection of household objects,** e.g. a fork, cup, toothbrush, teddy bear. Use a scarf as a blindfold and pass your child one of the objects. Can they figure out what it is through touch alone? Give clues if they are struggling.

2. **Make a birthday /wish you well /stay safe /thinking of you card for a family member or a friend** - Write a message inside for your family member and sign it with your name.
3. **Use play dough to make a house and things that surround a house** - Use ready-made play dough or make your own using this recipe: 2 cups of plain flour, one cup of salt, a tablespoon of oil, a cup of water (add gradually), a couple of drops of food colouring (optional), a teaspoon of cream of tartar (optional, but will make it last longer)
4. **Find out everyone's favourite song in your family** - Listen to each person's favourite song and make up a dance to match. Do you like the same music? What is your favourite song? What can you see out of your window?-
5. **Ask your child to look out of a window in the house and draw what they can see.** Look out of a different window (e.g. back or side of the house), draw what they can see. Look at the two pictures together and discuss similarities in both pictures (e.g. the sky) and what is different.

- opportunity and motivation to practise manipulative skills, e.g. cooking, painting, clay and playing instruments.
3. **Have activities teaching skills of how to use tools and materials effectively and safely** and give them opportunities to practise them – scissors, rolling pins, brushes, spoons,
 4. **Provide a range of construction toys** of different sizes made of wood, rubber or plastic, that fix together in a variety of ways, e.g. by twisting, pushing, slotting or magnetism.
 5. **Talk to your child about the importance of being healthy and personal hygiene-** focus on handwashing.

ticks and write the matching numeral?
Were there more people or cars?



feelings are understandable and acceptable, including feeling angry, but that not all behaviours are. Make available a range of music that captures different moods. Model how you label and manage your own feelings, e.g. 'I'm feeling a bit angry and I need to calm down, so I'm going to...' Ask children for their ideas on what might make people feel better when they are sad or cross.

For further information and ideas:

Phonics

- Daily phonics - Practice the sounds your child is working on and blend words with these letters. This can be oral blending (e.g. spoken out loud c-a-t) or written if appropriate.
<https://www.phonicsbloom.com/uk/game/list/phonics-games-phase-1>
<https://www.phonicsbloom.com/uk/game/list/phonics-games-phase-2>
<https://www.phonicsplay.co.uk/> - phase 1 and beginning of phase 2
- Sing nursery rhymes and songs together. Add in actions and change the words. Can children think of different rhyming words to add in? Repeat old favourites and learn new rhymes. You can find an A-Z of nursery rhymes here: <https://allnurseryrhymes.com/>
- Send your child on a sound hunt around the house. Can they find and record all of the items that make sounds? (e.g. hairdryer, TV, fridge, microwave, phone)
- Play I spy game, "I spy with my little eye something beginning with s ..."

Nursery rhymes: <https://www.bbc.co.uk/cbeebies/watch/playlist-something-special-nursery-rhymes#playlist>

LGFL

Children have their own logins for LGFL (London Grid for Learning). Use the tab: "Learning Resources/Discover/Browse by Subject or Key Stage"

Literacy

<https://www.worldbookday.com/> Use the inspiration tab on this website for lots of great activities and resources linked to books.

<https://www.phonicsplay.co.uk/freeIndex.htm>

<https://www.phonicsbloom.com/>

Youtube – Alphablocks Videos

Free e-book Library:

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/> (Use this website to find free online books)

Well-being Websites

https://660919d3-b85b-43c3-a3ad-3de6a9d37099.filesusr.com/ugd/64c685_319c5acf38d34604b537ac9fae37fc80.pdf?fbclid=IwAR2vJsQ9K4bDTuPKQpEwfq4mvLumpFrLaxxnMxCdq6IDRp9-NWDaVNg_ZCk

<https://www.elsa-support.co.uk/wp-content/uploads/2020/03/Coronavirus-story-for-children-1.pdf>

https://www.elsa-support.co.uk/coronavirus-14-day-self-isolation-activities/?fbclid=IwAROSksw9lrOfw3_T18xqusBOSTO_CzwwvSJoV9B0ADgRZiTTvn5XclzF98c