

Nursery Home Learning Pack 5: 01/06/20 and 08/06/20

Theme to support learning: What The Ladybird Heard

Please use the suggested activities and structure to suit your families' personal needs.

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/> * Please only use RWI (Read Write Inc.) **Set 1 Sounds with your nursery child/children. It is better that they become really fluent with these sounds and pronounce them purely (without an "uh" sound at the end) and have fun with them.**

RWI pure sounds pronunciation reminder https://www.youtube.com/watch?v=5J2Ddf_0Om8 5 minute RECAP

<https://www.youtube.com/watch?v=abKadke35cs> 'What The Ladybird Heard' story read by Julia Donaldson

<https://youtu.be/oermoyR-bYk> 'What The Ladybird Heard' song by Julia Donaldson

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
<p>Warm-up Parents join in, if possible. Model counting aloud. Copy your child's actions & moves as well as modelling some.</p> <p>Communication & Literacy Parents</p>	<p>10 claps, 10 stamps 10 star jumps, (repeat) Remembering which day it is can still be tricky can't it? Sing the days of the week to remind you.</p> <p>What did you do yesterday? Try to think about what you did in the morning, afternoon & evening. Draw a picture of what you did and talk to your grown-up about it.</p>	<p>Can you create your own warm-up with a 3-step repeating pattern? See yesterday for an example.</p> <p>Read the story of 'What The Ladybird heard' or look online on link above. Julia Donaldson reads her own story. Can you remember what we call someone who writes a book?</p>	<p>Listen to the song of 'What The Ladybird Heard'. See the link above. Can you create your own dance to the music?</p> <p>Julia Donaldson reads her own story. What is an author? Read the story of 'What The Ladybird heard' or look online on link above.</p>	<p>Create a ladybird dance: use your whole body to create the different movements. How will you use your arms? How many steps forwards/backwards/to the sides/in a circle? Etc. Repeat.</p> <p>Read the story of What The Ladybird Heard. See link above. Who wrote this book? Can you remember what we call people who write books? Create pictures in a book?</p>	<p>Can you remember the dance you created yesterday? How did you make it feel and look as if you were flying? See if you can repeat it. What could you change and why? Try it out and have fun.</p> <p>Quiet reflection on your learning this week. What are you most proud of?</p>

	Ask if they can write your words on the picture.	Which animal sounds can you remember? What is the first sound you hear in moo? Remember to say the sound first. Is it stretchy or bouncy? Can you write it down/copy it? Try this for the other animal sounds. How many letters have you written?	How many characters can you remember in the story? Can you write the first letter sound for each character/copy it? Try yourself and then ask your grown-up if you need help. How many letters have you written?	You could draw your favourite character. Why have you chosen that one? Which letter sound does your character start/begin with? Can you write/copy it on your picture? Ask your grown-up if they can help you write/copy the word.	Can you draw a picture about it to share with your family?
Snack time. CIP in the garden/a favourite activity if wet etc.	Snack time. CIP in the garden/a favourite activity if wet etc.	Snack time. CIP in the garden/a favourite activity if wet etc.	Snack time. CIP in the garden/a favourite activity if wet etc.	Snack time. CIP in the garden/a favourite activity if wet etc.	Snack time. CIP in the garden/a favourite activity if wet etc.
Maths Parents Time Measuring	Can you Bounce like a kangaroo 30 times? How long did it take you? Which animal could you be this time? Which action can you create for it? How many times will you do it? How long did it take?	Go into the garden/outside with your grown-up. How many flowers, shrubs, bricks, blades of grass, stones etc. can you count in 20 seconds?	Can you find 5 toys? How long did it take you? Can you find 10 toys? How long did it take you? Now put them all away. How long did it take you?	How many star jumps can you do in 10 seconds? Have a little rest. Now repeat for 20 seconds... 30 seconds...1 minute. (How many seconds in 1 minute?)	How long does it take you to eat your breakfast? Brush your teeth?
Additional ideas can be found on the attached links and ideas.					
Week 2					
Warm up Parents join in, if possible. Copy your child's actions & moves as well as modelling some.	Crouch low, stretch-up high, reach to the sides with both arms. Repeat x10	Use the ladybird song link above & pretend to be your favourite character. Use your whole body to create the different movements.	Use the ladybird song link above & pretend to be a different character to yesterday. Use your whole body to create the different movements.	Can you create your own warm-up with a 3-step repeating pattern? (See Monday for an example)	Create your own body percussion: 4 claps, 4 jumps, 4 clicks, 4 taps on the floor. What else could you do?

<p><u>Communication & Literacy</u> Parents</p> <p>P4C = philosophy for children</p> <p>PSED = personal, social & emotional development</p>	<p>Practice your Set 1 letter sounds see the above link</p> <p>What did you do at the weekend? Which sound does each word begin with? Can you write/copy that sound?</p>	<p>Practice your Set 1 letter sounds see the above link</p> <p>Read the story of 'What The Ladybird heard' or look online on link above. Do you like the story of 'What The Ladybird Heard'? Why? What is your favourite part? Discuss.</p> <p>Can you draw your favourite part? Is it at the beginning, middle or end of the story?</p>	<p>If you want to be the same character, can you create new, different moves?</p> <p>Practice your Set 1 letter sounds see the above link</p> <p>Can you remember what we call it when words begin/start with the same sound? (Alliteration). E.g. <u>w</u>ater, <u>w</u>ave and <u>w</u>hale. As you listen to the story today listen for words that start/begin with the same sound, (hairy hog, lanky Len, etc.)</p> <p>Can you think of words that begin with mmm? c? sss? h? You could draw them and/or write them.</p>	<p>Practice your Set 1 letter sounds see the above link</p> <p>Rhyming words: remember these are when the sounds at the end of the word sound the same. E.g. <u>rug</u>, <u>mug</u> and <u>hug</u>.</p> <p>As you listen to the story today, put your finger on your nose when you hear a word that rhymes, (hog and dog, etc.)</p> <p>Can you think of words that rhyme with; cat, dog, hen, van and cow?</p>	<p>Can you create a repeating pattern?</p> <p>Practice your Set 1 letter sounds see the above link</p> <p>P4C question: Would you rather be a butterfly or a ladybird? Why? Discuss.</p> <p>A PSED question: Do you need to be big/grown-up to have good ideas? Why? Think of the ladybird, Lanky Len & Hefty Hugh in the story we have been reading. Discuss.</p>
<p><u>Maths</u> Parents</p>	<p>How many red objects can you find? Once objects have been found, encourage the counting. Giving one number name to each object.</p> <p>Challenge further by asking: What is one more? What is one less?</p>	<p>Can you create a map like Julia Donaldson of 'What The Ladybird Heard'? Ask your grown-up if they can help you label it. You could write number 1 at the start by the gate, number 2 at the sheep, etc. and finish with the Prize Cow's shed at the end.</p>	<p>Use your map from yesterday to tell the story with your toys: they can be the Ladybird, Lanky Len, the duck, etc. and you can help them make the noises and say the words as you travel round your map.</p> <p>Begin at the start, number 1 at the gate and your adventure begins...!</p>	<p>Go on a mini-beast hunt. Make a tally chart of how many mini-beasts you find. Draw the mini-beasts you find on the left and make a mark each time you find one on the right. See example on attached activity. At the end count how many marks for each and write the number in.</p>	<p>Find 5 things that float and 5 things that sink. Talk about what 'float' and 'sink' mean. Before putting them in the water, ask your child to make a prediction about whether it will float or sink and why?</p>

		Think about which direction you need to travel in; straight on, left or right? Have fun.	You can act this out later for your family to enjoy.	Discuss and compare the amounts with your grown-up. Which did you find most of/fewer/less/ the same as...Etc.	You could make a tally chart (like yesterday) of how many objects float and how many sink?
--	--	--	--	---	--

Additional ideas can be found on the attached links and ideas.