

Nursery Home Learning Pack 6: 15/06/20 and 22/06/20

Theme to support learning: Bees

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.

<https://www.youtube.com/watch?v=VT5kksKcV7Q> Are you a Bee? Read by Judy Allen

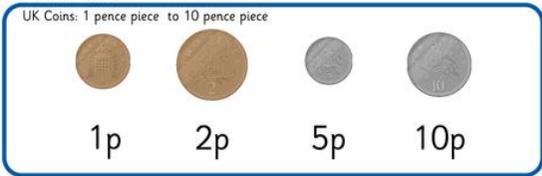
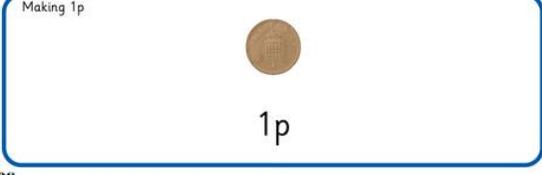
<https://www.youtube.com/watch?v=MWrltqag3-Y> child reading 'Buzz Bee!'

<https://youtu.be/X14kC-sEH0I> Music and children's video of 'Flight Of The Bumble Bee' – 1st Link for Week 2 Monday & Tuesday

<https://youtu.be/-g5I2GP74xY> 'Flight Of the Bumble Bee' performed by Horton-Kohl Artist: Cello Solo Recital – 2nd link for Week 2 Thursday & Friday

	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>Count what you can do in 10 seconds: Using a timer, stop watch or by counting to 10, count how many different physical things you can do. You could count jumps, star jumps, frog jumps, stomps, etc. Have fun thinking of your own!</p> <p>What did you do at the weekend? Try to think about what you did on Saturday and then on Sunday. Draw a picture of what you did and talk to your grown-up about it. Ask if they can write your words on the picture.</p>	<p>Count what you can do in 20 seconds – see Monday.</p> <p>Watch 'Are you a Bee?' Read by Judy Allen link above. Judy wrote the book so she is the...? How are you different to a bee? What can you do that a bee can't do? What can bees do that you can't do? Discuss.</p>	<p>Count what you can do in 30 seconds – see Monday.</p> <p>Listen to a child read 'Buzz, Bee!' link above. This is an information/fact book. What did you find out? Draw a picture of a bee and ask your grown-up to help you label it and to write your sentence/s about what bees can do.</p>	<p>Count what you can do in 40 seconds – see Monday.</p> <p>Provide either sticky notes or cut up pieces of paper. Ask your child to write a label for each toy by writing what sounds they can hear. You could choose the toys if you want the focus to be on certain sounds. Use these for today's Maths activity.</p>	<p>Count what you can do in 60 seconds – see Monday.</p> <p>Quiet reflection on your learning this week. What are you most proud of? Can you draw a picture about it to share with your family?</p>
<p>Snack time. CIP in the garden/a favourite activity if wet etc.</p>	<p>Snack time. CIP in the garden/a favourite activity if wet etc.</p>	<p>Snack time. CIP in the garden/a favourite activity if wet etc.</p>	<p>Snack time. CIP in the garden/a favourite activity if wet etc.</p>	<p>Snack time. CIP in the garden/a favourite activity if wet etc.</p>	<p>Snack time. CIP in the garden/a favourite activity if wet etc.</p>

<p>Maths Parents: Tuesday's activity; At this point ensure there are even numbers of pollen to start with. Ensure groups are equal and children recognise that they are the same. Vocabulary is important</p>	<p>Set up a colander with pipe cleaners, (sharp ends bent over by an adult first), rolled up paper/card, string or something similar. Challenge your child to see how many they can thread through the holes and keep in place.</p>	<p>You need 2 small plastic bowls or pots, one larger pot or bowl and some Lego bricks or dried pieces of pasta. Pretend the bricks are pollen and the bees need to share it out fairly into groups 'of the same' amount. Equal means the same. Start with a small number and build up. Put numbers on paper and choose one to solve.</p>  <p>First I had 2, Then I shared them into 2 equal groups. Now I have 1 in each group. Talk about how you know.</p>	<p>Can you fly like a bee up and down the garden/outside 4 times? How long did it take you? Can you do it again, but 8 times? How long did it take? Why do you think it took you longer? Discuss. Which mini-beast could you be this time? Which action can you create for it? How many times will you travel up and down the garden doing this new action? How long did it take? Was it quicker or slower? Discuss.</p>	<p>Thursday & Friday: Money Ask your grown-up to help find some pennies or 2p pennies, 5 pence pieces. See the numbers</p>   <p>Remember when we talk about money we always say pence or 'P' after the number. This book costs 10p. Play with your toys or books and make a shop with bits of paper and a pencil to make your own price tags. When you have a snack at home, ask your grown-up to pretend that they have a shop and that you need to pay for a glass of milk or some fruit. On Friday you could create pictures or crafts to sell in your shop.</p>
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Additional ideas can be found on the attached links and ideas.

Week 2					
<p>Warm up Parents join in, if possible. Copy your child's actions & moves as well as modelling some.</p>	<p>Listen to and watch 'The Flight Of The Bumble Bee', 1st link above with your grown-up. Now create your own bee dance to the music.</p>	<p>Can you remember the bee 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</p>	<p>Peg some clothes on the washing line: can you help hang out the laundry by being a 'peg monitor'. Can you get the pegs ready and check they all open, using your first finger and thumb?</p>	<p>Listen to and watch 'The Flight Of The Bumble Bee', 2nd link above with your grown-up. Listen again and see if you can clap along to the rhythm this time. Is it fast</p>	<p>Listen to and watch 'The Flight Of The Bumble Bee', 2nd link above again with your grown-up. Can you pretend to play the cello and piano to the</p>

<p><u>Communication & Literacy</u> Parents: <u>Thursday:</u> Using Nursery Rhymes as an example to explain the Rhythm & Beat. In Hickory Dickory Dock for example, the beat is the steady tick tock of the clock which you feel throughout. The rhythm is the same as the words with a sound for each syllable.</p> <p>PSED = personal, social & emotional development P4C = philosophy for children</p>	<p>Use your whole body to create the different movements.</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>you change and why? Try it out and have fun.</p> <p>Practice your Set 1 letter sounds see the above link</p> <p>Ask your grown-up to help you read the attached Betty Bee Letter.</p> <p>Find out more information about bees. See the ppt. too.</p> <p>Can you write a letter to Betty Bee with your grown-up telling her what you will do to try to make sure everyone knows bees are important? Dear Betty Bee.... Make a poster to put in your window.</p>	<p>If you can reach help peg the wet washing on the line. How many pegs do you use? How many pieces of washing did you help hang up?</p> <p>Practice your Set 1 letter sounds see the above link</p> <p>Write a note/send a letter/picture to someone in your family to tell them all about bees and how important they are.</p>	<p>or slow? Can you tap your legs in time to the beat?</p> <p>Practice your Set 1 letter sounds see the above link</p> <p>If you were a King or Queen for a day what would you do? Why? Draw a picture of what you might look like. Tell your family what you would do.</p> <p>PSED: How does this activity make you feel? Are you thinking of doing things that we are not able to do with the lock down? Does it help to talk about it?</p>	<p>different parts of the music?</p> <p>Practice your Set 1 letter sounds see the above link</p> <p>P4C question: Would you rather be a ladybird or a bee? Why? Discuss.</p>
<p><u>Maths</u> Parents <u>Wed & Thurs:</u> A number can be partitioned into different pairs of numbers Children need opportunities to</p>	<p>How many yellow objects can you find? Once objects have been found, encourage the counting. Giving one number name to each object. Now how many black objects can you find?</p>	<p>Repeat yesterday's activity. This time find pentagons and then circles. Discuss their properties; how do we know that is a circle/pentagon? How are the 2 shapes different?</p>	<p>Bees Wings: using your fingers to look like wings either side of the body. 'With two hands, show me 5 fingers. Can you do it in a different way/s?' Now show 6 fingers altogether. Etc.</p>	<p>Spill the Beans: using double-sided counters or beans, where one side is coloured, throw the collection and note how many of each type can be seen and how many altogether. To make this more fun you could create your own bees</p>	<p>Look at the attached Tessellation ppt. with your grown-up. Can you find and recreate your own pattern? Ask your grown-up if you can take a photo.</p>

explore a range of ways to partition a whole number. The emphasis here is on identifying the pairs of numbers that make a total. Children can do this in two ways – physically separating a group, or constructing a group from two kinds of things.

Challenge further by asking: What is one more? What is one less? Are there more or fewer yellow objects? Which group has most? Can you make the number of objects in the groups the same?

Then count, discuss, compare and sort as you did yesterday.

to use. Draw 5 circles and ask a grown-up to watch you cut them out. Then colour one side black and the other yellow. Or add black stripes to the yellow to make them look like bees? How many stripey side up and how many black?
How many did you start with and finish with? Why?

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