

Nursery Home Learning Pack 7: 29/06/20 and 06/07/20

Theme to support learning: Snails

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= H5PiUuAPv4> 'Are You A Snail?' by Judy Allen and Tudor Humphries

<https://youtu.be/EmMnaSkeKqQ> The story of 'The Snail And The Whale' by Julia Donaldson.

<https://youtu.be/2Kz1NJ8AU5o> Miss Mac reads 'Snail Trail' by Jo Saxton - A Journey Through Modern Art

<https://youtu.be/7iynHNACyi4> - 'Jelly on The Plate' song

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Warm-up Parents join in, if possible. Copy your child's actions & moves as well as modelling some.</p>	<p>Sing 'Head, Shoulders, Knees & Toes' x3; once at normal speed, then fast & then slow.</p>	<p>Sing 'Head, Shoulders, Knees & Toes' – leave out the word "head" the first time, then "shoulders" the next time, etc. (just doing the actions). At the end sing all the words with actions - fast! Enjoy!</p>	<p>Sing 'Wind the Bobbin Up' with actions (normal speed, fast, slow, then normal, etc.)</p>	<p>Sing 'The Wheels On The Bus with child's favourite actions.</p>	<p>Sing 'The Wheels On The Bus with your child creating their own made-up actions and words. You may need to model this first. E.g. The dog on the bus wags his tail, etc.</p>
<p>Communication & Literacy Parents</p> <p>PSED = personal, social & emotional development</p>	<p>What did you do yesterday? Try to think about what you did in the morning, afternoon and evening. 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>Watch 'Are You A Snail?' link above. This is an information, fact book, (non-fiction). What did you find out? How are you different to a snail? What can you do that a snail can't do? What can snails do that you can't do? Discuss.</p>	<p>Watch 'Are You A Snail?' again, link above. What sort of a book is this? Draw a picture of a snail and ask your grown-up to help you label it and to write your sentence/s about what snails can do.</p>	<p>Read or watch 'The Snail And The Whale', link above. What sort of book is this? (Story/fiction book). Whale and snail are rhyming words. How many other words can you think of that rhyme with 'whale and snail'? Can you?</p>	<p>Quiet reflection on your learning this week. Read or watch, link above 'The Snail And The Whale' again. PSED: Who helps who in the story? How do you feel when you help people/people help you? What could you do at home to be 'helpful'?</p>

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:	Go on a number hunt around your house or outside. What numbers can you see? What are they for? What do they tell us?	Go on a number hunt around your house or outside. This time look for numbers 1, 2, 3, 4, & 5. Can you put the numbers in order? Talk with your grown-up about the number before, after and in-between.	Play Kim's game with your grown-up: Find 5 objects and put them on a tray/on the floor. Look at them closely; count and name them. Now put a T-towel over them and close your eyes. Can you remember/guess which item your grown-up removed? Swap roles next time. Find 5 more objects and add them to the 5 you already have. How many are there altogether? Play the game again.	Spot the difference game: look carefully around the room and see where everything is. Close your eyes and your grown-up will remove 1 item. Can you guess what it is? Swap roles with your grown-up and this time you remove something for them to guess, etc.	Help with the washing: Can you pair the socks? Look at the different patterns, sizes and colours. How many in a pair? How many socks do you have at the beginning? How many pairs have you got at the end? Do you notice anything? Discuss with your grown-up.

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. Communication & Literacy Parents:	Sing 'Jelly On a Plate', link above . Use your whole body to create the different movements. Practice your Set 1 letter sounds see the above link	Sing 'Jelly On a Plate', link above . Use your whole body to create the different movements. Can you create your own words and movements as well? Practice your Set 1 letter sounds see the above link	Sing a favourite Nursery Rhyme/ action song . Can you clap along to the rhythm this time. Is it fast or slow? Can you tap your legs/stamp your feet in time to the beat? Practice your Set 1 letter sounds see the above link	Sing a favourite Nursery Rhyme/ action song . Can you clap along to the rhythm this time. Is it fast or slow? Can you tap your legs/stamp your feet in time to the beat? Practice your Set 1 letter sounds see the above link	Have you visited the 'Cosmic Kids Yoga' channel on YouTube yet? It has some fantastic exercises and activities. See if you can find and copy the 'whale pose' on the Cosmic Kid's Yoga channel. Ask your grown-up if they can take a photo of you

<p>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>P4C = philosophy for children</p>	<p>Make jelly or ice-lollies with your grown-up. Discuss the changes before and after.</p> <p>What did you do before you made the jelly/ ice-lollies? What will you do after? Etc.</p>	<p>In the story of 'The Whale And The Snail' the whale shows the snail around the exotic island. When you go out today, can you describe all the things you can see and hear all around you?</p>	<p>Watch 'Snail Trail', link above. What did you learn about the famous artist Henri Matisse? Did he give up creating pictures when he became ill? Discuss with your grown-up. Can you draw a picture of a snail like the artist at the end of the story? Could you send it to someone who is feeling lonely or ill? Maybe a member of your family or a neighbour?</p>	<p>PSED: When you are hunting for minibeasts, what should you do to keep yourself safe? What other things have you been doing to keep yourself and others safe recently? How does this make you feel? Discuss with your grown-up.</p>	<p>performing the whale pose or any other poses you enjoy on the Cosmic Kids Yoga channel.</p> <p>Practice your Set 1 letter sounds see the above link</p> <p>P4C question: Would you rather be a snail or a whale? Why? Discuss.</p>
<p>Maths Parents</p>	<p>Can you go on a walk and find sticks of different length and put them in order of shortest, longer and longest? Etc. Take the longest and shortest stick home with you for tomorrow. Remember you need to be able to carry them 😊</p>	<p>Using the shortest and longest stick you found yesterday can you find some objects at home that are the same length as these 2 sticks?</p>	<p>Can you now create a picture of a snail using pieces of coloured paper to create a snail like Henri Matisse? Which shapes are you using? How do you know? (Talk about their different properties; number of straight edges, how many corners, etc.)</p>	<p>Look around your garden or park/wood for a snail. Can you find any? What other minibeasts can you find? Create a chart to record how many snails and other minibeasts you have found.</p>	<p>Can you sort the different spoons, forks and knives into the kitchen drawer? Make sure the same objects, sizes and types go together. (Sorting, grouping, classifying.)</p>

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