

# My Home Learning Journal

Week 5 - 4<sup>th</sup> May

By

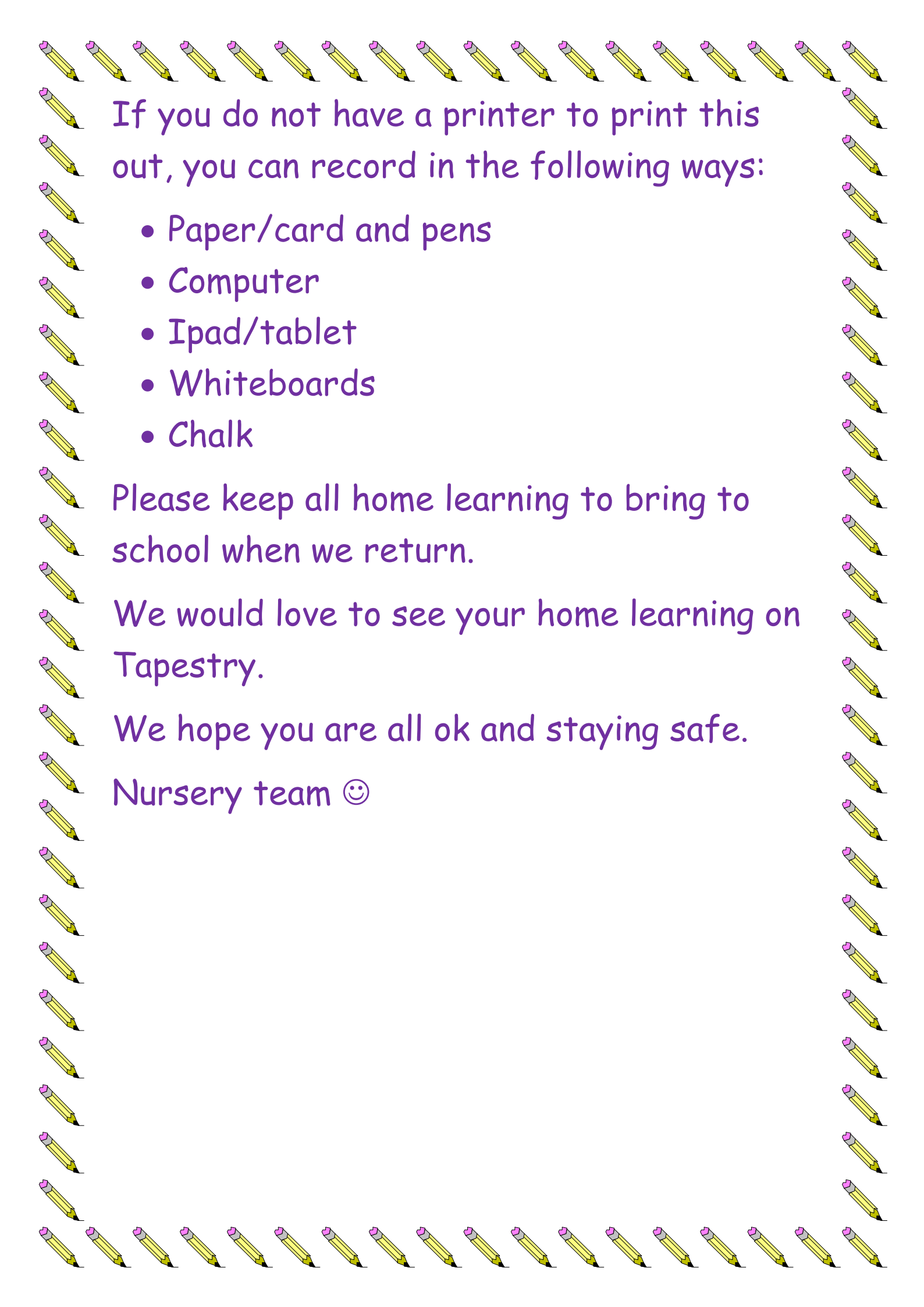
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(draw a picture of your favourite minibeast)



## Websites to use at home

- [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) (use the free phonics play and use phase and 3 games depending on their phonic group)
- <https://www.topmarks.co.uk/learning-to-count/gingerbread-man-game> (matching, counting, ordering)
- <https://www.ictgames.com/mobilePage/hfwBingo/index.html> (high frequency word bingo reading phase 3 or phase 3 words)
- <https://www.ictgames.com/mobilePage/bingoOriginal/index.html> (bingo phase 3 and phase 3)
- <https://www.ictgames.com/mobilePage/viking/index.html> (spelling words)
- <https://www.ictgames.com/mobilePage/countingCaterpillar/index.html> (ordering numbers)
- <https://www.ictgames.com/mobilePage/hundredHunt/> (hundred hunt)
- <https://www.primarygames.co.uk/pg2/splat/splatsq100.html> (splat the 100)
- <https://www.topmarks.co.uk/maths-games/3-5-years/counting> (counting, ordering/sequencing/shape games)
- <http://www.pobble365.com/> (talk about the picture of the day)
- [www.twinkl.co.uk](http://www.twinkl.co.uk) (resources you can download)
- <https://www.teachyourmonstertoread.com/> (phonics and reading game)
- <https://uk.ixl.com/> (all areas of learning)
- <https://www.phonicsplay.co.uk/> (phonics)  
Username: march20 password: home
- [https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age\\_group=Age+4-5&level=&level\\_select=&book\\_type=&series=#](https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=Age+4-5&level=&level_select=&book_type=&series=#) (ebooks)



If you do not have a printer to print this out, you can record in the following ways:

- Paper/card and pens
- Computer
- Ipad/tablet
- Whiteboards
- Chalk

Please keep all home learning to bring to school when we return.

We would love to see your home learning on Tapestry.

We hope you are all ok and staying safe.

Nursery team 😊

# Day One

## Learning Objective: Phonics/Mark making/Maths

Find things around your house/garden that begin with the 's' sound. Practice saying the 's' sound with the Jolly phonics action. Trace the letter that makes the 's' sound up in the air, on the floor, in your palm, on each other's back. (this will be a bit tickly). Then try to write the letter 's' on a paper, this is a bit tricky, so use the letter formation sheets at the end.

Challenge: How many objects starting with the 's' sound did you find?  
Try to write the number using the number formation sheet.



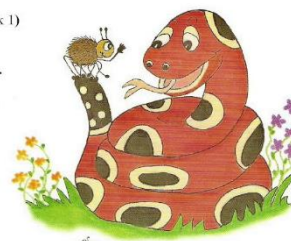
### S

(Tune: The Farmer in the Dell Track 1)

The snake is in the grass.  
The snake is in the grass.  
/sss/! /sss/!  
The snake is in the grass.

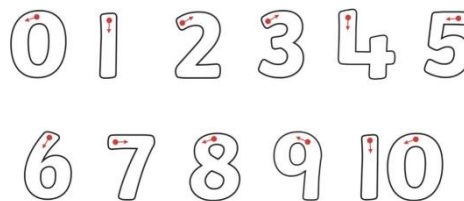


**Action:** Weave your hand in an 's' shape, like a snake, and say ssssss.



### Number Formation

Can you trace the numbers?

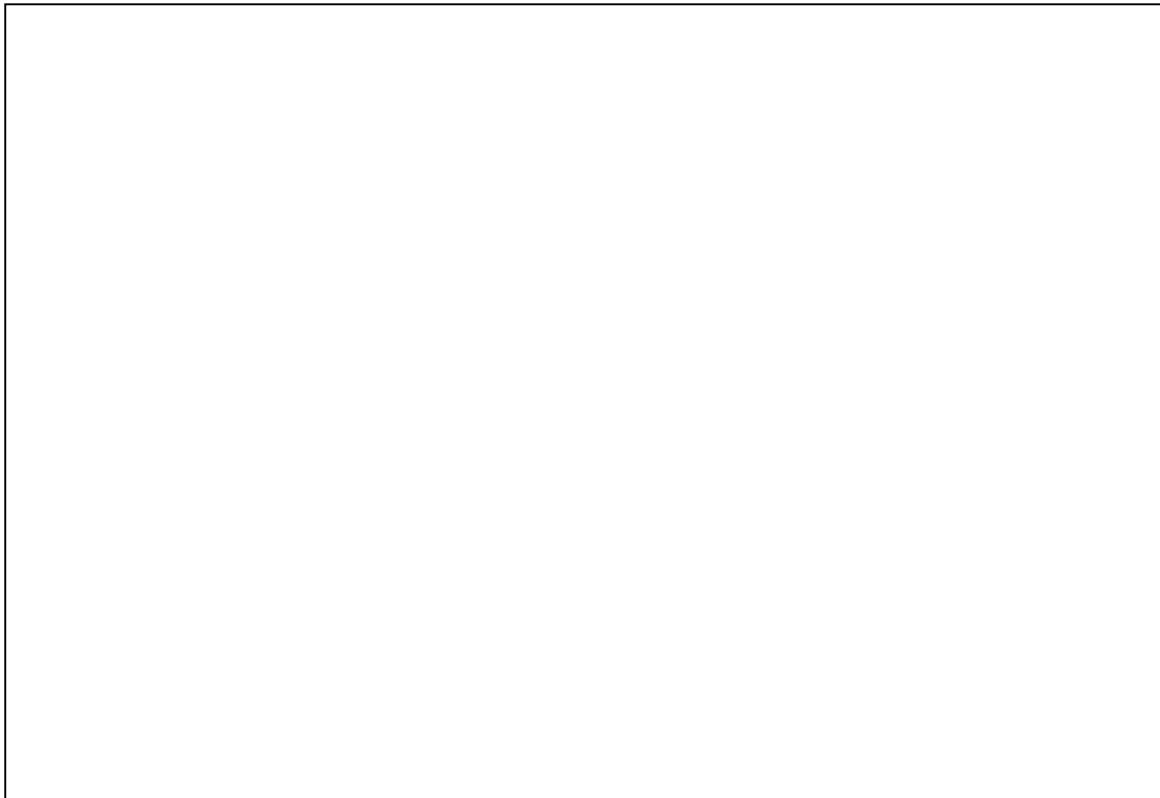
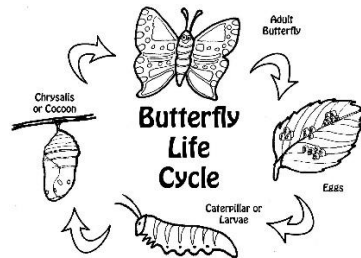


## Day Two

**Learning Objective: Understanding of the world/mark making**

As we are learning about minibeasts, I would like you to draw the life cycle of a butterfly and label the pictures. (try to write the first letter(initial) of the words). You can also colour in the pictures at the end.

Example:



**Learning Objective: Maths - Counting.**

How many doors are in your house? How many of them are open and how many are closed? Challenge: Can you write the numbers?



## Day Three

### Learning Objective: Literacy/Maths

Read or listen/watch the story 'The very hungry caterpillar'.  
How many days are in a week? Can you remember the days of the week in order?

<https://www.youtube.com/watch?v=75NQQK-Sm1YY>



Challenge: Can you write the number of the days?

## Day Four

### Learning Objective: Expressive Art and Design - **To make a homemade musical instrument.**

Make amazing homemade musical instruments that really work, that are recycled from things you already have at home! You can use boxes, tins, wooden sticks, elastic bands, rice, beans, stones etc. When you are ready you can play your instruments and sing your favourite songs. Here are some ideas:



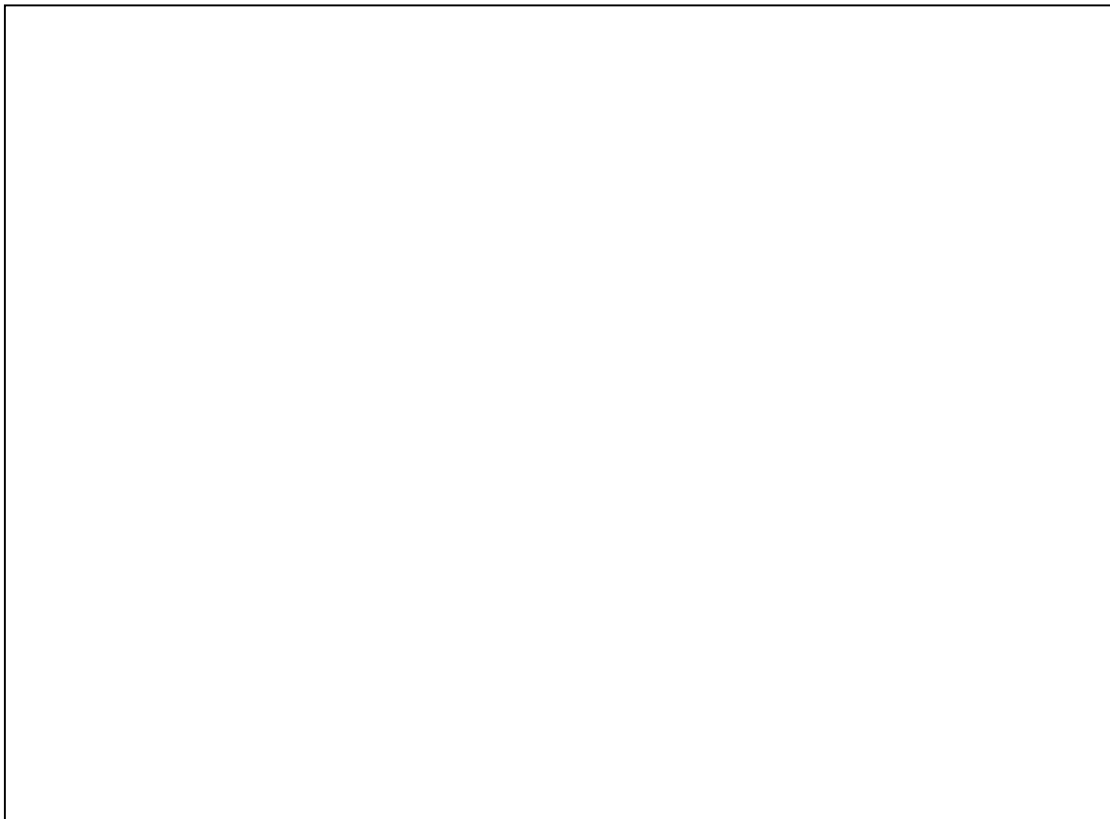
## Day Five

**Learning Objective: Show and Tell/ Communication and language/Mark making**

Find your favourite toy to show your family. What is your toy's name? What colour is it? What does it look like? What does it feel like? What is it made of? Why do you like it best?

Challenge: Can you draw a picture of your teddy? Can you write your teddy's name?

*Example: This is Ted. Ted has brown fur and has two fluffy ears. He has two beady eyes and a black shiny nose. Ted has got pink paws.*





## Learning objective - Maths - Measure

How many steps to walk from your bedroom to the kitchen? How many steps to walk from the kitchen to the front door? Which is the most? Which is the least?

Challenge: Can you write the numbers?

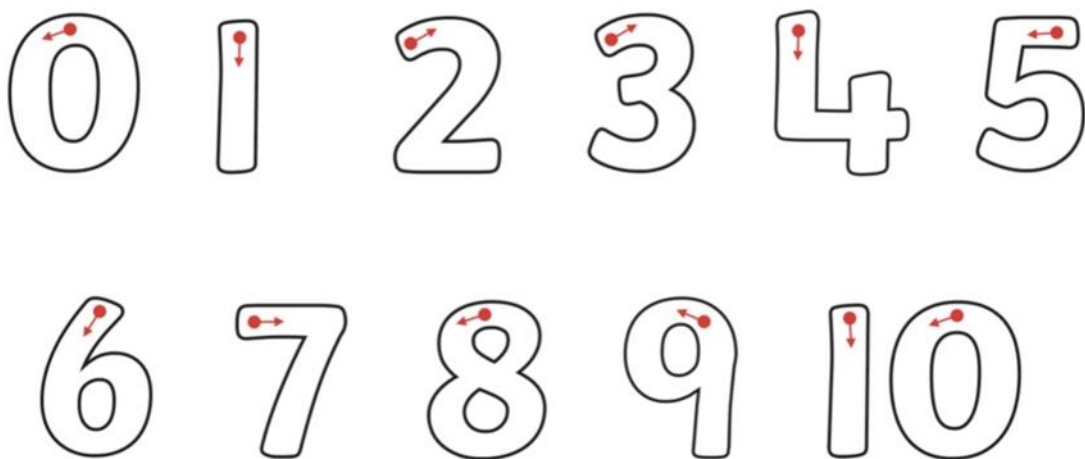
1... 2... 3... 4... 5...



[www.explainthatstuff.com](http://www.explainthatstuff.com)
























## Number Formation

Can you trace the numbers?





























Here is a sound mat to help you.

## My Phase 2 Sound Mat

s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
h 	b 	f 	ff 	l 	ll 	s/s 	

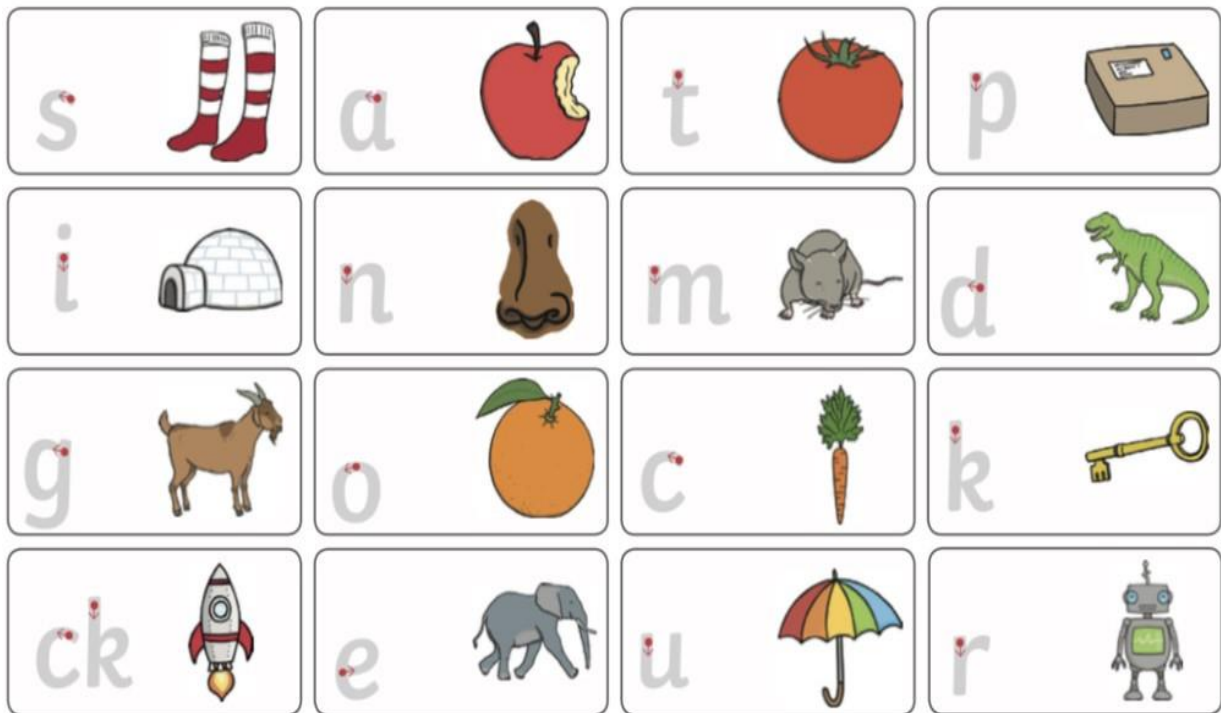
twinkl visit [twinkl.com](https://www.twinkl.com)

## My Alphabet Mat

a 	b 	c 	d 	e 	f 	g 	h 	i 
j 	k 	l 	m 	n 	o 	p 	q 	r 
s 	t 	u 	v 	w 	x 	y 	z 	

twinkl visit [twinkl.com](https://www.twinkl.com)

## Phase 2 Graphemes Letter Formation

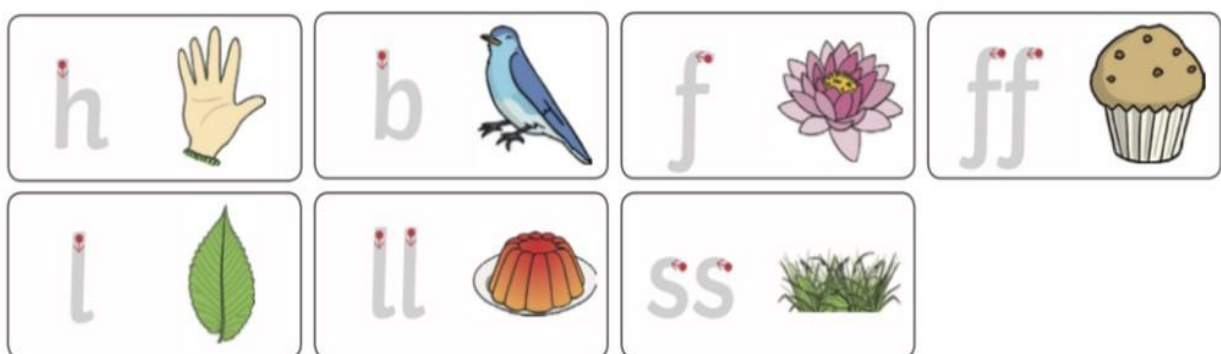


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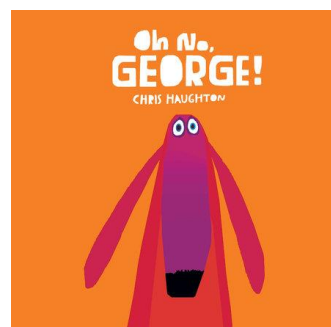
## Phase 2 Graphemes Letter Formation



## Take 5: Ideas for Independent/Home Learning

### Oh No, George! by Chris Haughton (Walker)

#### 1. Explore it



"George! What have you done?  
You've RUINED the place..."



"And how on earth did you  
eat a WHOLE cake?"



Read aloud these pages and look carefully at the pictures. What do you notice? What is happening?

George was really happy to see Harris when he came home. How do George's feelings change? How can you tell? What is he thinking? Why is Harris cross? What has George done? What makes you think that?

Talk more about George and Harris. What is their relationship? Would you like to meet George and Harris? Why? Why not?

How would you describe each of the characters? Try not to just think about the way they look, think also about the way they behave.

#### 2. Illustrate it

Look at the way George looks in each of the pictures. How can you tell when he is happy and excited? How do you know when he feels sad? Talk about how his face changes and how his eyes look each time. What does his body position tell you about how he is feeling? Can you pretend to be George in each scene and change your eyes, your face and your body to show you feel either happy or sad? Draw pictures of George showing him looking happy and looking sad.

### 3. Talk about it

- Why does Harris say, “Oh no, George!”? Can you say it like you think Harris would say it? How do you sound? Why?
- Why is there soil on the floor? What do you think happened?
- Do you think George understands what he has done wrong? What makes you think that?

### 4. Imagine it

Think again about Harris’s question, “George! What have you done?”

- What do you think George has done?
- How did he ruin the place?
- What other things might George have done to the house?
- Do you know a dog? How do they behave?

You could draw what you imagine George might have done to the rest of the house or how you think the furniture was knocked over.

Look at the last scene in which Harris holds out the empty plate and George looks upset.

- Have you ever felt sorry like this?
- What did you do? How did you make it better?
- What do you think George should do now? How could he make it better? What would you do or say to Harris if you were George?

### 5. Create it

Create some family agreements that will help you look after your home and each other’s things. How could you be helpful and work as a team? Draw up a chart with some suggestions for keeping your home nice for everyone.

What could you do if you have upset someone else? What is most helpful? Could someone help you write a note or draw a picture to say sorry? What would you say? Give it to the person and see how it makes them feel. Did it make them feel better? How?

Think about your friends and family. How can you show you care about each other? What would be a kind thing to do for someone else? Try to do something kind for someone else every day. How does it make you feel?

You can find out more about author/illustrator Chris Haughton and how he makes his books on CLPE’s Power of Pictures: <https://clpe.org.uk/powerofpictures/books-and-teaching-sequences-0/shh-we-have-plan>



# VE Day Activities

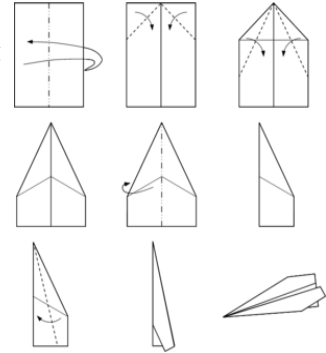
Here are some VE day activity ideas. Please upload any photos to Tapestry of work you have done. Enjoy.



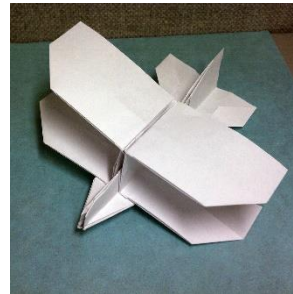
Union Jack  
Flag



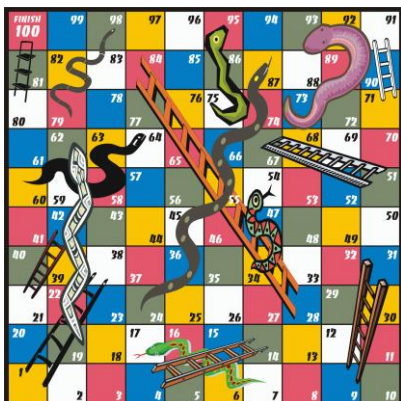
Aeroplane



Cooking  
ideas



Games



Marbles