

# My Home Learning Journal

Week beginning - 8<sup>th</sup> June

By

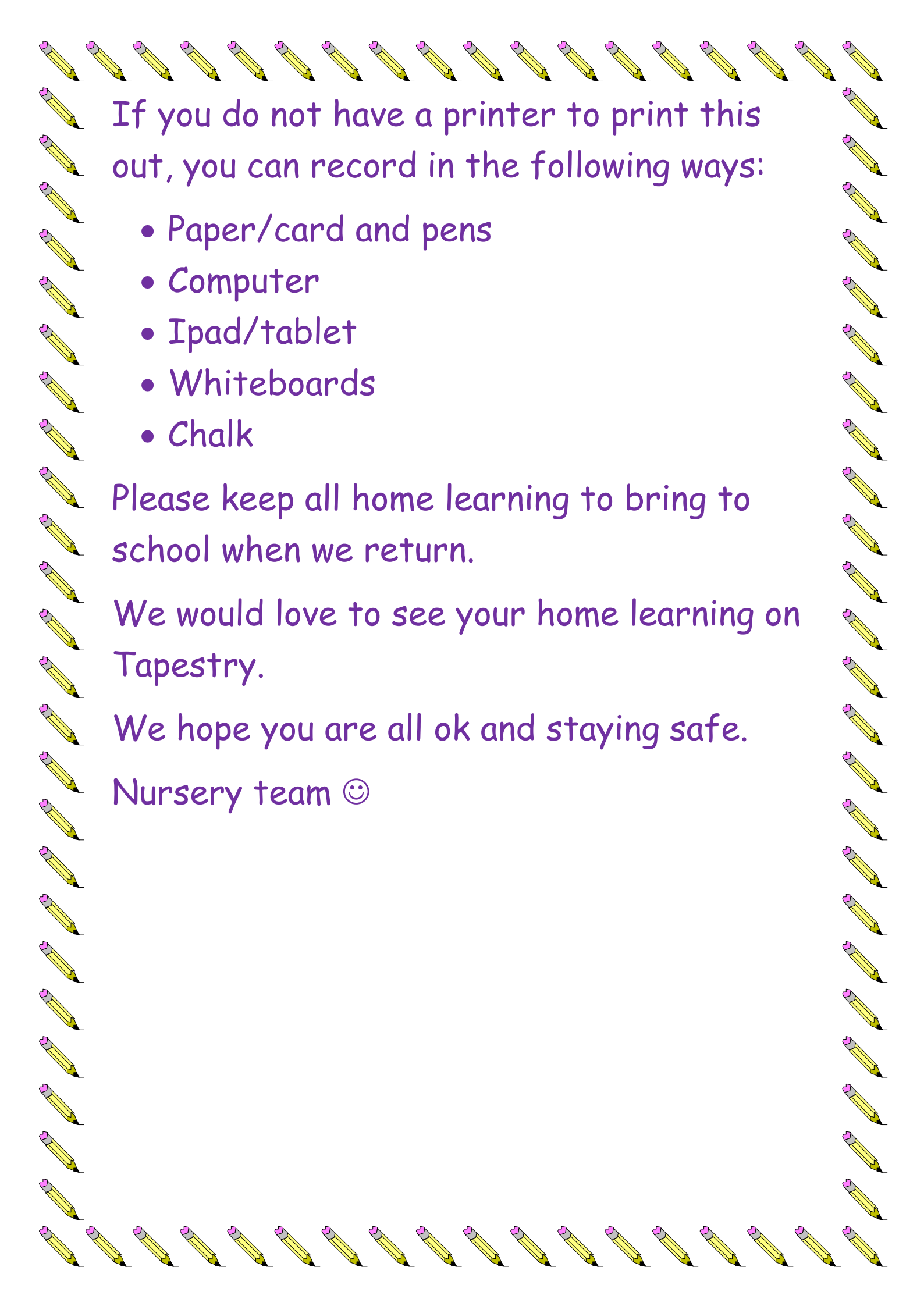
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(draw a picture of your favourite food)



## 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

I found some pictures of things that begin with the 'i' sound.  
Practice saying the 'i' sound with the Jolly phonics action. Trace the letter that makes the 'i' 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 'i' on a paper, this is a bit tricky, so use the letter formation sheets at the end.

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

*insects*



*ink*



*instruments*



*igloo*



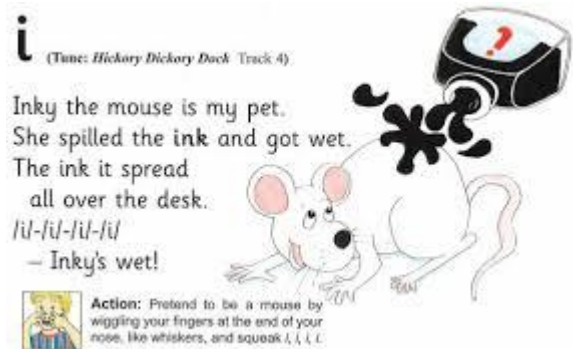
*iguana*



*injection*

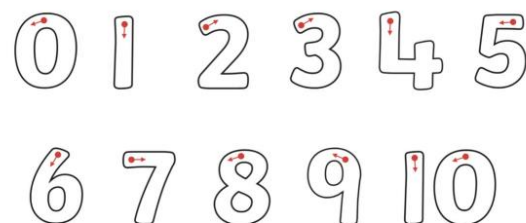


*invitation*



### Number Formation

Can you trace the numbers?



## Day Two

**Learning Objective: Literacy/ Communication and language/Mark making**

Encourage your child to listen to the story and answer the questions using sentences.

Who are the characters in the story? Where is the story set?

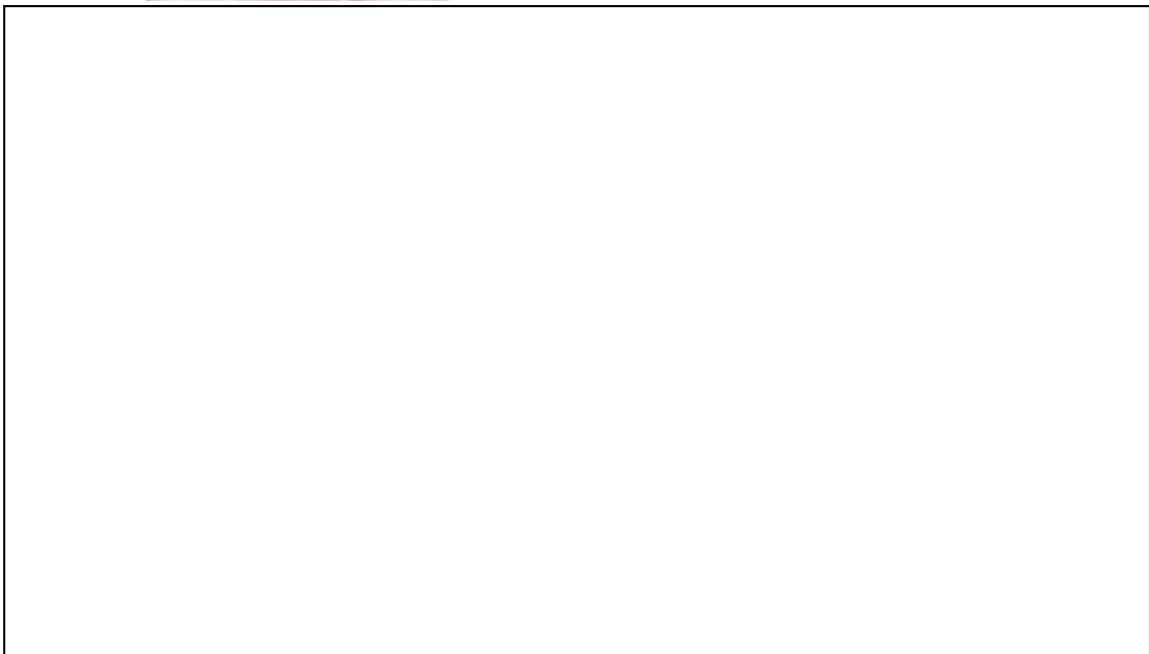
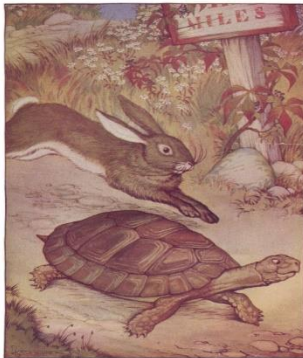
What happens at beginning, middle and end of the story?

Links to watch the story: <https://youtu.be/k5T+WX4yz6I>

<https://www.dltk-teach.com/fables/tortoise/mstory.htm>

Challenge: Draw your favourite character from the story. Can you write the initial sound of the character's name?

Example:





## Learning Objective: PD (Physical development)/EAD (Expressive arts and design).

Watch the Tortoise and the hare song and try to join in with singing and actions. You can pretend to be the different animals in the song, running on the spot really fast as the hare, moving along slowly like the tortoise, or just moving like all the other animals ( elephant, monkey, snake, giraffe etc)



The Tortoise and the Hare \_ CoComelon Nt

Once there was a very very speedy hare  
Once there was a very very speedy hare  
He will brag from near and far  
That he was faster than a car  
Oh, yes, one time there was a very speedy hare.  
Oh, yes, one time there was a very speedy hare.  
The plucky tortoise said to Hare: "Let's have a race!"  
The plucky tortoise said to Hare: "Let's have a race!"  
If you're so fast in running shoes  
Then there's no way that you can lose  
Oh, yes, the tortoise said to Hare: "Let's have a race!"  
Oh, yes, the tortoise said to Hare: "Let's have a race!"  
Fast and slow, fast and slow!  
Who will win? Let's watch them go!  
Down the road, around the tree!  
Who will win? Just wait and see!  
All the animals came down to see them run  
All the animals came down to see them run  
With a bell the race began  
And fast away the quick hare ran  
Oh yes, the animals came down to see them run  
The lagging tortoise very slowly crawled along  
The lagging tortoise very slowly crawled along  
Since the hare so quickly sped  
He had by now run far ahead  
Oh, yes, the tortoise very slowly crawled ahead  
Fast and slow, fast and slow!  
Who will win? Let's watch them go!  
Down the road, around the tree!  
Who will win? Just wait and see!  
The speedy hare felt very sure that he will win  
The speedy hare felt very sure that he will win

Since he thought he couldn't lose  
He laid right down to take a snooze  
Oh, yes, the hare felt very sure that he will win  
The little tortoise kept on inching down the road  
The little tortoise kept on inching down the road  
He passed by the sleeping hare  
Who kept on snoring, unaware  
Oh, yes, the tortoise kept on inching down the road  
Fast and slow, fast and slow!  
Who will win? Let's watch them go!  
Down the road, around the tree!  
Who will win? Just wait and see!  
Determined tortoise nearly reached the finish line  
Determined tortoise nearly reached the finish line  
The sleepy hare woke up and ran  
As fast as speedy quick hares can  
Oh, yes, the tortoise nearly reached the finish line  
Yes, it's true that slow and steady wins the race  
Yes, it's true that slow and steady wins the race  
Oh, yes, the hare was very fast  
But even so, he came in last  
Oh, yes, it's true that slow and steady wins the race

<https://youtu.be/WF8iaqRqI60>



The Tortoise and the Hare | CoComelon Nursery Rhymes & Kids Songs



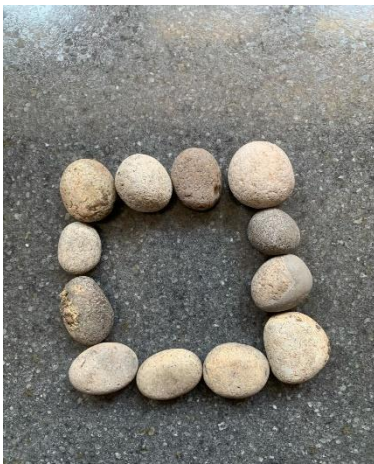
## Day Three

### Learning Objective: Maths/Shapes

**Make a square** - Make a square out of any materials, for example you could use natural resources, chalk, pencils, toys or household items. You can make different size (big, small) squares. When you have finished, you can describe the squares using mathematical language such as sides, corners, flat, shapes.

**For example:** My square has 1,2,3,4 sides and 1,2,3,4 corners. All the sides are straight lines and equal in length.

Please post picture of your creation on Tapestry.





# Day Four

## Learning Objective: Maths - Ordinal numbers

"Ordinal numbers" are simply the words that describe an ordered sequence, such as "first", "second" and "third". Understanding them helps children to structure their day and means that they can follow instructions in the right sequence.

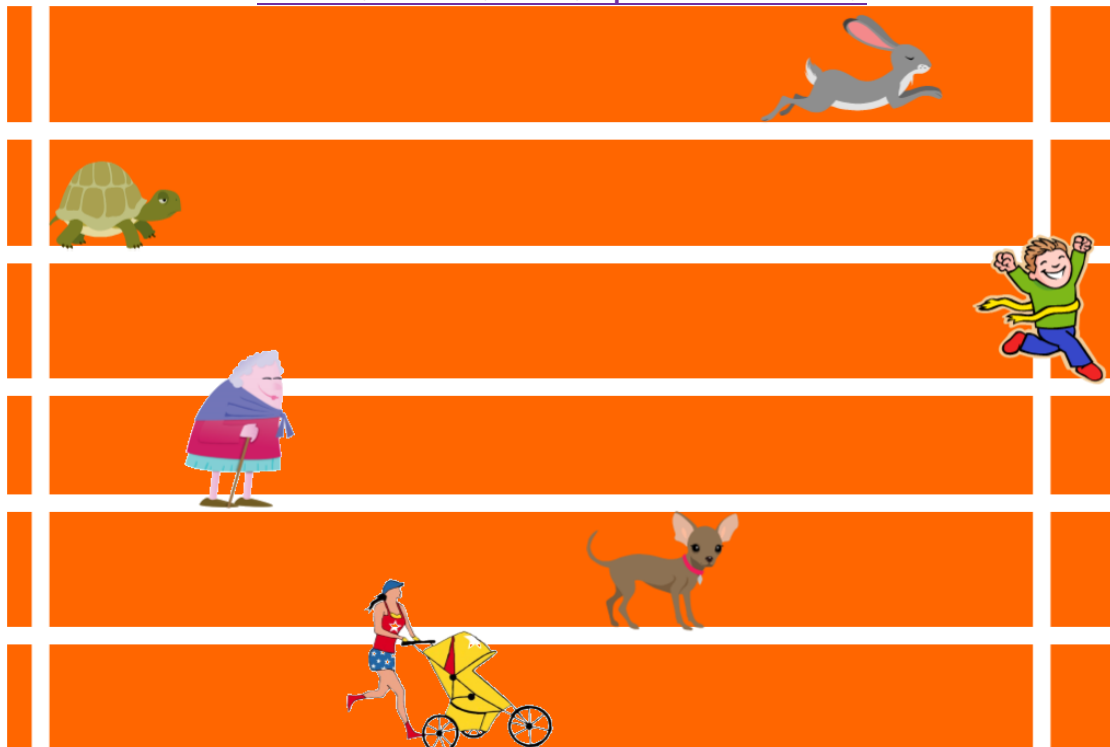
### 1. Toy car race

Have a race with toy cars and ask your child "which car was first?", then "which car was second?", "which car was third?" and so on (fourth, fifth, sixth, seventh, eighth, ninth, tenth).

### 2. What's your favourite?

Talk about your favourite foods, colours or songs together. What would be their first choice? What about second and third choices, and so on.

Challenge: Can you tell who is the first, second, third, fourth, fifth and the sixth in the picture below?



## Day Five

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

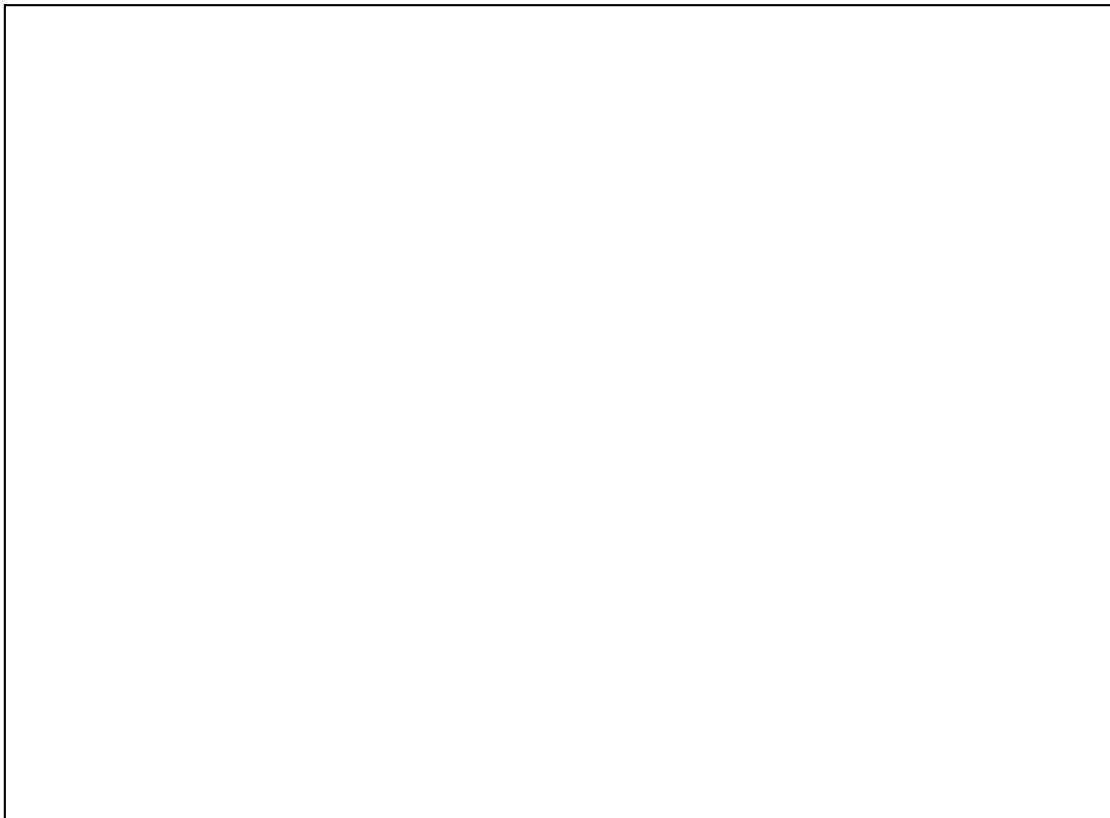
Find your favourite toy to show your family. What is your toy's name? What colour is it? What does it look like? What does it feel like? What is it made of? Why do you like it best?

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.*



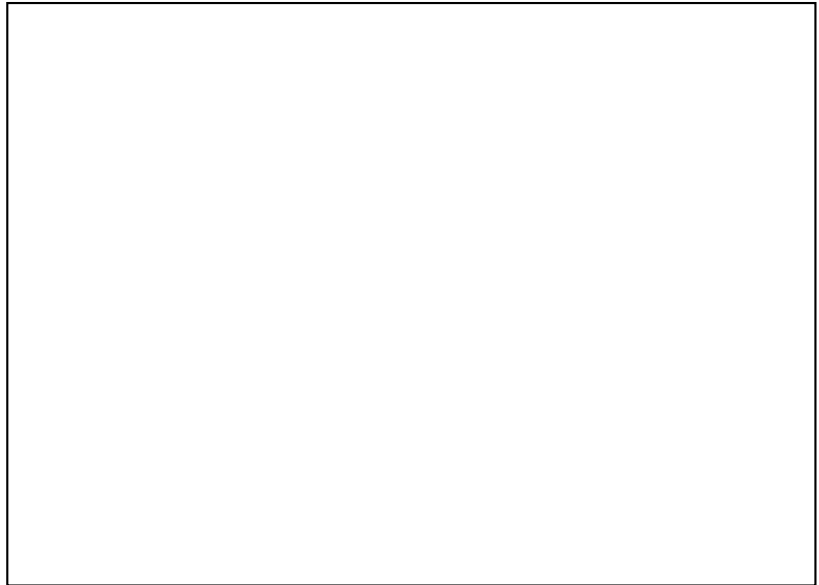
As this will be an activity every Friday, please choose a different toy, or it can be anything that you want to use for your Show and tell. 😊



## Learning objective - Maths/Mark making

Finds as many different keys as you can. Line them up in order of size. Draw a picture of the largest and the smallest key. How many keys did you find?

Challenge: Can you write the total number of keys?


























## 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 	ss 	

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

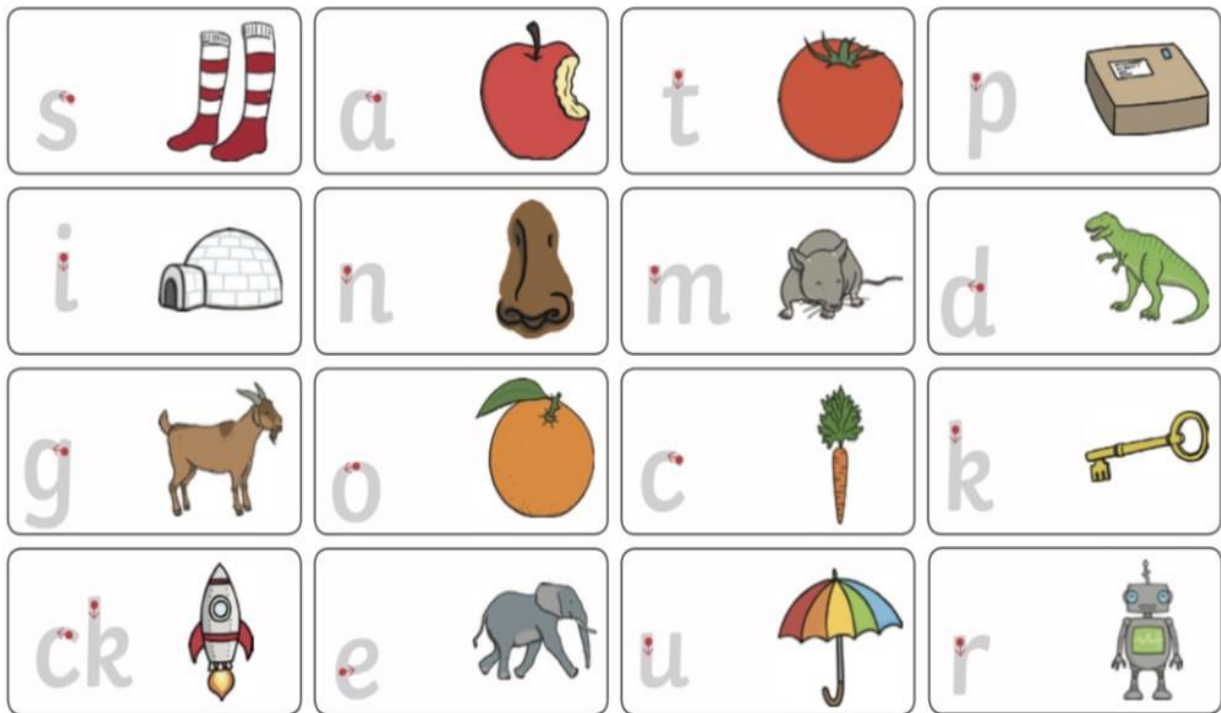
## My Alphabet Mat

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 	

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## Phase 2 Graphemes Letter Formation



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## Phase 2 Graphemes Letter Formation

