

My Home Learning Journal

Week 7 - 18th May

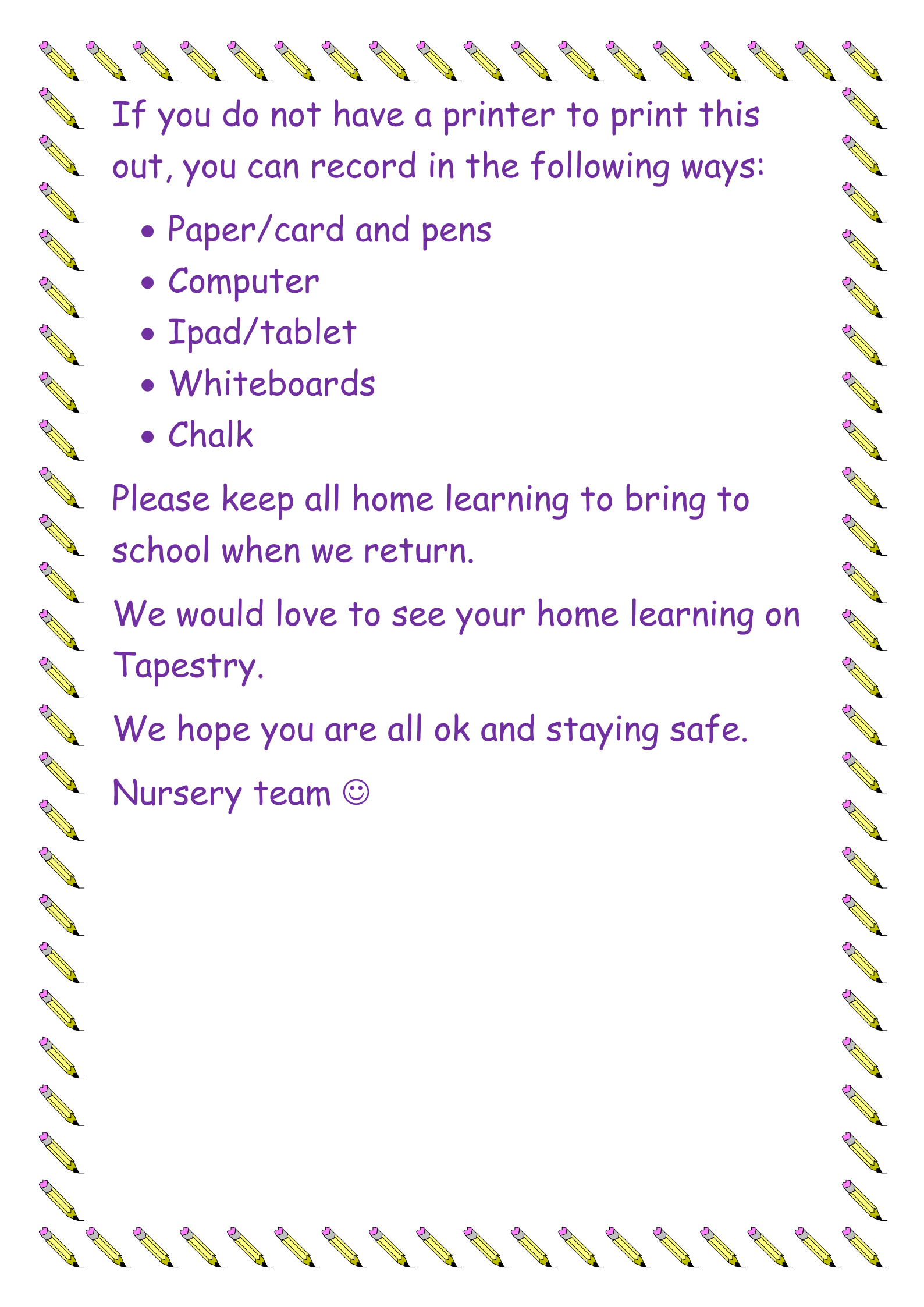
By

(draw a picture of your favourite flower)



Websites to use at home

- 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 (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=# (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 't' sound. Practice saying the 't' sound with the Jolly phonics action. Trace the letter that makes the 't' 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 't' on a paper, this is a bit tricky, so use the letter formation sheets at the end.

Challenge: How many objects starting with the 't' sound did you find?
Try to write the number using the number formation sheet.

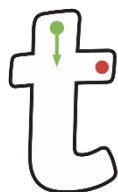


t (Tune: The Muffin Man Track 3)

When I watch the tennis game,
/t/-/t/-/t/,
/t/-/t/-/t/...
...when I watch the tennis game,
my head goes back and forth.



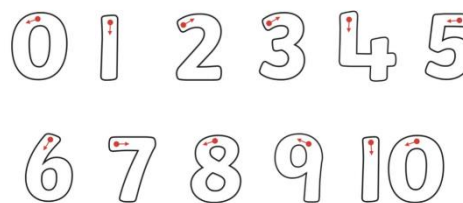
Action: Turn your head from side to side, as if you are watching tennis, and say t, t, t, t.



PRIMARYinspired

Number Formation

Can you trace the numbers?



Day Two

Learning Objective: Understanding of the world/mark making

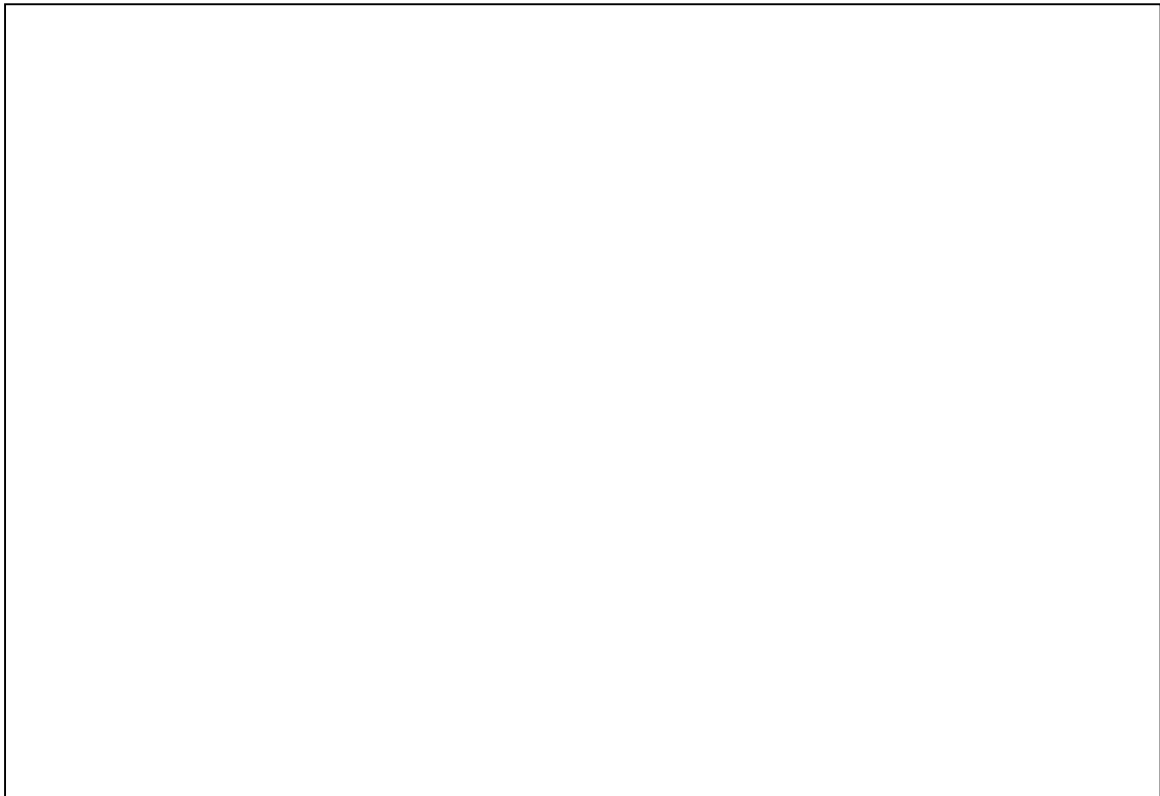
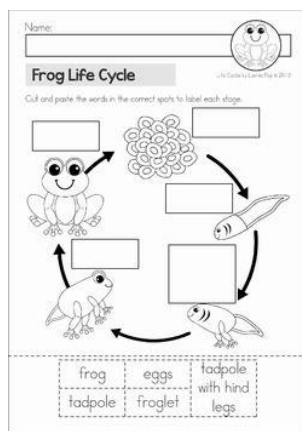
This week we are learning about frogs, I would like you to draw the life cycle of a frog and try to label the pictures. (or write the first letter(initial) of the words). You can also colour in the pictures at the end.

<https://youtu.be/CYVDvBucH3A?list=TLPQMTEwNTIwMjBnDjXXpRVcQQ>

<https://youtu.be/ITBi7nmr-E4?list=TLPQMTEwNTIwMjBnDjXXpRVcQQ>

<https://youtu.be/AMs3waaW75g>

Example:



Learning Objective: Maths - Counting down/taking away

EAD (Expressive arts and design).

Sing and act out the song 5 little speckled frogs. You can find a pretend log and sit on it, acting like a frog, then jump into a 'pool'.
Can you jump like a frog?

https://youtu.be/q_Rr6-Omuu8



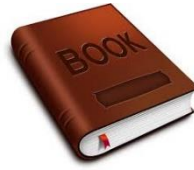
Five Speckled Frogs

Five little speckled frogs
Sat on a speckled log
Eating the most delicious
bugs (yum yum)
One jumped into the pool
Where it was nice and cool
Then there were four green
speckled frogs. (glub glub)



Day Three

Learning Objective: Maths/Heavy/Light



This week we are going to look at weighing. Which is heavier? Which is lighter?

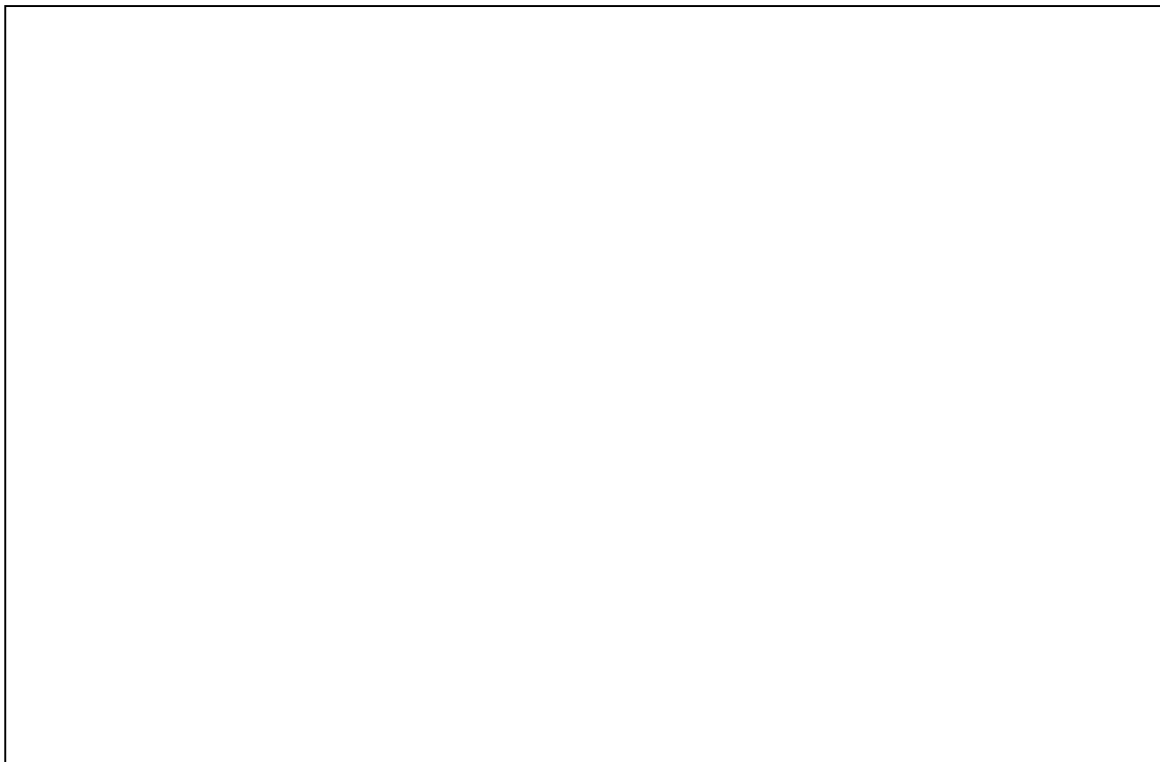
Find 5 objects: Teddy, spoon, tin of beans, shoe, book.

Which is heavier the book or the tin, the shoe or the spoon?

Choose any two items and guess which you think will be heavier or lighter. Were you right?

Take your teddy for a walk around your house. What can you find that is heavier than your teddy?

Draw a picture of the lightest and heaviest object.



Day Four

Learning Objective: Science - Floating and Sinking

Fill a tray/bowl/basin with water and gather objects with your child from around your home. Discuss whether these objects may float or sink and why. Encourage them to think about size, shape and weight of the objects before they place them in the water. Once you have placed the objects in the water talk with your child if their predictions were correct. Children can learn about making predictions and experimenting.



Challenge: How many objects that float did you find? How many objects that sink did you find? Can you write the numbers?

Day Five

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

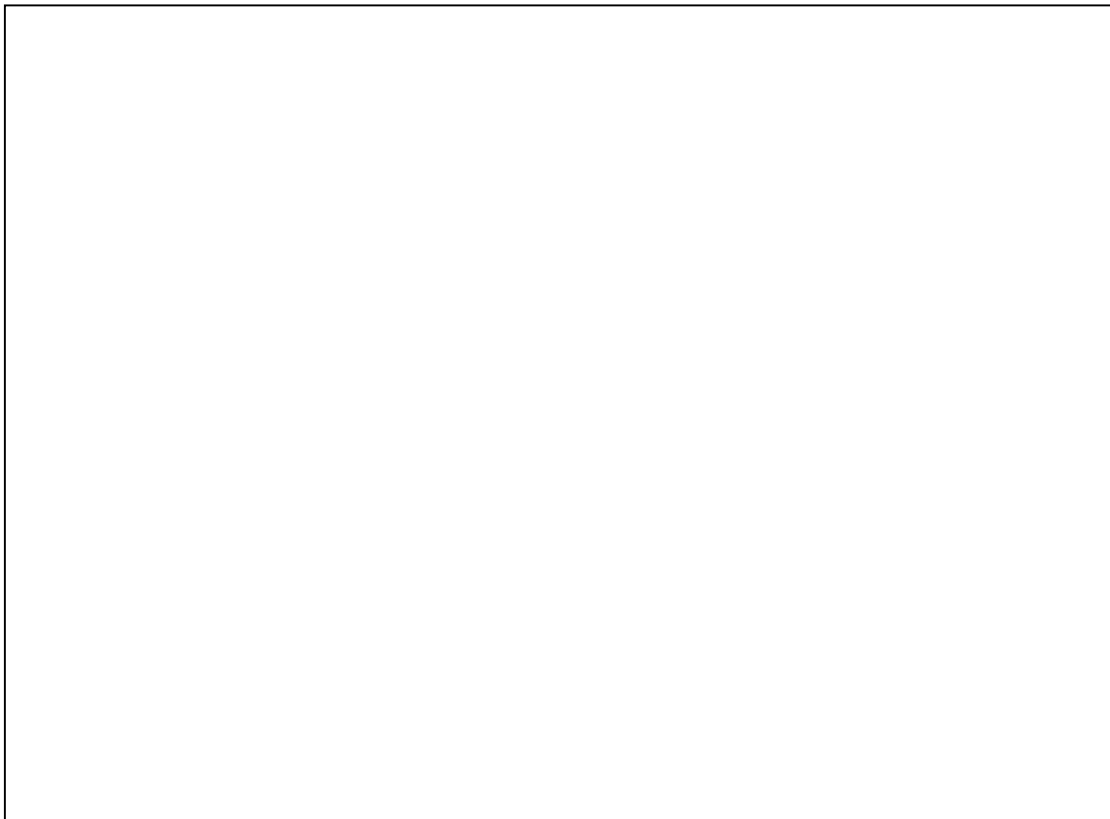
Find your favourite toy to show your family. What is your toy's name? What colour is it? What does it look like? What does it feel like? What is it made of? Why do you like it best?

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. 😊

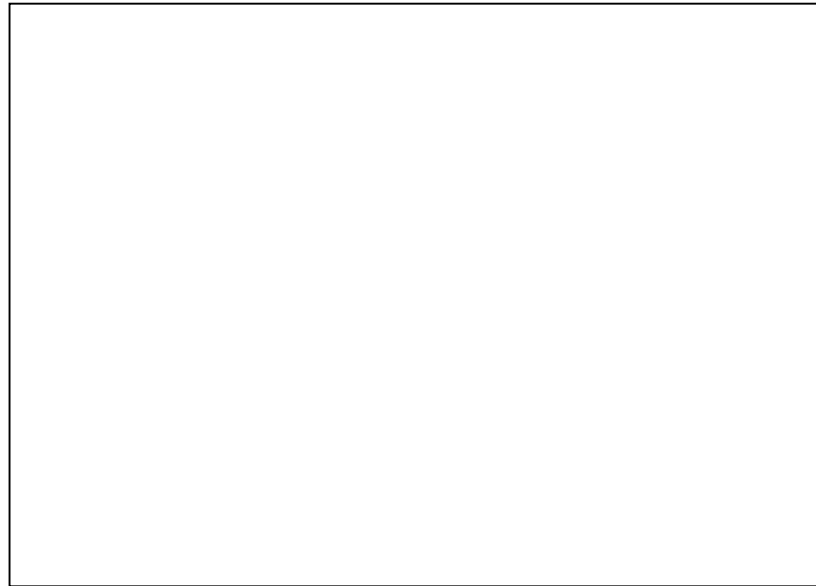


Learning objective - Maths/Mark making

Do you have a clock in your house? What is the biggest number you can read on the clock? What would be the next number?

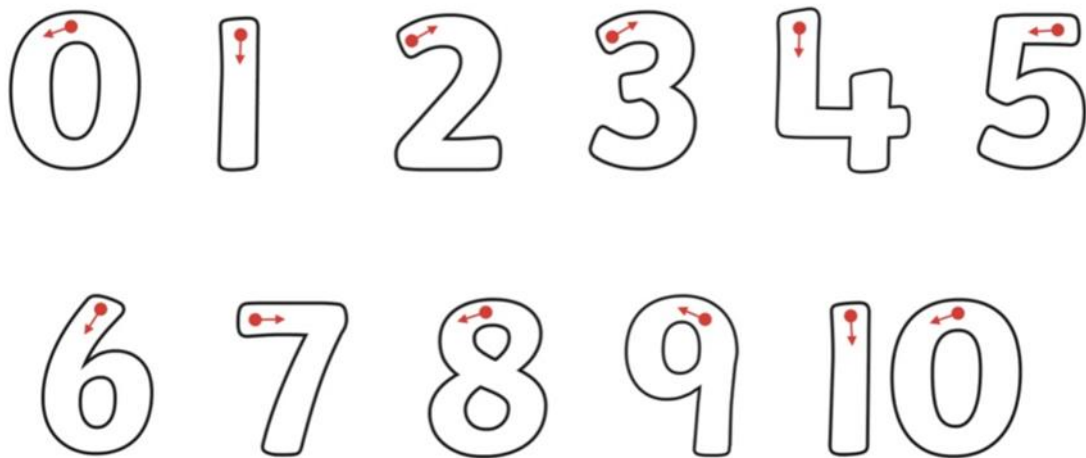
Where else in the house can you find numbers? Max bear found some in every room in my house.

Challenge: Practice writing all the numbers on the clock.


























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 	

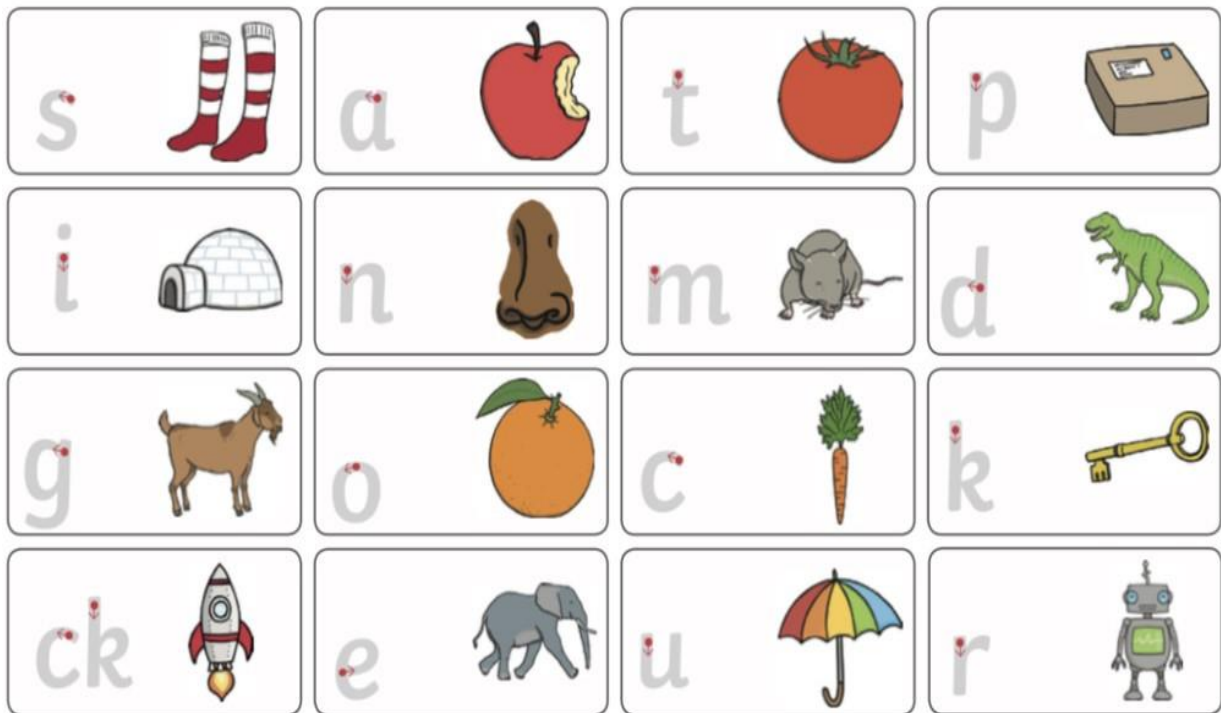
twinkl visit [twinkl.com](https://www.twinkl.com)

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

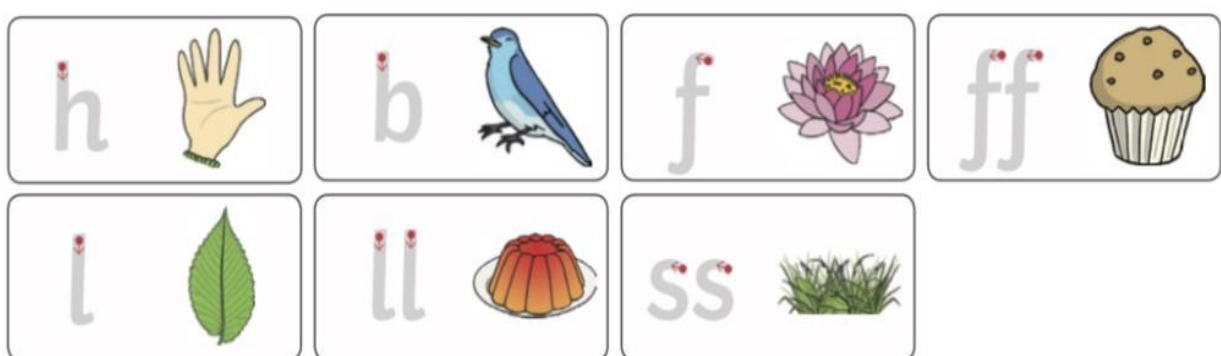


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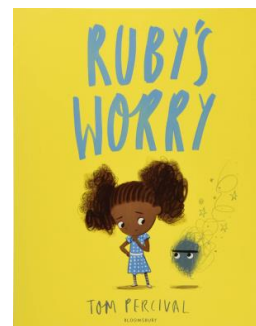


Phase 2 Graphemes Letter Formation



Take 5: Ideas for Independent/Home Learning

Ruby's Worries by Tom Percival (Bloomsbury)



1. Explore it



Read aloud this spread and talk together about what you heard and what you can see in the picture:

- Who is this? What is her name?
- What do you think you might know about this girl? What is she like? How do you think she is feeling? What in the words or in the pictures tells you this?

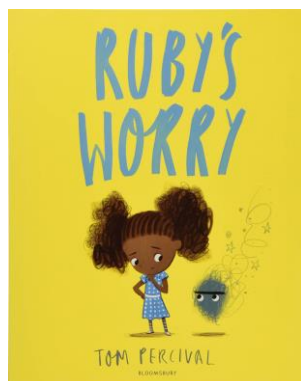
Now talk about her in relation to your own life:

- What does Ruby like to do? Do you like to do this too?
- What makes you love being you? Are there things you love doing? Do special people make you happy? Or do special toys make you happy? Is there a special place that makes you feel happy?

2. Illustrate it

Look at the pictures of Ruby doing the things she enjoys. Can you draw yourself and all the things that make you happiest? You might have some photographs or special objects that will help you to do this. When you have drawn a picture of the things that make you happy, you could try to do some of these things, while you are at home.

3. Talk about it



Look at the front cover of the book and read the title.

- Do you know what a worry is?
- Where is the worry in the picture? Can you always see a worry like this? How might you know if someone is worried?
- How do you think Ruby feels about the worry? How can you tell?
- What do you think Ruby should do about the worry? Do you think she should keep it to herself or tell someone about the worry?
- Have you ever had a worry? Have you ever talked about a worry with someone before? What happened when you shared your worry? Who would you tell about a worry you had?

4. Imagine it

Think about how we might help Ruby, now that this worry has approached her:

- If you could talk to Ruby what would you tell her?
- Do you have any ideas of what she could do to stop herself feeling worried?
- How do you think she can make herself feel better? For example, what do you do when you feel worried or sad? Maybe you have a toy that makes you feel better? Or maybe you hold someone's hand or have a cuddle?

5. Create it

Write a note or draw a picture for Ruby to help her take her mind off her worry. Think about the ideas you thought of before and use these to help you. You could give Ruby three different ideas to help her feel less worried, for example talking to someone, hugging your teddy bear and going outside to play on the swings.