



My Home Learning Journal

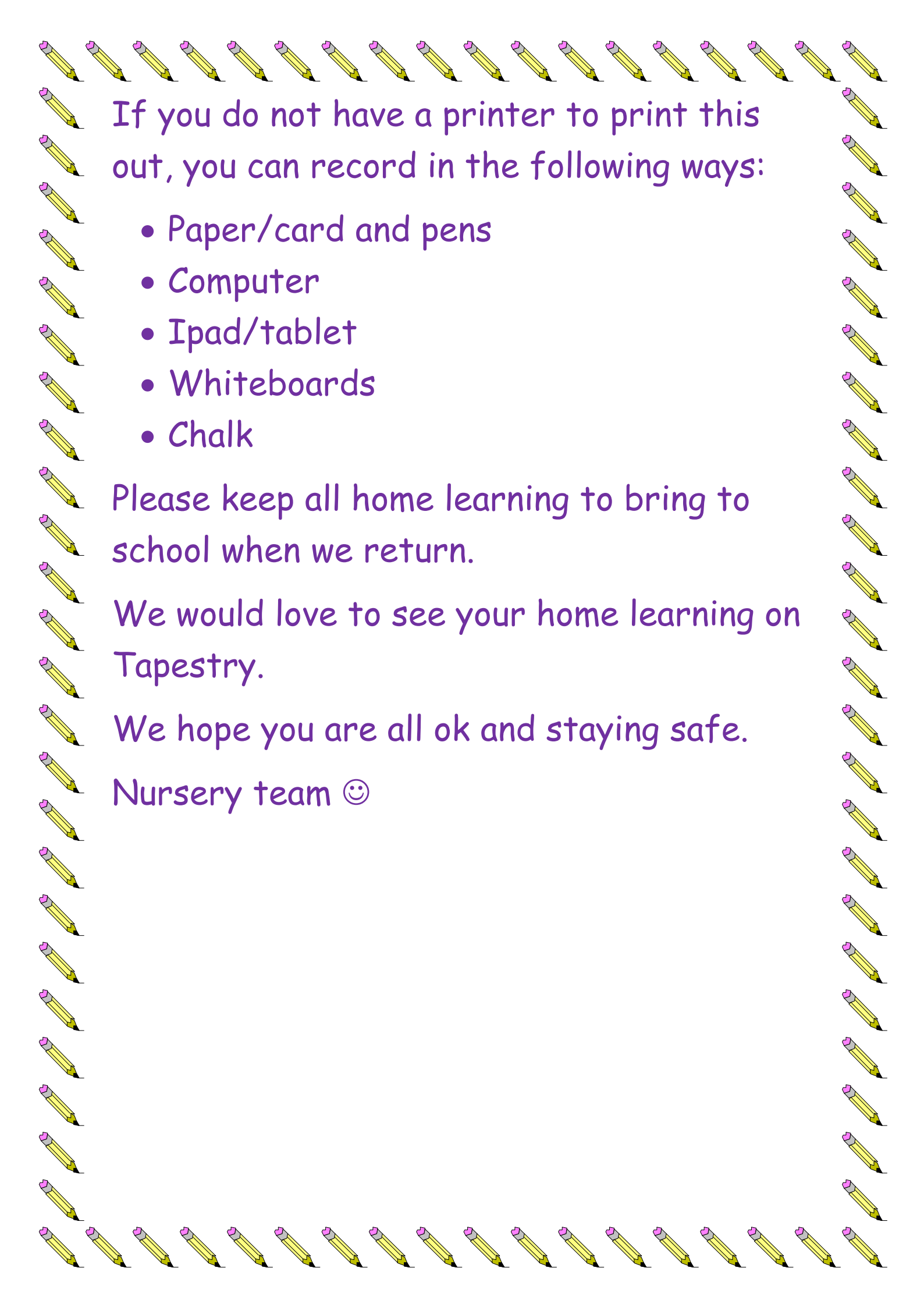
Week 4 - 27th April

By

(draw a picture of your teacher)

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: Mark making/Writing - Draw a picture of your favourite activity you did during the weekend.

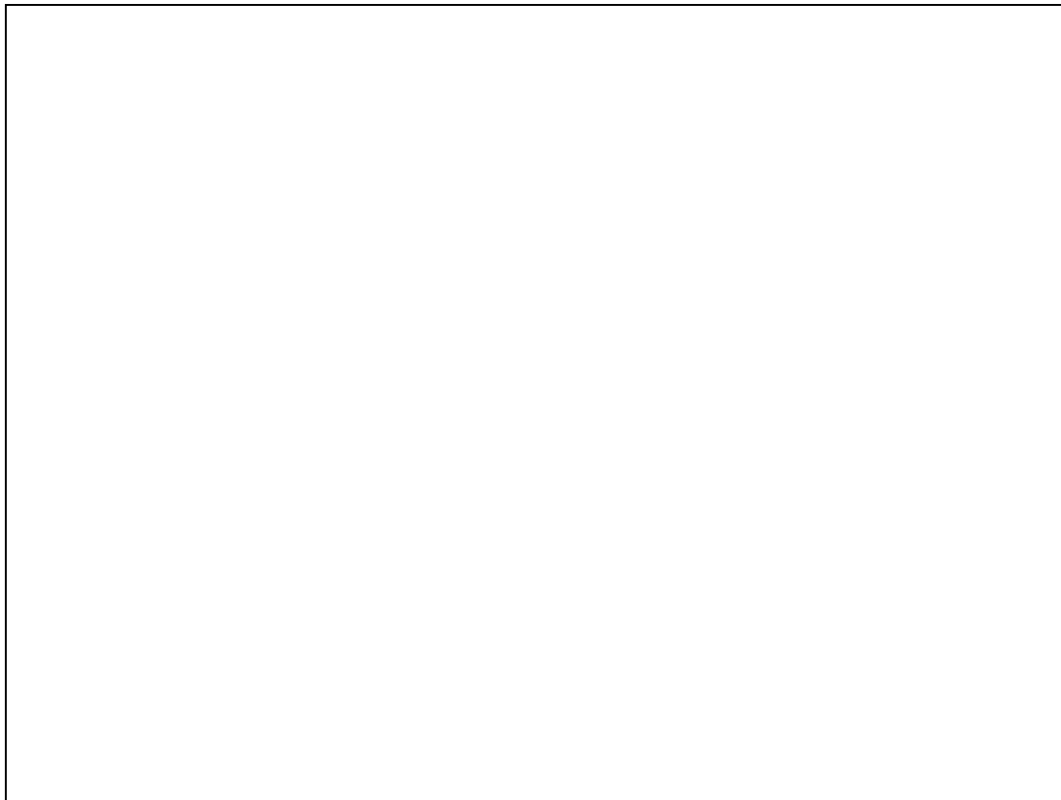
Challenge: Can you label the picture with the initial sounds of the words? Use the sound mats at the end of the journal to find the letters that make that sound.



Learning Objective: Maths - Height - To find toys taller and shorter than your teddy.

Can you choose your favourite teddy bear or favourite toy and then go around your home and find other toys which are taller and shorter than your toy. Please draw these below.

Challenge - Use cubes or a ruler to measure the objects.

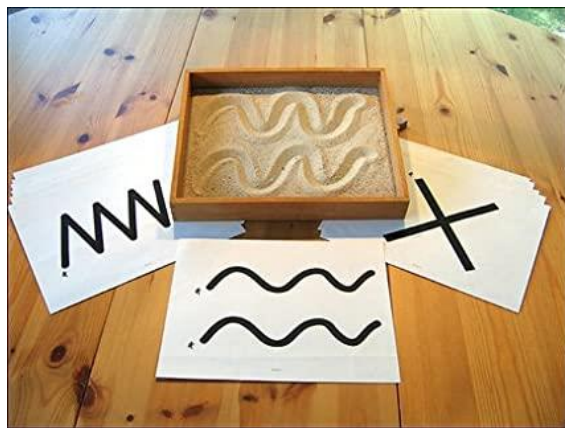
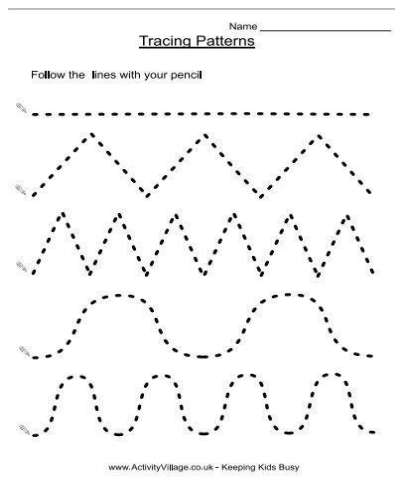


Day Two

Learning Objective: Mark making

Corn flour, rice, sand, salt, sugar, lentil or shaving foam into a shallow tray/lid of a box or plate. Practice tracing different patterns using your fingers. You can draw straight lines, curvy lines, wavy lines, dotted lines, zigzag lines.

Challenge: Can you write some letters? Use the sound mats bellow to find the letters in your name or others letters you might want to practice.



Learning Objective: Maths - Doubling.

How many people live in the house? How many socks would you need all together? Find some socks to work out the answer.

Extend the doubling challenge by using some of your toys. How many socks would you need for 5 teddy bears?



2



4



6

Day Three

Learning Objective: Mark making/Writing

Can you make your own story book? Draw some pictures and retell the story to your family, using the pictures.



Learning Objective: Maths and fine motor skills

Make a washing line at home/in the garden using chairs, tables. Get a few pairs of socks and encourage your child to peg the socks onto the washing line. This activity is great for developing their fine motor skills and prepare their fingers for holding the pencil/writing.

Challenge: How many socks do you have? Can you put them in into matching pairs?



Day Four

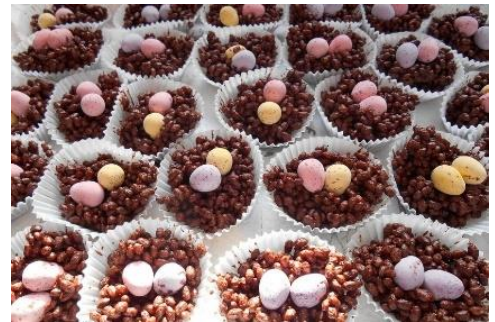
Learning Objective: Writing/Mark making and Maths combined - Follow a recipe with your mum or dad and make something of your choice. This could be dinner for your family, a snack for yourself, your breakfast and cakes.

Writing- Draw pictures of the ingredients that you have used.

Phonics: What is the first sound in those words(ingredients names)?

Challenge: Write the letters that make the initial sounds of the words to label your pictures. Use the sound mats to find the letters that make the sounds.

Maths - How many chocolate eggs/raspberries/pancakes/ did you use?



Day Five

Learning Objective: Communication and language/role play

Play teddy bears' picnic. Put soft toys in a circle and give your child a chance to tell you what to do, and model for them simple instructions like: 'Stir teddy's tea, give teddy a drink, bunny wants a cake'. You could chat to them as you are doing actions, for example: 'let's cut the cake in half.'





























Play a sorting game together. Collect a range of different household objects and practise sorting them into different groups, perhaps by size or colour. Once you have finished, count all the objects in each group.


























Here is a sound mat to help you.

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)

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)

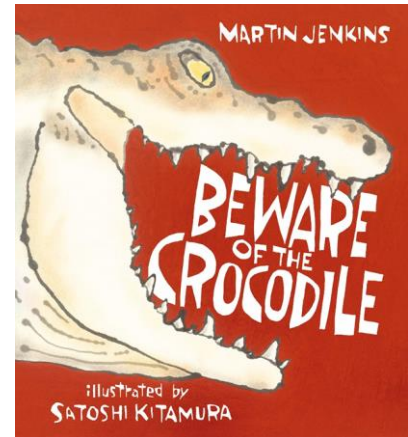
Take 5: Ideas for Independent/Home Learning

Beware of the Crocodile by Martin Jenkins and Satoshi Kitamura (Walker)

1. Explore it

Look at the front cover and talk about what you see.

- How does it make you feel? Why?
- Would you like to meet this crocodile? Why? Why not?



Read the title inside the crocodile's jaws.

- What does BEWARE mean? Why do you think a crocodile might be dangerous? How do you know?
- Do you know about crocodiles from stories or real life? Can you share what you know?

2. Illustrate it

Look at the front cover again and talk about what the rest of the crocodile looks like. If you have access to books or the internet you might want to find a photograph of a real crocodile to help you talk about it.

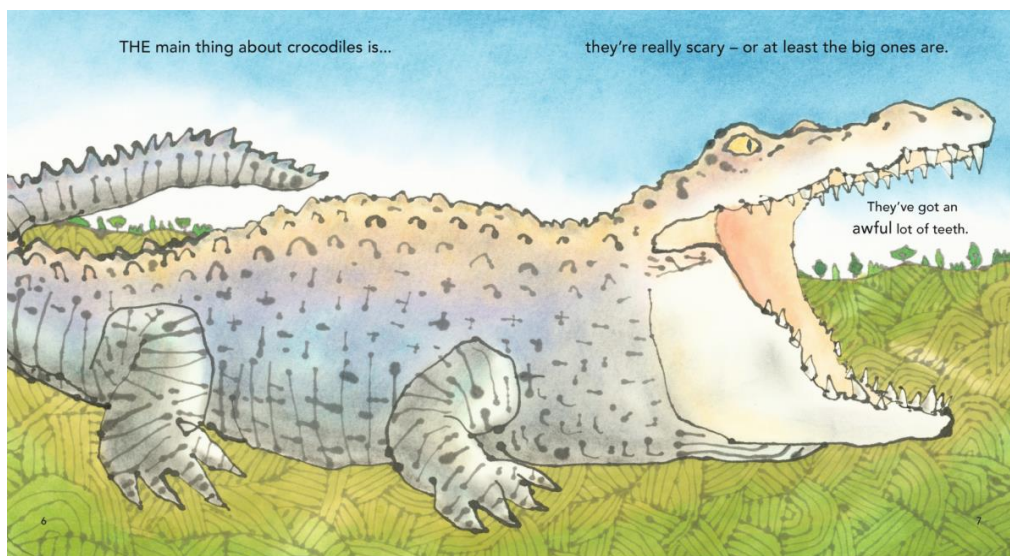
- What is special about a crocodile? What are its eyes like? What about its teeth? What does its body look like? Does it have a tail, arms or legs?
- How would its skin look and feel? What colour is it? How does it move?

Use any materials you have to hand to draw or create a crocodile of your own.

- Can you describe and label its special features? How might you find out more about crocodiles?

3. Talk about it

Now, look at the spread from the book. Is this how you imagined the crocodile? How is it the same or different?



Read aloud the text on the page:

- What does this tell us about crocodiles?
- What make a crocodile scary? Why does having lots of teeth matter? Are big crocodiles scarier?
- Think about the title, *Beware of the Crocodile*. Have you heard the word 'Beware' used with any other animals? You may have seen signs that say 'Beware of the Dog' before. Why do we need to be careful of some animals?

4. Imagine it

Talk together about things that might make us scared.

- Do we all have the same fears? How did it feel to share your fears with someone else?
- Can you draw what you are afraid of? Why is it scary? Is everything we are afraid of dangerous?

Think of something that you want to do but are afraid to try, this might be something like riding a bike, swimming or doing a forward roll.

- Can you imagine being able to do it? How would you feel?

Draw what you would look like achieving this goal.

- How could you be more confident? What would you need to think about? Who could help you?

5. Create it

Now, think of something that you find easy but someone else might not. What are you good at? Could you teach someone else? Think about anything you would need to tell them about staying safe. Talk about what they need to know and any instructions they might need to take.

Create a guide for others to learn your special skill using whatever you have to hand in the home. You might use drawings and writing or make a film to send to your friends.

Try your guide out on someone to see if it works. Can they learn your special skill? Have they stayed safe?

You could also look for things in the home that could be dangerous and talk together about why we must take care, for example by the oven or in the bathroom. You could look for warning signs around the home and create your own warning signs to stick up.

You can look for more ideas to use quality information books like this one on Walker Books website:

http://www.walker.co.uk/UserFiles/file/Nature%20Storybooks/4944%20Nature%20storybooks%20poster%20A2_08%20.pdf