**Nursery Isolation Home Learning: Week commencing 11th January 2021**

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|  | **Important Announcement**  All parents have been sent an email invitation to join an online classroom. Please sign up and use the resources to complete these tasks below**. All worksheets for planning below is on seesaw.** Make sure to save so the teacher can see your children’s lovely work and mark! |  |
|  | **Book of the week: Jack and the Beanstalk** | Time to spend on activity |
| **Reading** | Read with your child daily. I will attach some links below of story books for you to read online. After reading, question your child on story.   1. Who was in the story? 2. Where was the story set (setting : forest, home) 3. What was your favourite part of the story? | 5//10minutes |
| **English** | | |
| **Monday** | **(L.O) Learning objective: To introduce story of the week**  The book of the week is Jack and the beanstalk. Please listen to this story with your child and question their understanding at the end.  **You can access the story as a video on Youtube.**  <https://www.youtube.com/watch?v=_VCpAYajmvo>  Questions to ask about the story   * 1. Who was in the story? 2. What happened to the cow? * 3. What did the man give to jack when he took the cow? * 4. What did mum do with the beans? 5. How was the mum feeling? * 5. What happened to the beans when jack when to sleep? * Who lived at the top of the bean stalk? What happened at the end of the story? | 15 minutes |
| **Tuesday** | **LO: To draw my favourite part of the story from jack and the beanstalk**  **Starter:** Re-cap the name of the story to the children and show/describe them a picture of the characters.  **Main:** Ask the children to draw a jack from the story. Remember to focus on detail.  Encourage your child to draw the beanstalk also. Remember the beanstalk was very big so we need to make sure it’s a lot bigger than jack.  **Draw on a paper at home, parents to upload these pictures onto seesaw so your teacher can see and mark it!** | 10 minutes |
| **Wednesday**  **Phonics.** | L.O: To take part in a listening walk around the house.  Explain to your children that you are going to on a listening walk about the house. Now you need to listen very carefully walk around very quietly  Listening walk. Walk around your house and listen out for the different sounds you can hear.  Go around each room focusing on what sounds you could also here.   * What can you hear when I make a cup of tea? * Let’s check in the front garden, what can we hear? * Does the back garden sound the same?   Talk to your children about what they can hear. Encourage good language. | 15 minutes |
| **Thursday** | **L.O: To guess the sound behind the door (Online game)**  To follow on from Wednesday listening game, click the link below to take part in a listening game again. This time children have listen out to what animals they can hear.  [**https://www.phonicsbloom.com/uk/game/whats-behind-the-door?phase=1**](https://www.phonicsbloom.com/uk/game/whats-behind-the-door?phase=1) | 10 minutes |
| **Maths** | | |
| **Monday** | Practice counting to 20.  Find random objects around your house, to count. Count your steps, your fingers, how many leaves you can see outside.  Count backwards also. | 5 Minutes |
| **Tuesday** | L.O: To recognise numerals 1 and 2.  Introduce the number 1 and show the amount on your fingers. Do the same with number 2.  Practice writing these numbers out. (Practice on paper and take pictures for seesaw) | 10 minutes |
| **Wednesday** | **LO: to talk about where objects are**  Introduce propositions to the children. (Positions of place)  on / on top of  \*in  \*next to  \*behind  \*under  Using objects around the house to describe these points. E.g: Look the toy is under the book.  Look at the work sheet and discuss the positions with your child. Ask them what they think. Use the worksheet to encourage conversation about where jack is positioned. When your child gets the hang of this, encourage them to have a go. **E.g: where the smiley face? Is behind the beanstalk or infront?**  Ask questions! This work sheet does not to be edited, the purpose is for you and your child to discuss the positions.  (Worksheets to look at will be attached on the school website and also on seesaw) | 10 minutes |
| **Thursday** | **LO: To draw objects with positional language instructions**  Find work sheet attached on school website and seesaw. Seesaw gives you the option to edit the work sheet and send it to the teacher so she can mark and be proud of your children.  **Complete worksheets on seesaw.**  Children to follow instructions of where to draw objects. For e.g: Draw a flower in the put. Child to then draw a flower in the pot. | 10 minutes |
|  | **Science – understanding of the world** |  |
| **Friday** | **L.O: to show a care and concern for the environment.**  **Starter:** Show your child a picture of a labelled plant and discuss the features.  Explain that plants need sun and water to grow. How we need to eat our dinners to grow it’s the same for plants.  Talk your child about how the plant grows. Look at the example of the cycle also.  **Task:** Go into your front of back garden and look for what plans you can see.  Go back inside and draw a picture of what you saw. Parents to take a picture of the drawing and upload onto seesaw so teachers can see and mark. | 15mins |
|  | **Daily practice for name writing** |  |
| **Daily Name Writing** | Can all children practice writing their names out every day.  Parents to write out the child’s name first so children can copy.  Can I remind parents’ names should be written with one Capital letter at the start and the rest lower case.  For example: **M**iss **P**ervez | 5 minutes |

Thank you for your support. Take care and stay safe

Miss Pervez