

Nursery and Reception Home Learning  
WB: Monday 27th April

Hello,

I hope you and your families are all keeping well. Every week on a Sunday night/ Monday morning you will receive an email with learning tasks for the week. Every week will have a different theme, which will be the same across the school.

Aim for 1 or 2 hours of work a day, if possible, with lots of breaks every 20 minutes. The maths and literacy tasks are specific to the younger children in puffin class, with the wider curriculum tasks planned for whole school.

There is no need to print anything off, all these tasks have been planned with resources that you can hopefully find in your house. If you do need any resources or more reading books please just get in touch and we can sort this out for you.

As well as this email you will also receive a weekly newsletter to update you on any news, share information and to celebrate the wonderful work you are all doing at home. Please email anything across that you would like included and these will be passed to Ms Jones.

If you need any support with work, want to share work with me or want some feedback then just email it to me at:

[hayley.tait@norham.northumberland.sch.uk](mailto:hayley.tait@norham.northumberland.sch.uk)

Or you can reach Ms Jones at:

[sarah.jones@norham.northumberland.sch.uk](mailto:sarah.jones@norham.northumberland.sch.uk)

Thank you for all your hard work. Please take care and stay safe.

Miss Tait.



**This weeks theme is  
Dinosaurs**

## Literacy

### Phonics:

Let's think about environmental sounds this week. Environmental sounds are great to develop children's listening skills and awareness of sounds in the environment. You can start by reading (or watching <https://www.youtube.com/watch?v=OgyI6ykDwds> ) *We're Going on a Bear Hunt*, think about all the noises that the objects and environment make on this adventure.



Plan your own adventure (*We're Going on a Dinosaur Hunt*) with your child around the house, in the garden or during your daily exercise outside. Remind the children about the things that good listeners do (keep quiet and have their ears and eyes ready).

Encourage the children to listen attentively to the sounds around them and discuss:

- What sounds can you hear?
- What do you think is making that sound?

After the adventure can...

Nursery children recall and draw pictures of the sounds they have heard.  
Reception children write sentences that include the sounds they have heard but remember finger spaces, capital letters, full stops and sound out carefully.

### Reading:

We all enjoy stories, therefore I would like Nursery to be read a story every day Monday to Friday any story they choose and Reception to read every day from the selection of books you took home from school or be read to by an adult or older sibling.

When reading you can stop at any point and discuss some of these questions with your child:

- What do you think will happen next?
- How do you think the story will end?
- Can you tell me about the story setting?
- Can you tell me about the events in the story?
- Can you tell me something about the characters?

Reception remember to write in your reading record and just ask if you need more books or the next level.

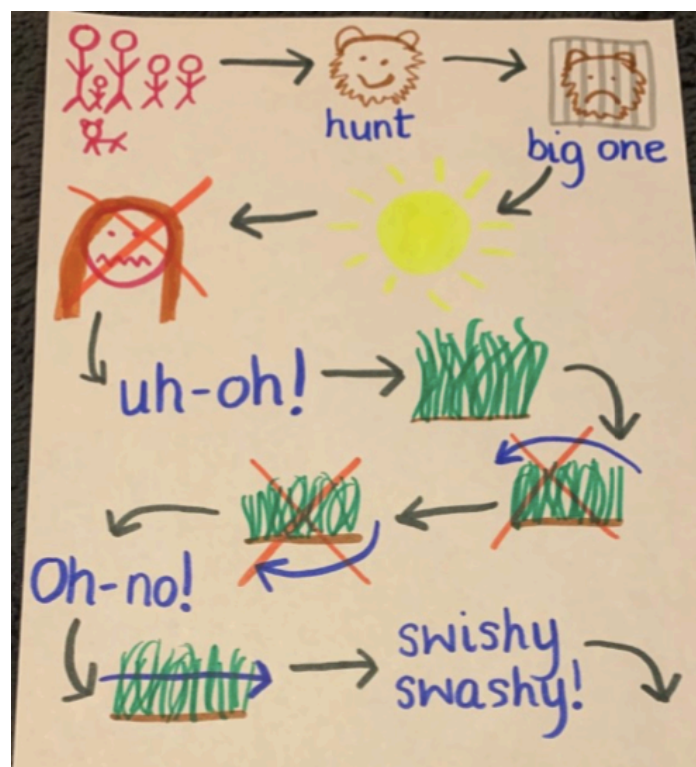
### Mark Making & Writing:

Let's make a text map of our story *We're Going on a Bear Hunt*. Text mapping is a method where the text is laid out (or mapped) to emphasise key words, phrases and concepts within the story.

Nursery: After reading (or watching) the story can the children tell you what happens at the start and tell you what to draw, they may need help creating ideas to start with. Look back at the book or give the children hints to help them remember what is next, you could even let them try and draw some of the images.

Reception: After reading (or watching) the story using pen/pencils can they draw images to represent different parts. They may need to look back at the book to remember what comes next.

They can be as long or short as the child thinks, as long as all the detail is in, they can also include little bits of writing or key words. Here is my example:



Once the text map is complete can the children re-tell the story to someone else using their own text map to help? Did they get the beginning, middle and end? Did they get the repeated phrases and key words?

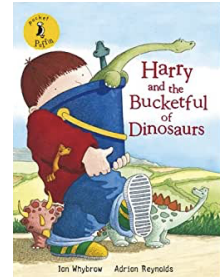
Using their imagination and the help of adults can they create a text map for a new story *We're Going on a Dinosaur Hunt*? What adventure does the family go on while trying to find dinosaurs? Do they find one?

## Maths

### Numbers:

Let's continue with the counting this week, keep practising counting up and back down to blast off with numbers to 10 and then 20.

Let's think about Harry and the Bucketful of Dinosaurs. I would like your child to use a pot, bowl or bucket and collect items (this could be inside or outside) randomly place these items into the bucket (carefully monitor how many items they have and tell them when to stop based on their counting skills).



**Harry's Bucket Song**  
(Sing to the tune of 'Polly Put the Kettle On'.)

Harry has a bucket full,  
Harry has a bucket full.  
Harry has a bucket full,  
Of di-no-saurs.

He can take them out to play,  
He can take them out to play.  
He can take them out to play,  
His di-no-saurs.

He can put them back again,  
He can put them back again.  
He can put them back again,  
His di-no-saurs.

He carries the bucket 'round,  
He carries the bucket 'round.  
He carries the bucket 'round,  
With di-no-saurs.

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

Once selected items are in the bucket can your child estimate how many items are in the bucket (this involves looking carefully and saying how many they think). Then tip the bucket out and carefully count them.

Was the estimation close to the amount? Reception can you count on or back to see the difference in the two numbers.

You could even sing this song about Harry and his dinosaurs while completing the activity.

### Shape, space and measure:

This week let's look at shape. First off can your child find objects in the house, you could ask for a certain shape or go on a shape hunt and then discuss what shapes have been found.

Shapes to think about:

Circle, square, rectangle, triangle and semi circle. Reception can you also think about pentagon, hexagon and octagon.

Questions to discuss:

What is this shape called?

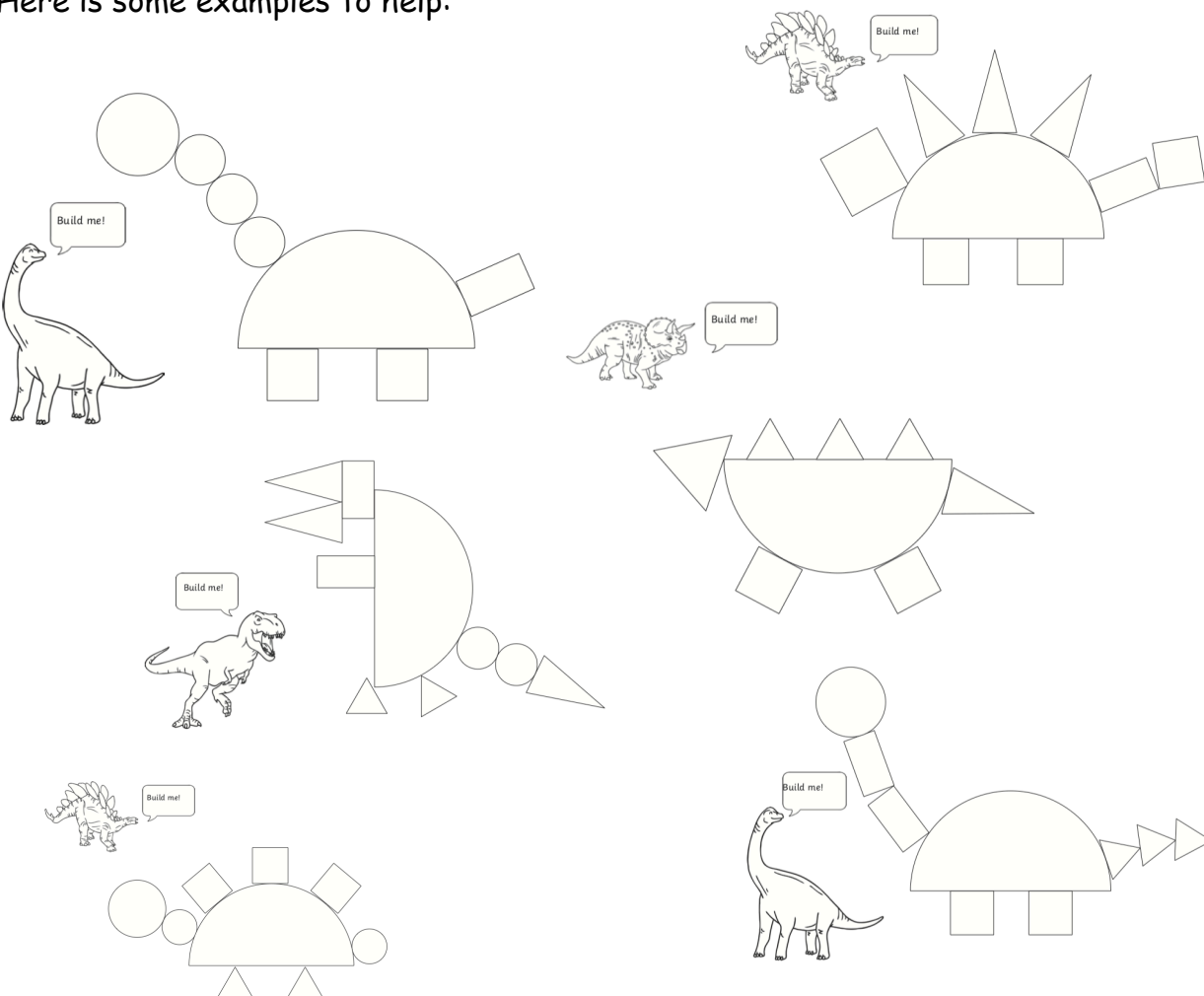
How many sides does the shape have?

How many corners does the shape have?

Does it have straight or curved sides?

Can you use shapes to build a dinosaur picture? Draw around objects or ask adults to help you draw the shapes. Once drawn cut them out and place them together to build-a-dino. Once you have created your dinosaur you could stick them down and add some colour or a background to the picture.

Here is some examples to help:



## Wider Curriculum

### Assembly:

Follow the link below to watch this week's Picture News assembly which is all about how travel has decreased during the lockdown and asks the question: Do you think people will travel less in the future?

Video assembly: <https://vimeo.com/407559266>

Watch the video together and discuss the questions as they are asked.

### Collective Worship:

This week's Collective Worship story is the parable of The Good Samaritan.

Watch this video of the story: <https://www.bbc.co.uk/bitesize/clips/z4vcd2p>

Talk about how the Samaritan helped a stranger in need. Who is being helpful at the moment? How can we be more helpful?

### Thrive:

Attached to this email is a list of Thrive activities you can do with your child during the week to support their social and emotional development.



## PSHE:

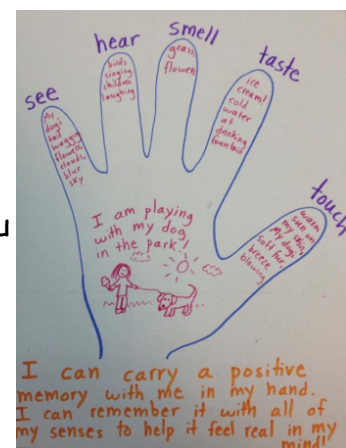
This week's PSHE activity is linked to our emotions, how we manage these and finding ways to be positive.

Note to parents: This is an unusual time for everyone and I'm sure we all have worries about what is happening in the World and this includes our children. It is important to remind children that it is OK to be worried and to feel overwhelmed, scared and sad and to share how you are feeling to, they don't need us to take their worries away, we just need to acknowledge them and let them know we are here to listen and help them.

1) Hand Breathing. We've practised this technique in class and it's great as a calming exercise at any point in the day or when your child is feeling anxious or angry. Practise it together.



2) Positive Hand. Complete the activity below. Draw a hand (it needs to be quite large to fit the writing in) and label each finger as one of your senses. Think about a place that makes you feel happy and write down what you can see, hear, smell, taste and feel in this place. Display the hand and encourage your child to remember their happy place when they feel worried or sad.



3) Have a go at some yoga with Cosmic Kids Yoga, this one is based on dinosaurs!

<https://www.youtube.com/watch?v=BqtPZ9OKa94>

## Science:

<https://www.sciencekids.co.nz/dinosaurs.html>

I found this very good webpage which has links to dinosaur facts and some things you could have fun with too while you learn a bit more about these creatures. Make sure you dust off your dinosaur toys and models at home this week to play with too. A dinosaur diorama is an excellent way to display any pictures, backgrounds or dinosaur toys you may have at home.



Here's a link to a film clip which gets us thinking about dinosaurs and the fossils they created.

<https://www.stem.org.uk/resources/elibrary/resource/36611/fossils>

If you are looking for an excellent and yummy way to remind your brain how fossils occur in layers then try this fossil jelly experiment. I'm sure you could use coloured water and ice if the shop runs out of jelly! You will need to add layers of jelly, allowing them to set one layer at a time and as you do, pop sweeties in to represent the prehistoric fossils which were laid in layers of rock over millions of years.

## Fossils Jelly



This simplified model of fossils in different layers of rock will teach children that we can understand what living things existed in the past. Living things found in the same rock existed at the same time. Scientists can tell how old a fossil is by dating the rock they were found in. We can see how living things evolved over time by comparing fossils we find from different times.



### Art:

Let's create our own dinosaur fossils!

You will need: 250g of flour, 125g of table salt and 125ml of water.

#### Instructions:

1. Mix together the flour and salt.
2. Carefully add the water little bit at a time until it is a dough. Add more water if it doesn't stay together very well or add flour if it is too sticky.
3. Knead the dough together with your hands, roll into small balls (about the size of your hand).
4. Flatten the balls using your hand or rolling pin.
5. Press objects into the dough to create lines and marks (that look like prehistoric bone marks).
6. Leave to dry or place it in the oven (on lowest temperature) until hard (the thicker they are the longer they take to dry out).
7. You can now paint the fossils.



Let's build a garden dinosaur!

You need to collect: bendy sticks, string, some plants to weave and anything else you fancy.

#### Instructions:

1. Using the bendy sticks and string carefully bend and tie them to create the shape of your dinosaur.
2. Add more sticks and string to create the body.
3. Weave plants, flowers and leaves through the string and sticks on the body.
4. Add objects such as sticks, stones or leaves for the head or feet.
5. You can add any detail such as a face with pen (permanent marker may be best).
6. Add string and hang from tree or gate.

