**Nursery Isolation Home Learning: Week commencing 18th January 2021**

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|  | **All worksheets for the planning below are located on the school website and on seesaw.** Make sure to send pictures and edit the work onto seesaw so teachers can see and mark your lovely work!  |  |
|  | **Book of the week: Goldilocks & The Three Bears** | 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 Goldilocks & The three bears. Please listen to this story with your child and question their understanding at the end.  <https://www.youtube.com/watch?v=Rm3JsewQIWw>**You can access the story as a video on Youtube and on seesaw.**Questions to ask about the story* 1. Who was in the story? 2. How many bears were in the story?
* 3. Where did goldilocks go?
* 4. What happened to baby bears chair?
* 5. Whose bed did goldilocks sleep in?
* What happened at the end of the story?
 | 15 minutes  |
| **Tuesday**  | **LO: To draw my favourite part of the story from Goldilocks & Three bears****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 picture from Goldilocks and three bears. Remember to focus on detail. Encourage your child to draw the furniture also. Remember the different sizes of the daddy bear, mummy bear and baby bear.  **Draw on a paper at home, parents to upload these pictures onto seesaw so your teacher can see and mark it!** | 10 minutes  |
| **Wednesday**The purpose of this activity is to encourage your child to understand why and how questions and to think like the character goldilocks. | Starter: Re-cap story of the week. Remind the children what Goldilocks did when she went into the bear’s house. (Ate porridge, broke baby chair, slept in baby bed)**Question your child** Do we think what Goldilocks did was nice? Should we go into a stranger’s house and touch their things? I would be very cross if someone came into my house without my permission. **Task:** Question your child what do you think Goldilocks should say to bears? (Example: I am sorry for breaking your chair, I just wanted to make friends)This comment can be anything the child says, remember we are getting the children to think like goldilocks, why should goldilocks say to the bears after ruining their house?**Record your child’s comments onto seesaw.**  |  |
| **Thursday****Phonics**  | **L.O: To discuss the different tones of voice****Starter:** Remind your child of the book of the week. (Goldilocks & the three bears) Explain that daddy bear was a big bear so he had a deep voice. Can we try speaking like daddy bear and say “Who’s been eating my porridge”Mummy bear voice was nice calm and sweet. She would talk just like your mummy! Can we try that voice and say “who’s been sitting on my chair”Now baby bear is very small and tiny so we have to use a baby quiet voice. Can we try that voice by saying “who’s been sleeping in my bead, and look they’re still there ahhhh”**Parents do not need to upload anything about this activity onto seesaw, it can be completed between you and your child.**  |  |
| **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. **– This activity does not need to be recorded onto seesaw just have fun with counting with your child daily.**  | 5 Minutes |
| **Tuesday** | LO: To order objects according to sizeChildren to order the items from smallest to biggest. Worksheet will be available on seesaw to edit. Parents can also use objects at home.  | 10 minutes  |
| **Wednesday** | L.O: To use language of size. On the worksheet provided, one item will be circled, talk to your child about the size of the circled item. E.g: Is this the biggest? Or the smallest? The aim of this activity is to talk to your child about size and encourage them to use the language. Parents can use different size objects at home for your child to order.  | 10 minutes |
|  | **Science – understanding of the world**  |  |
| **Thursday**  | L.O: To look closely at similarities and differences**Task:** to find two random soft objects in your houseTo find two random hard objects in your house.Talk about the differences of texture with you child. (e.g :This cushion feels soft)Parents to write these comments of what your child found onto seesaw.  | 10 minutes |
| **Friday**  | L.O: To make a perfect bed for goldilocks using home items. Re-cap the story with your child. Question them why did goldilocks not sleep in daddy bed? (It was too hard)**Task:** Make a bed which would be perfect for goldilocks to sleep in. Remember to make sure it’s not too soft/hard.The children can use any items they can find at home. Remember you need to make a bed with anything you can find at home, goldilocks can’t sleep in your bed!I would love to see a pictures of your own creation of a bed!  | 10 minutes |
|  | **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