**Nursery & Pre-school Home Learning: Week commencing 8th February**

|  |  |  |
| --- | --- | --- |
|  | **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: There’s no dragon in this story** | Time to spend on activity |
| **English** | | |
| **Monday** | **(L.O) Learning objective: To introduce story of the week**  The book of the week is There’s no Dragon in this Story. This story combines all of the traditional tales the children have learnt so far. Please listen to this story with your child and question their understanding at the end.    <https://www.youtube.com/watch?v=F5ClYtKFq0c>  **You can access the story as a video on Youtube**  **and on seesaw.**  Questions to ask about the story   * What colour was the dragon from the story? * Which different characters did you see in the story? * Why was dragon feeling sad? * What happened when the giant did a big sneeze? * What did the dragon do to bring the sun back? | 10 minutes |
| **Tuesday** | **LO: To draw the Dragon from the story, There’s no dragon in this story.**  **Starter:** Re-cap the name of the story to the children and remind them of how big the dragon was, how long his tail was, his sharp teeth.  **Main:** Children to draw the Dragon from the story. Do not forget to draw the setting also, I want to see tree’s in the back, grass, sun in the sky!  Children to **draw on a paper at home and parents to upload these pictures onto seesaw.** | 10 minutes |
| **Wednesday** | L.O: To express my own preferences and interests  All this term the child have been learning about different traditional tales. From little red riding hood, to the three little pigs, jack and beanstalk, goldilocks and three bears and the billy goats gruff.  Ask your child from all of these stories who was your favourite character?  Draw a picture of your favourite character and tell me why this one is your favourite.  Upload pictures onto seesaw. | 10 Minutes |
| **Thursday**  **Phonics**  **Rhyming** | L.O: To take part in silly soup.  Remind your children about words that rhyme (Words that sound the same)  Cat, hat. Dog, Fog. Cake, snake.  On seesaw there is a resource which gives you the option of 4 words. 3 words rhyme and one does not. Work together with the child and cross out the word that does not rhyme.  Rhyming is a tricky concept for children to understand so try making it fun, encourage your child to say the word lots to see if it sounds the same. | 10 minutes |
| **Friday**  **Name Writing** | **L.O: To practice name writing.**  Parents to write the child’s name out first modelling how to form the letters.  Allow your child to copy forming these letters underneath.  Remember practice makes perfect!! Can I remind parents’ names should be written with one Capital letter at the start and the rest lower case.  **Practice on paper and upload your pictures on to seesaw!** | 5 Minutes |
| **Maths** | | |
| **Monday** | **L.O: To follow number instructions and draw.**  Give your child number instructions to draw. For example:  “Can you draw one big triangle” “Can you draw 3 small circles”  **A resource to edit will be available on seesaw. Resource will also be available on school website also.** | 5 Minutes |
| **Tuesday** | L.O: To look at differences and similarities  Spot the difference on the worksheet and circle the odd one out. | 10 minutes |
| **Wednesday** | L.O: To count objects and write the numeral.  Count how many objects are on the sheet and write the number out. | 10 minutes |
| **Thursday**  **Fine Motor Activity** | **L.O: To transfer objects from one pot to another**  **These activities are important and help strengthen children’s fingers ready for super writing.** | 10 minutes |
| **Friday** | L.O: To make our own story up.  Explain to children we’re going to make our own story up! It can be about absolutely anything!! Let’s listen to Miss Pervez story for ideas!  A template will be provided for parents to edit to help structure of the story.  It will included  Characters (Who is in the story)  Setting (Where is the story set, e.g:forest, farm ect.)  Villain (Who is the bad guy/girl in the story)  Hero (Who saves the day)  Differentiate this with you child, if they struggle keep the story as simple as who is in it and where it’s set. | 15 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