

Montbelle Primary School: Home Learning ideas

**Nursery - Spring One-Responsibility - Week 2**

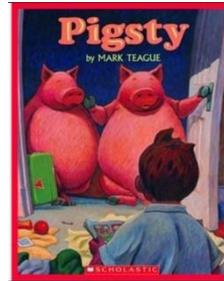
Please send observations in via Evidence Me.

Please see Knowledge organisers in addition to support with learning across this half term topic of “Responsibility.”  
As always, we welcome any alternative activities. Please keep sending in observations via Evidence me or through our class email address. Thank you for your on-going engagement in activities! 😊

**Reading:**

Books listed here are linked to our knowledge organiser as well as further learning that is being covered during the week.

(There are many more that you may have indoors that you may choose to use too!)



Links for these books are listed below:

[How to Look After your Dinosaur](#)

[Pigsty by Mark Teague](#)

[Rosa learns to be responsible](#)

**Live story session via Teams – AM children 10am PM children 2pm**

- ❖ Please continue to access the pre-recorded phonic session that will be available each day and refer to the phonic email with resources and activities that you can do to continue to support your child’s phonics at home.
- ❖ You can also use the phonics site below to play some games to support phonic aspects we have covered already.  
<https://www.phonicsplay.co.uk/resources/phase/1>  
<https://www.phonicsbloom.com/uk/game/list/phonics-games-phase-1>
- ❖ Please also continue to pick a favourite book to read every day (this might be part of your bedtime routine).

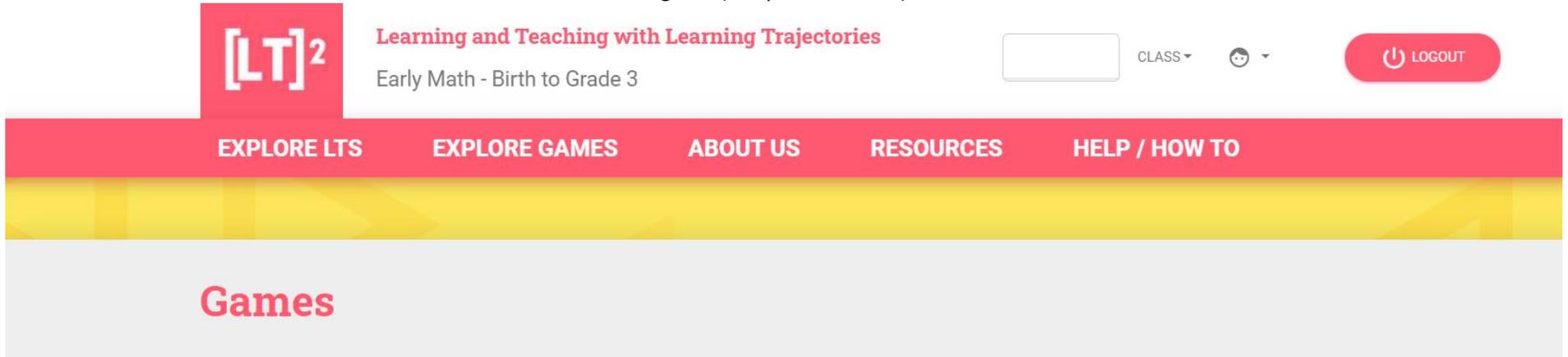
If you would like to do some additional maths activities at home the links below are to sites that offer age appropriate material to support maths teaching and learning:

<https://whiterosemaths.com/homelearning/early-years>

[Posts – Digit Dog Challenges](#)

[Learning Trajectories](#) –

This has some great maths games, and we use this in Nursery already. It is free to sign up and then you click ‘Explore Games’ tab and then you can choose any game (see picture below)



Help the Turtle Get Home: Counter (Small Numbers)



Help the Turtle Get Home: Counter (10)



Help the Turtle Get Home: Producer (Small Numbers)



Help the Turtle Get Home: Counter On Using Patterns



**Day 1-**

**Task 1 – Carpet session**  
[\(video link\)](#) Maths – shape, space and measure  
Shape flash cards – can they recognise any of these shapes? What do the shapes look like, how many sides and corners?  
Practise with your finger drawing these shapes in the air. Having a look at some selected shapes – talking about the properties. Can you look at some more shapes and talk about their properties.

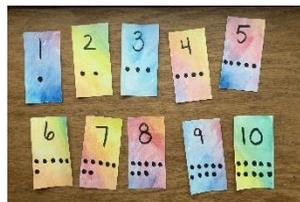
**Task 2 –**  
Watch the story link [Pigsty by Mark Teague](#)  
Recap on our golden thread word responsibility – think about in the story- how was the boy responsible?  
Your challenge is to be responsible for your bedroom and make sure that it is tidy – can you put all your toys away or your clothes away. Can you make your bed or sweep up the crumbs!

**Task 3 – Phonics** [\(video link\)](#) **Roly poly**  
Rehearse the rhyme with

**Day 2-**

**Task 1- Carpet session**  
[\(video link\)](#) Maths- Number  
Counting – number flash cards. Look at writing that number. How can we represent that number?  
Using our fingers, using marks, and look at formation of numbers.  
Now can we match the quantity to that number?  
How many do we need to count out? Can you do numbers to 10?  
Can you go beyond 10! That is a tricky challenge!

**Task 2 – Maths**  
Can you make your own number flash cards? How will you decorate them?  
How will you represent the number it is e.g. for 3, Will you write the number 3 or will you draw 3 dots or lines?



**Task 3-**  
Watch the story [Rosa learns to be responsible](#)

**Day 3-**

**Task 1 – Carpet session** [\(video link\)](#) Maths – shape, space and measure  
Looking at some basic 2D shapes- can you find out what shapes can your child recognise?  
Can they name these shapes?  
Can they tell you about these shapes e.g. round, long, 3 sides, 4 corner etc...?  
Have a go at drawing some of these shapes.



**Task 2 –** *How to look after your dinosaur.*  
Make sure you have watched this link [How to Look After your Dinosaur](#). Think about how the boy needed to look after the dinosaur. What did the dinosaur need? Can you draw a picture of your own pet dinosaur? What would he/she look like? What colour would they be? Tell your adult about your dinosaur.

**Task 3 – phonics** [\(video link\)](#)  
**Follow the leader**

**Day 4-**

**Task 1 - Carpet session** [\(video link\)](#) Maths- Number  
Counting 1-10 and then 1-20  
Having a look at number flash cards what numbers can you see?  
Today we are thinking about objects and counting them. We are going to count groups and see if they are the same or different.  
Have a go at counting your toys and putting them into groups.  
Can you put them into groups with the same number?  
How can you check?  
Can you organise them in a different way? Perhaps size or colour.

**Task 2 – Number hunt**  
What numbers can you find around the house? Can you do a treasure hunt game with numbers?  
Have numbers/dots hidden around the house. What ones can you find? Did you find all numbers 1-10?



**Task 3 – Mark making**

**Day 5-**

**Task 1 – Carpet session**  
[\(video link\)](#) Maths – shape, space and measure  
Position game  
Where is my teddy? Can they use the correct vocabulary – next to, under, behind, on top.  
Can you have a go at playing this game yourself.

**Task 2-**  
*Cooking/instructions*  
Can you think about your favourite food. Have your child tell you what it is?  
Can you get your child to think about how you can make this at home? For example, my favourite food is pizza – what things would you need to make pizza? Can they tell you some ingredients? Can they draw some of these ingredients and can you draw the steps on how to make the pizza or your chosen favourite food?

**Task 3 -**Can you make your own recipe book – what favourite meals or snacks do you have? What do you need to make these? How do you make them? Can

	<p>the actions (rotating hand over hand as in the song 'Wind the bobbin up').  <i>Ro ... ly ... po ... ly ... ever ... so ... slowly</i>  <i>Ro ... ly ... poly faster.</i>          (Increase the speed of the action as you increase the speed of the rhyme.)          Now add in new verses, such as:  <i>Stamp ... your ... feet ... ever ... so ... slowly</i>  <i>Stamp ... your feet faster.</i>          Ask the children to suggest sounds and movements to be incorporated into the song.  <i>Say hello ever so quietly</i>  <i>Say HELLO LOUDER!</i></p>	<p>What happened in the story? What game were the rabbits playing? How was Rosa responsible? What happened and how did Rosa resolve this?          Take some time to go and play some games today. These could be games outside, board games or card games- whatever you like!          Send photos or videos of you enjoying these games.</p>	<p>Play 'follow the leader' with your family. One person chooses some body percussion e.g. patting their knees, clapping their hands or clicking their fingers. The rest of the family have to copy them. Take turns on who is the leader.  <i>-extra challenge – do your adults remember any clapping games from when they were at school? Can they teach you this clapping rhyme?</i></p> <p><b>Task 4 – Craft</b>          Can you use junk modelling or any other craft resources to make your own dinosaur? How big will it be? What features will it have? What materials do you need?</p>	<p>Can your child draw a picture and tell you about it? What have they drawn? What colours have they used? Who is in their picture? Can they add any more detail to it?</p> <p><b>Task 4 – Reading</b>          Let your child self-select some reading books independently. Let them read the book to you. Do they look at the pictures and make up a narrative based on what they can see? Is it a familiar story that they can retell e.g., Gruffalo or Bear Hunt? Can you write down some parts of their story telling? Or could you record them reading?</p>	<p>you draw what they look like?</p>
<p><b>Daily challenge</b></p>	<p>Can you practise copying patterns and writing your name?</p>				





Learning outcomes children will be working towards throughout the week by completing various activities.

**Communication and Language**

- Listening and Attention – Listens to stories with increasing attention and recall.
- Understanding – Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.
- Speaking – Beginning to use more complex sentences to link thoughts (e.g. using and, because).
- Speaking – Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

**Physical Development**

- Moving and Handling – Can copy some letters, e.g. letters from their name.
- Moving and Handling – Holds pencil near point between first two fingers and thumb and uses it with good control.
- Health and self-care – Eats a healthy range of foodstuffs and understands need for variety in food.
- Health and self-care – Shows understanding of how to transport and store equipment safely.

**Literacy**

- Reading – Suggests how the story might end.
- Reading – Describes main story settings, events and principal characters
- Reading – Enjoys an increasing range of books.
- Writing – Ascribes meanings to marks that they see in different places.
- Writing – Writes own name and other things such as labels and captions.

**Maths**

- Number – Compares two groups of objects, saying when they have the same number
- Number – Recites numbers in order to 10
- Number – Knows that numbers identify how many objects are in a set
- Shape, Space and Measure – Shows awareness of similarities of shapes in the environment
- Shape, Space and Measure – Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’.
- Shape, Space and Measure – Beginning to use mathematical names for ‘flat’ 2D shapes, and mathematical terms to describe shapes.
- Shape, Space and Measure – Selects a particular named shape.
- Shape, Space and Measure – Can describe their relative position such as ‘behind’ or ‘next to’

**Expressive arts and design**

- Media and Materials – Realises tools can be used for a purpose.

	<p>Media and Materials – Manipulates materials to achieve a planned effect.</p>
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	<p>Media and Materials – Constructs with a purpose in mind, using a variety of resources.</p>
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