

Montbelle Primary School: Home Learning ideas

Nursery - Spring One-Responsibility - Week 1

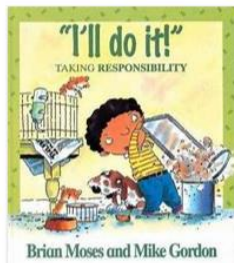
Please send observations in via Evidence Me.

Please see Knowledge organisers in addition to support with learning across this half term topic of “Responsibility.” (will be sent out as usual on Friday)
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:

I'll do it! - [I'LL DO IT, TAKING RESPONSIBILITY \(BOOK\)KIDS READING WITH ENGLISH SUBTITLES - YouTube](#)

Or a link of Miss Sarton reading it will be sent out on Tuesday.

The thing Lou couldn't do- [THE THING THAT LOU COULDN'T DO Read Aloud Book for Kids - YouTube](#)

Live story session via Teams – AM children 10am PM children 2pm (fulltime children can choose a time that suits you)

- ❖ Please continue to access the pre-recorded phonic session that will be available from Tuesday 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.
- ❖ Please also continue to pick a favourite book to read every day (this might be part of your bedtime routine).
- ❖ Whilst learning at home, we will begin to use the Reading app 'Teach your Monsters to Read.' We will be creating accounts for all children and passwords and usernames will be sent via email ASAP. Please let your children know that their monsters will send them letters and certificates the more they play.

The link for this is: <https://www.teachyourmonstertoread.com/>

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](#) –

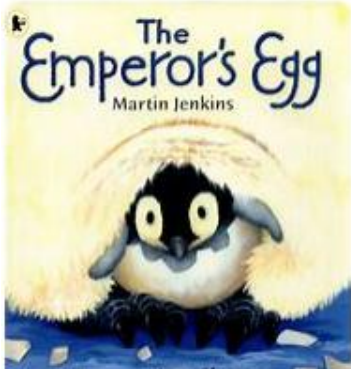
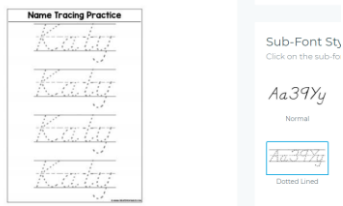
This has some great maths games, and we use this in Nursery already. It is free to sign up and then you click ‘Explore Games’ tab and then you can choose any game (see picture below)

The screenshot shows the Learning Trajectories website interface. At the top left is the logo [LT]² and the text "Learning and Teaching with Learning Trajectories" and "Early Math - Birth to Grade 3". To the right are input fields for "CLASS" and a user profile icon, and a "LOGOUT" button. A navigation bar contains "EXPLORE LTS", "EXPLORE GAMES", "ABOUT US", "RESOURCES", and "HELP / HOW TO". Below this is a large "Games" section header. Four game cards are displayed in a row, each with a preview image and a title:

- Help the Turtle Get Home: Counter (Small Numbers)**: The preview image shows a green field with a turtle and a counter with numbers 1, 2, 3, 4, 5.
- Help the Turtle Get Home: Counter (10)**: The preview image shows a green field with a turtle and a counter with numbers 1 through 10.
- Help the Turtle Get Home: Producer (Small Numbers)**: The preview image shows a blue field with a turtle and a counter with the number 3 and an "OK" button.
- Help the Turtle Get Home: Counter On Using Patterns**: The preview image shows a green field with a turtle and a counter with numbers 4, 1, 2, 3, 4, 5 and letters C, 6, 7, 8, 9, 0.

Below the game cards are four more preview images showing a space-themed interface with numbers in boxes:

- 0, 2, 1, 3
- 3, 1, 4, 2
- 5, 2, 4, 3
- 6, 4, 5, 3

<p>Day 1- This week your child is going to be thinking about how they are responsible. Let your child start the day by choosing their own clothes and getting themselves dressed.</p> <p>Task 1 – Carpet session This term our Golden Thread word is – Responsibility. Can your child have a guess, what does Responsibility mean? Explain to your child what it means - <i>It means how we can look after things. We are responsible for looking after our Nursery. You may be responsible for looking after a pet or some plants.</i></p> <p>Talk about how we can all be responsible for looking after your home. Think back to this morning how you were responsible for choosing your own outfit for the day and getting yourself dressed. What else could you do? Could you be responsible for a certain room in the house e.g., your bedroom and keeping it tidy? Could you help your adults with certain jobs e.g.,</p>	<p>Day 2- Today- can your child carry out another responsible task. E.g., brush their own hair, help you make their breakfast?</p> <p>Task 1- Carpet session (video link) Recap on our Golden Thread word – Responsibility and what it means. What responsibilities did you have yesterday? Refer to our topic last term when we read 'The Emperors egg' What were the Daddy penguin's responsibilities? Can you tell your adult?</p>  <p><i>The Daddy had to sit and protect the egg for 2 whole months! He could not get any food!</i></p> <p>Look at the video link of the book - <i>I'll do it!</i> Are any of the boy's</p>	<p>Day 3- What responsible task can your child do this morning?</p> <p>Task 1 – Carpet session (video link) Name writing Start off by copying some simple patterns. If you can copy those patterns, then move on to practising copying some letters in your name. Model copying letters from my name in the sand. Now model writing name using a name template. (parents can make their own template by witing their name which they can then trace or using dots they can connect) or you can edit and print from this link; Custom Name Tracing Worksheet Create Custom Printables & Worksheets (createprintables.com)</p>  <p>Task 2 – Phonics (video link) Listen to the music Introduce one musical instrument and allow each</p>	<p>Day 4- Can your child start the day off by being responsible for looking after their bodies and doing some form of exercise?</p> <p>Task 1 - Carpet session (video link) Watch the story - The thing Lou couldn't do- THE THING THAT LOU COULDN'T DO Read Aloud Book for Kids - YouTube Think about Lou and how she couldn't climb the tree. How could she get over her fear of climbing or what could she have done to help her learn to climb? Think about something you may not be able to do e.g., put your shoes on, write your name, ride a bike etc... Think about how you can take responsibility and learn to do this activity. Who could help you? Send videos/photos of you trying to learn/ achieve this.</p> <p>Task 2 – Maths Counting song Let's Learn Our Numbers 0-10 Counting Song for Kids Jack Hartmann Writing Numbers - YouTube Looking at numbers to 10. Showing numbers on our fingers.</p> <p>Playing a game from Learning Trajectories website. Number Path (learningtrajectories.org)</p>	<p>Day 5- Have some time today in the garden (or outside on a walk). Can they take responsibility for any flowers you may have outside? Can they water the plants? Could you plant any new seeds ready to grow in the spring? You could discuss a plan for the future if you are unable to do this right now. Think about what you might need to make this happen. For example: if you want to grow a plant in the future, you could draw a pictures of the things you may need.</p> <p>Task 1 – Carpet session (video link) Reading story tiny seed. Can you think about how you could grow a seed? What does the seed need? Recall parts of the story – Can your child tell you what happens to the seed? How does the plant grow? What does it need?</p> <p>Task 2- Grow some cress Can you grow some cress</p>
---	---	---	--	---

unload the dishwasher, lay the table at dinner time?

**Task 2 –
Portrait picture**

Portrait picture for portrait display wall (please keep hold of this and return to school when we reopen.) Attached to the email with this learning grid are a few frame examples, like the one below, you could draw your portrait on. If you do not have access to a printer then please make your own frame using following ideas.

Challenge –
Can you write your name underneath or on the back of your portrait?



Task 3 – Maths

responsibilities the same as yours at home? Recall parts of the story to your adult, what responsibilities did he have?

**Task 2 – Phonics (video link)
Action songs**

Singing songs and action rhymes is a vital part of Phase One activities and should be an everyday event. Children need to develop a wide repertoire of songs and rhymes. Be sure to include multi-sensory experiences such as action songs in which the children have to add claps, knee pats and foot stamps or move in a particular way. Add body percussion sounds to nursery rhymes, performing the sounds in time to the beat. Change the body sound with each musical phrase or sentence. Encourage the children to be attentive and to know when to add sounds, when to move, and when to be still.

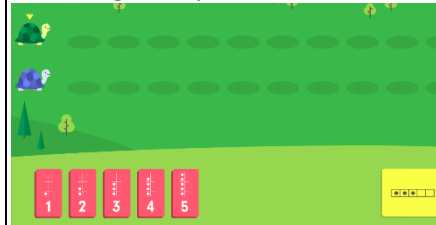
Task 3- Number
Can you practise representing some numbers? You can use marks or practise forming your

child in the small group to try playing it. Ask the children to perform an action when the instrument is played (e.g., clap, jump, and wave). The children can take turns at being leader. Ask the child who is leading to produce different movements for others to copy. As the children become more confident, initiate simple repeated sequences of movement (e.g., clap, clap, and jump). Suggest to the children that they could make up simple patterns of sounds for others to copy. Ask the children to think about how the music makes them feel and let them move to the music.

Task 3 – Reading

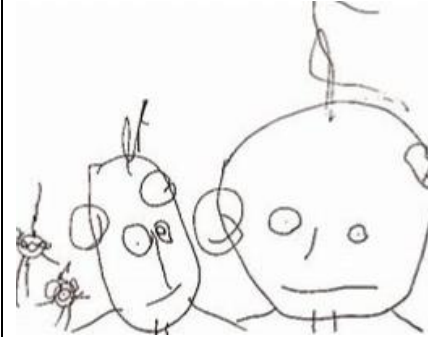
Let your child self-select some reading books independently. Let them read the book to you. Do they look at the pictures and make up a narrative based on what they can see? Is it a familiar story that they can retell e.g., Gruffalo or Bear Hunt? Can you write down some parts of their story telling? Or could you record them reading?

Counting track game. Practise counting in sequence.



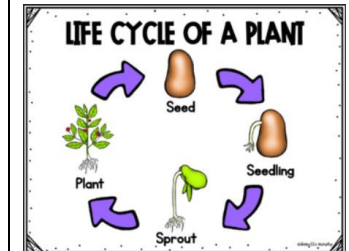
Task 3 – Mark making

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 to it?



Task 3 – Flower life cycle


Can you draw the flower life cycle. How do you need to care for your seed/flower? What does it need?



Task 4 –

Continue to take responsibility around the house. What tasks did you do today or this week?

Perhaps your responsible task was completing your learning tasks for this week. I can't wait to see all

	<p>Watch this YouTube link, Counting 1-100 Cowboy Count Count to 100 and Exercise Jack Hartmann - YouTube</p> <p>After the video, have some numbers written out on flash cards. What numbers does your child recognise? Can they show you that many fingers? Can they do that many jumps or hops? Please send in observations on Evidence Me of pictures or a short video to capture this learning.</p>	<p>numbers. You can use sand, rice, shaving foam or a pen and paper or anything else you may have to help you practise.</p>  <p>Task 4 - Continue to take responsibility around the house. What task did you do today? Feel free to re-watch the I'll do it story link. I can't wait to see the different things you've helped with on Evidence Me.</p>	<p>Task 4 – Continue to take responsibility around the house. What task did you do today? Feel free to re-watch the I'll do it story link. Can you do a drawing of what you've done today? E.g draw a picture of you tidying away your toys after you've played with them.</p> <p>Encouraging children to explain their drawings and give meaning to the marks they make is a vital skill that we focus on a part of early writing. I would love to see any drawings.</p>	<p>Task 4 – Continue to take responsibility around the house. What task did you do today? Maybe today you could try to help with making lunch with your grown up? Or prepare the table for dinner time.</p>	<p>of the wonderful things you've been doing. 😊</p>
<p>Daily challenge</p>	<p style="text-align: center;">Cosmic Kids Yoga Cosmic Kids Yoga - YouTube cosmic kids yoga - YouTube</p>				
<p>Learning outcomes children will be working towards throughout the week by completing various activities.</p>	<p>Personal, Social and Emotional Development Self-confidence and Awareness – Enjoys responsibility of carrying out small tasks.</p> <p>Communication and Language Listening and attention – Is able to follow directions (if not intently focused on own choice of activity). Listening and attention – Listens to stories with increasing attention and recall. Understanding – Beginning to understand 'why' and 'how' questions. Speaking – Beginning to use more complex sentences to link thoughts (e.g. using and, because).</p>				

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.

Moving and handling – Holds pencil between thumb and two fingers, no longer using whole-hand grasp.

Health and Self-care – Dresses with help, e.g., puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

Health and Self-care – Shows some understanding that good practices with regard to exercise.

Literacy

Reading – Looks at books independently.

Reading – Handles books carefully.

Reading – Knows information can be relayed in the form of print.

Reading – Holds books the correct way up and turns pages.

Reading – Knows that print carries meaning and, in English, is read from left to right and top to bottom.

Reading – Shows interest in illustrations and print in books and print in the environment.

Reading – Beginning to be aware of the way stories are structured.

Writing – Sometimes gives meaning to marks as they draw and paint.

Writing – Ascribes meanings to marks that they see in different places.

Writing – Gives meaning to marks they make as they draw, write and paint.

Writing – Writes own name

Maths

Number – Recites numbers in order to 10.

Number – Beginning to represent numbers using fingers, marks on paper or pictures.

Number – Realises not only objects, but anything can be counted, including steps, claps or jumps.

Number – Shows an interest in representing numbers.

Understanding the World

The world – Can talk about some of the things they have observed such as plants

The world – Shows care and concern for living things and the environment

Expressive arts and design

Being Imaginative – Makes up rhythms.

Media and Materials – Sings a few familiar songs.

Media and Materials – Taps out simple repeated rhythms.

Media and Materials – Explores and learns how sounds can be changed.