

Montbelle Primary School: Home Learning ideas

Nursery - Spring One -Responsibility - Week 4.

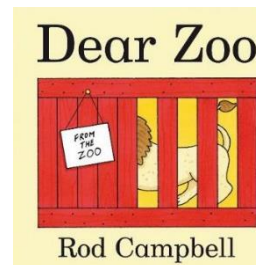
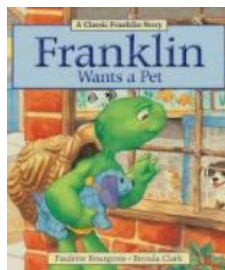
Please send observations in via Evidence Me.

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



Links for these books are listed below:

[Franklin wants a pet](#)

[Dear Zoo](#) (extra story)

Live story session via Teams – AM children 10am- Saffron

PM children 2pm- Miss Ras

- ❖ Please continue to access the pre-recorded phonic sessions that will be available and refer to the phonic email with resources and activities that you can do to continue to support your child’s phonics at home. Here are some additional links for some phonics games.

<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).

choose to use too!)

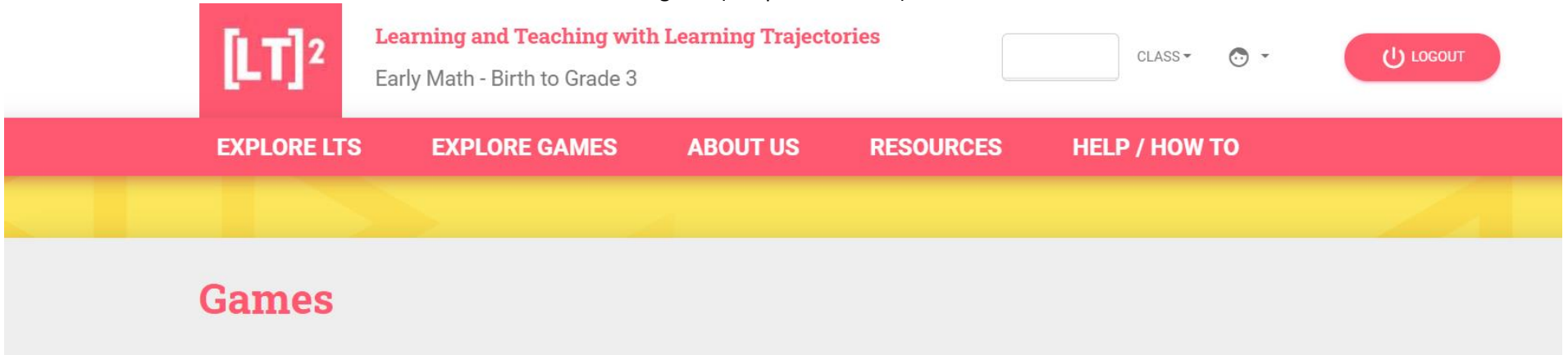
If you would like to do some additional maths activities at home the links below are to sites that offer age appropriate material to support maths teaching and learning:

<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)



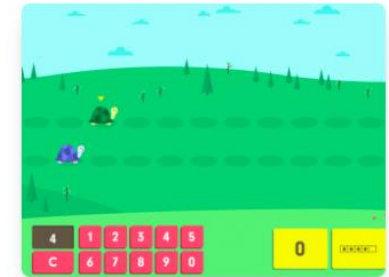
Help the Turtle Get Home: Counter (Small Numbers)



Help the Turtle Get Home: Counter (10)



Help the Turtle Get Home: Producer (Small Numbers)



Help the Turtle Get Home: Counter On Using Patterns

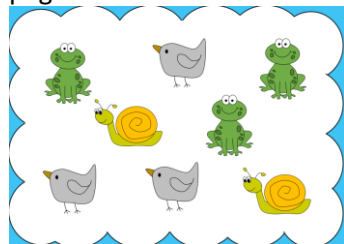


**Day 1-**

**Task 1 –Carpet session  
(video link) Sorting Objects**



Watch the above video that introduces how to sort objects. Have a discussion about how you would sort the different pictures on the page.

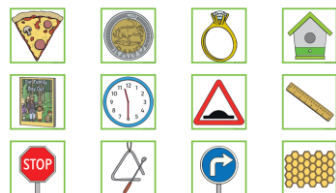


Animal/Insect/Bird

What ideas did you come up with?

As a challenge, have a go at sorting the 2d shapes on the attached worksheet.

Sorting Cards



**Day 2-**

**Task 1-Carpet session (video link) Is it Heavy or Light?**

Watch the video that shows some heavy and some light objects. Can you describe the meaning of heavy and light to your adult?



Now have a go at exploring your home environment for different objects that have different weights? What objects did you find? A cushion, A toy?

Using the chart provided, draw all the items you have found. Try to remember our learning from yesterday and sort the items into two groups.

**Day 3-**

**Task 1 –Carpet session  
(video link) Number-fewer/more**

Think back to what we did on Monday when we looked at different groups and sorting of objects. We will now look at having groups of objects again but this time looking at using different language. We will look to see which group has 'more' or 'fewer/less'. We will then look at how we can count these groups and find the total number by counting all the objects.

**Task 2 –  
BBC - musical instrument crafts**

Arts/craft – Linked to rhythm and Rhyme



Can you make your own musical instrument? Watch the tutorial and have a go at making your own instrument using items you have at home.

**Day 4-**

**Task 1 - Carpet session (video link) Arranging shapes or building models**

We looked at shapes recently and what shapes we can name as well as looking at their properties. Today we are going to look at using common shapes to create and recreate patterns or build models. You may cut out lots of different common 2D shapes which you can use to arrange and make a shape picture or you may have different construction toys which you could use to build models, thinking about what shapes you are using or what you can make.

**Task 2 – Physical**

Fitness challenge cards Can you complete some of these challenges? You might be able to think of your own physical challenges. Send me pictures/videos of you completing these fitness activities.



**Day 5-**

**Task 1 –Carpet session – (video link) Timeline of events/routines**

Today we are going to think about our daily routines. We are going to think about making our own timeline of events. Think about what you do in the mornings or during the course of the day. Think about specific time-based events e.g. wake up, have breakfast, shower, get dressed etc...

We also will be thinking about using talk related to past, present and future. Can you talk to your adult about your daily routine and think about using key words such as before, later, soon e.g. What happens before bedtime? What will we do later? Soon, it will be dinner time.

**Task 2 –Technology**

Can you complete some of the technology activities? How many different types of technology can you find around your house?

If you cannot print these then you can draw your own shapes like the ones pictured above.

How did you get on? Let us know by sending in pictures or videos to Evidence me!

### Task 2–

Listen to the story Franklin wants a pet – [Franklin wants a pet](#)

If you could have a pet what would you like to have? Why?

Draw the pet you would like



What will you call your pet?

Can you write the name using your terrific mark making skills?

### Task 3 – Phonics Aspect 3 Noisy Neighbour 2

Refer back to Noisy Neighbour from last week

Ask the children to suggest a suitable ending to the story. Discuss noises they like, noises that make them

### Task 2–

We are going to get creative as we start to practise our name writing today!



Tie together a bunch of crayons or colouring pencils and write your name in rainbow colours?



You could also use some canned cream, shaving foam or think of your own fun and creative way to do it!



We cannot wait to see those photos!

\*\*Don't forget to ask your grown-ups before you use any of those items 😊!  
If you do any singing or dancing with your instrument don't forget to send us a video!

### Task 3 –Phonics Aspect 3 The Pied Piper

Tell the story of the Pied Piper of Hamelin. Use different instruments that you may have at home or using one that you have made in our suggested craft activity for the Piper to play, with children moving in different ways in response. The child at the front decides on the movement and the rest of the group move in the same way. They follow the leader around the indoor or outdoor space, marching, skipping and hopping – vary the pace and describe the action: Fast, faster, slow, slower. Introduce and model new words by acting them out (e.g. briskly, rapidly, lazily, sluggishly, energetically) for the children to copy and explore by acting them out in different ways.

**Five Cross Cards**  
**Ski Jumps**  
Do 20 ski jumps:  
• You can jump on the spot or travel forward.  
• Can you travel backwards?  
• What happens if you ski jump using your arms to propel you?  
• What happens if you **don't** use your arms?

**Five Cross Cards**  
**Line Jumps**  
Face a line and jump forwards and backwards over the line.  
• What happens if you jump using your arms to propel you?  
• What happens if you **don't** use your arms?  
• How many jumps can you do in a minute?

**Five Cross Cards**  
**Hopping**  
Hop around the circuit:  
• How many hops can you do?  
• How many hops can you do before you need to swap legs?

**Five Cross Cards**  
**Tip toe Walking**  
Tip toe around the circuit:  
• Can you tip toe fast?  
• Can you tip toe slowly?

### Task 3 – Phonics Aspect 4 Rhythm and Rhyme

#### Frog on a Log

#### Rhyming books

Regularly include rhyming books as part of the daily book-sharing session. Read these books with plenty of intonation and expression so that the children tune into the rhythm of the language and the rhyming words. Encourage the children to join in with repetitive phrases such as *Run, run, as fast as you can, you can't catch me, I'm the Gingerbread Man*. Wherever possible make the activity multi-sensory to intensify learning and enjoyment.

**Watch the different rhyming stories that Saffron has recorded.**

<https://vimeo.com/502578294>

Frog on a log

<https://vimeo.com/502578372>

Hens pens

<https://vimeo.com/502578434>

Big Pig on Dig

Can you draw the different types or make a tally chart for what you find?

### Exploring Technology

Home Learning Challenges

Have a look around your home. How many different types of technology can you find? Which room has the most electrical devices? Talk to your grown-up and find out what they are used for.



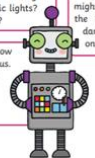
Go for a walk with your grown-up and use a camera or phone to take some photographs. When you get home, you could look back at the different pictures that you have taken.



Do any of your toys make a sound or move when you push a button? Are any of them remote-controlled?



Use some junk-modelling materials to create your own robot. Add buttons and think of some fun things that your robot might do when you push the buttons. It might dance, jump or stand on its head!



Try making a list of the different types of technology you can see on your way to school. Can you spot any traffic lights? How many cars can you count?


Talk to your grown-up about how electrical items can be dangerous. How can you stay safe around electricity? Make a warning sign to keep your friends and family safe.

### Task 3- Phonics Aspect 4 Learning songs and rhymes

#### Mr Tumble Nursery Rhymes

#### Mr Tumble Nursery Rhymes

Make sure that singing and rhyming activities are part of the daily routine in small-group time and that extracts are repeated incidentally as events occur (e.g. *It's raining, it's pouring* as the children get ready to go outdoors in wet weather). Play with rhyming words throughout the course of the day and have fun with them. Sing or chant nursery rhymes and encourage the children to move in an

<p>excited and noises that make them feel cross or sad. Ask when it is a good time to be noisy, and when it is best to be quiet or speak softly (e.g. when we need to listen). List the suggestions. Ask <i>Is this a time to be noisy or quiet?</i> as you present scenarios such as when children are:</p> <ul style="list-style-type: none"> <li>■ at the swimming pool;</li> <li>■ in the library;</li> <li>■ at a party;</li> <li>■ with someone who is asleep;</li> <li>■ in the park;</li> <li>■ at a friend's house when the friend is poorly;</li> <li>■ playing hide and seek.</li> </ul>	<p><b>Task 3- Phonics Aspect 3</b> <b>Words about sounds</b></p> <p>It is important that adults engage with children in their freely chosen activities and introduce vocabulary that helps them to discriminate and contrast sounds, for example:</p> <ul style="list-style-type: none"> <li>■ <i>slow, fast;</i></li> <li>■ <i>quiet, loud;</i></li> <li>■ <i>long, short;</i></li> <li>■ type of sound (<i>click, stamp, etc.</i>);</li> <li>■ type of movement (<i>rock, march, skip, etc.</i>).</li> </ul> <p>Start with simple opposites that are obviously different (e.g. <i>loud, quiet</i>).</p> <p>Listen to what the children have to say about the sounds they hear and then build on and expand their contributions and ideas.</p>	<p>Look, listen and note how well children:</p> <ul style="list-style-type: none"> <li>■ use language to make different endings to the story;</li> <li>■ use a wide vocabulary to talk about the sounds they hear;</li> <li>■ group sounds according to different criteria (e.g. loud, quiet, slow, fast).</li> </ul>	<p><a href="https://vimeo.com/502578570">https://vimeo.com/502578570</a> Fat cat on a mat</p> <p><a href="https://vimeo.com/502578650">https://vimeo.com/502578650</a> Fox on a box</p> <p>Can you think of any other words that rhyme?</p> <p><b>Task 4 – Mark making</b></p> <p>Can you draw/paint a picture? What would you draw? What colours will you use? Talk to your child about what they have drawn. Can they put meaning to marks in different places? Do they give meaning to marks as they draw or paint? Extension – Can they write their name on their picture. Can they write the initial sound of what it is? E.g. M – for mum.</p>	<p></p>	<p>appropriate way (e.g. rock gently to the beat of 'See Saw Marjorie Daw', march to the beat of 'Tom, Tom the Piper's Son' and 'The Grand Old Duke of York', skip to the beat of 'Here We Go Round the Mulberry Bush').</p> <p><a href="https://vimeo.com/503392601">https://vimeo.com/503392601</a> Songs and Rhyming words</p> <p><b>Task 4 – Golden time</b></p> <p>Usually on a Friday we would enjoy our Golden time that we have worked towards all week. Hopefully you have completed all your home learning tasks and have earned some golden time! Think about something you would like to spend some time doing e.g., balloons, bubbles, cooking, painting and building. It could be anything you would like to enjoy. Take this time to be proud of what you have achieved this week.</p>
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**Daily challenge**

Can you draw a different picture each day?  
Have a go at really looking at the detail you can use in your pictures and developing your mark making skills.  
You can re-watch the pencil control vimeo link to help you.  
<https://vimeo.com/501484401> - Pencil control

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

**Communication and Language**

Listening and Attention – Focusing attention – still listen or do, but can shift own attention.  
Speaking – Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

**Physical Development**

Moving and Handling – Experiments with different ways of moving.

**Literacy**

Reading – Enjoys rhyming and rhythmic activities  
Writing – Gives meaning to marks they make as they draw, write and paint.  
Writing – Writes own name and other things such as labels.

**Maths**

Number – Shows an interest in number problems  
Number – Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.  
Number – Finds the total number of items in two groups by counting all of them.  
Shape, Space and Measure – Shows an interest in shape and space by playing with shapes or making arrangements with objects

**Understanding the World**

People and Communities – Remembers and talks about significant events in their own experience.  
Technology – Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.

**Expressive arts and design**

Being Imaginative – Makes up rhythms.  
Media and Materials – Beginning to move rhythmically.  
Media and Materials – Sings a few familiar songs.