



Nursery Weekly Homework Week Beginning 1.2.21

Hello Everyone

Pack your bags children because this week we are going on a bear hunt! Do you think we'll find one? Join us on our adventure to see what we discover!

The Nursery Team

PE- exercise is very important so we encourage you to engage in some form of physical activity. This could be a video on youtube or a walk in your local area.

Create your own obstacle course based on our story. Can you find something to go over, under and through?

Maths

Our maths focus this week will be **learning positional language.**

Key vocabulary - on, in, under, above, between, next to, in front, behind, over

Monday - introduce the number of the week, number 1 - <https://www.youtube.com/watch?v=oyEI36GLTP0>
Talk about the number 1 and remind your child of the number during conversation and in play. Listen to and sing number songs together.

Tuesday - explain to your child what positional language is and then show them this song - [On, In and Under](#) .
Using one of their toys, ask your child to put the toy on, in and under something. If they are confident doing this they can tell you where to place the toy.

Wednesday - remind your child of the words in, on and under by showing them using an object. Explain that today you will be learning some new positional language words. Play this video - <https://www.youtube.com/watch?v=niPyVnC6W5g> pause after each question to see if your child can answer it. Remember to encourage them to use a full sentence when answering. With the new words you have learnt have a go again at putting an object or toy in different positions.

Thursday - Use the widget diagrams below to remind your child of the different words you have learnt. Then tell them that you will be playing 'I Spy'. For this version of the game you can say 'I spy with my little eye something on the shelf'. You can add an additional clue by giving one other piece of information e.g. the colour or shape of the object or the sound it starts with.

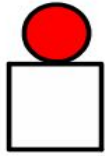
Friday - Choose an activity that you would like to do with your child e.g. baking, colouring in etc. Ask them to think of the things that you would need for this activity. Once you are certain your child knows what they will need, explain that you have placed these things in different places and that they need to find them. Help them by giving them a clue using a positional language word e.g. the colouring pencils are behind something. If your child finds this tricky, support them by showing the widget cards provided below. Continue giving them clues until they have found all the things you need to do the activity.

Extra activities

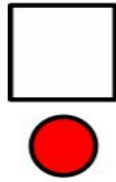
1. continue practising number formation.
2. play Simon Says and ask your child to go under, in, between objects.
3. Tidy up with your child, ask them to put things away for you.
4. Encourage your child to describe where something is.



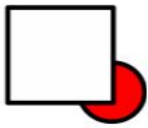
in



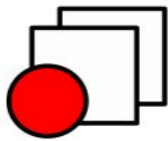
on



under

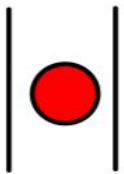


behind

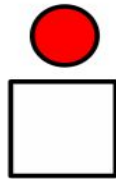


in front of

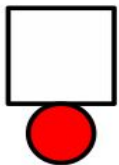
of



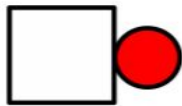
between



above



below



next to

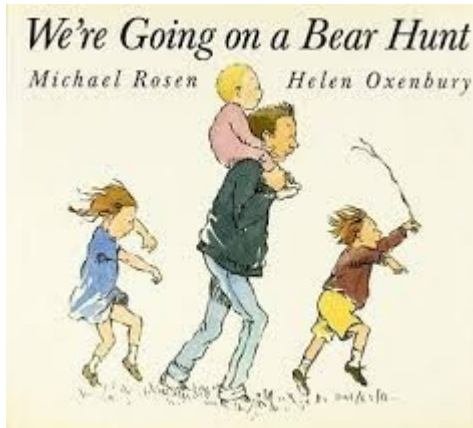
Daily Phonics

Our sound of the week is - o - <https://www.youtube.com/watch?v=JeWvaQBvflI>

Talk to your child about this sound and see if they can see it in the learning environment. Ask them to think of things that start with the sound and give them opportunities to write the sound.

Play a game - ask your child to find items that begin with a 'o'.

Literacy



Our **learning intention will be to retell a story**. You can do these activities over the course of the week.

Key vocab: hunt, oozy, forest, snowstorm, cave

Mon - [Listen](#) to or [read](#) the story - encourage your child to join in with repeated phrases. Talk about the different environments the family goes through. Ask your child questions about the characters and how they might have been feeling at different parts of the story.

Tuesday - Watch the author, [Michael Rosen perform](#) the story. Talk to your child about all the things he did to make the story fun.

Wed - ask your child to remind you of what happened in our story this week. Model saying 'I remember they...' After you have talked about the story explain to your child that you will be making a story map together. Use any available resources to draw the different scenes in the story. As an added challenge you can ask help your child to label the different scenes by asking them what the initial sounds are and then supporting them with writing the rest of the word.



Thurs - Ask your child to use the story map they made to tell you the story.

Friday - Collect props from around your home to enable your child to retell the story. You can use different coloured scarves, leaves and twigs from outside, cotton wool etc. Use the resources you have made through the week to support your child in telling the story. Record the story on your phone and share it with your friends and family.

Extra activities

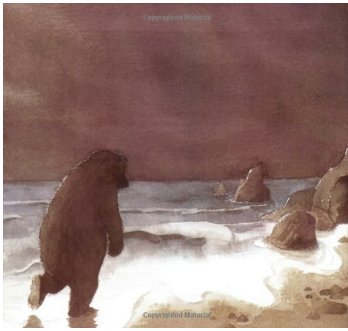
1. Go on your own bear hunt. What did you find?
2. Write a list of the things that you would take on a bear hunt.
3. Draw a map of your own adventure - what might you see? We live in a city so would we stumble through a forest? Would we walk or take a train?

Topic

Creative - make your own puppets to use to tell the story.

Understanding the World - make your own small world of the different scenes in the story. What will you use for the mud, snow, river and grass? Explore a cave -

<https://www.bbc.co.uk/teach/class-clips-video/william-whiskerson-cave/zhxtscw>



PSHE - look at the last page of the story. Think about how the bear was feeling. Does he look upset or happy? why do you think that is? How do we feel when we are left along? what can we do to make ourselves feel better? What do we do when we see somebody is sad or lonely?

Music - Join Cynthia for music - [Music Lesson](#)

**You can send pictures of your work to
nursery@osmani.towerhamlets.sch.uk or post them in our google
classroom.**

Listening and Sound Games

- a series of videos to support sound discrimination skills.

BBC Listening Skills

Copy Cat - clap out different rhythms at different speeds and ask your child to copy you.

Soft or Loud? - use instruments or other objects to make loud or soft/quiet noises. Ask your child if the sound they heard was quiet or loud.

Simon Says - give your child instructions e.g. Simon says clap your hands. If 'Simon says' they have to do the action if you just say the action without saying 'Simon says' they have to continue doing the previous action Simon said they should do.

Musical statues - when the music plays, you dance. When the music stops you have to freeze.

Magical Sound Box - Put different objects, such as keys, paper, beans in a bottle, etc., into a covered box, and then manipulate one of the objects asking a child to tell you what he or she heard. You might need to introduce the child to different objects and sounds before playing this game.

What animal made that sound? - Have your child sit with his or her back to you, or put a scarf over his or her eyes. Make different animal sounds and have your child guess what animal makes that sound. Another way of playing this game is to give your child two animal toys or pictures of animals, and then ask him or her to point to the animal that makes the particular sound.

Phonics Bloom - sound discrimination game.

Phonics bloom has lots of fantastic phonics activities that cater to a wide range of activities.