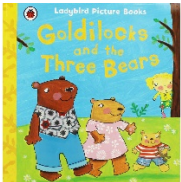




	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Maths</p>	<p>Monday Number</p> <p>Our number of the week this week is 5. BBC iPlayer - Numberblocks - Series 1:</p> <p>Five</p> <p>Can you find anything in your house with a number 5 on it? Can you do 5 jumps? 5claps? Can you draw 5 triangles? Can you name 5 of your nursery friends?</p>	<p>Tuesday Shape</p> <p>Build a vehicle using empty packaging. Which shaped objects would be best for the wheels? Which shaped objects would be best for the windows? Ask a grown up to take a photo and send it to the nursery email or post it on twitter or Weduc.</p>	<p>Wednesday Number</p> <p>Take mouse on a number hunt around your house. This time instead of finding any numbers your challenge this week is to find numbers 1-10 in order. So your first job is to find number 1, then number 2, and so on until you get to 10. Mrs Greer tried this and it was very hard! Can you do it?</p> <p>Good Luck!</p>	<p>Thursday Shape</p> <p>Collect some objects you can find in your house that are 3D shapes. E.g. cereal boxes, crisp tubes, oranges, tins. Sort them into groups of the same shape. How many objects have corners? How many have curved edges?</p>	<p>Friday Number</p> <p>Lots of our favourite nursery rhymes have 5 things in them. Can you sing these nursery rhymes and then draw pictures of 5 currant buns, 5 little ducks, 5 speckled frogs, 5 little men in a flying saucer?</p> <p>Five little ducks went swimming one day</p>
<p>Phonics</p>	<p>Sound of the Week</p> <p>This week's sound – Ss. Say this sound. Sing “the snake is in the grass”</p> <p>https://www.youtube.com/watch?v=1Qpn2839Kro</p> <p>Take mouse on a hunt around your house to find things beginning with s. How many can you find? Try writing “s” today.</p>	<p>Listening Walk</p> <p>Remind your child about what a good listener would do (e.g. keep quiet, have ears and eyes ready) Walk around different parts of the home and listen. Ask your child to describe the sounds they can hear e.g. the washing machine, the clock ticking, and the television. After the walk - recall the sounds heard and describe the sounds eg the clock went</p>	<p>Mirror Play</p> <p>Stand in front of a mirror with your child and play at making faces and copying movements of the lips or the mouth. Discuss the way lips move, for example, when sounding out ‘p’ and ‘b’, the way that tongues poke out for ‘th’, the way teeth and lips touch for ‘f’ and the way lips shape the sounds ‘sh’ and ‘m’.</p>	<p>I spy</p> <p>Choose a variety of objects from the home which can be sounded out easily. Here is a list of ideas: peg, hat, bag, zip, sock, pan, tin, can. Put the objects on the floor and check your child knows the name of each object, then you can play I spy. I spy with my little eye a p-e-g. Ask your child to</p>	<p>Rhyme time</p> <p>Read a rhyming story with your child encouraging them to finish off the rhyming string. eg: I have a word that rhymes with cat, it sits on my head and it's called a ‘hat’ If you don't have access to books here are some links to some rhyming stories which you can share with your child.</p> <p>Rhyming Stories Books for Toddlers Read Aloud Oi Frog! The Rhyming Rabbit by Julia Donaldson Julia Donaldson</p>

		tick, tock, the tap was going drip, drip, drip.	Practice words your child may find tricky e.g. f sounds fish, fun, fat.	sound it out after you and find the object.	collection audiobook read aloud What the Ladybird Heard
Communication, Language and Literacy	<p><u>Communication and Language</u></p> <p>Play a Guess Who game about the people in your family. Describe a person in your family to your child and they guess who it is. eg. "It's a boy with brown hair who likes sausages". Take turns. Encourage your child to describe a member of the family. Encourage them to tell you details about the person without saying the name. Ask questions to help eg. Does this person have long hair?</p> <p>Have fun!</p>	<p><u>Reading</u></p> <p>Goldilocks And The Three Bears Click the link to hear the story.</p>  <p>Listen to the story or read the book if you have it at home. Talk to your grown up about the story. Who are the characters? Where is the bear's cottage? How did Goldilocks feel when she woke up?</p>	<p><u>Communication and Language</u></p> <p><u>Song of the week:</u> When Goldilocks Went to the house of the bears. Click the link to listen to the song. When Goldilocks went to the house of the bears</p> <p>Encourage your child to use their hands and arms to demonstrate huge, small and tiny. Talk about the different sizes. (small, medium, large, tiny, huge, enormous, big, little)</p>	<p><u>Writing</u></p> <p>Practise writing your name. What sound does it begin with? Say the sound as you write. Trace the sound with your finger on the table and in the air. Watch carefully as you write each sound. Can you draw the 3 bears? Make 1 very big, 1 middle sized and 1 little bear.</p> 	<p><u>Communication and Language</u></p> <p>In your house find 3 bowls spoons and 3 teddy bears. Tell your grown up the story of Goldilocks and the 3 bears. What did the bears say when they saw the porridge bowls? Can you use a different voice for each character?</p> 

Word of the week: **Smaller.** When something is little compared to something else. Can you find lots of things that are smaller than your hand? Who is smaller than who in your house?

Mouse Club
Bed time

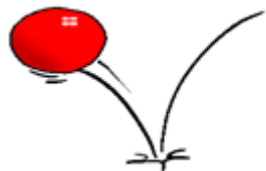
Mrs Greer's Mouse, Martin, is looking forward to the time we can be back at school but he has been having some late nights and he needs to get into a good routine before then. Can you show your mouse how to have a good bedtime routine?

Scroll down for the mouse club challenge sheet for bed time.



Physical Development –
Moving and Handling, Gross
Motor Development

Outside, can you bounce a ball using your hand? How many times can you do it without stopping? Now try with the other hand. Can you try both hands alternately? Try to keep a rhythm going.



The World

Do you remember when we planted seeds? Can you remember what they looked like before they started to grow? How small were they? Talk to your grown up about what happened to our seeds and what we did to help them grow? If you have seeds or plants growing at home can you help to look after them? What would happen if we left them in the dark?



RE- Friends

Last week we looked at how important our friends are. This week we are thinking about Jesus being our special friend. When Jesus was alive people used to take their children along to see him as he loved children. Talk with your grown up about why Jesus is our friend? Think about: does he always forgive us? Does he want us to forgive others?



Physical Development –
Moving and Handling, Fine
Motor Development

Can you use clothes pegs to pair some socks together. Find 2 socks that are the same. Squeeze the peg with your fingers to open it. Can you clip it onto the socks? Remember you need to squeeze the peg really hard.



RE



Friends

When we pray it can be just our own words to Jesus, it doesn't have to be a long prayer. With your grown up say a prayer to Jesus. Perhaps you could thank him for being your friend and for giving you all your friends in Nursery and at home.

You could share a photo on our website of you saying your prayers for Mrs Greer and Mrs Parkinson

Expressive Arts and Design –
Being Imaginative

Draw a picture of your perfect day. Mrs Greer's perfect day would be at the beach. The sun would be shining in the sky and the sea would be turquoise blue. There would be boats on the horizon. There would be a picnic with strawberries and all of her family would be there. What would your perfect day look like? Can you draw all the things that you would like to be there

Physical Development –
Health and Self Care

Washing your hands properly is more important than ever! Tell a grown up about all the times when you should wash your hands. Ask a grown up to set a timer for 20 seconds? Sing your favourite nursery rhyme while you wash your hand.



PSED/PSHE

[Get Dressed for the Day Song | The Singing Walrus](#)

This week we would like to challenge you to get dressed by yourself each day. Can you put your own socks on?

Ask your grown up to time you to see how much faster you can get each day.

Expressive Arts and Design

[Brain Breaks ♪ Action Songs for Children ♪ Dr. Knickerbocker ♪ Kids Songs by The Learning Station](#)

Can you follow the actions and keep the rhythm of the number 9.

Teach your grown up the Dr Knickerbocker song and the rhythm of the number 9.

	and tell your grown up about your picture.			
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Bed Time!

1. About Me



Mice and children need lots of sleep!



Can your child get Mouse ready for bed?

Can they get themselves ready for bed?

Pretend to wash Mouse



Have a wash or bath

Wrap Mouse in some fabric for pyjamas



Put pyjamas on by themselves

Pretend to brush Mouse's teeth



Brush their teeth for about two minutes



Share a book with Mouse



Mouse needs to be in bed before 7.30!



Give Mouse a kiss

Go to sleep with Mouse!



Tick off what your child has done on the bedtime chart. When they are in a good bedtime routine you could give them a little reward.



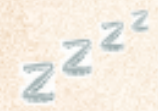
Make sure your child doesn't have any screen time for at least an hour before they go to bed.

The light from screens stops the brain relaxing and interferes with sleep!



How are you helping?

- Getting your child into good sleeping habits is vital for them to be able to learn at school
- Beginning to share books and stories will help them to do well at school
- Developing their skills (e.g. brushing teeth) will help them to be independent.





Bedtime sticker chart



Name _____



Show Mouse your bedtime routine!



Day/date



Wash



Put your
pyjamas on



Brush your
teeth



Share a story



Go to bed on
time



Sticker

Day/date	Wash	Put your pyjamas on	Brush your teeth	Share a story	Go to bed on time	Sticker

