



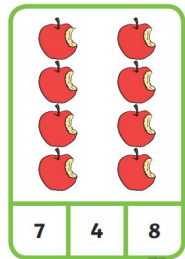

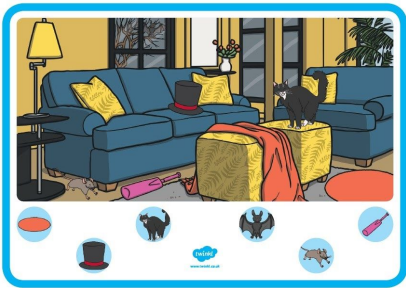








	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	<p><u>Number of the week</u> The Eight Song - CBeebies BBC iPlayer - Numberblocks - Series 2: Eight Watch number blocks here and meet octoblock! Can you remember which number comes before 8? And which number comes after 8?</p> 	<p><u>Estimating</u> Estimating is when we look at a number of objects and guess/estimate how many we can see. This week we are going to do some estimating activities to practice this. Ask a grown up to help you cut some food into pieces. You could cut up fruit, a pizza or some cake. Estimate how many pieces you can see and then count them to check. Was your estimate close?</p> 	<p><u>Estimating</u> When you are out and about on your walks if you go near some grass or a park collect some daisies or wildflowers. When you get home, estimate how many you have collected. For an extra challenge you could estimate how many petals are on each flower. I think there will be lots, maybe even 30! Can you count to such a big number to check your estimate?</p> 	<p><u>Estimating</u> Play an estimating game with a grown up. Make a collection of 10 pebbles or stones. Put some on the floor and ask a grown up to estimate how many they think there are. Count them to check. Keep taking turns to see who can get the closest estimate the most times.</p> 	<p><u>Counting and recognising numbers</u> Using the count and find the number cards(scroll to the bottom), see if you can estimate how many of each thing you can see, then count them, remembering to use your counting finger to touch each picture as you count. When you know how many there are, can you find the right number?</p> 
Phonics	<p><u>Sound of the Week</u> This week's sound – i. Say this sound. Sing "inky the mouse is my pet" Listen to the phonics songs here: Jolly Phonics Phase</p> 	<p><u>Phonics Rhyming words</u> Look at the poster attached to the bottom of the page.</p>	<p><u>Phonics Counting sounds</u> Listen carefully as your grown up sounds out these words.- pin, sat, tap, net, cap. How many letter sounds are in each word? Try counting on your fingers. e.g C a t 1-2-3.. Can you count how many sounds in each word? You</p>	<p><u>Phonics Odd one out</u> Sing some nursery rhymes with your child, but get it wrong! 'Hickory dickory dock, the mouse ran up the telly! NO! What should it be? Clock.</p>	<p><u>Phonics Which sound?</u> Fill the toes of socks with some noisy materials e.g. keys, rice, beads, shells, coins or anything you have at home. Ask your child to shake the socks and identify what is inside from the sound the items make.</p>

	<p><u>Two</u> Take your mouse on a hunt around your house to find things beginning with i. How many can you find? Try writing “i” today.</p>	 <p>Can you find these things in the picture? cat ,rat ,mat, bat, bat (cricket),hat..</p> <p>What sound do all these things in the pictures end with?</p> <p>Can you think of any other words that rhyme with ‘hat’?</p> <p>Can you think of a word that rhymes with your name?</p> <p>Can you think of 2 new words that rhyme with each other?</p>	<p>will need to listen very carefully.</p>	 <p>It rhymes with dock – it sounds the same at the end! Try it with a few different rhymes.Have fun.</p>	<p>From the feel and the sound of the noisy materials encourage the children to talk about them. Ask questions such as: <i>Where might we find shells and pebbles?</i> <i>Can you copy/ make some of the sounds ? Is it loud? quiet? etc</i></p> 
<p>Communication, Language and Literacy</p>	<p><u>Song of the week</u></p>  <p><u>I hear thunder</u></p> <p>Click the link above for our song of the week. Did you all see</p>	<p><u>Reading</u></p> <p>Watch together the short story of ‘The Very Hungry Caterpillar’ Encourage your child to listen carefully. Stop just before the end and ask your child to predict what might happen at the end of the story. After the story ask your child what they can remember</p>	<p><u>Communication and Language</u></p> <p>Today we are going to play a game using directional language.</p> <p>Ask your child to choose their favourite toy and then give them simple instructions using the</p>	<p><u>Communication and Language</u></p> <p>Make going out an adventure this week, even if its only to the local shop. Model putting your journey into order. eg First we put on our coats</p>	<p><u>Writing</u></p> <p>This week model writing a shopping list with your child. Talk through what you are doing Eg “ We need bread. I’m going to write bread it starts with a b. On the next line I’m going to write milk. M-I-L-K”</p>

	<p>the thunder and lightning last week?</p>	<p>eg what kind of foods did the caterpillar eat? How did the caterpillar start?</p> <p>Enjoy this lovely story together</p> <p>.https://www.youtube.com/watch?v=75NQK-Sm1YY</p>	<p>language: under, behind, in front, next to and on top.</p> <p>Eg put teddy behind the cushion. Put teddy under the couch Put teddy on top of the table.</p> 	<p>Then we went out of the house. It was raining so we put our umbrellas up. We went into the shop and bought some sweets. We came home again.</p> <p>Practice this a few times and then encourage your child to retell their journey, prompting when needed.</p> 	 <p>Encourage your child to make marks and tell you what they say, giving lots of praise.</p>
--	---	--	--	---	--

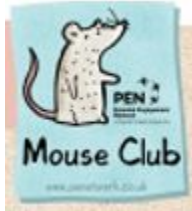
Word of the week: Grow. **Definition:** increase in size.

Example: If you take care of your plants by watering them, they will **grow** bigger in time.

Activity: What other things **grow**? What do they need to **grow**?



Mouse Club Bed time



Out and About

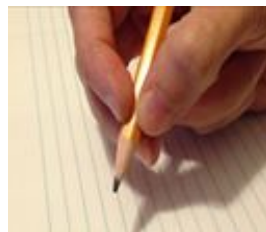
This week mouse would love to go for a walk with you and a grown up.

Can you take your mouse out with you and see if you can find any numbers or shapes whilst you are out and about?

Scroll down for the activity card for this week's mouse club.

Physical Development – Moving and Handling, Fine Motor Development

Practice holding and using a pencil correctly, using the tripod grip. Encourage your child to hold the pencil between thumb and two fingers near to the point. Your child may need lots of encouragement to do this but keep going back to it so it becomes second nature.



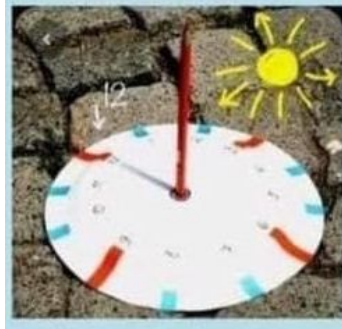
Activity 2

Help with the laundry today.

Can you peg the socks together?. You will need to squeeze the peg really hard. Can you do it using both hands? Make those muscles in your fingers strong.



The World



Make your own sundial

Use a sharp pencil to push a hole through the centre of a paper plate. Write the number 12 at the top of the plate. At 12 o'clock on a sunny day take your plate outside, position it so that the shadow from the pencil points to the number 12. You might need to use a bit of blue tac or playdough under the plate to keep the pencil upright. One hour later have a look where the shadow has moved to, that should be one o'clock, write a number 1 where the shadow points to. You can keep doing this every hour and ask a grown up to help you look at the time on a clock to see if it's the same time. This is how people long ago used to tell the time. When the earth moves around the sun the shadows change direction.

RE- Our World



David Attenborough - Wonderful World - BBC

We love to watch this video clip at nursery.

We talk about the wonderful world that God created for us.

Watch it with your family at home and talk about your favourite animals.

Can you draw a picture of your favourite animal?

Physical Development – Moving and Handling

Play a game of follow the leader using specific moves:

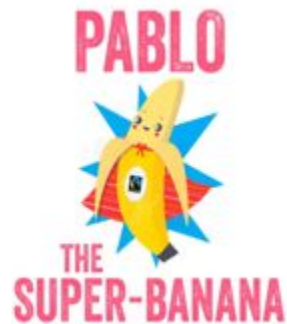
Jumping up and down, standing on one leg for a moment, moving in and out of objects. Keep going back to standing on one leg as this will be the trickiest part.



RE- Our World

[Kidzzzone](#)

Click on the link above to see stories from all around the world about different ways of life. Mrs Greer loved listening to Pablo The Super Banana and finding out where one of our favourite fruits comes from. Listen here and see if you can play the game and put Pablo's story in the right order. [Cafod: The Story of a Fairtrade Banana](#)



Expressive Arts and Design **– Being Imaginative**

Can you imagine being a sea creature? What kind of creatures live in the sea? Maybe you have a book with sea creatures or you can look on the computer with your grown up. Now have a go at making your own sea creature. You could use recycling materials such as cereal boxes or washing up liquid bottles, toilet roll holders, pieces of material (anything you have to hand) Give your creature a name and send us a photograph of your ideas.



Physical Development – **Health and Self Care**

You will need

A piece of bread cut into 2.

2 clear plastic food bags

Rub your hands on a piece of bread? Put the bread into a clear plastic food bag and tie/ fasten it up Label the bag “unwashed”

Wash your hands. Rub your clean hands on another piece of bread?

Put the bread into a different clear plastic food bag and tie/ fasten it up.

Label it “washed”

Put it to one side in a warm dry place. Check your bread every day.

What has happened to the bread that touched your dirty hands?

What does the bread that touched your clean hands look like?

What has grown on the bread that touched your

Getting ready for **Reception**

Practice getting yourself ready to go to big school. Can you put on your own shoes and coat? Can you fasten the buttons on your coat or velcro on your shoes?

What sound does your name start with? Can you write your name? What else starts with the same sound as your name?

Expressive Arts and Design - Exploring media and materials

Can you put on a show for your family? Perform your favourite song, tell a joke or do a dance. Maybe you could set up a stage area and make tickets for your show. Have fun performing for your family.



		<p>'unwashed' hands? Where did they come from?</p> <p><u>A Guide for Adults:</u></p> <p>There are bacteria and fungus that exist everywhere, in small numbers. In this experiment, they feed on the sugars on the bread. This allows the bacteria to grow into a visible colony and the fungi to grow in size and become visible. In large numbers, these microorganisms can be harmful.</p> <p><u>Do not open the bags once the experiment has started, and throw the bags away after 10 days.</u></p>		
--	--	---	--	--

Out & about

13. Outside



Have fun on a walk together!



Go for a number walk.

See what numbers you can spot.
You might find them...



on front doors

in the shops

on road signs

on the front of buses



Can you find the number that matches your child's age?

Can you find a number that is on your door or in your telephone number?

See how many things you and your child can find on your walk which are squares, rectangles, triangles or circles.

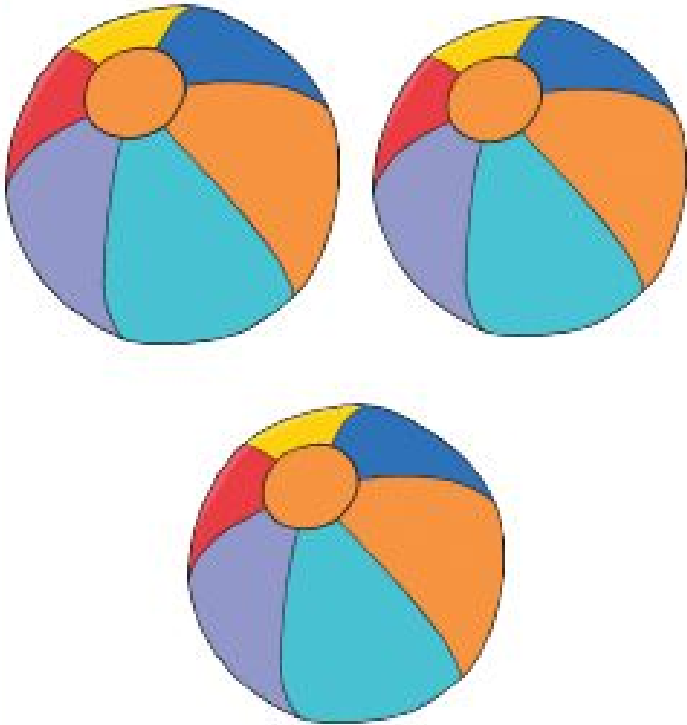


How are you helping?

This activity will help your child...

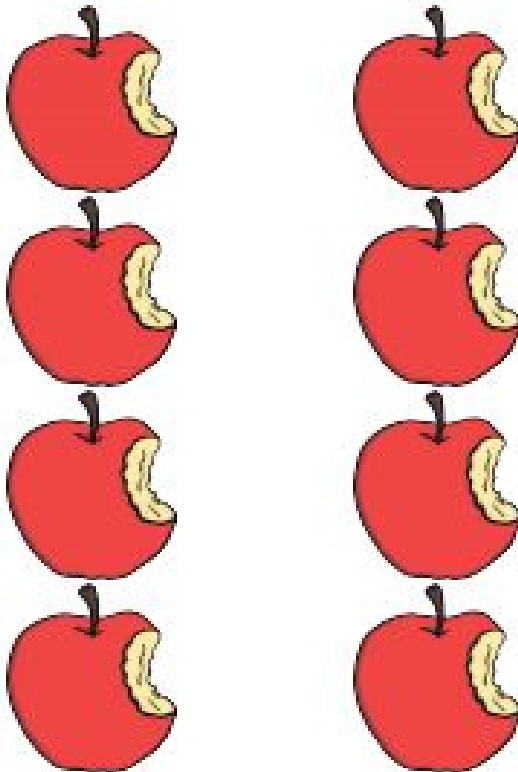
- show an interest in numbers and shapes they might see outside
- begin to recognise numbers written in different ways
- enjoy walking, which is good for their health
- learn and practise road safety

“Count and find the number” cards



Three beach balls are shown. Each beach ball is divided into six colored segments: yellow, blue, orange, light blue, purple, and red. They are arranged with two in the top row and one centered below them.

5	1	3
---	---	---



Eight red apples are shown, each with a bite taken out of the right side. They are arranged in two vertical columns of four.

7	4	8
---	---	---



5

6

1

twinkl.com

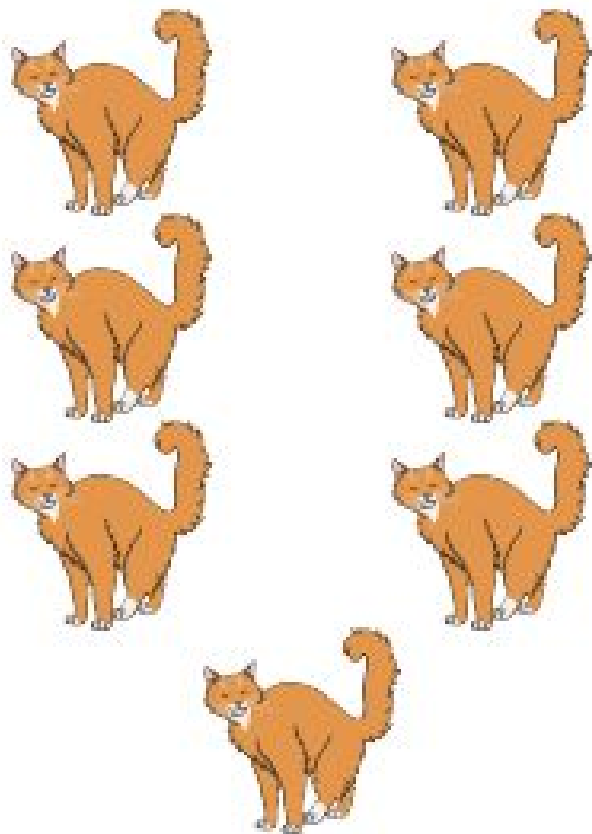


4

3

6

twinkl.com

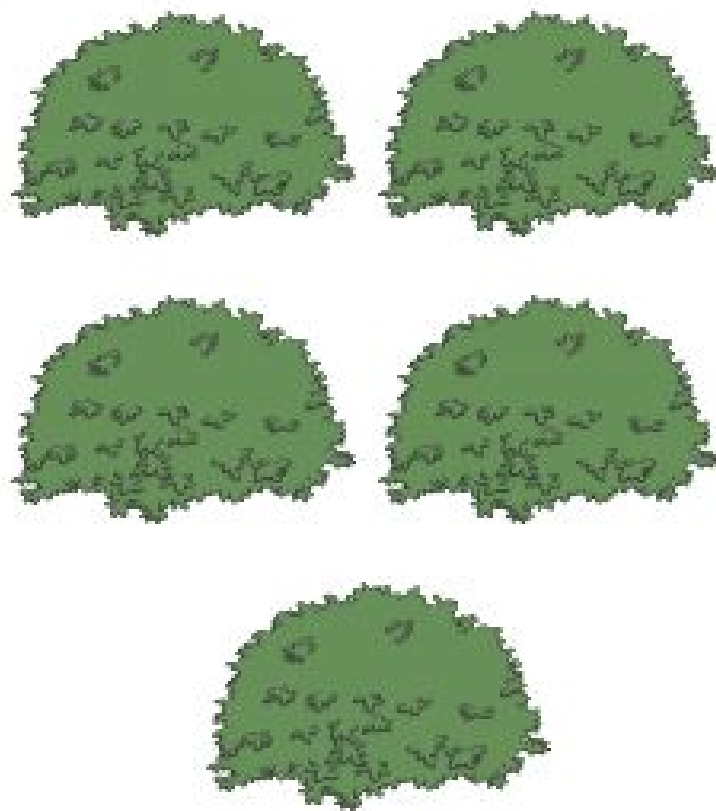


5

7

8

twinkl.com

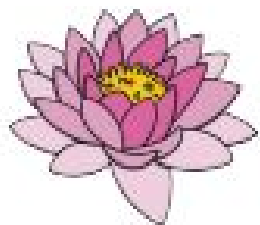
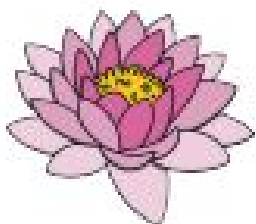
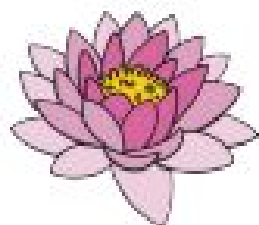
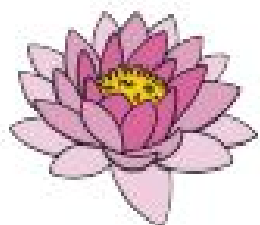


8

5

9

twinkl.com

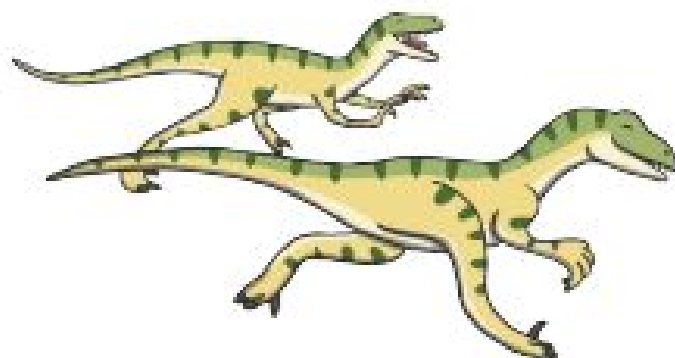


4

5

1

twinkl.com

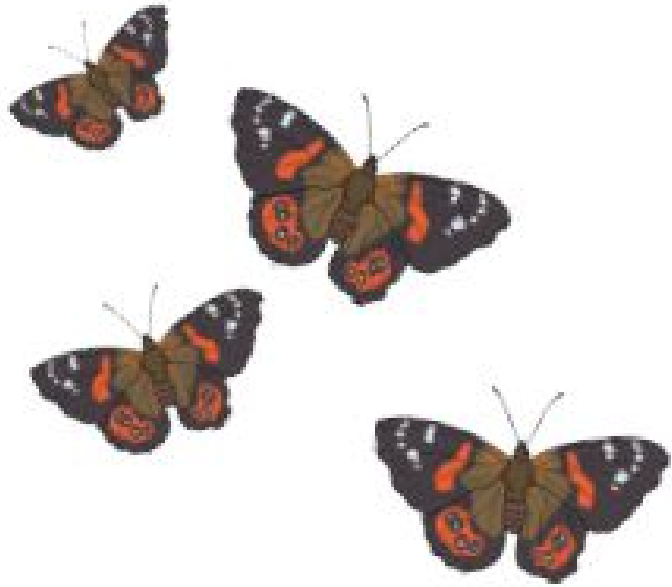


5

2

3

twinkl.com

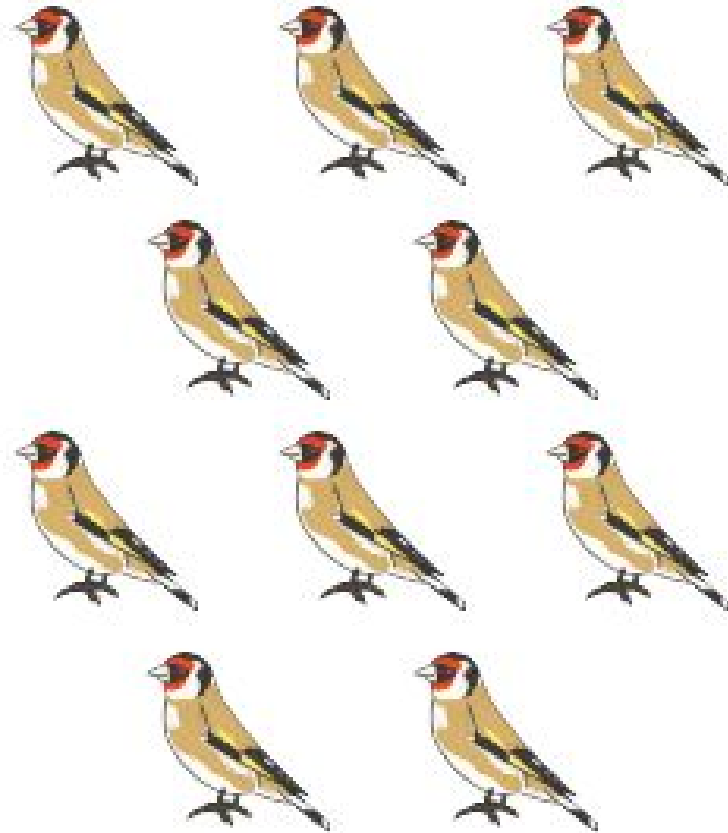


5

6

4

twinkl.com



8

9

10

twinkl.com

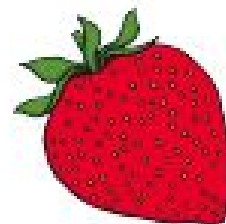
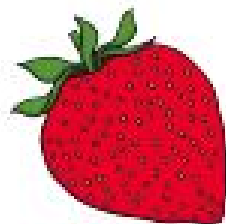
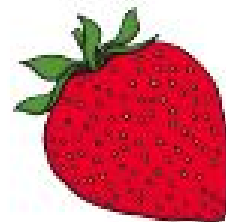
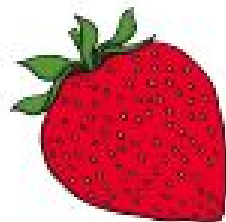
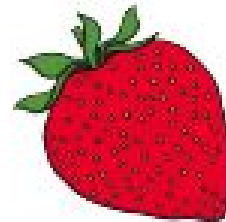
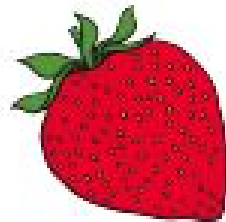


3

2

4

www.tnt.com

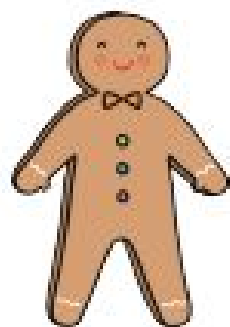


3

6

2

www.tnt.com

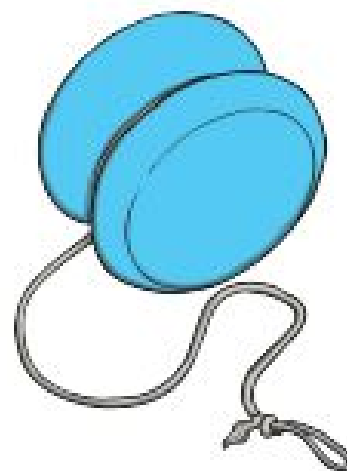
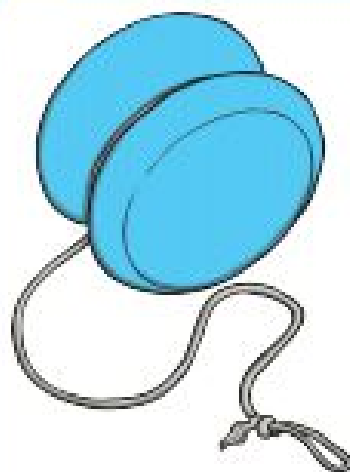


4

6

1

[twinkl.com](https://www.twinkl.com)



2

1

4

[twinkl.com](https://www.twinkl.com)

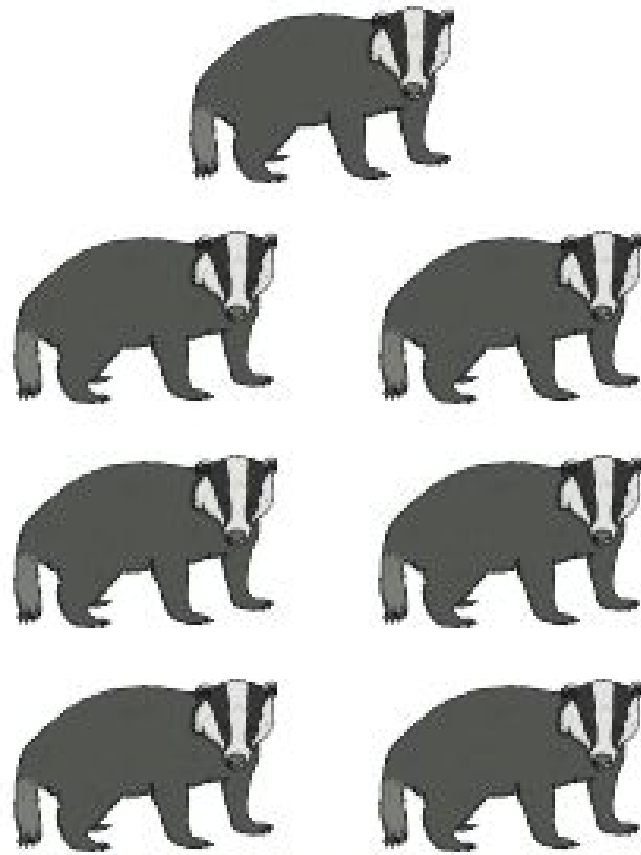


3

5

7

[twinkl.com](https://www.twinkl.com)

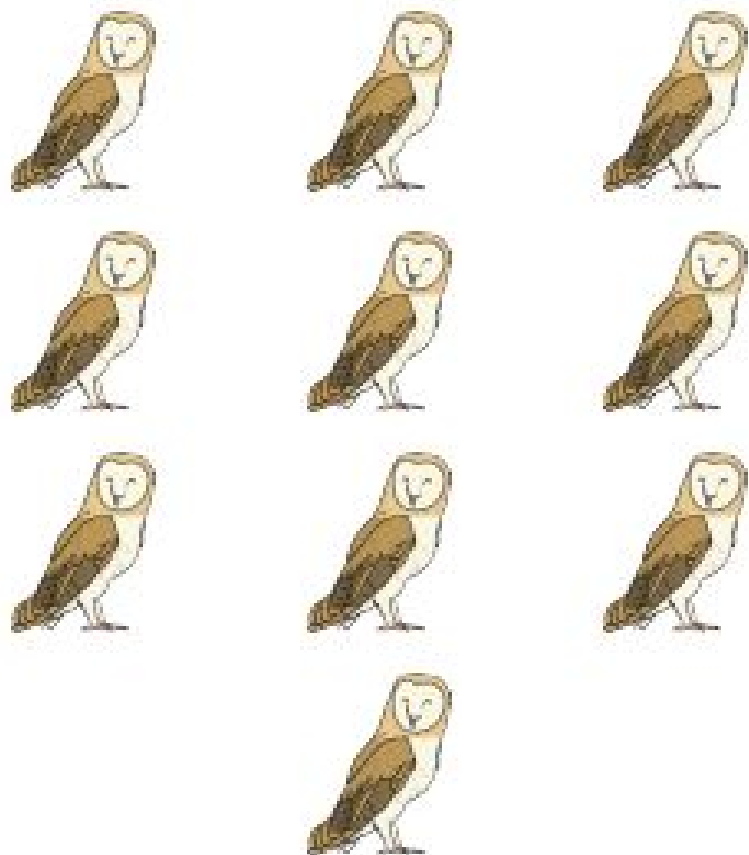


7

6

5

[twinkl.com](https://www.twinkl.com)



10

7

9

twinkl.com



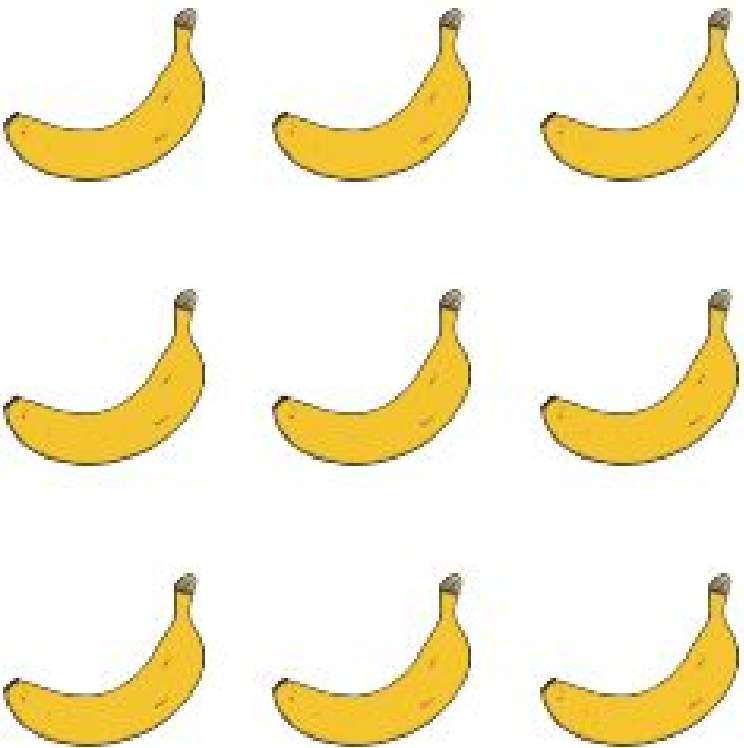
10

6

9

twinkl.com

8	0	6

		
2	9	6

