






# Nursery Learning from Home Plan




## Week Beginning: 18/01/2020

	Literacy	Numeracy	Health & Wellbeing
What you need	<ul style="list-style-type: none"> <li>Paper</li> <li>Pens, pencils or crayons</li> </ul>	<ul style="list-style-type: none"> <li>A 'washing line' – you could use string/wool between 2 chairs, or a clothes horse</li> <li>Assorted socks or gloves</li> <li>Clothes pegs</li> </ul>	<ul style="list-style-type: none"> <li>A safe space</li> </ul>
Activity	<p>How many letters you can find in the environment? Go for a walk, or look around the house. Younger children can point to letters and trace them with their finger if they can do this safely. Older children should try to identify the letters, saying the letter name or sound.</p>	<p>Set up a washing line for your child. Create a bag/basket/pile of gloves or socks – let them line them up, match them, position them, hang them up, and use the pegs in whatever order or way they wish. Try counting them to see how many you have hung up.</p>	<p>With your child look and discuss the yoga poses on the flashcard below. Ask your child to try each yoga pose and see how long they can hold it – ask them to see what number they can count to whilst holding the pose, and if the pose is hard or easy.</p>
Extension	<p>Try to encourage your child to do some writing. Younger children may just make marks, enjoying using the writing tools. Older children should try to form letters with more control.</p>	<p>Ask your child to sort the socks/gloves in a particular way, e.g. in a line by size. Use the words; small, smaller, smallest, big, bigger, biggest, tiny, huge, long, short.</p>	<p>After trying these poses you could try</p> <ul style="list-style-type: none"> <li><a href="#">Yoga for Kids! - YouTube</a></li> <li><a href="#">Cosmic Kids Yoga</a></li> </ul>
Skills	<ul style="list-style-type: none"> <li>Fine motor skills</li> <li>Letter recognition</li> <li>Early writing – information below</li> </ul>	<ul style="list-style-type: none"> <li>Counting/matching/pattern and colour recognition</li> <li>Fine motor skills – using pegs is excellent for building finger strength and pincer grip for writing</li> </ul>	<ul style="list-style-type: none"> <li>Gross motor skills</li> <li>Control of body movements</li> <li>Balance and co-ordination</li> <li>Strength and flexibility</li> </ul>
Example			 <p style="text-align: right;">(see below for larger version)</p>



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## Week Beginning: 18/01/2020

	Drama	Technology	Story
What you need	<ul style="list-style-type: none"> <li>Nothing!</li> </ul>	<ul style="list-style-type: none"> <li>An internet-enabled device to connect to SeeSaw (computer, tablet, phone) <a href="#">SeeSaw sign-up/login</a></li> </ul>	<ul style="list-style-type: none"> <li>An internet-enabled device to watch a YouTube video <a href="#">Winter is Here</a></li> </ul>
Activity	<p>The child thinks of an item they would put in their suitcase. The adult must remember the child's item and add their own and so on. For example, "in my suitcase I put shorts." "In my suitcase I put shorts and sun cream". This activity can also be done for different concepts such as "I went to the shop".</p>	<p>Parents: check your emails, and reply to receive your SeeSaw sign-in code from the school office. Follow the link above to sign-up to SeeSaw. More information is available at the links below.</p>	<p>Watch the story of "<a href="#">Winter is Here</a>"</p>
Extension	<p>Challenge them to make the game a little bit more difficult (In my suitcase I have a big red towel, a small black comb...etc.)</p>	<p>Pupils: take a picture of your favourite Christmas present, or your favourite toy. Upload it to SeeSaw to share with your keyworker.</p>	<p>Talk about the different seasons. What is your favourite thing about winter?</p>
Skills	<ul style="list-style-type: none"> <li>Taking turns</li> <li>Talking and listening</li> <li>Memory and focus</li> </ul>	<ul style="list-style-type: none"> <li>Fine motor skills</li> <li>Using technology</li> <li>Choice and reasoning</li> </ul>	<ul style="list-style-type: none"> <li>Attention – listens with interest</li> <li>Numeracy – the routine of seasons</li> </ul>
Example		 <a href="#">What is SeeSaw?</a> <a href="#">Getting started</a>	

## Notes from the teacher

You should now have received an email from the school office about using SeeSaw for home learning. If you haven't received this, please email [breadalbane@pkc.gov.uk](mailto:breadalbane@pkc.gov.uk) as soon as possible to receive your code.

If you have any problems setting up SeeSaw, need any information or technical help please contact the school office on 01887 822300.

We look forward to seeing your photographs!

Mrs Hunter & the nursery team 😊

# Yoga Pose Flashcard



**butterfly pose**



**child's pose**



**dragon pose**



**kneeling pose**



**moon pose**



**mountain pose**



**seahorse pose**



**stickyman pose**



**chair pose**

# Early Stages of Writing Development

It is typical for children to fluctuate between stages as they develop writing skills. The best way for families to support writing development at home is to provide plenty of encouragement and opportunities to practice writing.

STAGE 1: Drawing/Scribbling	
<b>Drawing, Scribbles, and Symbols</b> Pictures or made up marks in random spots on the page, imitates "grown up" writing	
<b>Directional and Symbolic Scribbles</b> Left to right, resembling letters, intended to communicate a message	
STAGE 2: Emergent Letters	
<b>Strings and Groups of Letters</b> Letters in random order, some in groups with spaces in between, may write letters backwards	
<b>Labeling Pictures</b> Letters match the beginning sound(s) of a word to the picture (e.g. D for dog)	
<b>Copying Letters and Words</b> Use the environment (books, posters, labels) to copy letters and words, some may be backwards	
STAGE 3: Transitional	
<b>First/Last Letter</b> Represent words with the first and last letter	
<b>Invented Spelling</b> One letter may represent one syllable or word, words are spelled like they sound, becoming more readable	
<b>Beginning Phrase and Sentence Writing</b> Use all the above skills to construct meaningful phrases or sentence(s), may use punctuation, known words are spelled correctly	