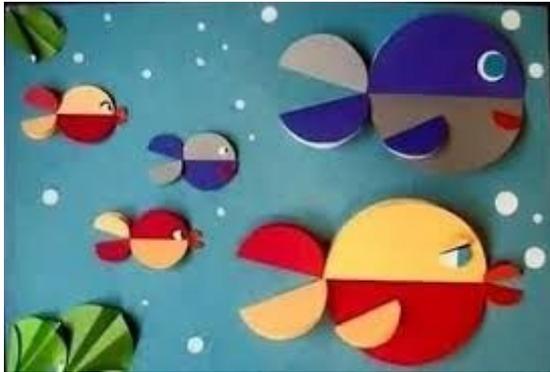
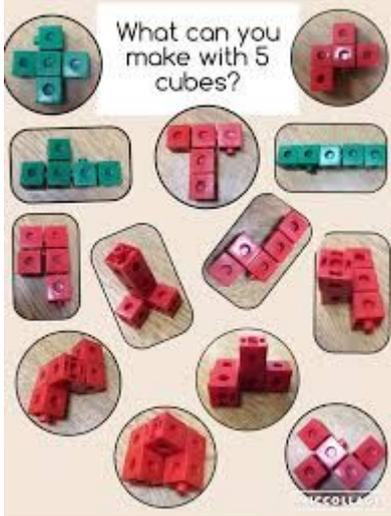


**Nursery**  
**Learning for the week beginning Monday 18th May**  
**Book of the week: Monkey Puzzle**  
<https://www.youtube.com/watch?v=1aCw-IMli3c>



<p>Monday</p>	<p>Sound of the week</p>	<p>/i/  <u>Describe and find it</u></p> <p>Set up a model farmyard. Describe one of the animals but do not say its name. Say, for example:          “This animal has horns, four legs and a tail.”</p> <p>Ask them to say which animal it is. Ask them to make the noise the animal might make. When they are familiar with the game let them take the part of the adult and describe the animal for you to name.</p> <p>This activity can be repeated with other sets of objects such as zoo animals, toy sets based on transport (e.g. aeroplane, car, train, bus, boat) and musical instruments. It can be made more challenging by introducing sets of random objects to describe and name.</p>
	<p>Number of the week</p>	<p>5 - write the number in 5 different ways</p> <p>In sand/salt/sugar, with a pencil, using playdough, using big arm movements, using materials.</p> 
	<p>Shape of the week</p>	<p>Semi-circle</p>  <p>Create the fish from the picture above by using cut out circles and folding them. Explain that a semi-circle is half of a circle. Once all the fish you want are made, go back and count the semi-circles.</p> <p>How many were used? Did all the fish have the same amount of semi-circles?</p>
	<p>Role play/PSED</p> <p>Based on monkey puzzle</p>	<p>Read <a href="https://www.youtube.com/watch?v=1aCw-IMli3c">https://www.youtube.com/watch?v=1aCw-IMli3c</a> together.</p> <p><u>People who help us when we are worried</u></p> <p>In the story, little monkey turns to butterfly to help him find his mother. They work together to find her and monkey changes from being worried and scared to being happy in the end.</p> <p>Think about a time that you have been worried or scared at home or school. Talk about who you would turn to help to you in each different situation, and how you felt once they had helped you. Paint or draw a picture of one of the different people in your life who helps you.</p>

Tuesday	Sound of the week	<p>/i/  <u>Finish the rhyme</u></p> <p>Use a book with predictable rhymes that they are familiar with and then stop as you come to the final word in the rhyme. Invite them to complete it. Use plenty of intonation and expression as the story or rhyme is recounted.</p>
	Number of the week	<p>5</p> <p><u>Build and count</u></p> <p>Give them 5 separate building blocks and encourage them to build a tower. How many different shaped buildings can they make?</p>  <p>Then explore all the other ways they can build more than 1 tower using the 5 blocks.</p> <p>Encourage them to compare the different buildings they make and explore how they are the same and how they are different.</p>
	Shape of the week	<p>Semi-circle</p> <p>Create a semi-circle rainbow</p> 
	Physical (Developing different types of movement and coordination)	<p>As you are reading through the book together, imagine you are in the book for each page, how might you move through the book.</p> <ol style="list-style-type: none"> <li>1. Tip-toe around the large elephant</li> <li>2. Crawl under the branch of the enormous snake</li> <li>3. Wade through the spiders webs moving them out of the way with your hands</li> <li>4. Jump through the branches with the parrot</li> <li>5. Splash in the water next to the frog</li> </ol>
Wednesday	Sound of the week	/i/

		<p><u>Name play</u></p> <p>Call out a child's name and make up a fun sentence starting with the name (e.g. Belle has a big, bouncy ball, Kevin keeps kippers in the kitchen, Tianna has ten, tickly toes, Fred found a fine, fat frog). Ask the children to think up similar sentences for their own names.</p>
	Number of the week	<p>5</p> <p><u>Simon says</u></p> <p>While playing Simon says. Try to relate the copy tasks to the number 5.</p> <p>“Simon says, jump 5 times”  “Simon says, bring me 5 socks”  “Simon says, clap 5 times”  “Show 5 fingers”</p>
	Shape of the week	<p>Semi-circle</p> <p>Have lots of shapes of different colours and sizes laid out in front of you.</p> <p>Have a timer and see how quickly they can find the shapes that fit what you describe.</p> <p>EG. Have 4 sides, have a round side, are bigger than, are smaller than, are blue/red/yellow.</p> <p>After a few times, see if they can ask questions for you to follow instead.</p>
	<p>Maths</p> <p>(Number problems  Or  Explore the weight of objects and how we can sort them)</p>	<p>Looking through the book, order and match the different animals based on different things.</p> <ul style="list-style-type: none"> <li>- How many legs they have.</li> <li>- Biggest to smallest</li> <li>- Fastest to slowest</li> </ul> <p>For each category, ask the children to explain their answers with you.</p>
Thursday	Sound of the week	<p>/i/  Sound story time</p> <p>Discuss how they can use their voice to add sounds to stories such as Bear Hunt, Chicken Licken or The Three Billy Goats Gruff. Repeat favourite rhymes and poems in different voices together (e.g. whispering, growling, shouting, squeaking) and discuss the differences.</p>
	Number of the week	<p>5</p> <p>Ask children to see if they know any songs that help teach the number 5. Revisit songs covered previously in class.</p> <p>5 little monkeys  5 little men in a flying saucer  5 currant buns  5 little ducks</p>
	Shape of the week	<p>Semi-circle</p> <p>Be creative and make a picture using semi-circles.</p>



Use some of these ideas to help you.

EAD

Children should do their best to do a self-portrait.

Think carefully about what shapes to use and what features to include.

Use a mirror to remind them of any features they may have missed.



Friday

Sound of the week

/i/  
Which one?

Lay out a selection of familiar objects with names that contain three phonemes (e.g. leaf, sheep, soap, fish, sock, bus).

Check that they can recognise each object. Bring out the sound-talking toy and ask them to listen carefully while it says the names of one of the objects in sound-talk so they can help it to put the sounds together and say the word. The toy then sound-talks the word, leaving a short gap between each sound. Encourage the children to say the word and identify the object. They can then repeat the sounds and blend them together – it is important that they do this and

		don't simply listen to the adult doing so.
	Number of the week	5 - <a href="https://www.youtube.com/watch?v=-4sYesKx0b4">https://www.youtube.com/watch?v=-4sYesKx0b4</a> Watch and sing along with the numberblocks - Number 5
	Shape of the week	Semi-circle  <a href="https://www.youtube.com/watch?v=OEbRDtCAFdU">https://www.youtube.com/watch?v=OEbRDtCAFdU</a> - Sing the shapes song  The semi-circle is missing, can you think of things that are the shape of a semi-circle around the house?
	Literacy	Here are some ideas or questions that you might want to use to start a discussion in your family. You know your family and which questions they are ready to tackle now and which can be left for another day:  <ol style="list-style-type: none"> <li>1. How would you describe little monkey's mum so that Butterfly could find her easily?</li> <li>2. How would you describe your Mum?</li> <li>3. Why doesn't Butterfly understand that the little monkey's Mum looks like her?</li> <li>4. What do Butterfly's babies look like?</li> <li>5. How does a caterpillar change into a butterfly?</li> </ol>