

Nursery Home Learning W/C 02.11.2020

	Session 1 Phonics/Reading	Session 2 Maths/ Topic
Mon	<p>S how the chn a witch’s hat who might wear one of these? Discuss what a witch might do? Discuss ideas together. Model back sentences. Show children the front cover of Room on the Broom, and read the story.</p> <p>https://www.youtube.com/watch?v=_uQulEnxsRo</p>	<p>LO: I can recite some numbers in order. I can begin to use the language of quantities (more, a lot)</p> <p>Look at the pumpkins on the IWB. Are they in order? Count and find out. Chn to order the numbers counting throughout to remind them of the order.</p> <p>Look at the witches cauldron which cauldron has the most in? Demonstrate using the language of quantity and encourage the children to use the language when answering questions.</p>
Tues	<p>Show children the hat can they remember who it belonged to? Talk about who was in the story and where the story takes place. Read the story again and ask them to join in bits they know.</p> <p>https://www.youtube.com/watch?v=_uQulEnxsRo</p>	<p>LO: I know that quantity changes. I know if nothing is added or taken away the quantity remains the same. I can use mathematical language to give reasons for why the total remains the same.</p> <p>Use sweets to carry out maths problems. Demonstrate that a bowl of sweets will be less as children take out sweets and that the bag of childrens sweets will grow in quantity if you add more.</p> <p>Ask 'have I got the same' ensure children understand that the quantity changes. Use sweets, move on to understand that if nothing is taken away the quantity will remain the same.</p> <p>Look at what happens if there are too many for one bowl, so split the sweets in to two but know that I still have the same amount.</p>

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<p>Wed</p>	<p>Show chn the hat- can they remember what happens in the story? How do you think the witch felt when she kept losing her things? Give two options and children to discuss. Share answers and adult to model sentence. Repeat with other questions and building sentences with answers. Questions: How do you think the witch felt when she saw the dragon? Do dragons breathe fire? What things would you put in your cauldron?</p>	<p>LO: I begin to recognise and describe special times or events for family or friends.</p> <p>Let's celebrate! What do we already know? Show children a picture of people celebrating, what are they doing? How do you know?</p> <p>When might we celebrate? How do you celebrate? Show picture prompts to encourage children.</p>
<p>Thurs</p>	<p>Show children the hat and ask them if they remember what story we know?</p> <p>Hot seating: Child is going to be the witch, Parent/guardian is the interviewer. Put the answers in a sentence and model Examples: Why did you keep losing all your things? What did you think when you saw the beast scaring the dragon? When all the animals were on your broomstick and it broke, what did you say? How did you feel when you saw your new broomstick?</p>	<p>LO: I understand how to be safe.</p> <p>Bonfire night safety powerpoint. Discuss with chn how to stay safe on bonfire night.</p>

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Fri	<p>Show children 3 photos of characters from the story. Show first one, give them choice of 2 words to describe. Shall we say the cat is fluffy or furry-chn call out word to use. 'The cat is</p> <p>Is the dog friendly or fierce? Shall we say the frog is smooth or slimy? Listen to the 3 animal noises and match them to the animals.</p>	<p>LO: I can use the language of quantity</p> <p>Water activity: child to use three cups, fill them to different amounts. Which has the most? Which has the least? Does this have more or less? Encourage child to use language of more or less.</p>
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