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"With Jesus as our guide; we love, live and learn together."

WEEKLY HOMEWORK LETTER

YEAR GROUP	Nursery	NO.	14	DATE:	13.07.2020
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Hi Nursery,

Well done for working so hard at home on your home learning challenges! I am really enjoying seeing the pictures that your Mommy's and Daddy's are sending to me on the evidence me app!

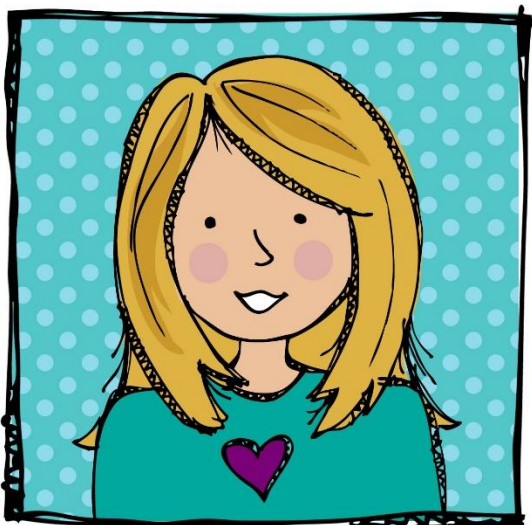
We only have 1 more week left until the summer holidays so keep up the hard work this week. Let us hope that the sunshine returns for the six weeks holiday!

I have been impressed with how hard you are working on your initial sounds! Wow, you really are using your listening ears; Keep those listening ears switched on!

Mrs Nokes and I are missing you all very much but we know that you are keeping safe at home. We are constantly keeping all of you in our thoughts and prayers.

Keep going with all of your hard work and please do not forget to send us photographs through the "Evidence Me" app; we really do enjoy seeing what you have been doing.

Mrs R Price-Patel & Mrs C Nokes



English

FOCUS	TASK(S)	GUIDANCE
ENGLISH	<p data-bbox="549 282 769 320">Initial sounds</p> <p data-bbox="316 322 948 454">We are going to continue to look at the following sounds s,a,t,p,i,n. This will enable your child to begin to confidently recognise what each sound looks like and what it sounds like.</p> <p data-bbox="316 456 978 620">It is important that you keep the sounds “pure,” for example when teaching the sound “t” please avoid saying “tuh” or for “p” avoid saying “puh” Please also avoid teaching your child the capital name for the sound.</p> <p data-bbox="316 663 432 696">Monday</p> <p data-bbox="316 698 995 763"><i>Recall the sounds from the previous weeks with your child; s,a,t,p,i,n.</i></p> <p data-bbox="316 766 951 831">Print them out from below or use the sheets with the sound on from the previous 2 weeks.</p> <ol data-bbox="368 833 995 1234" style="list-style-type: none">1. Hold each sound up and ask your child what sounds it is.2. Lay the sounds out on the floor. Say the sound and ask your child to jump on it or point to it.3. Give your child a sound and ask them to find things in the house that beginnings with that sound.4. Say a word beginning with one of the sounds to your child, for example “sssssnake.” Ask your child what sound can they hear at the beginning of the word. <p data-bbox="316 1301 927 1335">Tuesday, Wednesday, Thursday and Friday</p> <p data-bbox="316 1368 978 1536">Over the next few days’ we are going to be looking closely at “rhyming words.” This involves lots of listening for your child and lots of patience for you! Please work through the tasks below over the 4 days.</p> <p data-bbox="316 1570 408 1603">Task 1</p> <p data-bbox="316 1606 962 1704">Click on the link below. This will take you to a powerpoint all about rhyming words. Sit with your child and go through it.</p> <p data-bbox="316 1738 927 1803">https://www.twinkl.co.uk/resource/t-l-8886-rhyming-match-quiz-powerpoint</p> <p data-bbox="316 1836 408 1870">Task 2</p> <p data-bbox="316 1872 978 2004">Complete the sheet below “Odd One Out.” Look at each strip of words with your child. Say each word clearly emphasising the rhyming sounds in the words.</p>	<p data-bbox="1027 416 1493 548">Remember to make each of these activities into a “play activity” for your child!</p> <p data-bbox="1027 815 1485 1155">Don’t forget to take a picture and tell us all about how your child does on the “Evidence me” app! We really do look forward to seeing what you have all been up to!</p>

Task 3

Click on the link below. This will take you to a powerpoint all about rhyming words. Sit with your child and go through it.

<https://www.twinkl.co.uk/resource/phase-2-rhyming-words-powerpoint-t-l-527505>

Task 4

Print out and complete the sheet below “matching rhyming words.” Look at each word with your child. Say each word clearly emphasising the rhyming sounds in the words.

Task 5

Print out and complete the sheets below “rhyming match clip cards.” Give your child a peg and say each item to your child.

s

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a

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t

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p

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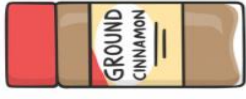

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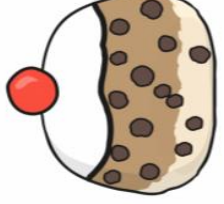


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Task 2 - Odd One Out

<p>dice</p> 	<p>mice</p> 	<p>spice</p> 	<p>slug</p> 
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<p>sun</p> 	<p>bun</p> 	<p>snake</p> 	<p>run</p> 
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ball



snake



tall

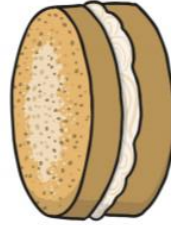


wall



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cake



moon



rake



lake



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Task 4 - Matching Rhyming Words

Ice Cream Matching Rhyming Words


Look carefully at the pictures on the ice cream cones and read the words. Can you draw a line to a scoop of ice cream to create a rhyming pair?




Task 5 - Rhyming match clip cards



Three small illustrations in boxes: a green tree, a pink pig, and a black top hat with a red band.



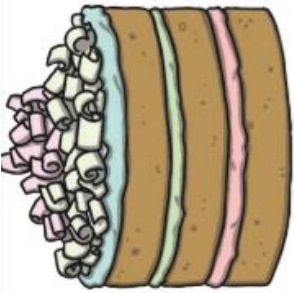
Three small illustrations in boxes: a brown mouse, a white bus, and an orange fish.

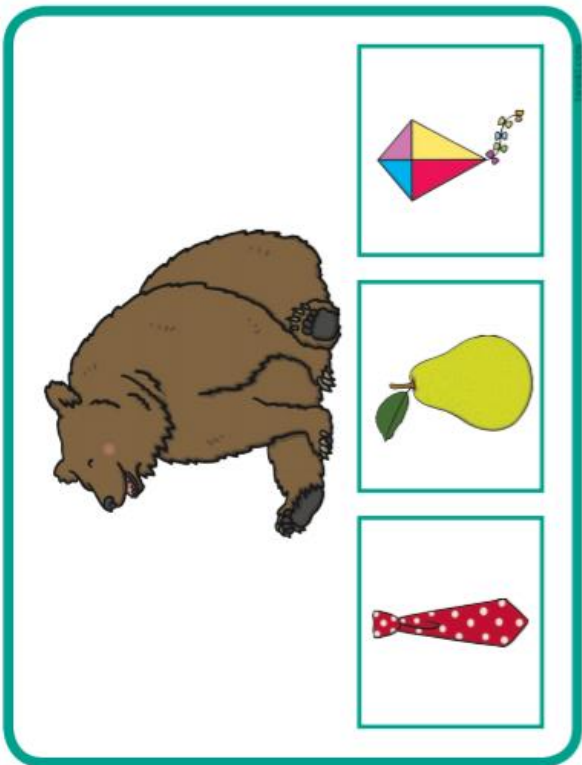
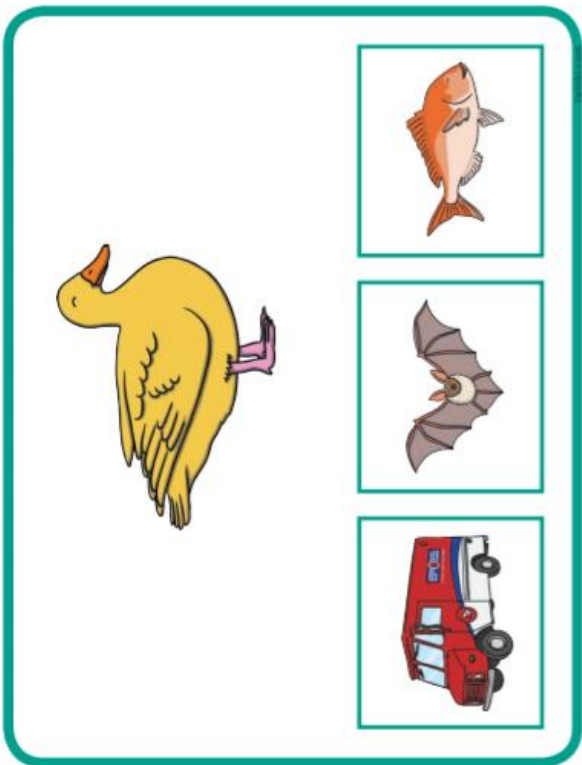


Three small illustrations in boxes: a sleeping orange and white striped cat, a green frog, and a smiling yellow sun.



Three small illustrations in boxes: a green tree, a grey suitcase, and a blue cup.





Maths

MATHS

Estimation

Monday and Tuesday

Below are the links to 2 power-point presentations about estimation. Click on each one and then sit with your child going through it.

You may want to repeat the power points, or focus on certain sections more than others.

<https://www.twinkl.co.uk/resource/t-n-7224-magical-estimation-and-counting-powerpoint>

<https://www.twinkl.co.uk/resource/cfe-n-276-cfe-early-level-estimation-powerpoint>

Wednesday

Do the “estimating socks” activity from below with your child.

Thursday and Friday

Complete as many of the “estimating challenges” from the sheet below as you can with your child.

Throughout the week, try to look out for opportunities to ask your child to estimate objects.

Ask;

“How many do you think there are?”

“Shall we estimate how many..... there are?”

“Now lets’ check by counting.”

Don't forget to take a picture and tell us all about how your child does on the “Evidence me” app!

Maths Mastery Home Learning Challenge

Adult Guidance

What Are We Learning?

We are learning how to estimate how many objects we can see and then how to check by counting them.

How to Set up the Challenge

- Collect ten different socks.
- Place them in a basket.

How to Get Your Child Thinking

- Were the socks easier to estimate in the basket or on the floor, why?
- Did looking for groups of socks help you to make an estimate? How did this help?
- Can you explain how you checked how many socks there were?



Estimating and Counting Socks



- Can you explain what an estimate is?
- Can you estimate how many socks are in the basket?
- Tip the socks out on to the floor.
- Now can you spot any groups of socks together?
- Can you estimate again then check how many there are by counting them?

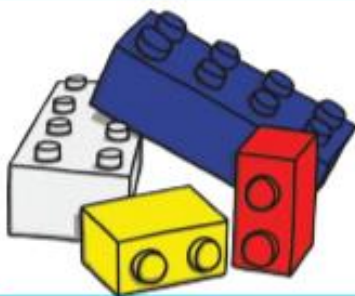
Maths: Estimating and Checking

Home Learning Challenges

Estimating is having a good guess at how many objects there are. Good estimates are really near to the actual amount. The more you practise, the better at estimating you will get!

Place some small fruit such as grapes or raisins into a small, clear bag or box. How many do you think there are inside? Estimate how many there are and then open the bag/box to count the items. How close was your estimate?

When shopping with a grown-up, try estimating the number of items in different packages or groups. For example, estimate how many bananas are in a bunch, how many cakes in a packet or how many flowers in a bunch. Then carefully count each item making sure you point to each one as you count.



Ask a grown-up to help you cut some food into pieces. You could cut a cake, a pizza, or an orange. Estimate how many pieces you can see and then count them to check. Was your estimate near to the actual amount?

Make a collection of 10 pebbles and put them in a bag or box. Take a few out and put them on the floor. Can a friend or grown-up estimate how many there are? Check how close they were to the actual amount by counting. Then swap over and estimate how many pebbles they put on the floor. Keep taking turns and see who can get the closest estimates.

Build a tower with some building bricks. Estimate how many bricks you have used and then count them. Can you build a taller tower? Can you estimate and count the bricks in this tower too?

Play an estimating game using some coins. Place some coins into your hand and show them to a grown-up or friend. Ask them to estimate how many coins you are holding. Then count the coins to see how close they were. Your friend could then show you some coins to estimate.

Topic

TOPIC/PHSE	<p>A Rhyming story</p> <p>Read the following story with your child.</p> <p>https://www.twinkl.co.uk/resource/t-t-2545622-ronald-the-rhino-ebook</p> <p>Talk to your child about the story. Ask them as many questions as you can centred around;</p> <p>“who did.....”</p> <p>“what happened when.....”</p> <p>“when did.....”</p> <p>“where did they.....”</p> <p>“how did.....”</p> <p>“why do you think.....”</p> <p>Ask your child to draw a picture about the story in their yellow book and tell you about it.</p> <hr/>	<p>Don't forget to take a picture and tell us all about how your child does on the “Evidence me” app!</p>
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Awe and Wonder

Plastic Bag Parachutes



Awe and Wonder Plastic Bag Parachutes



You will need:  A square of plastic bag material  A plastic person  String  A hole punch  Scissors



Method:

1. Cut off across the corners of the square, creating an octagon shape.
2. Hole punch in the middle of each side.
3. Put a piece of string through each of the 8 holes and tie.
4. Gather the 8 pieces of string together and tie to your plastic person.
5. Cut out a small circle from the centre of your parachute to let air pass through gently.
6. Get up somewhere high, on top of a climbing frame or up some stairs.
7. Hold the centre of your parachute, with the person underneath. Let go and watch how they travel to the ground.
8. Does the parachute open? Does the person travel fast or slow? Does the person go straight down or to one side? Does it spin? What could you do differently?

The Science Bit

When you release the parachute the weight pulls down on the strings and opens up a large surface area of material that slows down the person. The larger the surface area the more air resistance and the slower the parachute will drop.