



HEADTEACHER: Mr A.G. Neenan

Cross Lane, Great Barr, Birmingham, B43 6LN
Tel: 0121 357 3216 Fax: 0121 358 5523

email: headteacher@holynamesandwell.sch.uk
website: www.holynamesprimary.co.uk

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

WEEKLY HOMEWORK LETTER

YEAR GROUP	Nursery	NO.	11	DATE:	22.06.2020
------------	---------	-----	----	-------	------------

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!

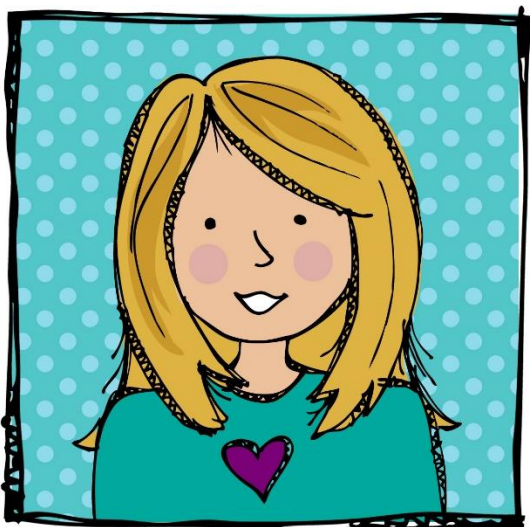
I have been impressed with how hard you are working on your initial sounds! Wow, you really are using your listening ears; Keep those listening ears switched on!

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 don't forget to send us photographs through the "Evidence Me" app; we really do enjoy seeing what you have been doing.

I have changed the layout of the home learning sheet this week. The same information is there, i.e Maths and English, it just looks different.

Mrs R Price-Patel & Mrs C Nokes



English

FOCUS	TASK(S)	GUIDANCE
<p>ENGLISH</p>	<p>For the next 2 weeks, we are going to be looking at initial sounds in words. This means the sound that a word begins with. For example, the initial sound for snake is “sssss,” the initial sound for apple is “aaaaaa.”</p> <p>Monday Print out the sound “p” from below and the matching initial sound pictures. Show your child the sound “p” say to your child “this makes the sound pppppp” Encourage your child to look at the letter whilst saying the sound pppp. Print out the pictures below of things which begin with “p” or you could use objects around your house which begin with “s” for example a pen, plate, paper etc... Say the name of each item emphasising the sound “ppppp” at the beginning.</p> <p>Tuesday Print out the sound “i” from below and the matching initial sound pictures. Show your child the sound “i” say to your child “this makes the sound iiiiiiiii.” Encourage your child to look at the letter whilst saying the sound iiiiii. Print out the pictures below of things which begin with “i” Say the name of each item emphasising the sound “iiiiiii” at the beginning.</p> <p>Wednesday Print out the sound “n” from below and the matching initial sound pictures. Show your child the sound “n” say to your child “this makes the sound nnnnnnn.” Encourage your child to look at the letter whilst saying the sound nnnnnnn. Print out the pictures below of things which begin with “n” or you could use objects around your house which begin with “n” for example a nuts, nail, nail polish, notebook. Say the name of each item emphasising the sound “nnnnnnn” at the beginning.</p> <p>Thursday Spread the pieces of paper with the letters “p” “i” and “n” out on the floor. Say words out-loud to your child which begin with each of the letters. Your child is to attempt to jump on to the correct sound. For example, you say “ppppppplate” your child will jump on the letter “p”. You say “iiiiiiink” your child will jump on the letter “i”</p> <p>Friday Matching game. Lay out all 3 of the letters we have looked at this week, p,i and n, with the matching pictures all mixed up. Your child is to attempt to match the picture to the correct initial sound.</p>	<p>Remember to make each of these activities into a “play activity” for your child!</p> <p>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>

p

Photos courtesy of code_martial, John-Morgan, Imerinomx, Christopher.Michel, kevin dooley and taidoh @flickr.com granted under creative commons licence - attribution



i

Photos courtesy of Theis Kofeod Hjorthm, Edgar Barany, DeeJayTee23, iPluto and mezzoblue @flickr.com granted under creative commons licence - attribution



n

Photos courtesy of drian Kingsley-Hughes, Martin LaBar, u-lin, jeffreiw, NS Newsflash and mekong_virus@flickr.com granted under creative commons licence - attribution



Maths

MATHS

This week we are looking at amounts of objects in a group. We are beginning to compare amounts using the language of “more” and “fewer.”

Monday and Tuesday

The important aspect of this activity is the use of language and comparison. It is **not** for your child to count how many there are.

Play comparison games with food in a bowl or a bag. It could be raisins, crisps, chopped up fruit, cereal such as cheerio's or sweetcorn. Give your child the bowl with the food in. Now ask your child to give some to you for your bowl. Ask questions;

Who has more?

Who has less?

Who has fewer?

Who has the most?

Now tell your child to eat some of the food. Ask questions;

Has it changed now?

Do you think they are the same amount?

Who has fewer now?

Who has more now?

Do this several times over 2 days. Use different foods, change the amounts in the bowl, change who has fewer/more. Change who eats first etc.

Wednesday

Give your child a pile of as many coins as you can. Please ensure that there is a range of coins such as 1p's, 2p's, 5p's, 10p's etc...

Now ask your child to look at them closely and sort them into groups. Ask questions;

What different ways can you sort the coins?

Which ones are the same?

Which ones are different?

Can you sort them by colour or by type?

Once your child has “sorted” the coins into groups, ask;

Which set has more coins?

Which set has fewer coins?

Are any of the sets the same?

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

Thursday

Use construction blocks such as lego, stickle bricks, wooden blocks etc to have a tower building competition with your child. Ask questions;
Who's tower has fewer bricks?
Who's tower has more bricks?
How can you tell?
What do we need to do to make the tower with fewer bricks change into the tower with the most bricks?
What has happened now? Why what did you do?

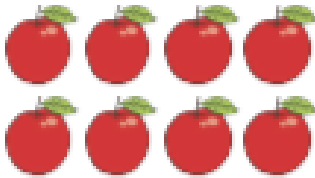
Friday

Print out the sheets below. Give your child a peg to put a peg on the correct answer.

Which group of bears has **more**?



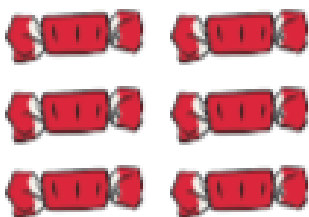
Which group of apples has **more**?



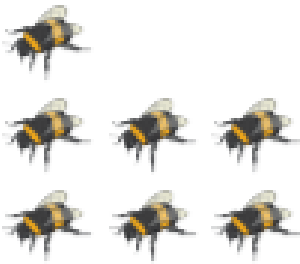
Which group of cars has **more**?



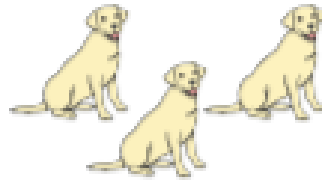
Which group of sweets has **more**?



Which group of bees has more?



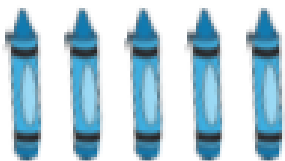
Which group of dogs has less?



Which group of fish has less?



Which group of crayons has less?



Topic

TOPIC	<p>Under the sea! This week we are looking at the topic “under the sea.”</p> <p>With your child research, using the internet or books, different creatures that live under the sea. Ask your child what sea creatures they would like to find out about. It could be sharks, octopus, crabs, clown fish etc.</p> <p>Get your child to draw pictures to show what they have found out in their yellow book. Record what they tell you as the child’s voice.</p>	<p>Don’t forget to take a picture and tell us all about how your child does on the “Evidence me” app!</p>
--------------	---	--

Awe and Wonder

Dancing Raisins

Dancing Raisins

Materials



Raisins



Still water



Fizzy Water



Two clear,
plastic cups

Instructions

- 1** First, carefully pour some still water into a clear, plastic cup.
- 2** Gently, drop a raisin into the water. Did it float or sink?
- 3** Next, pour some fizzy water into a different clear, plastic cup.
- 4** Gently drop a raisin into the water. Did it float or sink?
- 5** What was the difference between the two reactions. Why do you think this was?



The Science Bit

In the still water cup, the raisin sinks because the raisin is denser than the water.

In the fizzy water cup, the raisin is again denser than the water. However, the bubbles get trapped in the grooves of the raisin, helping it to float back to the surface. When the bubbles pop, the raisin sinks back down.

