

Pipits Nurseru

Introduction

Dear Pipits class,

I hope you have had a lovely week and I have loved receiving pictures showing me what some of you have been getting up to. For those of you who are not coming in to nurseru I would love to see pictures of your learning at home. I have attached the learning opportunities and adult led activities that we will be doing within nurseru. Please remember that the children learn through play and it should be fun!

You can keep in touch via email and I would love to see what you have been up to. Please feel free to email me with any questions. My email address is esturges@st-ives-inf.cornwall.sch.uk

Take care of yourselves and your families – stay safe.

Warm thoughts and wishes.

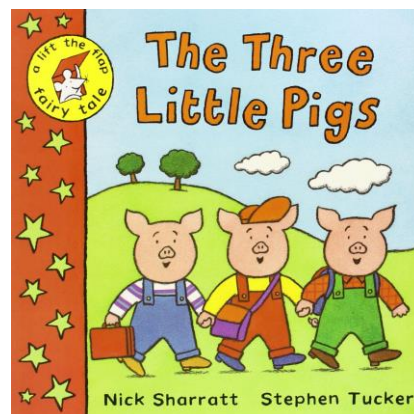
Miss Sturges

School Virtual Games-

This week will be the School Virtual Games. Each day complete the tasks, count your points and submit them following the PDF link from the school Facebook page. Bonus points if you are in fancy dress and if you get an adult to join in.

Focus of the week: The Three Little Pigs

In Nurseru we follow the children's interests and learn through play and investigating. Below are our focus areas for the week. You can work through these with your children at your own pace. Allow the children time to explore and input their own ideas and use the time to enjoy letting the children show you how amazing they are. Please investigate further (if your child is really interested in the topic) and encourage deeper learning through books, research, role-play, questioning, drawing and making as you see fit.



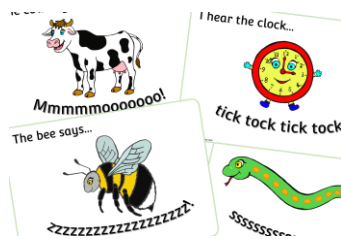
Reading

You can read the story from this link: <https://worldstories.org.uk/reader/the-three-little-pigs/english/262#>

I have recorded myself reading it for the children, which you will be able to find on the Nursery page of the website. Or on our school youtube

Read the story, talk about why the wolf is being mean? What was the best house? Why, what did they use? How many pigs were there?

Phonics



This week we are focussing on voice sounds. We are going to be exploring copying sounds and changing the pitch and length of the sound. Can you pass the eeeeeeeeee sound! We will also be looking at pictures and making the sound we think it would make. We will be recording ourselves do this and then listening back.

Fine motor skills and mark making

We will be:

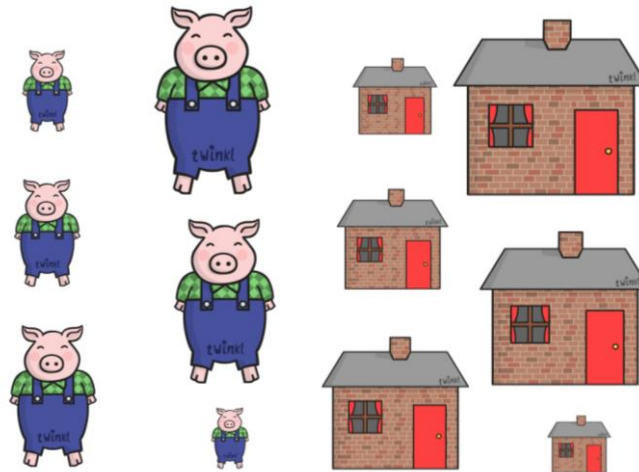
- Making houses out of wooden bricks, straw and sticks
- Picking up gems from oats
- Finger painting and drawing
- Writing our names with cotton buds
- Making clay houses
- Mixing oats and water
- Playdough houses
- Junk model houses

Role-play

Re-enacting the story is great fun! Pretend-play is great for your child to practice skills like story-sequencing, recalling events, using a narrative script as well use of new language words from the book. Can you act the big bad wolf? Can you do a big bad wolf blow.

Maths

Can you order the houses from biggest to smallest? Can you order the pigs to biggest to smallest.



Engaging activities

- Using a hairdrum to try and knock down the houses that you have built
- What do you need to make a strong house?
- Can you make some rainbow oats and write your name in them?
- Play what's the time Mr Wolf
- Write your name with mud and sticks.
- Wooden brick printing
- Draw or paint your house
- Make a gingerbread house to eat

Make sure you go onto the Facebook page to submit your results for the School games.

Click the links to access challenge card & video!

Cornwall Virtual School Games - #CornwallVSG2020
Monday 22nd - Friday 26th June 2020

THE VIRTUAL GAMES
MONDAY 22ND - FRIDAY 26TH JUNE 2020
EXETER

Monday	Tuesday	Wednesday	Thursday	Friday
Athletics	Bowls / Boccia	Dance / Gymnastics	Volleyball	Tennis
Speed Bounce Click Here!	Knock'em Down Click Here!	Hip Hop Click Here!	The Serve Click Here!	Continuous Rally Click Here!
Standing High Jump Click Here!	The Target Click Here!	A Sequence Click Here!	Hot Potato Click Here!	Continuous Volley Click Here!
Standing Long Jump Click Here!	Tuesdays Results Link Click Here!	Wednesdays Results Link Click Here!	Flick & Catch Click Here!	Target Shooting Click Here!
Mondays Result Link Click Here!	ALL WEEK: Click Here!	MUTM Results Submit via Daily Link Click Here!	Thursdays Results Link Click Here!	Fridays Results Link Click Here!

[How To Use This Document & Complete Results Card Video](#)

Please see below for our daily plan

Area of Learning	Monday	Tuesday	Wednesday	Thursday	Friday
AM	School games challenge The Three little Pigs Read the story, discuss the big bad wolf. Why did he try and knock their houses down? Which was the best house and why? How do we think the pigs are feeling?	School games challenge Can we knock the houses down Have a house of bricks, straw and sticks. Using our big wolf breaths can we knock them down?	School games challenge Phonics Voice sounds, can you make a sound for the picture you can see? Record the sounds to play back to the children.	School games challenge Maths Can you order the pictures of the pigs from biggest to smallest? Can we order the numbers?	School games challenge Phonics Voice sounds, can we pass the sound around the circle. eeeeeeee. can we experiment with different pitch and different sounds and length of sounds?
PM	Maths Can you order the pictures of the pigs from biggest to smallest?	Phonics Voice sounds, can we pass the sound around the circle. eeeeeeee. can we experiment with different pitch and different sounds and length of sounds?	What's the time Mr. Wolf	Goldilocks and the three bears story. How do the bear's feel? How does Goldilocks feel?	
Fine motor:	Get the gems out of the oats	Rainbow oats, capacity, scooping	Small world	Add water to the oats- what happens?	Clay houses.
Writing area:	Writing with sticks and mud	Make story books	Postcards to the wolf	Write your name with earbuds and paint dots	Finger painting
Maths area:	Ordering the pictures biggest to smallest	Counting the sticks	Order the pig numbers	What's the time Mr. Wolf	House building shapes.
Other activities to have out for week	Building house out of junk modelling. Discuss Prepositions (under, on, top etc)	Play dough houses	Mud kitchen/ mud houses	What happens when the houses get wet?	Painting area with pictures of pigs/ Painting with sticks, Brick painting
Phonics -Phase 1 Turning into sounds: copy the sounds and record the sounds.					
Prime Areas			Specific Areas		
Personal, Social and Emotional Development To talk confidently about their feelings and what they like			Literacy To mark make for a variety of purposes		

<p>Adults will: support children to talk confidently about their own feelings needs, wants, interests and opinions. Adults to help support their emotions through emotion coaching and conflict resolution.</p>	<p>Adults will: provide activities during which children can experiment with mark making and writing, model writing for a purpose, for example, lists, cards, letters, forms, messages etc.^[11]^[SEP] Core Book: The Rainbow Fish</p>
<p><u>Physical Development</u></p> <p>To handle tools with increasing control and coordination Adults will: support children to use a range of tools for a variety of purposes, for example in the garden use large and small spades, forks, rakes, trowels etc. to dig over the vegetable patch and digging area; discuss the need to use these safely and model how to do this, provide a wide selection of tools for mark making</p>	<p><u>Mathematics</u></p> <p>To show an interest in representing numbers</p> <p>Adults will: support children by providing them with opportunities to notice and recognise numerals; support children to represent numbers for example using their fingers, marks on paper or pictures</p>
<p><u>Communication and Language</u>^[11]^[SEP]</p> <p>To use talk in order to organise, sequence events or clarify thoughts, ideas and events</p> <p>Adults will: support children to expand on what they say, introducing and reinforcing complex sentences; support using language of sequencing such as first, next, then, before, after, last; ensure all children are able to make a contribution in group discussions and that these are valued.</p>	<p><u>Understanding the world</u></p> <p>To comment and ask questions about aspects of their familiar world</p> <p>Adults will: raise children's awareness of things they see around them both in the setting, for examples signs of summer, warmer, what do we wear? and in the local environment such as a visit to the beach, encourage children to ask questions</p>
	<p><u>Expressive arts and design</u></p> <p>To explore the different sounds design and technology and role-play. Adults will: Provide children with lots of opportunities to experiment making sounds— maybe bean shakers, play games such as 'copy the beat' encourage the children to make up rhythmic patterns and listen to a wide range of music. Children can experiment taking pictures of their faces showing different emotions. They can also act out the story to show the emotions of characters at different points.</p>