

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 nursery 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 nursery. 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

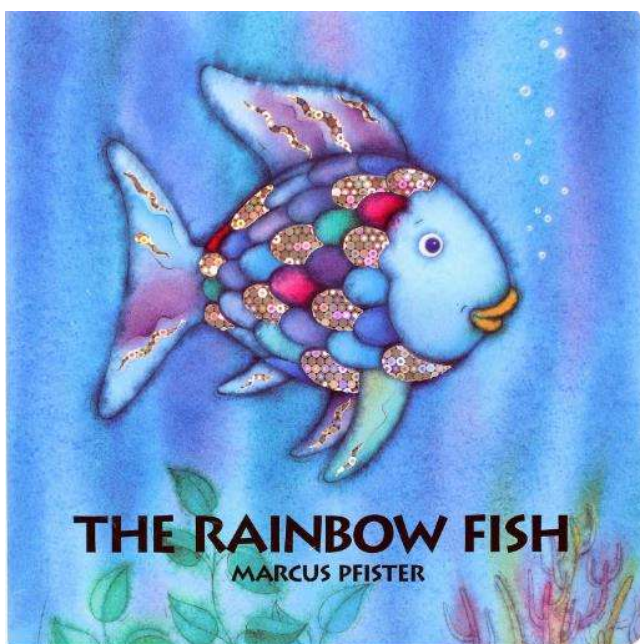
Take care of yourselves and your families - stay safe.

Warm thoughts and wishes,

Miss Sturges

Focus of the week: The Rainbow Fish

In Nursery 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

Please read the story of The Rainbow Fish

You can find it online at: <https://www.storyjumper.com/book/read/44701546/The-Rainbow-Fish#page/4>

Or you can watch it

https://www.youtube.com/watch?time_continue=19&v=QFORvXhub28&feature=emb_title

Read the story, talk about how the Rainbow fish and other fish feel at the beginning of the story and throughout? How does the Rainbow Fish feel at the end? Why did he change his mind? What creature would you find in the ocean?

What happened at the end of the story? Who are Rainbow fishes friends?

Phonics



This week we are focussing on voice sounds. We are going to be exploring how our mouths move and what noises we can make. Make your voice go down a slide – wheee! Make your voice bounce like a ball – boing, boing! Sound really disappointed – oh! Hiss like a snake – ssssss! Keep everyone quiet – shshshsh! Gently moo like a cow – mmmoooo. Look astonished – oooooo! Be a steam train – chchchchch. Buzz like a bumble bee – zzzzzzz! Be a clock – tick tock. This can be extended by joining single speech sounds into pairs (e.g. ee-aw like a donkey)

Fine motor skills and mark making

We will be:

- Finding gems in the sand
- Picking up gems with tweezers

- Cutting green spaghetti (seaweed)
- Finger printing scales on fish
- Making clay fish
- Jelly fish paper plates
- Painting fish
- Glitter play-dough

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 make some fish puppets by making your own fish and sticking them to sticks?



Maths

Can you count the number of shiny items in your house? Can you count how many fish you see in the story?

When counting, write the number or show the children the number written so that they can begin to make links. Are there any numbers referred to in the story?

Can you learn the song 1, 2, 3, 4, 5 once I caught a fish alive...? Can you make up some actions?



Engaging activities

Pipit Week beginning 8th June 2020



- Have a walk to the beach. What does the sea feel like? Can you find any treasure or shells?
- Can you paint some shells or pebbles you find on the beach?
- Can you go on an ocean adventure? What do you see on the way?
- Can you make fish shaped biscuits?
- Can you have a flappy fish race with paper fish?
- Can you make your own fish?
- Make some fish shapes in the sand
- Colour salt with chalk and can you make a fish picture or a beach picture?
- How to make rainbow pasta: <https://www.tablespoon.com/recipes/rainbow-pasta/d7cb2f45-dea6-43e7-893f-6708e2dc10ec>

Please see below for our daily plan



Area of Learning	Monday	Tuesday	Wednesday	Thursday	Friday
AM	<p>Rainbow Fish:</p> <p>Discuss the characters in the story, how might they be feeling? Why would the Rainbow fish not want to share his scales?</p> <p>How can we share? How do people feel when we share?</p>	<p>Counting/Sharing</p> <p>Read the story again. How do we share? Can we share our gems? Can we count our gems? How do we share? Point out the numbers as we say them.</p>	<p>Phonics</p> <p>Voice sounds</p> <p>Show children how they can make sounds with their voices, for example: Make your voice go down a slide – wheeee! Make your voice bounce like a ball – boing, boing! Sound really disappointed – oh! Hiss like a snake – ssssss! Keep everyone quiet – shshshsh! Gently moo like a cow – mmmoooo. Look astonished – oooooo! Be a steam train – chchchchch. Buzz like a bumble bee – zzzzzzz! Be a clock – tick tock. This can be extended by joining single speech</p>	<p>Where would we find the fish?</p> <p>What do we find in the ocean? Model making a list of all the things they say and repeat back.</p> <p>Is everything we find in the ocean meant to be there? Talk about what we shouldn't put in the ocean. Can they sort out objects which should and shouldn't be in the ocean?</p>	<p>Phonics</p> <p>Mouth movements and voice sounds: recap on both parts.</p>



			sounds into pairs (e.g. ee-aw like a donkey)		
PM	How are we feeling Ask the children to show you their happy face. Go through a range of faces and end with a silly face. Talk about how we are feeling for each face. What makes us happy, what makes us sad etc. EXT: Take pictures of the children's different faces to make a face collage.	Phonics Mouth movements Explore different mouth movements with children – blowing, sucking, tongue stretching and wiggling. Practising these movements regularly to music can be fun and helps children with their articulation	Listening game: Have one child turned away from the group. Choose a child to say 'I am the bluefish' in a funny voice. Can the child guess who said it?	Read the story again and can they order the story using my pictures. What questions would you ask the characters?	
Adult led activities					
Fine motor:	Individual sand trays with gems in them	Clay fish making with sequins	Turn spaghetti green and cut it as if it is the seaweed.	Salt pictures	Fingerprint fish
Writing area:	Opportunities to draw the fish and label	Paint the fish with water outside	Writing over the letters found on the table.	Fish shaped paper for writing	Write letters in the sand
Maths area:	Gem sorting and counting	Sharing activities, how it makes us feel.	Matching area	Can you count the fish	Order the numbers on the fish.



Other activities to have out for week	Jelly fish paper plates	Play dough with glitter for scales: discard daily	Mud kitchen	Water tray: sea creatures	Painting area with pictures of fish for inspiration
<u>Phonics –Phase 1</u> Voice sounds: exploring how our mouths moves and what sounds we can get them to make.					
<u>Prime Areas</u>			<u>Specific Areas</u>		
<u>Personal, Social and Emotional Development</u>			<u>Literacy</u>		
To talk confidently about their feelings and what they like 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.			To mark make for a variety of purposes 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... Core Book: The Rainbow Fish		
<u>Physical Development</u>			<u>Mathematics</u>		
To handle tools with increasing control and coordination Adults will: support children to use a range 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			To show an interest in representing numbers 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><u>Communication and Language</u></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;</p> <p>Provide children with lots of opportunities to experiment making sounds- maybe bean shakers, play games such as 'copy the beat' encouraging the children to make up rhythmical patterns and listen to a wide range of music. Children can experiment taking pictures of their faces showing different emotions. The can also act out the story to show the emotions of characters at different points.</p>