

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

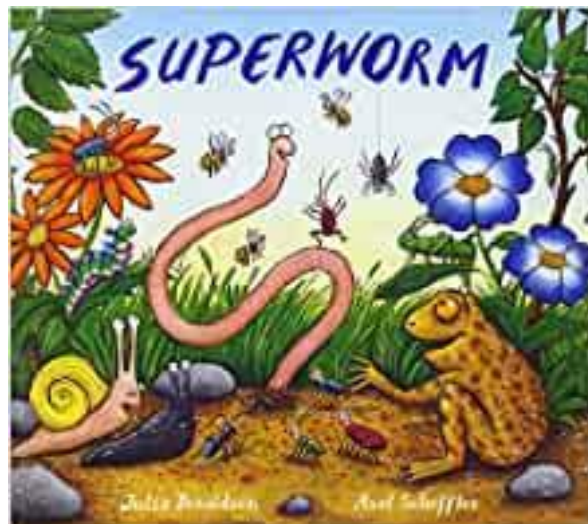
Take care of yourselves and your families – stay safe.

Warm thoughts and wishes.

Miss Sturges

Focus of the week: Superworm – Mini-beasts

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.



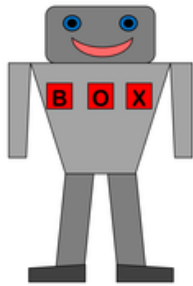
Reading

You can listen at: <https://www.youtube.com/watch?v=4oZwN1e69n8>

I will be recording myself reading it also, which you will be able to find on the Nursery page of the website. Or on our school youtube page: <https://youtube.be/XUrk5dATCIU>

Read the story, talk about all different things Superworm can be used for? Can they remember them all? What happens to Superworm? Can anybody help him?

Phonics



This week we are focussing on voice sounds. We are going to be exploring breaking words down. We will be talking like robots to help to do this. Words we will be breaking down are cat c-a-t dog d-o-g rat r-a-t hat h-a-t etc.

Fine motor skills and mark making

We will be:

- Finding plastic bugs in the sand
- Picking up bugs with tweezers from jelly
- Cutting grass and leaves for bug hotels
- Making symmetrical butterflies
- Making clay snails
- Freezing toy minibeasts in ice cubes.
- Playdough worms

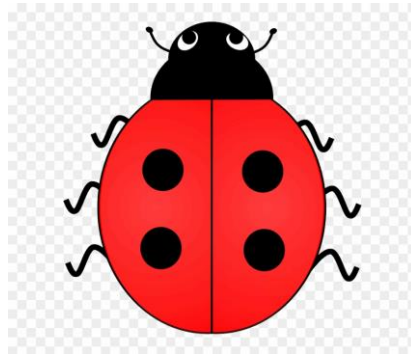
Role-play

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 as use of new language words from the book. Can you act out all the things Superworm was used for?

Maths

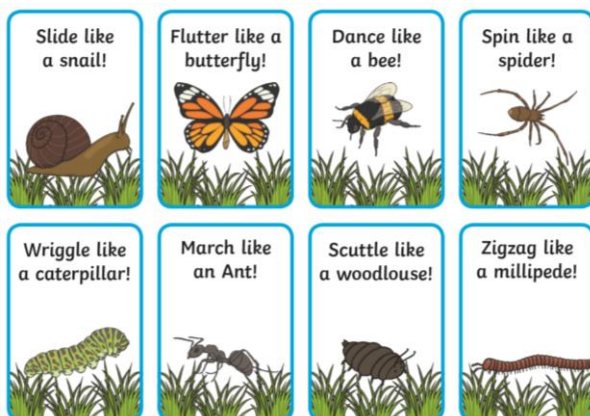
Can you count the number of spots on a ladybird? Can you add and take away spots? How many do you have now? Can you share the spots so the ladybird has the same amount on both sides?

When counting, write the number or show the children the number written so that they can begin to make links.



Engaging activities

- Go on a bug hunt
- Can you make a bug hotel? What things would the bugs want and need?
- Can you make some bug biscuits? Can you decorate a ladybird biscuit with spots?
- Can you make some spaghetti to be worms and cut them up?
- Can you write your name in mud?
- Can you make your own fish?
- Can you design a new snail shell?
- Sing some insect related nursery rhymes
- Make some insects out of recycled
- Move like an insect



Please see below for our daily plan

Area of Learning	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Superworm. Read the story and talk about worms. Where would we find worms? What useful things did Superworm become? Can we act out What Superworm was used for? Introduce our bug hotels. What bugs may like to go into the bug hotel? What can we use to make our bug hotels?	Habitats: Where do insects live? Do they all live in the same places.	Phonics Turn into sounds— have pictures of cat, dog, sock, mouse, zip, mud) Can we robot talk these words (c-a-t) Children take in turns to pick a picture	Counting? Can we count the spots on a ladybird? Change the amounts, how many has it got now? How many did we take away?	Phonics Turn into sounds— have pictures of cat, dog, sock, mouse, zip, mud) Can we robot talk these words (c-a-t) Children take in turns to pick a picture
PM	Counting? Can we count the spots on a ladybird? Change the amounts, how many has it got now? How many did we take away?	Phonics Turn into sounds— have pictures of cat, dog, sock, mouse, zip, mud) Can we robot talk these words (c-a-t) Children take in turns to pick a picture	Mini-beast Movements	Habitats: Where do insects live? Do they all live in the same places.	
Own Learning Time					
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Fine motor:	Individual sand trays with mini beasts in them	Bug hotel making	Cut leaves and grass to put into our bug hotels	Freeze mini beast toys in ice cubes	Clay snails to make and paint
Writing area:	Mini beast checklists	Bug hunts	Write over the letters found on the table.	Snail shells create patterns.	Write letters in the mud and sticks
Maths area:	Order the length of the worms	Ladybirds and their spots with gems	Make mini beasts with junk modelling	Mini beast story stones	Jelly mini beasts with tweezers
Other activities to have out for week	Butterfly symmetry making	Play dough to make worms and to print insects into	Mud kitchen	Water tray: drain pipe and spiders to go down.	Painting area with pictures of mini beasts for inspiration.
Story / rhyme time.	Vote for story, each child has a brick and stacks them up according to the story they want.				
Phonics –Phase 1 Turn into sounds: exploring sounds we hear in the words we use. Cat C-A-T etc					
Prime Areas			Specific Areas		

<p><u>Personal, Social and Emotional Development</u></p> <p>To talk confidently about their feelings and what they like</p> <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><u>Literacy</u></p> <p>To mark make for a variety of purposes</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.</p> <p> 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 dig a 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></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' encouraging 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>

