

# 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](mailto:esturges@st-ives-inf.cornwall.sch.uk)

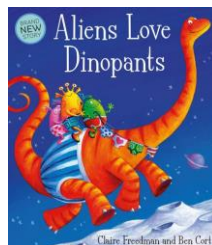
Take care of yourselves and your families – stay safe.

Warm thoughts and wishes.

Miss Sturges

## Focus of the week: Dinosaurs

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

This week we are looking at and exploring Dinosaurs as so many Pipits last week were loving roaring like a dinosaur. There are many wonderful Dinosaur storybooks out there. I wonder which ones you can find? Feel free to send me in some pictures of you reading your favourite dinosaur book. I have chosen the book Aliens Love Dinopants, which is one of my favourite books. We will be linking this story to how we can problem solve, how did they work together and about sharing the pants for everyone.

You can watch me reading it on the school youtube channel:

[https://www.youtube.com/watch?v= N8JyErL2VY](https://www.youtube.com/watch?v=N8JyErL2VY)

## Phonics



We are continuing this week with looking and exploring rhythm and rhyme.

We will continue to go over our nursery rhymes, we will be adding in more actions to go with the rhythm of the rhymes. We will then be trying to find our own rhyming words to match. We will be finding the odd sound out to work on recognising words that don't rhyme.



## Fine motor skills and mark making

We will be:

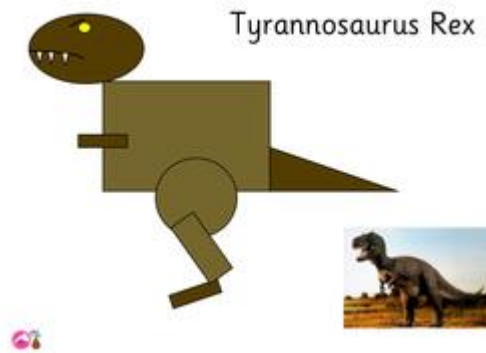
- Creating Dinosaur footprints in clay
- Creating Dinosaur swamps
- Dinosaur counting
- Cutting Dinosaur shapes
- Picking up Dinosaurs from jelly using tweezers
- Playdough
- Chalk drawing
- Dinosaur hunt
- Making fossils by painting rocks

## 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.

## Maths

This week we will be covering lots of areas within Maths! We will be counting the Dinosaurs and seeing how many we can hunt and find. We will be talking about dinosaur colours and we will also be focusing on shapes. Can we make Dinosaurs using different shapes?



In connection with our phonics we will continue with these nursery rhymes as the children have been really enjoying them: 10 sizzling sausages, 5 current buns, 1,2,3,4,5 once I caught a fish alive, 5 little ducks.



## Engaging activities

- Dinosaur nests: chocolate melted with shredded wheat to make the nests and chocolate eggs for the eggs.
- Decorate Dinosaur biscuits
- Can you play what's the time Mr Dinosaur and take giant dinosaur footsteps
- Can you play Kim's game with things you find from the garden?
- Using a mirror can you explore the shapes your mouth makes when you roar like a dinosaur?
- Freeze a dinosaur in a balloon with water, can you try and get the dinosaur out?
- Find some pebbles and decorate them like a dinosaur egg.

Please see below for our daily plan



Area of Learning	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Aliens love Dinopants— Read the story discuss what the aliens and dinosaurs did to work out their problem at the end. (Sharina) working together to solve a problem.	Odd one out— rhyming game. Have picture that rhyme and one that doesn't. Can they find the odd one out?	Dinosaur egg— how would we care for it? Careful hands— how are we gentle?	Dinosaur shapes. Can we make a dinosaur out of shapes? What shape is this?	Kim's game with dinosaur objects. Which one is missing.
PM	Pass the dinosaur around to talk about things we like and what makes a kind friend.	How many dino in my box. Count the objects. Mix them up	Using a mirror what shape do our mouths make when we are making dinosaur sounds?	What's the time Mr Dinosaur?	
Fine motor:	Jelly dino rescue	Playdough arena -dino prints	Cutting dinosaurs out	Dino diadema	Clay footprints
Writing area:	Fossil painting rocks	Chalk drawing outside	Dino drawings	Name writing	Painting footprints
Maths area:	Dino size ordering	Dino shapes	What colour is my Dinosaur?	Dino numbers problems and counting	How many dinosaurs can you find?
Other activities to have out for week	Slime swamp	Dinosaur cleaning with toothbrushes	Mud kitchen/ swamp for dinosaurs	Dino egg nests	Decorate biscuits

### Phonics -Phase 1

Turning into sounds: Rhyming and Rhyme

Prime Areas	Specific Areas
<p><b>Personal, Social and Emotional Development</b></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><b>Literacy</b></p> <p>To mark making 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><b>Core Book: The Rainbow Fish</b></p>

<p><b>Physical Development</b></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><b>Mathematics</b></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><b>Communication and Language</b></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><b>Understanding the world</b></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><b>Expressive arts and design</b></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>