

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

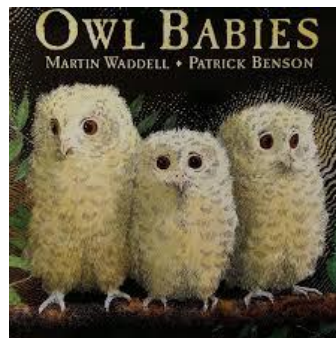
Take care of yourselves and your families – stay safe.

Warm thoughts and wishes.

Miss Sturges

Focus of the week: Owl Babies

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 and exploring the story of Owl Babies. This is a lovely story that has repetition in and is a wonderful story to talk about feelings. This book has been chosen by the children from last week. Each day we will be reading the story, linking it to our feelings and talking about what is happening. With your children please talk about how the Owl's may be feeling. Who do they love? Who would they be worried? Who is in your family? Who do we love?

Please read the story to your child. You can find the story here: <https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/owl-babies/>

Or you can watch me reading it on the school youtube channel: <https://youtu.be/-vJ62IYssA8>

Phonics



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

We will continue to go over our nursery rhymes from last week and 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.



Fine motor skills and mark making

We will be:

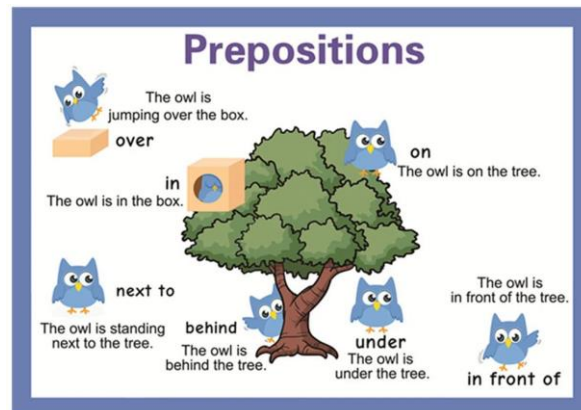
- Collecting twigs and ordering them
- Creating owls out of feathers and leaves
- Making owls out of paper plates
- Clay owls
- Letter formations and writing our names
- Playdough
- Seed sorting with tweezers
- Painting with sticks and leaves
- Making feather patterns with a fork

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 can collect stick or feathers. can you order them in size? Will you order them with biggest to smallest or tallest to shortest? We will also be looking at the owl prepositions within the story. can you describe where the owls are sat?



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

- Feather painting
- Owl biscuits
- Can you move like an owl?
- Can you make owl sounds?
- Explore light and dark
- Can you sort animals into groups?
- How many owls can you create and find

Please see below for our daily plan

Area of Learning	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Owl Babies Read the story, can they join in with the repeated phrases? How are the Owl Babies feeling? Why? How would you feel?	PSHE— How do we care for each other? What do we need? What did the owls need?	Phonics— Matching our rhyming words. Can we act out what a rhyming pair would be	Animal soundings, day and night sleeping animals What do we do during day time and night time?	Phonics— Act out what word rhymes. Use our puppets to help us. Izzu Wizzu Bob Job
PM	Phonics— rhythm and rhymes. Acting out our rhymes and moving to the rhythms	Maths— Order our sticks in size order. Talk about the differences. Owl prepositions	Our families— Who is in our family? Who do we love our family?	Where is the sound? Working on listening skills. Who made the owl sounds and point to where you hear the sound coming from.	
Fine motor:	Sticking leaves onto black card and using white paint with a fork to create owls	Playdough plain— stick feathers, leaves and buttons on.	Seed sorting	Cardboard owls	Clay Owls
Writing area:	S, P and B letter tracing	Feather painting	Stick and leaf printing	Name writing	Labels.
Maths area:	Stick ordering by size	Owl positions	Feather pattern orders	Owl numbers problems and counting	How many owls can you find?
Other activities to have out for week	Owl movements and sounds, with natural instruments.	Exploring light and dark. Torches and mirrors.	Mud kitchen/ mud houses sticks and pots	Paper plate owls	Decorating stars

Phonics -Phase 1

Turning into sounds: Rhyme and Rhythm

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 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>Core Book: The Rainbow Fish</p>

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