

Introduction

Dear Pipits class,

I hope you had a lovely half term and I look forward to hearing all about it. 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: How we feel and Jack and the Beanstalk.

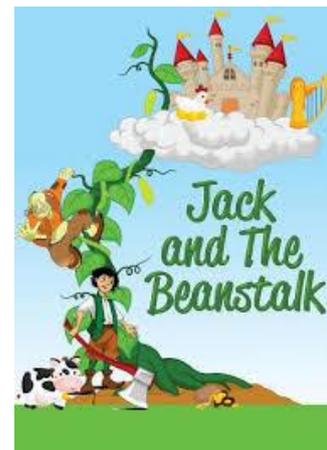
In Nursery we follow the children's interests and learn through play and investigating. Below are our focus areas for the week. You can work through these with your children at your own pace. Allow the children time to explore and input their own ideas and use the time to enjoy letting the children show 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 Jack and the Beanstalk

You can find it online or on twinkl offer code: CVDTWINKLHELPS

<https://www.twinkl.co.uk/resource/jack-and-the-beanstalk-ebook-tp-l-52314>



Or you can watch it <https://www.youtube.com/watch?v=W5rxflRgXRE>

Read the story, talk about how Jack and his mum were feeling. How do you think the beanstalk grows?

In the story of Jack and the Beanstalk, Jack and his mum don't have enough money for food?

How are they feeling?

Jack sold the cow for beans, how do you think his mum feels now? Etc. Can they act it out and show the emotions on their face.

Phonics



This week we are focussing on alliteration. We are going to be playing eye spy. Silly soup with things that start with the sound 'a'

and creating alliterations for the characters in the story. Jumping Jack, Mad Mum, Crazy Cow, Ginormous Giant. Can they make on for their own name?

Fine motor skills and mark making

We will be:

- Seed planting
- Moving seeds from pots with tweezers
- Finding buried seeds in sand
- Finger printing beanstalks
- Drawing faces with different feelings (happy sad)
- How big can you draw a giant? Can you name it?
- Can you draw the biggest beanstalk?
- Can you colour and design magic beans?
- Cutting grass with scissors

Role –play

Re-enacting the story is made fun with these concrete, hands-on props! 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.

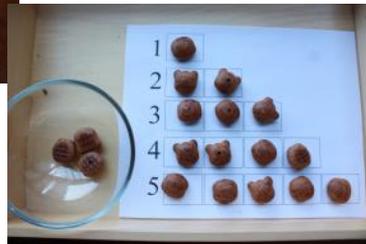
Maths

Can you count the number of beans?

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 decorate some beans to create magic beans? Then count how many magic beans you have. How many do you have altogether?

Hide the beans and can you find how many have been hidden?



Engaging activities

- Grow a bean sprout in a bag.
- Play the bean game, (jumping bean, runner bean etc)
- Draw pictures of Jack and the beanstalk
- Can you explore with shadow making and turn yourself into a giant?
- Make a beanstalk out of twigs and leaves you find on a walk
- Can you go on a Jack and the beanstalk adventure? What do you see on the way?
- Can you make a meal with some beans?
- Jack's beanstalk was really tall. Can you find things taller than you around the house.
- What would you like to find at the top of a beanstalk?

Please see below for our daily plan

Pipit – Nursery



Pipit – Nursery



Area of Learning	Tuesday	Wednesday	Thursday	Friday
AM	<p>How are we feeling</p> <p>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.</p> <p>EXT: Take pictures of the children’s different faces to make a face collage.</p> <p>Sing If you’re happy and you know it</p>	<p>Jack and the Beanstalk</p> <p>Read the story, talk about how Jack and his mum were feeling. Link to our feelings. How do you think the beanstalk grows? Count the beans I have? Write the number and show them it written.</p>	<p>Phonics</p> <p>Give each child something beginning with an a. Make a Silly Soup, taking in turns to put there object in. Can you spot what is similar to all of your objects?</p>	<p>Magic beans</p> <p>Explain that you have got some magic beans today.</p> <p>Have beans in each pot, The children can open one pot each, Is it a magic bean? How many beans do I have together?</p>
PM	<p>Phonics</p> <p>I Spy game with letters starting with...</p>	<p>Bean game, jumping bean, runner bean etc.</p>	<p>Read the story again and can they order the story using my pictures. What questions would you ask the characters?</p>	<p>Phonics</p> <p>Have pictures of different characters from the story and call him Jumping Jack, Mad Mum, Crazy Cow, ginormous giant, happy hen etc. Can they do the same for their name?</p>
Adult led				
Fine motor:	Seed planting- all week and grow a bean sprout in a bag.	Bean pinching, can they pick up the beans with small tweezers and move into a tray?	Can they find the beans buried in sand.	Fingerprint beanstalk
Writing area:	Draw faces of feelings	Hoe big can you draw a giant? Can you name him?	How tall can you draw a bean stalk	Colour the beans
Maths area:	Sharing activities, how it make us feel to share.	Find the beans around the outside area can you count them?	Find the beans around the inside area, can you count them?	Find the beans around the inside and outside area, can you count them?
Other activities to have out for week	Play dough	Mud kitchen	Cutting grass and stems (bean stalks)	Flower crayon waxing



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... Core Book: Jack and the Beanstalk</p>
<p><u>Physical Development</u></p> <p>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</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>



Expressive arts and design

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 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.