



**Home learning overview**

**Year group: Nursery**

**Week beginning: 01.03.2021**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Reading/ Phonics</b>	<p>Read YAK poem on page 4. Listen out for the 'y' sound. Say a few words that had the 'y' sound in them.</p> <p>Practise writing the grapheme: y.</p> <p>Now segment and blend a few words: yak, year, yet, yes.</p> <p>Draw a picture of the Yak and label it.</p>	<p>Read the OYSTER poem on page 4. Listen out for the 'oi' sound. Say a few words that had the 'oi' sound in them.</p> <p>Practise writing the grapheme: oi.</p> <p>Now segment and blend a few words: coin, foil, join, soil.</p> <p>Draw a picture of Oyster. Now label it.</p>	<p>Read the ZEBRA poem on page 5. Listen out for the 'z' sound. Say a few words that had the 'z' sound in them.</p> <p>Practise writing the grapheme: z.</p> <p>Now segment and blend a few words: zip, zap, zoo, zoom.</p> <p>Draw a picture of the Zebra. Now label it.</p>	<p>Read the VULTURE poem on page 5. Listen out for the 'v' sound. Say a few words that had the 'v' sound in them.</p> <p>Practise writing the grapheme: v.</p> <p>Now segment and blend a few words: van, vet, vat.</p> <p>Draw a picture of a vulture and label it.</p>	<p>Practise all the sounds learnt this week. Write the letters, write short words and try to read them.</p> <p>Parents/carers: you can say a word and ask children to fill in with the missing sounds. You can use cards with the sounds learnt so far, including the previous weeks.</p>
<b>English</b>	<p>Watch 'Dear Zoo'. Alternatives for different days: <a href="https://www.youtube.com/watch?v=ZqGYWRHOV6E">https://www.youtube.com/watch?v=ZqGYWRHOV6E</a> <a href="https://www.youtube.com/watch?v=KzI9IyeMWTg">https://www.youtube.com/watch?v=KzI9IyeMWTg</a> <a href="https://www.youtube.com/watch?v=A9Jr4jO0P9c">https://www.youtube.com/watch?v=A9Jr4jO0P9c</a> <a href="https://www.youtube.com/watch?v=abBTihfu5gl">https://www.youtube.com/watch?v=abBTihfu5gl</a> Evidence Me</p>	<p>Watch 'Dear Zoo'. Draw a picture of the animals and use your phonics knowledge to write their names. Parents can help by modelling how to sound out the words. Think about the first sound and the order in which you hear all the sounds. Upload on Evidence Me</p>	<p>Watch 'Dear Zoo'. Use the sentences on page 6 and complete them with the correct describing word. e.g. The monkey was too...  Upload photos or videos on Evidence Me</p>	<p>Watch 'Dear Zoo'. Use the visual prompts on page 7 to put the animals in the right order.  Evidence Me</p>	<p>Watch 'Dear Zoo'. Draw a large picture of an animal that you would like to get. It can be any animal. Tell your grown-ups how you would look after it.</p>
<b>Maths</b>	<p>Complete activity 1 – on page 8. Adults will model using the mathematical vocabulary. Add observation on Evidence Me</p>	<p>Complete activity 2 – on page 8. Where needed, adults will model reading the numbers. Add observation on Evidence Me</p>	<p>Complete activity 4 – on page 9. Adults will model the activity and support when needed. Add observation on Evidence Me</p>	<p>Complete activity 6 – on page 12. Use small numbers and as your child becomes more confident, you can move on. Add observation on</p>	<p>Complete Activity 8 – on page 13. A suggestion would be to use big leaves. Add observation on Evidence Me.</p>



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				Evidence Me	Activities 3, 5, 7 are alternatives – they can be pitched to make them enjoyable for your child.
Other	<p><b>Please do some form of exercise every day.</b> This could be <b>PE with Joe</b> on YouTube (The Body Coach TV channel).  <b>Fitter futures</b> – short work outs and mindfulness activities you can do during the day when you need to take a break from learning.</p>				
	<p>Fine-motor craft            Make an egg box bird feeder. It's easy to make, just follow the steps and instructions on page 14.            Add an observation on Evidence Me</p>	<p>Fine motor skills            Make a colander hedgehog or flower arrangement. Follow the instructions on page 14.            Add an observation on Evidence Me</p>	<p>Fine motor skills            Sort coins (washed), buttons or counters. Will you sort them by colour? Will you sort them by shape? Will you sort them by size? Follow the steps on page 15.            Add an observation on Evidence Me</p>	<p>Ball skills            Blow up a balloon and throw it in the air. Now try to keep it in the air for as long as possible. Who will win the challenge: you or the grown-ups? Follow the instructions on page 15.            Add an observation on Evidence Me</p>	<p>Dancing to music            Play musical statues. Follow the instructions on page 16.            Add a picture or video on Evidence Me</p>
<b>Fortnightly topic:</b>					
Suggested activities:					



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### Website links/key information:

#### Websites:

**Evidence Me:** <https://evidence.me/login> - Log into your account and use the “ + ” sign on the right to add snapshots and comments about home learning. Download the **Evidence Me** app on your device so that you can instantly upload photos and videos.

**Anima Phonics** Sound Board: <https://phonicsresources.net/Online/Resources/SoundBoard1/>

BBC Cbeebies: <https://www.bbc.co.uk/cbeebies>

Some of the above + a wider range of activities can be found on: [https://www.hamilton-trust.org.uk/?utm\\_source=hamilton&utm\\_medium=lhp&utm\\_campaign=2020](https://www.hamilton-trust.org.uk/?utm_source=hamilton&utm_medium=lhp&utm_campaign=2020), <https://www.hamilton-trust.org.uk/blog/learning-home-packs/>

LGfL (Key Stage - select Foundation Stage): <https://www.lgfl.net/learning-resources/grid>

Oak National Academy (online classroom): <https://www.thenational.academy/online-classroom>

Fitter futures: <https://app.fitterfuture.com/student/auth/login>

Username = ellenwilkinson

Password = ellenwilkinson **PLEASE DO NOT CHANGE THE PASSWORD**

Evidence Me (2simple): <https://q10.2eskimos.com/login> - Please use this to share home learning experiences with the class teachers.

**Year group email address** (for learning related queries): [nursery@ellenwilkinson.newham.sch.uk](mailto:nursery@ellenwilkinson.newham.sch.uk)

Please include your child's name and class (Nursery AM or Nursery PM) so that we can help you as quickly as possible.



### Yucky Yak

Lucky Yak was on a yacht,  
Eating from a yogurt pot.  
When she got back from her yachting  
She could smell there's something rotting!

Yuck! What is that yucky smell?  
It smelt so bad she couldn't tell.  
Before she left, Yak had forgot  
To take the bins out! What a rot!

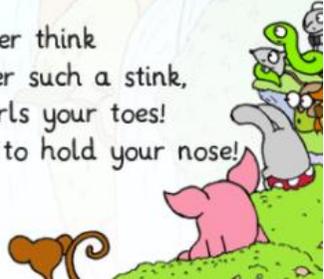
y y y

Yucky Yak, you'd never think  
That you could foster such a stink,  
A smell so bad it curls your toes!  
Well, now you have to hold your nose!

y y y y y



Pinch your nose to block out the yucky smell.



### Oyster's Pearl

Oyster's pearl is missing!  
Someone stole it for their own.  
There was a thief outside his shell,  
If only he had known!

But Oyster won't just sit there,  
Wallowing in grief.  
He shouts out "oi", and makes it loud,  
*"Now, come back here, you thief!"*

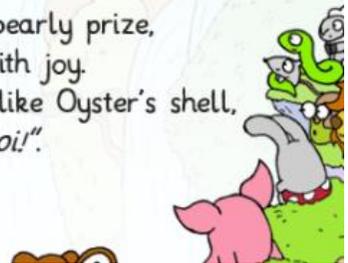
oi oi oi

If we can find his pearly prize,  
I'm sure he'll sing with joy.  
So clasp your arms like Oyster's shell,  
Together we'll say "oi!"

oi oi oi



Hide behind your arms like an oyster shell, then open them up and say oi!





### Zebra's Zip

Zebra wants to play outside,  
But Zebra's out of luck;  
Zebra's got his jacket on,  
But now the zip is stuck!

Zebra finds his zippy zip  
Quite difficult to use.  
Zebra's zip is hard to grip  
With Zebra's horsey hooves!

**ZZZZZZZZZZ**

Make sure Zebra doesn't get  
His knickers in a flip!  
Be a friend and lend a hand  
To zip up Zebra's zip!

**ZZZZZZZZZZ**



Fasten your zip.



### Vulture's Venus Flytrap

Out in Vulture's greenhouse,  
There's a vicious plant that bites!  
It will try to eat you  
If it gets you in its sights!

The Venus flytrap opened up  
And Vulture leaned right in  
But then the Venus flytrap's jaws  
Snapped shut on Vulture's chin!

**VVVVVV**

The flytrap wants to eat us,  
And Vulture's stuck in place!  
Snap your hands below your chin  
And get it off your face!

**VVVVVV**



Snap your hands below  
your chin like a  
Venus flytrap.





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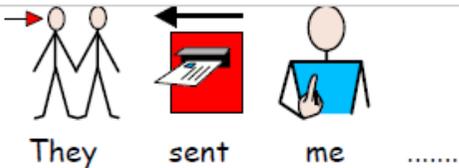
	The elephant was too _____.
	The giraffe was too _____.
	The lion was too _____.
	The camel was too _____.
	The snake was too _____.
	The monkey was too _____.
	The frog was too _____.
	The puppy was _____.



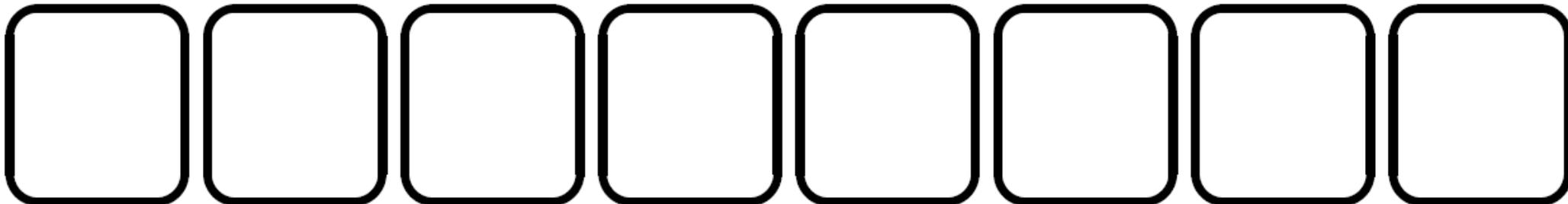
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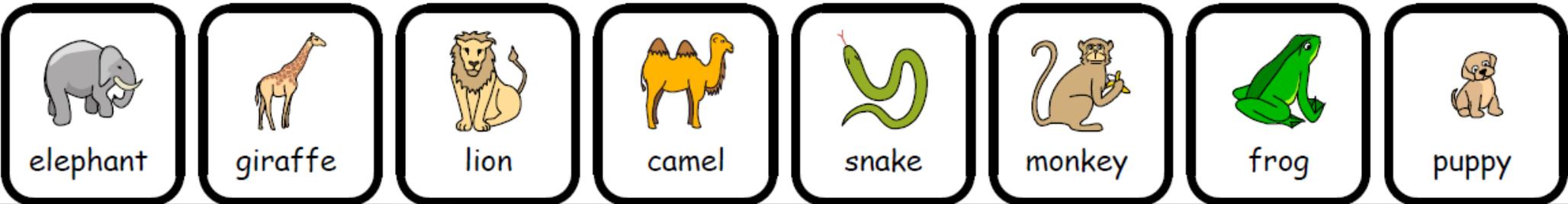
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They sent me .....



1st 2nd 3rd 4th 5th 6th 7th 8th





Activity 1 – Exploring and recognising shapes

Go on a shape hunt

<p><b>What to do</b></p> <ul style="list-style-type: none"> <li>○ Explain that you are going to be going on a shape hunt looking for 2D (flat) shapes.</li> <li>○ Talk about the different shapes that you might see - <i>this is more a warm-up than to test shape knowledge.</i></li> <li>○ Go on the shape hunt, spotting, describing and identifying the shapes that you can see. You could do this on a walk (<i>pavements, houses and signs have lots of potential for spotting</i>) or around your home.</li> <li>○ Record the shapes you spot by drawing and/or photographing them.</li> <li>○ Not all the shapes will be traditionally mathematical shapes (<i>like triangle, square, circle, etc.</i>). It is fine to have heart, star and moon shapes etc.</li> </ul>	<p><b>What you need</b></p> <p>Paper, pencil, and something to lean on... Or a camera/phone.</p> 
<p><b>Extension</b></p> <p>Make a shape book. Draw or use photos and label the shapes.</p> <p>Talk about the properties – number of sides and points, straight or curved sides.</p> <p>Play a shape spotting games with Super Numtum: <a href="https://www.bbc.co.uk/cbeebies/games/numtums-kingdom-of-fluffy">https://www.bbc.co.uk/cbeebies/games/numtums-kingdom-of-fluffy</a></p>	<p><b>Questions to ask</b></p> <p>What shapes will we see? How many sides/points does that shape have? Can we find any circles? How many triangles have we spotted? Why is a star shape not a triangle?</p>

Activity 2 – Counting and number recognition

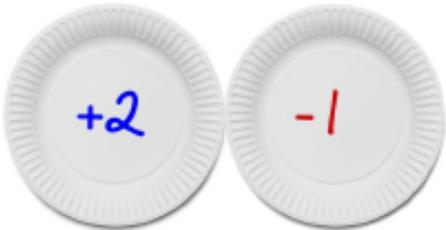
Create a counted collection

<p><b>What to do</b></p> <ul style="list-style-type: none"> <li>○ Show the collecting containers. Read the numbers together.</li> <li>○ Discuss what sort of things your child could collect in them. Help them to think about what might fit inside and what might not.</li> <li>○ Set them off collecting, encouraging them to count the objects in carefully.</li> <li>○ Get them excited by saying that you are really looking forward to seeing what they will collect.</li> <li>○ Ask your child to share their collection. Check the correct number is present together and admire their haul.</li> </ul>	<p><b>What you need</b></p> <p>A selection of collecting containers, labelled with numerals written inside: e.g.</p> <ul style="list-style-type: none"> <li>• <i>an eggbox with 1,2,3,4,5,6 written, one number in each section</i></li> <li>• <i>6 cupcake cases with numbers on the bottom 2,4,6,8,10,12 placed inside a tin (blu-tak-ed in place)</i></li> <li>• <i>6 flowerpots labelled 10-15</i></li> <li>• <i>A grid drawn in chalk with different numbers written inside the boxes</i></li> </ul> <p>And things to collect, e.g. <i>different petals, leaves, grass blades, mini figures, Lego pieces, beads, buttons, hair bands, etc.</i></p>
<p><b>Extension</b></p> <p>Display the collection. It could have labels and a sign to introduce it.</p> <p>Change the numbers for a new collection. Encourage your child to write some new numbers, forming each digit carefully*.</p> <p>Change where the collection is made – take it into the garden, into the kitchen, to the toy box, etc.</p>	<p><b>Questions to ask</b></p> <p>What are these numbers? Can you say them? Which is the biggest/smallest number? What could we collect 6 of in here? Would 6 fit? How could we check that there are 9 daisies in here? How many more/less do we need?</p>

\*If you are not sure about number formation, these rhymes are commonly used in schools: <https://www.youtube.com/watch?v=vjB5aSyWD6U>



Activity 3 – Counting and using number facts  
Jumping up and down a number track

<p><b>What to do</b></p> <ul style="list-style-type: none"> <li>○ Draw a number track: a series of boxes or divisions in a line with numbers 1-12 written in order along it (<i>like hopscotch but only one square thick each time</i>).</li> <li>○ Jump on each number saying it aloud going forward. Repeat starting on 12 and jumping back.</li> <li>○ Play about, jumping forward and back saying ‘add one/takeaway one’ ‘add two/takeaway two’ as you jump forward and back.</li> <li>○ Start just before 1 on the track and flip the plate. The game starts on the first +2. Take turns to flip the plate jumping forward and back the displayed number of places. You win by landing on (or going past) the 12.</li> </ul>	<p><b>What you need</b></p> <p>Chalk and a pavement or patio Or A large roll of paper and thick pen and a paper plate with +2 written on one side and -1 on the other</p> 
<p><b>Extension</b></p> <p>Make a game die (cube shape made sticking 6 card squares together). Include +1, +2, -2, -1 and a couple of comedy actions, e.g. <i>pat your head and rub your tummy</i> on the other two squares.</p> <p>Make a mini version on A4 paper and use counters to make a competitive game.</p>	<p><b>Questions to ask</b></p> <p>I want to write the numbers from one to twelve in order. Can you help me? Can you jump to one more/less? Can we add 1/takeaway 1 by jumping? How many jumps would +2 be? The plate shows -1. What do we do?</p>

Activity 4 – Exploring and recognising shapes  
Make a shape picture

<p><b>What to do</b></p> <ul style="list-style-type: none"> <li>○ Make some shape stencils by drawing them on card and cutting them out, e.g. <i>circle, square, rectangles and triangles of different types</i>.</li> <li>○ Show your child how to use the stencils to draw their own shapes. They may need support knowing how to hold the stencil still with one hand while drawing around it with the other. <i>This can be tricky and may require adult help each time.</i></li> <li>○ Together cut out the shapes and talk about the different ones you have made.</li> <li>○ Now your child can make some pictures arranging the shapes and sticking them down when they are happy with their position.</li> </ul>	<p><b>What you need</b></p> <p>Card, children’s scissors, pencil, paper (coloured if possible), paper glue</p> 
<p><b>Extension</b></p> <p>Do not provide glue. This can be a reusable activity which just needs a small container to keep the pieces in.</p> <p>Include a greater range of shapes, e.g. <i>hexagon, octagon, parallelogram</i>, but focus talk on describing these shapes’ properties rather than learning their names.</p>	<p><b>Questions to ask</b></p> <p>How can we use a stencil? What shapes do we have stencils for? How do we know this is a triangle? How many points does a square have? Is this a rectangle or a square? How can we tell? What different patterns/pictures could you make? What shape did you use for the hat?</p>

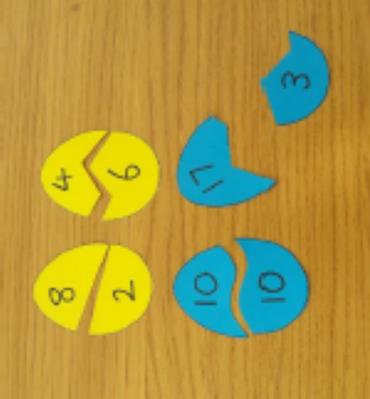


Activity 5 – Counting and using number facts  
Play with number bond egg puzzles

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<p><b>What to do</b></p> <ul style="list-style-type: none"> <li>Start with number bonds to make 10.</li> <li><i>These are pairs of numbers which when added together make ten.</i></li> <li>Print the egg shapes (or draw some) on card. Cut each egg in half to make a different 'crack' design. On the top and bottom of each egg, write a pair of numbers which <u>total 10</u>.</li> <li>Your child can then explore matching the egg halves to make the correct number bonds to 10.</li> </ul> <p><b>Tip:</b> <i>You don't have to include all possible combinations to start with. Select from the possible pairs and add more when your child seems confident.</i></p>	<p><b>What you need</b></p> <p>Card, scissors, thick pen, egg template (see below)</p> 
<p><b>Extension</b></p> <p>Hide the shell halves to make a treasure hunt game (around the garden/house or in dry cereal).</p> <p>Make a second set which are not differently cracked – your child can use counting and/or memory of the bonds to match them.</p> <p>Create a new set (a different colour if possible) with number bonds to make 20.</p>	<p><b>Questions to ask</b></p> <p>Do you know some number bonds to make 10?</p> <p>Which pair of numbers make 10 when you add them? Can you find the pairs?</p> <p>I have 8 here. How many more will I need to count to 10?</p> <p>Which is the biggest/smallest number?</p>

Number Bonds to 10

- 0+10
- 1+9
- 2+8
- 3+7
- 4+6
- 5+5
- 6+4
- 7+3
- 8+2
- 9+1
- 10+0

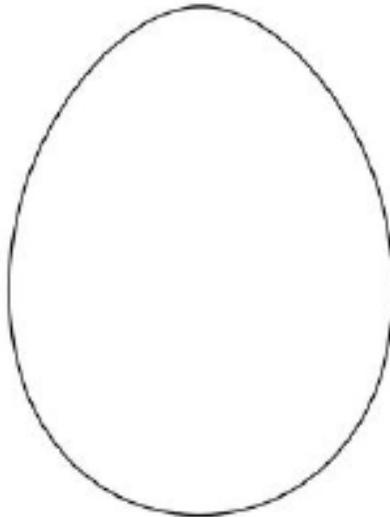
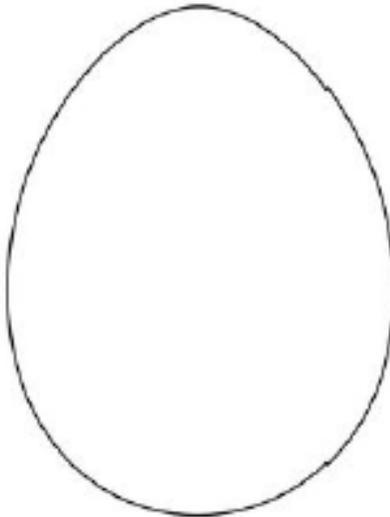
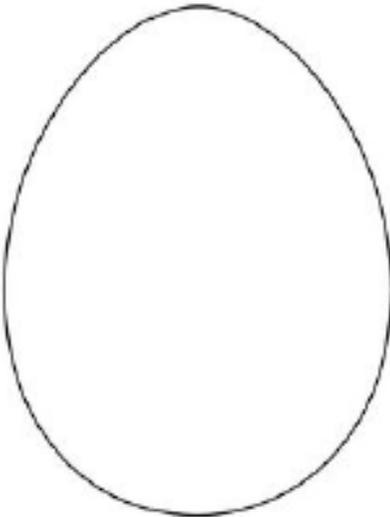
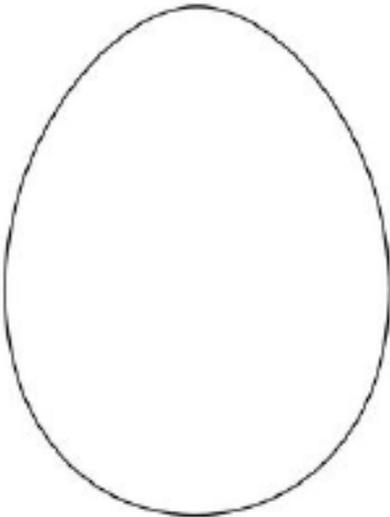
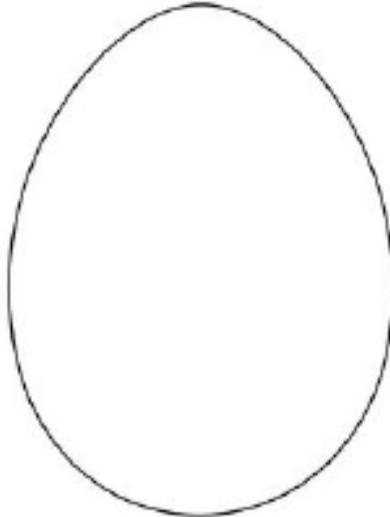
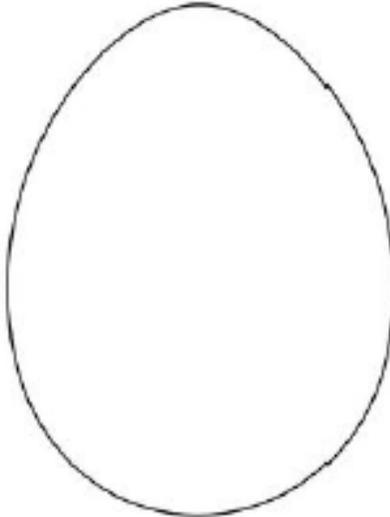
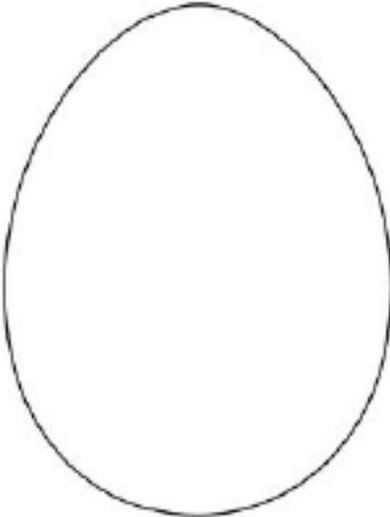
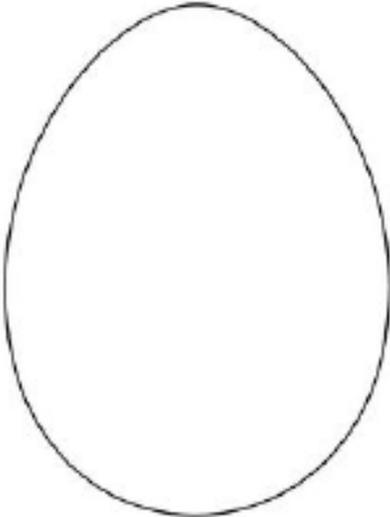


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**Number Bonds - Egg Template**





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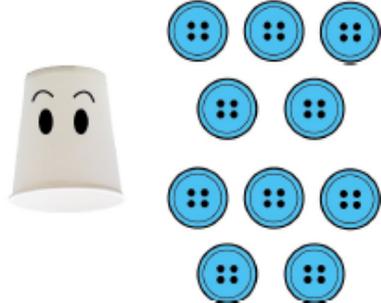
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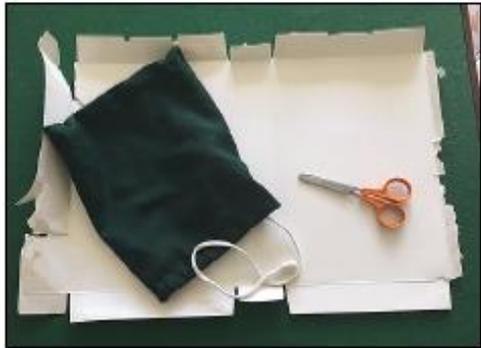
## Activity 6 – Counting and using number facts

### Work out a missing number

## Activity 7 – Exploring and recognising shapes

### Play shape peekaboo

<p><b>What to do</b></p> <ul style="list-style-type: none"> <li>Start with 5 counters on a surface. Count them together. Explain that the cup is going to catch some counters and the only way to free them is to say how many are under the cup.</li> <li>Make a game of the cup hovering over and then 'catching' some counters. Can your child work out how many have been caught underneath using the number of counters remaining?             <ul style="list-style-type: none"> <li>They may use number facts (3 still free, <math>3+2=5</math> so 2 caught), counting on with fingers (3 free, so <math>4...5...=2</math> under the cup) or guessing.</li> </ul> </li> <li>Repeat the game. Your child may become more strategic in their working out as they play, or you can reduce the number of counters to help them.</li> <li>You can repeat this game, changing the number of counters in play.</li> </ul>	<p><b>What you need</b></p> <p>A cup (optional eyes drawn on)</p> <p>5-10 counters (cereal shapes, buttons, coins, etc.)</p> 
<p><b>Extension</b></p> <p>Perform the trick together in front of an audience but tell them you are using 'magic'. You could cover the counters with a magic hat (paper rolled in a cone with stars drawn on it) and see if you and your child can hoodwink the audience using magical maths. Use this principle with small animals or people and a box for a building. How many people are in the house/animals in the barn? Reverse roles and get your child to test you.</p>	<p><b>Questions to ask</b></p> <p>How many counters are there?          What if the cup trapped one? How many would still be free?          There are 5 Cheerios. <i>Munch, munch, munch.</i> Now there are two left. How many has the cup eaten?          Can we count on to find how many are hidden?          If there are 4 still free then how many are under the cup?</p>

<p><b>What to do</b></p> <ul style="list-style-type: none"> <li>Cut out different sized shapes from card. Include a few different:             <ul style="list-style-type: none"> <li>circles</li> <li>squares</li> <li>rectangles</li> <li>triangles</li> <li>(hexagons &amp; octagons)</li> </ul> </li> <li>Place these all in a bag.</li> <li>Explain that you have hidden some 2D (flat) shapes in your bag. Ask your child what they might be.</li> <li>Take one shape at a time and make it 'peep' out from the bag. Can your child guess the shape from the part they can see? Show different parts of the same shape talking about what is peeping out, e.g. <i>'One point, another point, one more point. Hmm. Three points. What must that shape be?'</i></li> <li>Each correct guess wins your child the shape. Continue until your child has won all of the shapes.</li> </ul>	<p><b>What you need</b></p> <p>Card - could be from packaging          Scissors, a bag to hide the shapes</p> 
<p><b>Extension</b></p> <p>Play the game with you as the guesser. Play the game by feeling the shapes rather than peeping at them.</p>	<p><b>Questions to ask</b></p> <p>What shapes might I have in my bag?          How many sides/points does that shape have?          What clues do we have so far?</p>



# Numbers and Shapes

IMPORTANT Parent or Carer –

Check that you are happy with any weblinks or use of the internet.

**NB New activities are being added at the top of each document.**

Activity 8 – Counting and number recognition

Put number leaves in order and compare them

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Week beginning: 01.03.2021

<p><b>What to do</b></p> <ul style="list-style-type: none"> <li>o Write numbers 1-20 (or 10) on leaves so you end up with number cards. Ask your child to help you remember the numbers as you write them.</li> <li>o Ask them to help you put the leaves in order, starting with '1', in a line.</li> <li>o Play games like:             <ul style="list-style-type: none"> <li>- flip over a few leaves (while in their ordered line) and ask your child what the hidden numbers are.</li> <li>- Choose two leaves at random, asking which is the higher/lower number. Check by counting to see which comes first.</li> <li>- Choose a leaf each. Who has the higher number and has won?</li> <li>- Put down two numbers. Can your child say which number would go in the middle? e.g. 6, __, 8</li> <li>- Put down a leaf. Can your child find the leaf which shows one more and one less?</li> </ul> </li> </ul>	<p><b>What you need</b></p> <p>Flat leaves, a marker pen</p> 
<p><b>Extension</b></p> <p>Place a leaf on a sheet of plain paper. Can your child draw spots which match the number?</p> <p>Hide the leaves for your child to find and then put in order.</p> <p>Lay out the leaves randomly. How quickly can your child find a...3...9...etc.?</p>	<p><b>Questions to ask</b></p> <p>What number should I write first? What comes next?</p> <p>Can we put them in order, starting with the lowest number? What will the last number in my line be?</p> <p>Can we say the numbers in order? Which number is missing?</p> <p>Who has the higher/lower number?</p>



Make an egg box bird feeder

**What to do**

- o Talk about all the birds that like to visit the area near your home. Agree that you could encourage more by putting food out.
- o How to make the bird feeder together:
  - Tear the lid from the base.
  - Make holes for the string by pushing a pencil through each corner.
  - Cut the string to the correct length.
  - Thread the string through the holes to make a hanging loop.
  - Decorate the underside of the box with felt pens.
  - Using a pinching movement, your child can put in bird seed in each section.
- o Put up your beautiful feeder and wait for the birds to visit.

**Hint:** It may take several days before birds feel brave enough to visit.

**What you need**

Egg box (papier Mache kind), string, scissors, sharp pencil, bird seed, felt pens

**Extension**

Try putting small pieces of apple, pear or cheese in the sections. A table knife can be used for safe cutting.

Try making feeders from other packaging. Do some bird watching.

**Questions to ask**

Why do birds visit our garden? What might encourage them?

How can we separate the lid from the base?

How can we avoid tearing the cups?

How can we fix the string to the box? How can we make holes safely?

How long shall we have the string? Can you cut it safely? Can we thread it through? Can you pick up these slippery seeds?

Colander hedgehog or flower arrangement

**What to do**

- o Collect the pokeable materials and place a colander upturned
- o Challenge your child to:
  - poke as many pipe cleaners/ twigs/ spaghetti sticks in the holes to make a hedgehog/ monster etc.
  - create a flower/nature arrangement by sticking stems through the holes.

**What you need**

An upturned colander

Things you can poke in the holes, e.g. pipe cleaners, dry spaghetti, thin twigs, picked flowers with thin stems, leaves with long stems

**Extension**

Turn the colander up the other way and challenge your child to make a web/weave with thread and a blunt sewing needle or pipe cleaners.

Mix and match things to poke through (e.g. leaves and twigs).

Make an arrangement as a table decoration.

**Questions to ask**

What animal have you made?

What is it called?

How many twigs have you used?

Can you make a pattern?

How can we fit things through the holes more easily?



Sorting coins, buttons, counters

**What to do**

- Provide the objects to sort and the container to sort them into.
- Look at the mixed-up buttons (or similar). Ask how we could sort them?
- Ask your child to sort the objects according to their own rules.
- This could be repeated for different criteria (e.g. *shape, colour, pattern*).
- You might need to give a reason for the sorting – e.g. *I want to sort these buttons so I can do some mending.*

**What you need**

Small flat items which can be sorted by type, colour, shape etc. e.g. *coins, counters, buttons, beads*

Sorting container with several sections, e.g. *egg box, muffin/cupcake tray, circles drawn on a piece of paper*





**Extension**

Make it harder by challenging your child to pick up the objects with tweezers – they are too hot to handle!

Introduce a timed challenge.

Try natural irregular objects, like pebbles or leaves.

Make a picture with the sorted items.

**Questions to ask**

How could we sort these?

Where will all of the red buttons go?

How many counters are in the green pile?

Which group has the most/least in it?

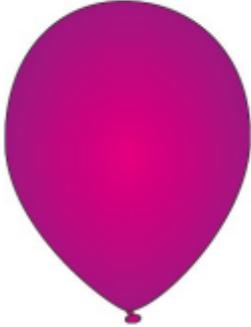
Keep the balloon off the floor

**What to do**

- Blow up a balloon.
- Throw it into the air and challenge everyone to keep it from touching the floor.
- This can go on for a long time!

**What you need**

A balloon



**Extension**

Introduce some rules for challenge, e.g. *you can only touch the balloon once and then someone else must touch it next, you can only use hands/feet/one hand etc.*

Have teams and invent a scoring system.

Introduce more balloons into the game!

**Questions to ask**

Is it better to be gentle or rough with balloon contact?

Can you use the back of your hand...just your fingers?

Who is winning?

How could we score a point?



### Play musical statues

<p><b>What to do</b></p> <ul style="list-style-type: none"><li>○ Play fun music to dance to – when the music is stopped everyone freezes.</li><li>○ Add in elements, e.g. <i>jumping, big movements, dance like a robot, dance like you're in space</i>, to provide variety to the dancing.</li><li>○ Add challenges, e.g. <i>when the music stops... freeze in an animal shape, pulling a face, with your hands on your head</i>, etc.</li><li>○ With more than one child you can add some friendly competition.</li></ul>	<p><b>What you need</b></p> <p>Music</p> <p>Someone to control the music</p>  An illustration of a music player device with a red top, purple bottom, and a screen showing two musical notes (one yellow, one blue).
<p><b>Extension</b></p> <p>Dance to reflect the mood of the song, e.g. <i>dramatic flourishes for 'Let it go', energetic for 'Who let the dogs out'</i> etc.</p> <p>Put together a playlist which includes songs which will appeal to each dancer.</p> <p>Have a dancing competition.</p>	<p><b>Questions to ask</b></p> <p>What parts of your body are you using?</p> <p>Are you listening to the music?</p> <p>How can you freeze without falling over?</p> <p>How can we describe our movements? Are they big/small/fast/slow?</p>



Home learning overview

Year group: Nursery

Week beginning: 01.03.2021

Practise writing your name. Adults, please do not write your child's name in capital letters only.