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| **W/C 11.05.2020: Learning Project - Sport** | |
| **Age Range:** Nursery | |
| **Weekly Reading Tasks** | **Weekly Phonics Tasks** |
| Search through your books at home and find any that relate to sport. For example ‘Peppa Pig Sports Day’. Enjoy reading these stories with your child each day and talk about words used in sports as you come across them in the stories e.g. ball, kick, catch, racket, run. Also remember to talk about the title, author, illustrator and the blurb on the back of the book. | **Nursery Rhymes -**  Sing a variety of nursery rhymes with your child. Add action is you know them.  Play a game where you say part of a nursery rhyme but miss out the last word and your child fills it in e.g. twinkle, twinkle little ??? how I wonder what you ??? Talk about the words that rhyme. |
| Play **silly soup**. Gather some objects that rhyme from around your home, along with a large mixing bowl and a spoon. Objects that rhyme could be cat, hat, rat / car, star, jar for example. Start by talking about which words rhyme.  Sing the first part of the song to the tune of ‘Pop Goes the Weasel’:  *I’m making lots of silly soup*  *I’m making soup that’s silly*  *I’m going to cook it in the fridge*  *To make it nice and chilly*  *In goes… fox… box… socks… (add the items that rhyme).* |
| As you read some sports themed stories or magazines etc, ask your child questions. This helps them to develop understanding. Ask question such as; what are they doing? Who kicked the football? Where are they playing? Why did they …? How did …? Encourage your child to answer using full sentences not just single words. Also encourage them to talk about their likes and dislikes linked to the stories. |
| Talk to your child about some words used in sports such as throw, hit, catch, ball, kick etc. Can your child put them into a sentence? E.g. I kick the ball to score a goal.  Go outside and ‘show’ your child the word. For example, play catch and talk about what you are doing, emphasizing sports related words e.g “I have a **ball** here, lets play **catch.** I’m going to **throw** the **ball** to you and then you are going to **catch** it…… Well done, that was a good **catch**…..” This way you are providing concrete experiences for your child to understand the meaning of words. You could also talk about other things you can do with the same equipment e.g. you can also kick the ball. Follow the same process as you play football. | Play[**Cake Bake**](https://www.phonicsplay.co.uk/member-only/CakeBake.html) game on phonics play. To login in use the username: march20 password: home. Listen to the words and match the words that rhyme to bake a cake. |
| **Weekly Writing Tasks** | **Weekly Maths Tasks- Positions** |
| Can your child talk about all the different sports they know? Can they draw a picture of them doing their favourite sports/physical activities? Ask your child to talk about what they have drawn. Being able to give meaning to what they have drawn is an important part of writing.  Some children may be able to have a go at labelling their drawing e.g. write their name next to where they have drawn themselves, have a go at writing some letters from other words to label the activity they are doing (h-o-p). | **Positional language -** Listen to [this song](https://safeyoutube.net/w/ScT5) and watch a short [video](https://www.bbc.co.uk/bitesize/clips/zy26sbk) to learn positional language.  Play positional language Hide and Seek- Choose a selection of items and hide them (focus on the language; in, on, under, in front, behind, next to). Ask your child to count out loud while you’re doing this. When they find an object ask them to describe the position it was in e.g. “the car was under the bed”. You may need to give clues so you could say “was it under the bed or on the bed?” |
| Rainbow writing – Write your child’s name using a pencil in big letters (Use an uppercase letter only for the first letter of their name, the rest of the letters should be lowercase). Ask your child to write over your letters using different colours, encouraging correct letter formation. They can trace the letters several times using different colours which will create rainbow letters. | Listen to [‘We’re Going on a Bear Hunt’](https://safeyoutube.net/w/jdT5). Talk about the positional language used in the story – through, over, under. Create a story in the house using these words-over, under, though, behind, next to, opposite, around. |
| **Large scale drawing –** This can be done in many ways. Roll out some left over wallpaper and ask your child to draw using felt tips, pencils, wax crayons etc. Use a paintbrush and a bucket of water to draw on the floor/ walls/ fencing outside. Use chalk to draw outside. You could draw a pattern e.g. zig zag, wavy line, circles, and ask your child to copy. |
| Funky Fingers – It is important to strengthen the muscles in the hands to help young children to write. There are many activities that can help. Here are a few ideas for you to choose from:   * Playdough (roll it into a ball, roll it into a sausage shape, squash it, pinch it, prod it using each finger). * Peg pegs onto soft toys * Tear paper to make a collage picture * Peel stickers off * Push cars along different lines * Thread beads onto laces, pipe cleaners or dry spaghetti (cheerios work well too) | **Shape picture-** Make a positional language picture- cut out a selection of 2d shapes. Give your child positional instructions to create a picture e.g. *put the square in the middle of your page*. |

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| **Learning Project - to be done throughout the week** |
| **The project this week aims to provide opportunities for your child to learn more about sports and games. Learning may focus on the history of sport, sporting-heroes, physical challenges and performance.**  **Ball Games**   * Play a game of catch with a ball - when you drop the ball, you lose a point. You could record points using a tally chart and count up who has the most points at the end. **CHALLENGE:** See if you can catch the ball standing further apart, catch with one hand or use a smaller ball.     **Play Skittles**   * If you have a set of skittles, you’re ready to go, if not you can make your own skittles using plastic bottles. Take a plastic bottle and partly fill with water/ soil/ stones or sand to weigh it down. If you don’t have plastic bottles available, you could use tin cans for an alternative version. Ask your child to count how many skittles there are to begin with. Roll the ball at the skittles and ask your child to count how many they have knocked over. Can they work out how many are left? **CHALLENGE:** You could record how many each person knocks over then compare. Who knocked over more? Did you knock over more or less than me? Did anyone knock over the same amount?     **Competition Time**   * Have a time challenge. Give your child an action to do e.g. hop, skip, jump, clap or star jump. how many can they do in one minute. Keep a record of the scores. Ask everyone in the house to have a go!   **Parts of the Human Body**   * **Ask your child which parts of their body they use to run? To do a handstand? Draw the parts of the body****. As a challenge, ask them what else they can do with different body parts.**     **Create your own Junk Modelled Football Pitch**   * Using a lid of a shoe box or similar container, help your child to cut out two holes on each end as the goals. If you have green card or paper, stick this in the base, if not you can colour in plain paper using a crayon. Draw out the marking on the pitch using crayons or felt tips. When finished, stand your football pitch on a box on the table. Using something ball-like (e.g. a malteser), take turns aiming at your partner’s goal whilst the other tries to save the goal. Create your own instructions on how to play the game. E.g. are you going to flick the ball? Use straws to blow the ball? If you score do you get to eat the sweet? |
| **STEM Learning Opportunities #sciencefromhome** |
| **Brilliant Bodies**   * Try testing your body by seeing how long you can balance for on one leg. Swap legs and compare times. |
| **Additional learning resources parents may wish to engage with** |
| [Topmarks](https://www.topmarks.co.uk/Search.aspx?Subject=37&AgeGroup=1) – Lots of educational games. Filter results for early years.  [Dough Disco](https://www.youtube.com/results?search_query=spread+the+happiness+tv) – Children can join in the dough disco to help strengthen those little hands and fingers.  [Booktrust](https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/) – Interactive stories. *‘Everybunny Dance’ – get children joining in with actions throughout the story.* |