

Please feel free to use some of the ideas below to support your time at home. These ideas are designed to show you some of the activities we complete in Nursery and are used as a starting point for further development for your child. The 'Can I...' statements link to an idea for an activity to complete together at home and the right-hand column links directly to the EYFS curriculum.

For further ideas please take a look at this document. [https://www.foundationyears.org.uk/files/2015/03/4Children\\_ParentsGuide\\_2015\\_WEB.pdf](https://www.foundationyears.org.uk/files/2015/03/4Children_ParentsGuide_2015_WEB.pdf)

Please upload any photos to Tapestry as we would love to see your learning and if we can help at all please do not hesitate to contact us at school.

Take care 😊 Mrs Knight & Mrs West [becci.knight@stmichaels.education](mailto:becci.knight@stmichaels.education) / [karen.west@stmichaels.education](mailto:karen.west@stmichaels.education)

## FS: Nursery Planning - for children in Froglets.

**Week Commencing: 25.01.2021**

**For the next 3 weeks of this half-term, we are focusing on the story, 'Dear Zoo' by Rod Campbell.**

<https://www.youtube.com/watch?v=ZqGYWRHOV6E>

You will also find a video of Mrs Knight reading the book on Google Classroom 😊

**Our focus question for this teaching sequence is, 'Who are the famous animals in my book?'**

### Prime Areas of Development

#### Personal Social Emotional Development (22-36m/30-50m)

<b>Making Relationships</b>	<i>Can I draw a picture of me and talk about why I am special?</i> This week think about making a picture/collage/painting of yourself using a mirror to see your face? Why are you special? Can you draw your grown up too? What makes them special and why do you love them?	Shows affection and concern for people who are special to them. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. (UW / P&C 30-50m)
<b>Self-confidence and self-awareness</b>	<i>Can I think about my favourite things?</i> Using the picture you made of yourself can you add drawings of some things you love? Your favourite food / colour / toy / animal etc...	Expresses own preferences and interests.
<b>Managing Feelings and Behaviour</b>	<i>Can I talk about what makes me feel happy?</i> Watch this episode of Mr Tumble together and talk about what makes you feel happy and why. <a href="https://www.bbc.co.uk/iplayer/episode/b06z9h6m/something-special-were-all-friends-series-10-14-happy">https://www.bbc.co.uk/iplayer/episode/b06z9h6m/something-special-were-all-friends-series-10-14-happy</a>	Can express their own feelings such as sad, happy, cross, scared, worried.

#### Physical Development (22-36m/30-50m)

<b>Moving and Handling</b>	<i>Can I move like an animal?</i> Open the document called 'PZ Follow up activities' for a full PE lesson from Paignton Zoo! Enjoy 'moving and snoozing' like the animals.	Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
<b>Health and Self Care</b>	<i>Can I think about some healthy foods I like to eat?</i> Listen to the online song from Maddie at Cbeebies about animals and healthy eating. Can you talk about which healthy foods you like? Perhaps you can make a picture or painting of a yummy plate of healthy food you like? <a href="https://www.bbc.co.uk/cbeebies/watch/the-zoo-and-you-songs-playlist">https://www.bbc.co.uk/cbeebies/watch/the-zoo-and-you-songs-playlist</a>	Eats a healthy range of foodstuffs and understands need for variety in food. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

## Communication and Language (22-36m/30-50m)

<b>Listening and Attention</b>	<i>Can I use puppets to retell the story of Dear Zoo?</i> Using sticks or straws and your own drawings can you make some puppets to tell the story? Can you remember why the animals kept being sent back?	Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
<b>Understanding</b>	<i>Can I find objects which are different sizes?</i> At home can you find some objects which are different sizes? I wonder if you can order 5 objects by size? Or even more? Who is the tallest in your house and who is the smallest? Can you order some objects by their weight?	Developing understanding of simple concepts (e.g. big/little). Orders two or three items by length or height... by weight or capacity. (M:SSM 40-60m)
<b>Speaking</b>	<i>Can I use clues to describe an animal?</i> Find a few toy animals or pictures of animals in your house and put them into a bag. Put your hand in to secretly choose one and play a guessing game with a grown up to describe which animal you have chosen... for example – This animal has fluffy stripy fur, sharp teeth and can roar... it's a tiger!	Learns new words very rapidly and is able to use them in communicating. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences.

## Specific Areas of Development

### Literacy (22-36m/30-50m)

<b>Reading</b>	<i>Can I use the zoo map to read some animal names?</i> Using the map from Paignton Zoo - Can you add some labels to the map using the first letter of the animal? For example, can you add a 't' for tiger next to the tigers? Maybe you could make your own map for your own zoo and add the animal names to the map using these initial sounds?	Shows interest in illustrations and print in books and print in the environment. Knows information can be relayed in the form of print.
<b>Writing</b>	<i>Can I write my name?</i> Focus on writing your name this week... I have added a formation sheet to show where each letter starts if you wish to use it. Can you rearrange the letters that make up your name & put them in the right order? <b>(Please remember all children are at different stages with their writing – if your child is ready to try forming their letters then have a go – if they are happily making marks then support this and show them their name so they can use the lines and circles to copy and enjoy making their own independent marks.)</b>	Sometimes gives meaning to marks as they draw and paint. Beginning to use three fingers (tripod grip) to hold writing tools. (PD:MH 22-36m) Holds pencil between thumb and two fingers, no longer using whole-hand grasp. (PD:MH 30-50m)

### Mathematics (22-36m/30-50m)

<b>Numbers</b>	<i>Can I record our favourite animals on a chart?</i> Using some animals from the book Dear Zoo can you make a bar chart to show which ones are family member's favourites? How can you record their answers to see which one is the most popular? Perhaps you can call Grandparents / other family friends to ad their favourites on too?	Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Records, using marks that they can interpret and explain.
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<b>Shape, Space and Measure</b>	<p><i>Can I create an animal using 2D shapes?</i></p> <p>Use your own shapes, objects or cut out paper shapes to create an animal! Remember to talk about triangles, rectangles, squares and circles and what makes them that shape? (There is a worksheet to use if you would like to.)</p>	Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
<b>Understanding the World (22-36m/30-50m)</b>		
<b>People and Communities</b>	<p><i>Can I think about what job I would like to do?</i></p> <p>Can you draw a picture of the job you would like to do and tell your grown up why you would like to do it? I wonder if you know anyone who does that job already? I wonder if you can search for a story online about someone who does that job? (Try searching 'I want to be...' on YouTube.)</p> <p><a href="https://www.youtube.com/watch?v=JxdrEFz9Jsw">https://www.youtube.com/watch?v=JxdrEFz9Jsw</a></p>	Shows interest in the lives of people who are familiar to them. Shows interest in different occupations and ways of life.
<b>The World</b>	<p><i>Can I visit a zoo?</i> There are lots of online zoo tours available at the moment. Enjoy your own visit while at home - perhaps you could pack up a real picnic and pretend to drive to the zoo! I wonder what animals you might see?</p> <p><a href="https://www.chesterzoo.org/virtual-zoo-2/">https://www.chesterzoo.org/virtual-zoo-2/</a></p>	Can talk about some of the things they have observed such as plants, <u>animals</u> , natural and found objects.
<b>Technology</b>	<p><i>Can I spot the differences?</i></p> <p>Use the game below to find the differences in this fun game!</p> <p><a href="https://www.bbc.co.uk/cbeebies/puzzles/maddies-the-zoo-and-you-spot-the-difference-quiz">https://www.bbc.co.uk/cbeebies/puzzles/maddies-the-zoo-and-you-spot-the-difference-quiz</a></p>	Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.
<b>Expressive Arts &amp; Design (22-36m/30-50m)</b>		
<b>Exploring and Using Media and Materials</b>	<p><i>Can I create an animal using junk materials?</i></p> <p>Using boxes / recycling materials and paint / materials etc... can you create an amazing animal? It could be your favourite, one from the book or even one from your own imagination!</p>	Uses various construction materials. Joins construction pieces together to build and balance. Realises tools can be used for a purpose
<b>Being Imaginative</b>	<p><i>Can I move and dance along to a song?</i> We love this song in Nursery! Can you add your own animals to the song – maybe a spotty giraffe or a cheeky monkey needs to wash their clothes today?</p> <p><a href="https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-down-in-the-jungle/zfgqscw">https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-down-in-the-jungle/zfgqscw</a></p>	Creates movement in response to music. Sings to self and makes up simple songs.

Please remember to use the activities as a guide. If something is too simple or too difficult just adapt our ideas to suit your child.

They are designed to dip in and out of across a week so use them for enjoyment and within play – we hope you enjoy our ideas and have some fun together! 😊