


Pre School Learning From Home: Summer Term Week 4 11th May 2020

LITERACY ACTIVITY BANK

Learning Objective	Activity Title and Description
To hear and recognise the J sound	<p>PHONICS SHEET 'J'</p> <p>You will need: 'J' PowerPoint, Phonics Sheet J, Jolly Phonics songs CD or this YouTube video https://www.youtube.com/watch?v=jvAYUvQURGo</p> <p>Show the children 'J' PowerPoint. The action for this sound is to wobble like a jelly. Think of more words and names beginning with the 'j' sound. Listen to the 'j' song on the CD or YouTube. Complete the phonics sheet in the usual way.</p>
To practise mark making and letter formation skills	<p>LETTER FORMATION: J</p> <p>You will need: A tray of salt or shaving foam or paper and pencils/crayons/felt tips, letter formation guide for reference</p> <p>Practise writing the letter j in the salt or shaving foam with your finger. Start at the bottom and say the actions as you do it: up, down, loop, dot</p>
To develop understanding of alliteration	<p>FEED METAL MIKE: ALLITERATION</p> <p>Today Metal Mike only wants to eat things that start with the same sound as his name. What does his name start with? Print out the 'Feed Metal Mike' sheet (attached), cut along the lines and feed Metal Mike anything beginning with 'm'. Alternatively, draw your own pictures of things beginning with m or find small objects beginning with m to feed him.</p>
To blend sounds to read words	<p>PHONICS BLOOM: MATCH CARDS</p> <p>You will need: Link to Phonics Bloom activity https://www.phonicsbloom.com/uk/game/match-cards?phase=2</p> <p>You will see a word card at the top of the screen and three picture cards underneath. The child sounds out the word on the top card, then looks at the bottom three cards and says what he or she sees on each card.</p>

	<p>They can check if they are right by clicking on each picture card and listening to the word. They should then move the correct picture onto the word that it matches.</p>
<p>To listen to a story To talk about alliteration To hear rhyming words</p>	<p>PASS THE JAM, JIM</p> <p>You will need: Pass the Jam. Jim or this YouTube link: https://www.youtube.com/watch?v=2mj_EFTd8C8</p> <p>Questions to ask during and after the story:</p> <ul style="list-style-type: none">• What word rhymes with Mabel?• What food rhymes with Fred?• What food rhymes with Walt?• What food rhymes with Guy?• What do you notice about the words soup and Sam? Butter and Betty? Jam and Jim?• Can you think of some things that start with the same sound as your name?

NUMERACY ACTIVITY BANK

Learning Objective	Activity Title and Description
<p>To solve real life problems</p> 	<p>A TOYS' PARTY</p> <p>You will need: A selection of cuddly toys, dolls or action figures, plastic plates, cups and cutlery, play food or play dough (optional)</p> <p>Make a party or picnic for some toys. Lay out plates, cups, cutlery etc for each toy. How many plates will you need? Do you have enough cups? If another toy joins the party, how many plates will you need altogether? Can you share out some play food or real food or make a play dough cake? How many pieces will you need to cut your cake into to make it fair for all the toys? Make some play dough biscuits (or use real ones!) – if every toy would like 2 biscuits, how many biscuits will you need?</p>
<p>To use the comparative language of weight: heavy, heavier</p>	<p>HEAVY, HEAVIER, HEAVIEST</p> <p>You will need: A heavy object e.g. a large stone or a lump of play dough and a very light object e.g a feather or a leaf, a selection of objects or toys of different weights</p> <p>Ask your child to pick up the heavy object and ask them how it feels. At this stage you do not need to indicate that the focus will be on weight although your child may suggest 'heavy' as an adjective. They may also suggest words such as hard, soft, cold, squashy. Next give them the light object and ask them to describe how it feels. If they have not suggested weight related words, ask them which of the two objects they think is heavier. Model the language 'the stone is heavier than the leaf' and ask them to repeat it. Ask them to select 2 objects, one in each hand and then to decide and state which is heavier. In this activity, the objective is to get your child to use the language of weight rather than just holding up the heavier one, or you asking them and them saying 'car' for example! Repeat with several different pairs of objects.</p>

<p>To use the comparative language of weight: light, lighter</p>	<p>LIGHT, LIGHTER, LIGHTEST</p> <p>You will need: A heavy object e.g. a large stone or a lump of play dough and a very light object e.g a feather or a leaf, a selection of objects or toys of different weights</p> <p>Refer to the previous activity and vocabulary used. This time, talk about how we described the stone as heavy and ask how we could describe the leaf. Explain what 'light' means if they do not already know. It may also be a good opportunity to talk about words with different meanings. We might describe the daytime as light but this type of 'light' is different. As before, model the language 'the leaf is lighter than the stone' and ask them to repeat it. Ask them to select two objects, hold one in each hand and then to decide and state which is lighter. As before, the objective is to get your child to use the language of weight, in this case the word 'lighter.' Repeat with several different pairs of objects.</p>
<p>To introduce a balance scale to compare weights</p> <p>To solve a problem using online balance scales</p>	<p>HAPPY CAMEL</p> <p>You will need: The link to the online activity https://pbskids.org/peg/games/happy-camel</p> <p>Ask your child to talk to you about how a seesaw works. Show your child the online activity and talk about how the balance scale is similar to a seesaw. Ask your child why one side will go down. Encourage and model the use of the word 'heavier'. Complete the online activity.</p>
<p>To say which number is one more or one less than a given number</p>	<p>EDUCATION CITY: CANDLE WITH CARE</p> <p>You will need: Link to Education City activity, accompanying activity sheet</p> <p>Please copy and paste the long Education City link below this table into your browser. Open a new tab and copy and paste the activity link below.</p> <p>https://go.educationcity.com/content_select/index/0/2/1/1#/c=35211</p> <p>Complete the online activity. Print out and complete the accompanying activity sheet. If you do not have access to a printer, set your child some practical one more/one less problems. E.g. put 3 raisins on a plate and ask your child to set up a plate with one more or one less. Repeat with different numbers.</p>

EDUCATION CITY LONG LINK: PLEASE PASTE INTO YOUR BROWSER

<https://ec1.educationcity.com/home/autoLoginChk/NDQ1NzZ8NzgyMzYyfGM4NjJmJmUyY2JlNjZkYjYmEwNjBjZTMxYzAzMGlxOWJkOGY2NGM=>

TOPIC ACTIVITY BANK

Learning Objective	Activity Title and Description
To spread and cut with a knife	<p>PHYSICAL DEVELOPMENT: JAM SANDWICH</p> <p>You will need: bread, butter, jam, knife, plate</p> <p>Gather all the things you need. Spread the butter on the bread. Spread the jam on the butter. Fold your bread over or add a slice on top. Cut into halves or quarters. Eat your sandwich or save till later!</p>
To use talk to organise, sequence and clarify thinking	<p>COMMUNICATION AND LANGUAGE: JAM SANDWICH</p> <p>You will need: This activity sheet link, alternatively, a large piece of paper and pencils/crayons https://www.twinkl.co.uk/resource/t-t-29092-jam-sandwich-sequencing-activity-sheet</p> <p>Having made your sandwich (choose a different filling if your child does not like jam!), ask your child to explain how they did it. Maybe they could explain it to another adult or sibling. Ask them what they did first, next, etc. There are a few options for what to do next:</p> <ul style="list-style-type: none"> • Just talk through the process (not every activity needs to be recorded or have a finished ‘product’!) • Having told an adult the steps in the process, an adult could scribe what the child said using bullet points • Your child could draw pictures to show the steps in the process • You could print out the activity sheet – cut out the pictures and stick them in the right order
To follow a process and instructions To see what happens when different ingredients are combined	<p>UNDERSATNDING THE WORLD: MAKE SOMETHING YUMMY!</p> <p>In the book ‘Pass the Jam, Jim’ everyone was getting ready for a party. There were lots of cakes, sandwiches, pastries and biscuits. Have a go at making something with a grown up. You could try fairy cakes, scones, pizza, fruity treats or something else! Here are some ideas:</p> <p>https://www.goodtoknow.co.uk/recipes/mary-berry-s-iced-fairy-cakes</p>

<https://www.bbc.co.uk/cbeebies/makes/the-lets-go-club-name-nibbles?collection=easy-cooking-with-kids-recipes>

<https://www.bbc.co.uk/cbeebies/makes/scone-bake?collection=easy-cooking-with-kids-recipes>



To have fun whilst keeping active

PE and DANCE: Follow along Joe Wicks, Yoga, GoNoodle or Oti Mabuse

https://www.youtube.com/playlist?list=PLyCLOpd4VxBtWi7RnRLz6qHgOqWiB_LrH

<https://www.cosmickids.com/category/watch/>

<https://www.gonoodle.com/for-families/>

https://www.youtube.com/channel/UC58aowNEXHHnfIR_5YTtP4g

To combine materials
To build with a purpose in mind

FOREST SCHOOL: BUILDING WITH MUD BRICKS

You will need: An ice cube tray, spoon, mud, water

Create your own building bricks using mud. Using three parts dirt to two parts water, set the mixture in an ice-cube tray, leave to dry in the sun and then build structures in the garden with the bricks.

