



Nursery Homework

People Who Help Us



This week we are finding out about shop workers. Please send in your photos completing these activities - some might even appear on our website or newsletter.

Your Purple Mash task this week is to paint items in a shopping basket. What items do you want to put in your basket? Mine would be cheese, pineapple, bread and olives.

Create your own shop– you could sell drawings, cakes, sandwiches, books to your family. What will it be?



Shop workers are doing an essential job right now. Can you make them a thank you card and post it to them?



Help your parents put away the weekly shop - where do all the items go? What are the items? Can you recognise any labels or symbols?



Draw, paint or create (with lego or bricks) a shop. What kind of shop will it be?



What do we pay for items with? Have a look at some money - can you draw round the coins? Can you make a picture with the coins? Which is the biggest? The smallest?



Watch Justin from 'Something Special' go to the shops.
<https://www.bbc.co.uk/iplayer/episode/b03ybqdx/something-special-were-all-friends-series-9-23-shopping>

Or Sid from 'Lets Play' work at a supermarket
<https://www.youtube.com/watch?v=wnsK1r5G0l4>



Nursery Homework

Maths, Phonics and Literacy

These are the end of year expectations for Nursery for Maths, Literacy and Phonics.



Maths

- Uses some number names and number language spontaneously.
- Uses some number names accurately in play.
- Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set.
- Beginning to represent numbers using fingers, marks on paper or pictures.
- Sometimes matches numeral and quantity correctly.
- Shows curiosity about numbers by offering comments or asking questions.
- Compares two groups of objects, saying when they have the same number.
- Shows an interest in number problems.
- Separates a group of three or four objects in different ways, beginning to realise that the total is the same.
- Shows an interest in numerals in the environment.
- Shows an interest in representing numbers.
- Realises not only objects, but anything can be counted, including steps, claps or jumps.

Shape, space and measures

- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Shows awareness of similarities of shapes in the environment.
- Uses positional language.
- Shows interest in shape by sustained construction activity or by talking about shape or arrangements.
- Shows interest in shapes in the environment.
- Uses shapes appropriately for tasks.
- Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

Literacy

- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.
- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.

Writing

- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.



Phonics

Phonics in Nursery is designed to help children;

1. Listen attentively.
2. Enlarge their vocabulary.
3. Speak confidently to adults and other children.
4. Discriminate phonemes.
5. Reproduce audibly the phonemes they hear, in order, all through the word.
6. Use sound-talk to segment words into phonemes.



These are ideas you can do at home.

Maths

- Use number language, e.g. 'one', 'two', 'three', 'lots', 'fewer', 'hundreds', 'how many?' and 'count' in a variety of situations.
- Support children's developing understanding of abstraction by counting things that are not objects, such as hops, jumps, clicks or claps.
- Model counting of objects in a random layout, showing the result is always the same as long as each object is only counted once.
- Model and encourage use of mathematical language e.g. asking questions such as 'How many saucepans will fit on the shelf?'
- Help children to understand that one thing can be shared by number of pieces, e.g. a pizza.
- As you read number stories or rhymes, ask e.g. 'When one more frog jumps in, how many will there be in the pool altogether?'
- Use pictures and objects to illustrate counting songs, rhymes and number stories.
- Encourage children to use mark-making to support their thinking about numbers and simple problems.
- Talk with children about the strategies they are using, e.g. to work out a solution to a simple problem by using fingers or counting aloud.
- Demonstrate the language for shape, position and measures in discussions, e.g. 'sphere', 'shape', 'box', 'in', 'on', 'inside', 'under', long, longer', 'longest', 'short', shorter', 'shortest', 'heavy', 'light', 'full' and 'empty'.
- Encourage children to talk about the shapes they see and use and how they are arranged and used in constructions.



Literacy

- Notice and encourage the marks children make and the meanings that they give to them, such as when a child covers a whole piece of paper and says, "I'm writing".
- Support children in recognising and writing their own names.
- Make books with children of activities they have been doing, using photographs of them as illustrations.
- Focus on meaningful print such as a child's name, words on a cereal packet or a book title, in order to discuss similarities and differences between symbols.
- Help children to understand what a word is by using names and labels and by pointing out words in the environment and in books.
- Discuss with children the characters in books being read.
- Encourage them to predict outcomes, to think of alternative endings and to compare plots and the feelings of characters with their own experiences.



Phonics

- Play a listening and drawing game. Take it in turns to sound out a word and the other person has to draw the item! Try the words sun, ten, pan, box.
- Play a listening game about a visit to a farm. 'I went to the farm and I saw..' - instead of saying the animal name, split the word up into its 3 letter sounds. The other person has to identify the animal by blending the sounds together. For example: 'I went to the farm and I saw a 'c-a-t.' - 'It's a cat!'. Try cat, dog, pig, cow, hen.
- Go on a letter sound hunt! Look around at home or outside and find things beginning with the same letter sound. 'Can you find three things beginning with the letter t?' What other letters can you choose?
- Make some silly soup! Find three things that begin with the same letter to put in a bowl and stir into soup.
- Sing some nursery rhymes together!
- Say some words and work out which ones rhyme with each other and which one doesn't. Remember to listen carefully to the sounds at the end of the word: tree, bee, pin, three