

Hamstel Nursery Home Learning – Learning through play

Dear Parents and Carers,

We hope you are all safe and well.

Please see the following activities to further support your child's learning at home, learning through play. We hope you have lots of fun together and would love to hear how you get on and encourage you to upload your photographs and experiences on Tapestry.

From the Nursery Staffing Team

Day One

How you can help me learn at home to:

Match and sort to help learn colours, shapes, patterns and size.



Mathematics

Matching and Sorting Game

- Collect some pairs of socks (all different shapes, sizes and colours).
- Find some pegs.
- Separate the socks.
- Take turns.
- Choose a matching pair and then have a go at pegging them together.
- Using the pegs will help your child to strengthen their motor control in their hands.

Day Two

How you can help me learn at home to:

Help your child develop their listening skills and awareness of sounds in the environment.

To –

Recall sounds they have heard

Discriminate between sounds

Describe the sounds they hear



Communication & Language Listening Walk

- Venture out and about on a listening walk.
- Encourage the children to listen attentively to the sounds around them.
- Talk about the different sounds they can hear.
- Use cupped ears or make your very own headband to wear as they go on the listening walk with ears.
- After the walk, make a list of all the sounds they can remember together. The list can be in words or pictures.

Day Three

How you can help me learn at home to:

Identify and name shapes in the environment



Mathematics **Spotting Shapes**

- Help your child to point out shapes as you go for a walk or find them around the house.
- Talk about the number of edges, are they straight or curved? Any corners?
- Take photographs or draw the shapes you find and name them
i.e. circle – clock
Arch – Door way

Day Four

How you can help me learn at home to:

To develop awareness of sounds and rhythms

To- Produce contrasts in rhythm, speed and loudness

Join in with words and actions to familiar songs

Articulate words clearly.

Keep in time with the beat Copy the sounds and actions.



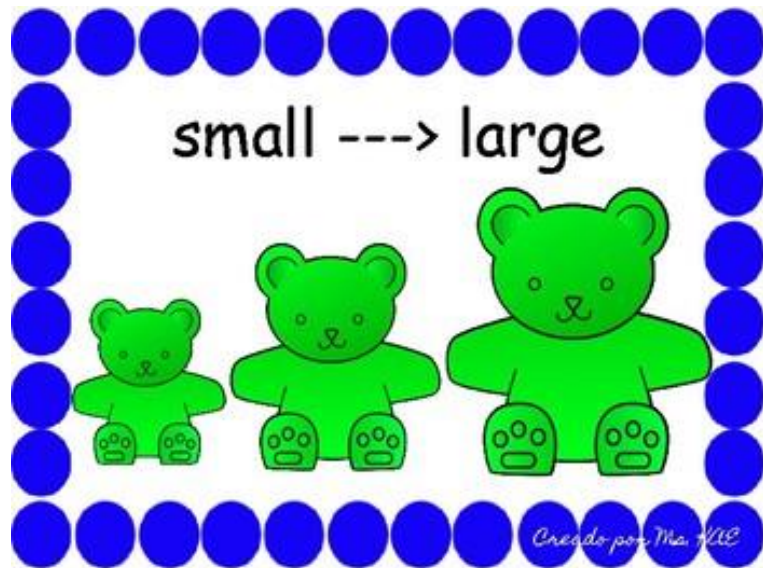
Communication and Language Action Song

- Sing "Roly poly"
- Rehearse the rhyme with the actions (rotating hand over hand) Ro . .ly . . po . .ly . . . ever . . . so . . . slowly
- Ro . .ly . . po . .ly faster. (increase the speed of the actions as you increase the speed of the rhyme)
- Now add in new verses, such as: Stamp . . . your . . . feet . . . ever . . . so . . . slowly Stamp your feet . . . faster.
- Ask the children to suggest sounds and movements to be incorporated into the song.

Day Five

How you can help me learn at home to:

Order different lengths and sizes and compare



Mathematics Ordering Sizes

- Find some objects around the house
- Model how to place in size getting bigger or longer each time
- Option to add more objects up to 10
- Ask them 'Which is the next biggest?' or 'Which is the next longest?'
- Try it the other way around?
Which is the smallest or shortest?
- Can you order the objects starting with the biggest or longest and get smaller or shorter each time?
- Keep encouraging your child to use these key words i.e. Long, longer, big bigger, small, smaller, short and shorter. Extending this to: 'enormous' 'gigantic' or 'tiny' 'minute'.

Day Six

How you can help me learn at home to:

To follow and give instructions using mathematical language such as “under, over, on, behind, in front, in and through’.

Mathematical Language (Prepositions)

Mathematics Teddy Bear Hunt

Watch ‘Going on a bear hunt’ by Michael Rosen, performed by Michael Rosen.

<https://www.youtube.com/watch?v=0gyl6ykDwds>

- Choose a teddy or an object to follow the instructions in the story
- Model how to hide the teddy or object using the mathematical language such as “under, over, on, behind, in front, in and through’.
- Take turns to give the instructions encouraging the use of the words and actions



Day Seven

How you can help me learn at home to:

Develop Early Writing Skills – Mark Making

Mark Making Activities

- Model how to create/draw and name lines introducing vertical and horizontal lines
- Model how to draw and name circles, dots, wavy lines



- Choose from a range of mark making resources
- Large paper and crayons/pencils
- Use your finger, a spoon, stick in sand or flour or a paintbrush in paint to create, model and talk about the different marks you make

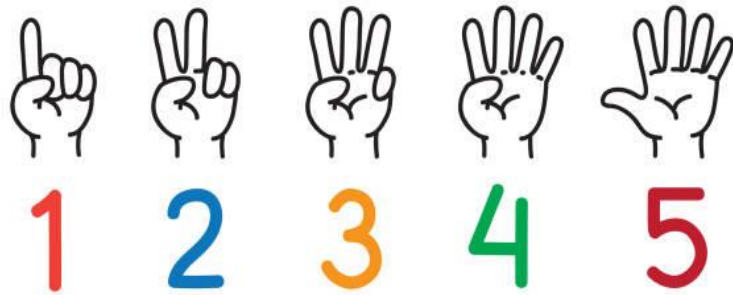
Day Eight

How you can help me learn at home to:

Recognise Numbers and Quantities

Mathematics Exercises to Numbers

- Draw the numbers on separate pieces of paper or card 1,2,3,4,5
- Shuffle the cards and place these face down



- Ask your child to choose a card
- Model an action such as star jumps, hop on the spot, clap your hands, touch your knees, crouch down and stretch up
- Ask your child to repeat the same number of times (actions) as the number on the card.
- You can add more numbers to further challenge if you choose

Day Nine

How you can help me learn at home to:

To support careful listening and repetition of rhythm and sound. (To support early reading skills)

General Sound Discrimination - Instrumental Sounds

Make your own Shaker

- Find and recycle an empty plastic bottle or find a box/tin with a lid



- Pour or spoon a small amount of rice or lentils or pasta into the bottle and put the lid back on
- (Optional) Decorate the bottle (optional) using cello tape/glue and/or different pieces of paper/glitter, cotton wool. Wow you have created your own musical shaker!
- Model how to shake the instrument
- <https://wordsforlife.org.uk/activities/horsie-horsie-nursery-rhyme/>

Use the instrument to play along to your favourite songs/rhymes

- Can you sing and play at the same time?
- Can you dance with the shaker, creating rhythms with it as you move your body?

Day Ten

How you can help me learn at home to:

Build my concentration skills and Memory

Communication and Language The Memory Game

- Choose some of your favourite toys, books and objects.



- Put these in front of you and talk about each item you can see
- Ask your child close their eyes and turn around.
- Remove one or some of the items.
- Ask your child to back around and open their eyes and see if they can tell you what is missing.
- Option - You can play this game the other way around, with your child removing the items and testing your memory.

<https://wordsforlife.org.uk/activities/memory-game/>