



We would love to see what learning you've been doing at home! Please send photos in using the **Evidence Me app**. We also have a Nursery twitter page (@NurseryUmps) where you can share your learning with us and the rest of the school.

Daily Phonics tasks

Phonics: Speed sounds set 1

Revise the sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, x, k, z, y

Children to sound out and read the following words:

Cat top mat dad mom pat tip sip
... ...

Challenge: Learn: peg set
... ...

Initial sounds

Play 'I spy' in your house. Say "I spy something beginning with b". Can your child guess it's a...(book). Repeat with other initial sounds. 't' = tv 'p' = plate 'c' = car 'a' = apple

Weekly Maths Tasks

Number Activities:

Counting

Practise counting up to and back from 10:

0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0

Count on from different numbers i.e

2, 3, 4, 5, 6, 7, 8, 9, 10

7, 8, 9, 10

4, 5, 6, 7, 8, 9, 10

Challenge: Can you count to 20?

Revise recognising numbers 0 – 5.

Practice forming these numbers using different media e.g. pencil, felt tp, sand, foam, chalk.

Number Formation

Can you trace the numbers?



Weekly Reading and Writing Tasks

Reading:

Parents to share a book with children daily. Visit Oxford Owl for free eBooks. You can create a [free account](#).

Complete the linked Play activities for each book.

Share a story with your story: Goldilocks and the Three Bears

If you have the book, share the book with your child. If not, you can access the book on YouTube.

After you have read the story a few times ask questions about the story as you read with your child:

- What happened at the beginning of the story?
- Who are the characters in the story?
- Why did the bears go for a walk?
- What did Goldilocks do next?
- Why did baby bear cry?
- How do you think Goldilocks felt?
- What happened at the end of the story?

Writing:

Letters

Forming letters: c, o, a, s, t, i, l, p, n, m

Then practice forming the letters: d

Name:

Write your child's name on a big piece of paper and encourage them to trace over the lines.

Challenge: Encourage them to look at the shape of each letter. Can your child copy the letters underneath?

Positional language

Go on a walk and play a positions game with a friend or grown-up. Ask them to spot an object and you have to guess what it is. Ask them to give you clues to identify the object, e.g. "It is behind the fence." or "It is in front of the café."



Play a twist on the game 'I Spy' but instead of guessing the word beginning with a certain letter, give clues as to the object's position, e.g. "I spy with my little eye, something behind the ..." or "next to the ...".

Draw a bush in the middle of a piece of paper. Draw a lion next to the bush, a mouse underneath the bush, and a cheetah in front of the bush. Draw a zebra behind the bush (you might just be able to see his tail poking out) and a parrot on top of the bush.



