

# Home Learning

## Week Beginning 10<sup>th</sup> January 2022

Dear Parents/Carers,

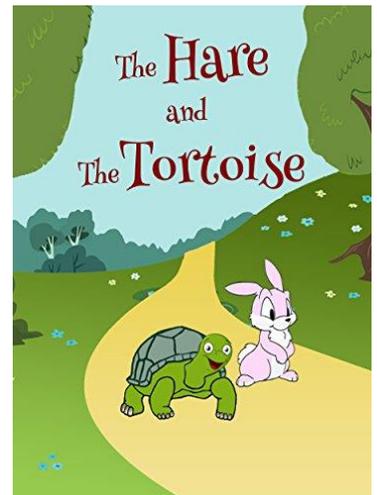
We would love to hear from you about your child's learning at home; to share this, please use the following email address: [fshomelearning@exwickheights.devon.sch.uk](mailto:fshomelearning@exwickheights.devon.sch.uk). Thank you.

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### Personal, social and emotional development (PSED)

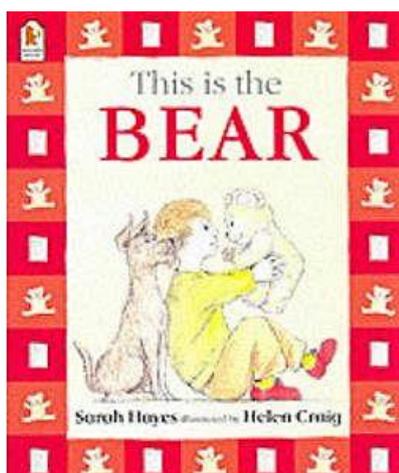
**We will be exploring our dreams and goals this half term, this week we are looking at 'never giving up'.**

- Talk to your grown up about a time that you found something tricky to start with, but with practice and never giving up you managed to do it. Some examples could be learning to cut out a picture, put on your coat without any help or ride a bike. What did you find tricky? How did you manage to do it?
- Watch the story of 'The Tortoise and the Hare' using this link: <https://video.link/w/tpjDb> Who won the race? How did they win the race?
- Think of a goal that you would like to focus on this week. It could be to count in order to 10 and beyond, to colour in a picture keeping within the lines or learn to hop. Try hard this week at never giving up on your goal.



### Communication & Language (C&L)

**This week, we will be looking at 'This is the Bear' by Sarah Hayes and Helen Craig.**



<https://video.link/w/ifeTc>

- To help us develop our story writing skills we have been looking at different forms of narrative. This term we will be exploring 'where'. Throughout the story, talk about **where** the characters are in the story. Once the story is finished, try asking your child questions to see what they remember. For example, **where** did the bear fall? **Where** did the bear end up?

## **Physical Development (PD): gross motor movement**

- Encourage your child to participate in everyday physical activities.
- Have a go at this 'Bears and Beavers' yoga video: <https://video.link/w/wXjDb>
- Practising crawling like a bear, with your hands and feet flat on the floor. Can you stand up tall like a bear standing on two feet? What other animals can you move like? You could try a duck or a snake to start with.
- Play some music and move around as an animal. Every time the music stops, freeze as that animal.



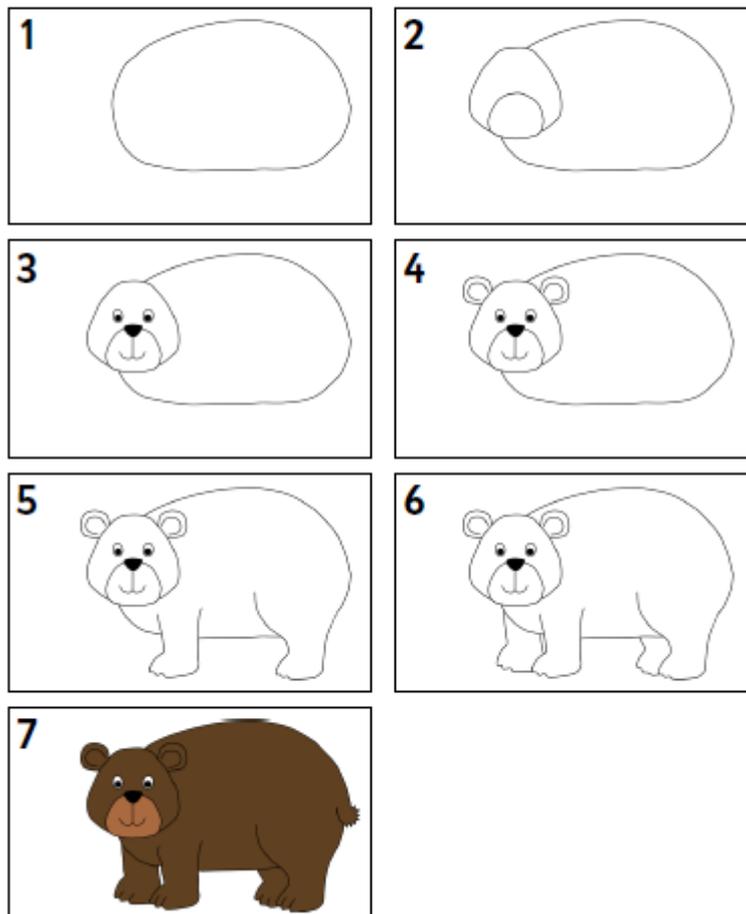
## **Physical Development (PD): fine motor activity and Expressive Arts and Design (EA&D)**

### **Key focus:**

- Follow this step by step instruction of how to draw a bear. You may need to model each step on some paper first for your child to see or you may need to work together.
- Perhaps you could then colour it in or paint it. What colour would your bear be?

## **How to Draw a Bear**

Use these instructions to help you draw a simple bear.



## Mathematics (M)

### For Nursery:

- Understanding what is meant by the term '**zero**' and that it is represented by the numeral **0**.

## Guidance

The children will already have some practical understanding of 'nothing there' or 'all gone'. Here, they learn that the number name **zero** and the numeral **0** can be used to represent this idea.

The children should be given opportunities to apply this understanding within the classroom.

E.g. There are 0 children playing in the sand.

Number songs which count back help to develop the understanding that 0 is one less than one.

### Activities:

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Encourage the children to represent numbers including 0

Show me 3 fingers, show me 5, show me 0

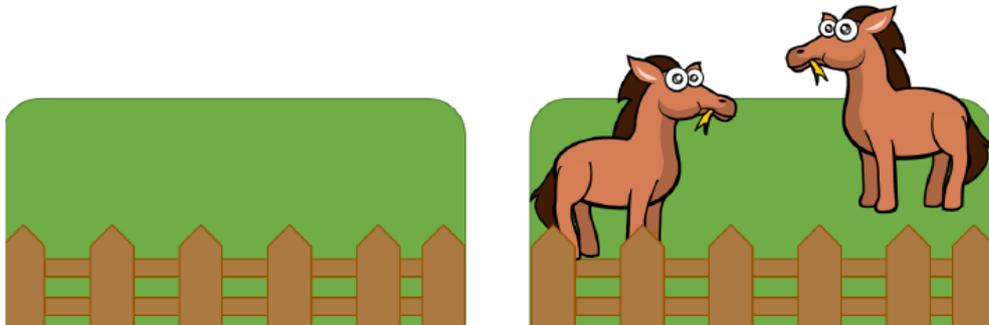
Show me 4 apples in the basket, show me 2, show me 0

Show me 4 claps, 1 clap, 0 claps.



Can you draw some pictures to represent the numbers to 5

How would you represent 0?



You could even go on a walk and look to see where you can spot zero.

You might spot 0 cars on the road or 0 horses in the field.

How many 0s can you find?



- Use number songs such as:
  - 5 Little Monkeys Jumping on the Bed <https://video.link/w/aDMCb>
  - 5 Little Speckled Frogs <https://video.link/w/UFMCb>
    - Encourage your child to join in with the rhyme, beginning with holding up 5 fingers and taking one away each time as the rhyme progresses.
    - At the end ask: "How many fingers do you have left?". Talk about why there are 'none left' and reinforce that this is zero.

- Watch and discuss what is happening in the Numberblocks series called: 'Zero'  
<https://www.bbc.co.uk/iplayer/episode/b0blsx34/numberblocks-series-3-zero>
  - Talk about why *zero* has no actual block.