## EYFS Home Learning Guidance for Parents - Nursery - Week 2

| ACTIVITY 1 Together with your child count to thirty. Go on a shape hunt, finding things that have got circle faces. You could record, by drawing what you find. For example you could find a clock with a circle face. As an extra activity, you could draw some circles for your child and then take it in turns to change them into something else. For example, you could turn a circle into a pizza or a  Together with your child count to thirty. Go on a shape hunt, finding things that have got oblong faces. You could record, by drawing what you find find a way got oblong faces. You could record, by drawing what you find. For example you could find a computer could draw some oblongs for your could draw some oblongs for your child and then take it in turns to change them into something else. For example, you could turn a square into a TV  Together with your child count to thirty. Go on a shape hunt, finding things that have got oblong faces. You could record, by drawing what you find. For example you could find a computer monitor or could draw some oblongs for your could draw some squares for your child and then take it in turns to change them into something else. For example, you could turn an oblong into a door, chocolate bar etc.  Key vocabulary: side, straight, corner, long, short, longer, shorter, flat. |            | MONDAY   | TUESDAY   | WEDNESDAY   |
|---|------------|--|---|---|
|   | ACTIVITY 1 | Together with your child count to thirty.  Go on a shape hunt, finding things that have got circle faces. You could record, by drawing what you find. For example you could find a clock with a circle face. As an extra activity, you could draw some circles for your child and then take it in turns to change them into something else. For example, you could turn a circle | Together with your child count to thirty. Go on a shape hunt, finding things that have got square faces. You could record, by drawing what you find. For example you could find a computer monitor or coaster. As an extra activity, you could draw some squares for your child and then take it in turns to change them into something else. For example, you could turn a | Together with your child count to thirty. Go on a shape hunt, finding things that have got oblong faces. You could record, by drawing what you find. For example, you could find a table top. As an extra activity, you could draw some oblongs for your child and then take it in turns to change them into something else. For example, you could turn an oblong into a door, chocolate bar etc. Key vocabulary: side, straight, corner, long, short, longer, |

|          |                    | 1. 1                 |                        |
|----------|--------------------|----------------------|------------------------|
|          | Key vocabulary:    | Key vocabulary:      |                        |
|          | side, curved,      | side, straight,      |                        |
|          | round, flat.       | corner, same, flat.  |                        |
|          |                    |                      |                        |
| ACTIVITY | Go on a sound      | Go on a sound hunt   | Go on a sound hunt in  |
| 2        | hunt in the house  | in the house or      | the house or garden,   |
|          | or garden, finding | garden, finding      | finding things that    |
|          | things that start  | things that start    | start with A. Ensure   |
|          | with the same      | with S. Ensure       | you say the sound      |
|          | sound as your      | you say the sound    | the letter makes and   |
|          | child's name.      | the letter makes     | not its name. Eg.      |
|          | Ensure you say     | and not its name.    | aaaa, rather than Ai.  |
|          | the sound the      | Eg. sss, rather      |                        |
|          | letter makes and   | than Ess.            |                        |
|          | not its name. Eg.  |                      |                        |
|          | Mmmm, rather       |                      |                        |
|          | than Em.           |                      |                        |
| ACTIVITY | Using some         | Using building       | Collect a group of     |
| 3        | building blocks,   | blocks, take it in   | objects on a tray,     |
|          | see who can build  | turns to roll a dice | name all of them,      |
|          | the tallest tower  | and add that many    | emphasising the        |
|          | in the time it     | blocks to your       | initial sounds. Play I |
|          | takes to count to  | tower. Who's is      | Spy.                   |
|          | twenty. Use        | the tallest after 6  | "I Spy with my little  |
|          | vocabulary such    | rolls?               | eye, something         |
|          | as tallest,        |                      | beginning with,, "and  |
|          | shortest.          |                      | the other person has   |
|          |                    |                      | to say the correct     |
|          |                    |                      | item.                  |
|          | <u> </u>           |                      |                        |

| ACTIVITY | Share a           | Share a             | Share a story/book    |
|----------|-------------------|---------------------|-----------------------|
| 4        | story/book with   | story/book with     | with your child.      |
|          | your child. After | your child. After   | After you have read   |
|          | you have read the | you have read the   | the story, encourage  |
|          | story, encourage  | story, encourage    | your child to think   |
|          | your child to     | your child to think | about the following   |
|          | think about the   | about the           | questions: What       |
|          | following         | following           | happened when?        |
|          | questions: What   | questions: What     | Tell me about?        |
|          | happened when?    | happened when?      | Why, what, where,     |
|          | Tell me about?    | Tell me about?      | who? You could also   |
|          | Why, what,        | Why, what, where,   | talk about the        |
|          | where, who? You   | who? You could      | characters and        |
|          | could also talk   | also talk about the | setting of the story  |
|          | about the         | characters and      | and ask your child to |
|          | characters and    | setting of the      | predict key events in |
|          | setting of the    | story and ask your  | the story.            |
|          | story and ask     | child to predict    |                       |
|          | your child to     | key events in the   |                       |
|          | predict key       | story.              |                       |
|          | events in the     |                     |                       |
|          | story.            |                     |                       |
|          |                   |                     |                       |