**Nursery Planning- Easter
Week 1: Summer 1**

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|  | **Literacy** | **Maths** |
| **Monday13th** | Easter Monday |
| **Tuesday 14th** | Cbeebies- Let’s Celebrate- Easter <https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-easter> Share these videos all about the celebration of Eater. Explain that it is a Christian celebration about how Jesus came back to life. Christians go to a special building called a church on Easter Sunday to remember this special time. After watching the videos talk to your child about what they can remember about the celebration. Ask question like Where did they go? What was the special building called? What noise could the little boy hear as he arrived? Can you remember what they used to decorate the cross? **Challenge**: Use the internet to research what a Church looks like. Can you have a go a drawing a Church? What about adding the cross? | Tuesday’s folder will have some counting activities for you to try. Ask your child to count the Easter pictures. Can they recite the numbers in order starting at 1? Do they miss any numbers out? If so support them to make sure they recite every number. Encourage your child to use their finger to touch each picture they count. You may like to write down how many of each picture they count. Encourage your child to write mathematical marks/number to represent their counting too. After counting the pictures see if they can make comparisons between the amounts. For example “Did you count more lambs or hot cross buns? How do you know?” **Challenge:** Have a go at the Egg counting-adding activity. Ask your child to count each of the coloured eggs and then ask “If we add them, how many eggs will we have altogether?” |
| **Wednesday15th** | Share the story of ‘The Easter Journal’- ebook. Talk about the traditions that the children do with their families. Have you done any of them? What did the children do in the park? Were they allowed to eat the chocolate when they found the eggs? When were they allowed? Where did the family go to celebrate Easter? Can you remember what they did there? **Challenge:** Talk about what traditions you have around Easter time. Can you draw a picture about it? | Just like the children in the story have your own Easter egg hunt. (If you don’t have any Easter eggs you could use anything toys, cars, bricks, socks, etc). You could do this inside or outside. Hide your items and then ask your child to find them. As they find them ask them to describe to you where they found it to use ‘positional language’ (next to, in front, behind, under, on top). Get them to use sentences like “I found it under the sofa, I found it next to the steps, I found it in front of the flowerpot”. **Challenge:** Have a go at the ‘Can you find poster’. See if your child can spot the eggs and describe to you where they are in the picture. |
| **Thursday16th** | Share the story of ‘Saving Easter’- ebook. Afterwards talk about the story. Ask questions like; What can you tell me about the story? Who was the main character in the story? What was the problem- who was poorly? How do you think the Easter Bunny felt when there weren’t any eggs? How did he get help to save Easter? Who were the characters? What happened at the end of the story? Can you think of a time when your friends helped you? **Challenge:** Can you make a get well soon card for the chickens? What pictures do you think they would like on their card? | I wonder how many Easter eggs the Easter Bunny had to deliver? Have a go at counting the eggs using the ‘Count the Easter eggs’ pictures and then match the number to how many you counted. Can they recite the numbers in order starting at 1? Do they miss any numbers out? If so support them to make sure they recite every number. Encourage your child to use their finger to touch each picture they count. Are they able to recognise any of the numbers? **Challenge:** If your child can correctly match the numeral and quantity, challenge them by talking about ‘1 more’. Ask them “If there was 1 more egg here how many would I have then?” If they can tell you the correct number then ask them to find that number. For example if the picture shows 4 eggs and they could count them all and then find the number 4 you would be expecting them to tell you there would be 5 eggs if there was 1 more.  |
| **Friday17th** | Use the photos from the ‘Easter pictures’ file to start a discussion about all of the things that link to Easter. Use open ended questions like “Tell me what you can remember about Easter…” “I wonder if you know about the Easter bunny…” “What do you know about the Church?” Use the photos to support their thinking and to promote language. Maybe they could tell a family member what they know about it?**Challenge:** Can you draw picture showing all of the things you know about Easter time? What will you include in your picture? | Using paper make/cut some Easter egg shapes and on each one write numbers 1-10 (or 1-5 to make it simpler). Maybe your child could help you write the numbers? Use an empty egg box (or empty ice cube tray) to practice counting objects. Choose an Easter egg cut out e.g. the one you have written number 4 on, place it next to the empty egg tray/ice cube tray and get your child to count 4 objects into the gaps. Can they correctly count in the right amount of objects? Can they recite the numbers in the correct order? Your child may need support to recognise the numeral. Each time, change which Easter egg you give your child to count the objects. Don’t always start at 1 and work through the numbers, mix them up! **Challenge:** If your child can correctly count the correct amount of objects into the tray ask them to arrange them differently. Do they still count the same number even if they are in a different place? Do they recognise that even if they are arranged differently the total will still be the same?   |

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| **Additional activities** These are some further ideas that link to the story on each day. They are a great way of extending your child’s learning or to develop their interests further. The instructions can be found in the ‘Additional activities’ folder. |
| **Monday13th** | **Tuesday 14th**  | **Wednesday15th** | **Thursday16th** | **Friday17th** |
| Easter Monday | Make some hot cross buns | Decorate some eggs (hard boiled or paint/draw).You could use cotton buds and paint to make a dot pattern egg. | Make some chocolate Easter nests | Make an Easter card |
| Draw and decorate a cross | Look at photos of your family. Talk about what fun things you did together. Maybe you could send them a card or draw a picture about it? | Talk about your friends and why you like them | Potato masher Easter Egg |
|  |  | Make a thank you card to the friends who helped the Easter Bunny |  |

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| **Phonics**Below are some daily phonics ideas that will enable your child to practise and develop the skills they have learnt so far this year.  |
| **Monday13th** | **Tuesday 14th**  | **Wednesday15th** | **Thursday16th** | **Friday17th** |
| Easter Monday | **Listening walk-** Go on a listening walk around your house or an outside area. Practise listening carefully to the sounds you can hear. Talk about what you heard. Were they quiet? Were they loud? Were they short or long sounds? **Challenge:** After your walk- Can you remember the sounds you heard? Can you draw them? | **Rhyming quiz-** Use the Rhyming Quiz PowerPoint to listen to and match some rhyming words. Can your child identify the correct word? (the PowerPoint can be found in the phonics folder)**Challenge:** When your child has identified the rhyming word can they think of another word that also rhymes with it? | **Making instruments-** Use empty bottles (with lids) and fill with different items to make shakers e.g. rice, water, stones.) What different sounds do they make? What makes the loudest sound? What about the quietest? **Challenge:** Could you sing a song whilst playing them? | **Body percussion-** Play ‘Follow the Leader’ with your family. One person chooses some body percussion e.g. patting their knees, clapping their hands, clicking their fingers, the rest of the family have to try and copy them. Take turns to be the leader. **Challenge:** Can you make up/follow a 2 part movement e.g. clap, click, clap, click?  |