**Nursery Planning- Superworm  
Week 4: Summer 1  
(don’t forget to scroll down for additional activities and daily phonics)**

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|  | **Literacy/ Understanding the World** | **Maths** |
| **Monday 4th** | Log onto Tapestry to hear Miss Lake read the story of Superworm! You can leave me comment telling what your favourite part was. Or what you can remember that happens in the story? Who were the characters? What do you think happened next? If you have problems logging on you can read your own book or watch it on Youtube ‘Superworm! Read aloud children’s book’ <https://www.youtube.com/watch?v=7Jnk3XApKBg> **Challenge:** Can you re-tell me any of the story? | Where is the worm? Encourage your child to use prepositional language (in front, behind, next top, on top, beside) to describe where the worm is. |
| **Tuesday  5th** | Can they remember some of the useful things Superworm became during the story? Can you have a go at drawing these useful things? (Look at the double page where Superworm becomes lots of different things such as a swing and a crane). **Challenge:** Can you think of a time you have been helpful for your grown-ups at home? Maybe you tidied your toys away, helped to make lunch or had a go at dressing yourself? Can you draw a picture of you being helpful? | Pretend you are the Lizard in the story making a magic potion! Can you count and add together the ingredients? Use langage like 2 ‘frogs **add** 2 frogs’ or ‘now there are\_\_\_ **altogether**). Encourage your child to use this language too. If you prefer you can use real objects and a bowl to make a potion.  **Challenge:** Encourage your child to write/mark make/record how many objects they count so they can do the spell another time. |
| **Wednesday 6th** | Superworm is like a superhero! Can you design a superhero costume for Superworm? What do superheroes wear? What colour will it be? Will it have a pattern or picture on it? | I wonder how many mini beasts live in your garden? I wonder how many mini beasts you will find on your walk? You may like to use this ‘Wed-recording’ sheet (or create your own) to encourage your child to make marks as they count them. Ask questions like “I wonder if we will find more worms or snails?”. When you have finished your hunt look at the recording to use and encourage language like more or fewer. |
| **Thursday 7th** | Catch your own Superworm! Follow the instructions for ‘Thurs-wormery’ to make your own wormery. **Challenge:** can you make a diary to write/draw about the changes you see happening in your wormery? | Use playdough (or draw and cut out different length worms) to talk about length. Can your child correctly identify the shortest and longest worm? Can they sort them from shortest to longest? **Challenge:** can you make a worm that is even shorter/longer than your shortest/longest worm you already have? |
| **Friday 8th** | Superworm is missing! Can you make a wanted poster to help find Superworm! Think about what he looks like. What colour is he? What shape is his body? Ask your child to think of some words to describe Superworm to write underneath e.g. personality, what he feels like, appearance etc. Is there a reward for finding him? What will it be? You can use ‘Fri-wanted poster’ or create your own. **Challenge:** pretend you are a detective. Think about the places Superworm might be hiding in your garden. Draw/video/take photos of the places he might be hiding to get clues. | Introduce the word ‘estimating’ meaning to guess. Use the ‘Fri-how many worms’ challenge card instructions. Once your child has grasped the concept you could try this type of activity with other objects too. |

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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 separate named documents. | | | | |
| **Monday 4th** | **Tuesday  5th** | **Wednesday 6th** | **Thursday 7th** | **Friday 8th** |
| Find out some fun facts about worms by having a look at ‘Mon-worm fact’s. Maybe you could tell a grown up something you have learnt about worms? | Use some cooked spaghetti or string dipped into paint to create a worm picture. | Learn about the lifecycle of a worm. Have you seen a lifecycle before? Is there anything similar to a lifecycle of a caterpillar? Maybe you could draw the lifecycle of the worm? | Find out how to care for your own Superworm by asking your grown up to read you ‘Thurs-looking after your worm’ information. Make sure you feed your worm the right foods. Check what you need to feed them by looking at ‘Thurs-worm food’. | Learn a song about worms called ‘Wiggly Woo’ on BBC School Radio. Maybe you could record your self-singing it?  <https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-wiggly-woo/zvj8gwx> |
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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  **Please visit phonicsplay.co.uk- Parents- Pre-school children for some really helpful support about how what phonics is, how it is taught and further ideas.** | | | | |
| **Monday 4th** | **Tuesday  5th** | **Wednesday 6th** | **Thursday 7th** | **Friday 8th** |
| **ORAL SEGMENTING AND BLENDING (explanation below at the bottom of the page)**  Look through the ‘Mon-farm animals’ to encourage your child to tell you what they are. Leading on from last week use a puppet/toy to support you to robot talk the words. You might like to include it in a song e.g. Old MacDonald had a farm e-i-e-i-o and on that farm he had a p-i-g (sound out the word) cam your child hear which animal it is. Encourage them to robot talk the too with you. As they get more confident ask them to do it themselves. | **ORAL SEGMENTING AND BLENDING** Choose a selection of objects/toys with two or three phonemes. There can be more than one of the same object (e.g. peg, hat, sock, cup, jug, cat, dog, pig, sheep). Make a river across the floor or ground outside with chalk or draw one with paper. The puppet/toy calls out the name of an object in sound-talk (e.g. p-e-g). If your child can work out what is being said that object can cross the river. | **Alliteration:** Provide your child with a selection of items with names that begin with the same sound. Show them how you can make some ‘silly soup’ by putting ‘ingredients’ (e.g. a banana, bumble bee and bug) into a pan. Allow your child to play and concoct their own recipes.. Talk about the ingredients they put in emphasising on the initial sound.. By observing mouth movements draw the children’s attention to the way we start each word and form sounds. Where possible use objects that start with the sound S-A-T-P-I-N). Repeat the activity with different sets of objects.  Then suggest that you make silly soup and ask your child to watch and say as you put your ingredients into the bowl e.g. pen, pencil, pen, pasta, car, pig, paintbrush (NOTE THE CAR). Ask them to really carefully listen to each one. Can your child identify the odd one sound from the initial sound in the word?  If you have a printer you can print out ‘Wed-Thurs-silly soup’ | | Practise all of all your phonics knowledge with this ‘Fri-Phase 1 Phonics’ Power point. |
| **Oral segmenting and blending: Robotic talking**- Words are made up from sounds (called phonemes) and children need to be able to hear these sounds individually. Sometimes when you are playing you can say words as if you were a robot (saying the sounds separately) and see if your child can work out what you are saying. Stick to short simple words that only have a few sounds in them. Make sure you are saying the letter sounds (p-i-g) not the letter names (pee-eye-gee). If you aren't sure what the sounds are or how to break that word down then just miss out that word and pick something easier. E.g.  Pass that p-i-g to me. Sit d-ow-n. Point to your t-ee-th. Hop like a f-r-o-g As your child becomes familiar with this robot talking, see if they can say words in robot talk themselves? | | | | |