**Nursery Planning- Under the sea  
Week 2: Summer 2  
(don’t forget to scroll down for additional activities and daily phonics)**

|  |  |  |
| --- | --- | --- |
|  | **Literacy/Understanding the World** | **Maths** |
| **Monday 8th** | This week we will be looking at creatures under the sea, starting with a story called ‘Starry Eyed Stan’ all about a star fish that lives under the sea. Together share the ebook encouraging your child to talk about the pictures. Ask open questions like “what do you think will happen next..?” “What do you like about…” When you have read the story together you may like to use ‘Mon-talk cards’ to ask questions to test their understanding. (The stars on the cards represent the difficulty). This activity develops your child’s listening, attention, recall and understanding of the story.  **Challenge:** Can you draw Stan the Starfish? Maybe you could design your own starfish, what would it be called? | I wonder how many singing fans Stan has? Today you will need to carefully count how many fans he has using the ‘Mon-how many fans’ Powerpoint and then match your counting to the correct numeral. |
| **Tuesday  9th** | Today you will be a deep sea diver! (you may even want to dress up). Ask your chid what a diver is- explore together and show a picture so they are familiar with what they are. For today’s activity: 1. Talk about the story from yesterday (you may like to read it again.  2. Talk about what kind of creature Stan is. Together look at other star fish photos ‘Tues-Starfish Photo Pack. Discuss similarities, differences, colours, patterns etc.  3. Next share ‘Tues-Diver Dan's Letter’  4. Have already hidden around the house/garden ‘Tues-Diver Dan's Starfish Search’ pictures (you can print them or make your own). 5. Ask your child to be a diver to find the hidden sea creatures. As they find them ask if they think it is a star fish or not. They could collect them into 2 piles. Ask why they think it is or isn’t a star fish “what do you think that” 6. Once all of the star fish have been found you can read the new facts about star fish. You may like to extend their interest in star fish by researching more facts together. | To make this activity more hands on, it would be best to print these out but if you don’t have a printer you can still do the activity on the screen by talking about the sizes).   Encourage your child to sort the pictures (they will need to be cut out first). Take note of how they arrange them. Do they do it by character? Size? Colour? Or something else? Ask if they are able to sort into size (you may just want to have 1 small, 1 medium and 1 large to start). Then you could ask them to arrange them from smallest to largest and adding in the in-between sizes. |
| **Wednesday 10th** | Today we will be looking at other creatures that live under the sea. Ask your child to tell you of ones they can remember. You may like to write/draw together a list/picture of them. (if you have any toys at home you could collect them). Together play ‘Wed-what am I? game by reading the clues to guess the sea creature.  **Challenge:** Can you move like different sea creatures for your family to guess what you are? | How many different sea creatures can you count? Have a look at  ‘Wed-Under the Sea Find Colour and Count Activity Sheet’. You can also practise making mathematical marks or writing numbers to record your counting. |
| **Thursday 11th** | Which is your favourite sea creature? What do you like about it? Do you know any facts? You may like to look at ‘Thurs-word mat’ to talk about the sea creatures first (or look on the internet). Today you will be drawing/painting your favourite sea creature. Have you found out what it eats? You could draw that too. What about where it lives in the sea? What does its babies look like? | See ‘Thurs-2D shape fishing’ |
| **Friday 12th** | Today you will be looking at plastic pollution in the ocean. Watch the clip ‘Great Pacific Garbage Patch’  <https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-go-jetters-environment-weather-and-climate/zfb3scw> and look at ‘Fri- looking-after-our-oceans-discussion-cards’. Allow your child to talk about what they see. Ask them questions like “what do you think is happening?” “how do you think the sea creatures feel about this?” “what could we do to help?” **Challenge:** When you go to the beach maybe you could take a litter bag to pick up other people’s rubbish called a ‘beach clean’ to help look after the sea creatures. | You could collect shells/stones/drift wood/seaweed to make arrangements on the sand to make an under the sea picture. What creature will you make? Can you spot any shapes in your picture? |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 8th** | **Tuesday  9th** | **Wednesday 10th** | **Thursday 11th** | **Friday 12th** |
| What is your special talent? What are you good at? Maybe you could have a talent show at your home? | You could find a sparkly playdough recipe to make your own star fish. Will it be smooth or bumpy? | Sinking and floating experiment! Fill the bath with some cold water and collect a selection of toys that don’t mind getting wet. Predict if they will soak or float (you may need to teach the difference first). Is your prediction right? | You could collect shells from the beach to create a shell rubbing picture using crayons. | If you have a printer you can print these ‘under the sea pencil control sheets’ to develop fine motor control. |
| Have a go at creating your own coral reef by looking at ‘Mon-Starry eyed Stan craft’. | If you have a paddling pool you could add your toys and have an undersea adventure! I wonder what they would do? | Explore other stories about sea creatures like; the snail and the whale, commotion in the ocean, rainbow fish, shark in the dark, Sally and the Limpet. | Practise scissors skills by creating a paper chain octopus by cutting and sticking strips of paper. |  |
| **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 8th** | **Tuesday  9th** | **Wednesday 10th** | **Thursday 11th** | **Friday 12th** |
| Go to Twinkl.co.uk. They will allow you to access some free resources (Phase 1) | | | | |
| See ‘Mon-Splish, Splash, Splosh Activity Card’ | See ‘Tues-Hoppy Poppy Goes Snorkelling Activity Card’  **And** Tues-Hoppy Poppy Goes Snorkelling PowerPoint | Have you been practising to write your name? Start by copying some letters of your name. Maybe you could use paintbrushes and water outside? Or large chalks on the pavement? | Play ‘Thurs-Under-the-Sea-Themed-I-Spy-With-My-Little-Eye-Activity’ to help you child listen to and recognise initial sounds. | If you go to the beach close your eyes and listen…what do you hear as your walk across the sand? When you get home draw a picture of all of the sounds you can hear. |
| **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? | | | | |