**Nursery Planning- Pirates!
Week 3: Summer 2
(don’t forget to scroll down for additional activities and daily phonics)**

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|  | **Literacy/Communication and Language**  | **Maths** |
| **Monday15th**  | This week we are looking at Pirates! Start by watching the story of ‘Pirates love underpants’. <https://www.youtube.com/watch?v=Vd8_Y1bEzA8>Together talk about the story. Who were the characters? What did they do? Where did they go? What did they find? Which was your favourite part of the story-why? **Challenge:** Can you design a pair of underpants for the pirates? Will they have a pattern-spots, stripes, zigzags, swirls? Will they have a picture on them? (A grown up may need to draw an outline for you).  | Which 2D shapes can you find? ‘Mon-piratethemed-spot-the-2d-shape-activity’ |
| **Tuesday 16th**  | Start by asking about pirates. What do they do? What do they usually go to find? Can you tell me what they use to help them find the treasure? What do they have to look for to find the treasure? You may like to look at the ‘Tues-treasure map’ together to talk about what you can see. How might the pirate get from \_\_\_ to \_\_\_? How will they get past the crocodile? Which way would you go to get to the treasure-why? What do you think the treasure might be? If you were a pirate what treasure would you be looking for?**Challenge:** Can you design your own treasure map? Maybe you could hide some treasure at home and your family could use your map to find it? What will you draw on it to give some clues? Your grown up could show you how to tea stain it to make it look even more real! ‘Tues-Create-Your-Own-Treasure-Map’ | If you have made a treasure map…Whilst looking for treasure in the house you have hidden encourage your child to use prepositional language to describe where they have found/hidden treasure (behind, on top of, next to, in front, beside, under). |
| **Wednesday17th**  | Together have a look through (or print out) these ‘Wed-Pirate-Story-Telling-Prompt-Cards’. This is a great talking activity for you to do together and an opportunity to introduce new language such as compass, cutlass wooden leg, eye patch. Try and use open ended questions to develop the conversation “tell me about…” “what do you think….” “I wonder what this is called…”why do you think they had….”. You might like to make up little stories about what the pirates might do to practise using new language learnt. | (You will need some coins for this activity). You have found the pirate treasure!! But how many coins have you found? Can you count how many there are? Make sure your child starts at number 1 and counts each coin in turn.**Challenge:** Could you make some number cards and match the correct number of coins to the correct numeral? |
| **Thursday18th**  | Ask your child if they know how the pirates travelled. Look through the ‘Thurs-pirate ship’ pictures to discuss the ships and parts of the ship that the pirates used. You may like to research further and research more pirates ships. Talk about the well-known flag called the jolly roger and what it looks like (again you may like to look it up).**Challenge:** Can you design your own pirate flag? Will it have a jolly roger photo or will it be a new design. ‘Thurs-design-your-own-ship-flag-activity-sheet’ | Can you colour in the correct amount of pirate pictures? ‘Thurs-Pirate-Themed-Count-and-Colour-Sheet’ |
| **Friday19th**  | Today you are going to pirate school to learn how to talk like a pirate. Have a look at ‘Fri-talk-like-a-pirate-powerpoint’ to find out your pirate name and learn some well-known pirate sayings. (look at the additional activities section for some ideas on fancy dress to dress up like a pirate to role play at home).  | How many pirate pictures can you count? ‘Fri-I Spy and Count’ Are there more pirates or treasure chests? Which was the largest number you counted? Which was the smallest number?**Challenge:** Can you write down the numbers you counted? |

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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.  |
| **Monday15th**  | **Tuesday 16th**  | **Wednesday17th**  | **Thursday18th**  | **Friday19th**  |
| Make your own pirate! Mon-how-to-make-a-cardboard-tube-pirate | Listen to and join in with some pirate songs!<https://www.youtube.com/watch?v=4hX_kA5c0Zw><https://www.youtube.com/watch?v=Vhph4GrLvE0><https://www.youtube.com/watch?v=jx79dLuqPwQ><https://www.youtube.com/watch?v=vRNezeciOuo> | Follow the instructions to make ‘Wed-Cheese and Apple Pirate Ships Recipe Step-by-Step Instructions’ | Can you make a pirate ship to float in your bath? Have a look at ‘Thurs-Science Experiment Prompt Card’ for some challenges.  | Make your own pirate fancy dress ideas:Fri-how-to-make-a-pirate-hat-instruction-activity-sheet |
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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.**  |
| **Monday15th**  | **Tuesday 16th**  | **Wednesday17th**  | **Thursday18th**  | **Friday19th**  |
| Go to Twinkl.co.uk. They will allow you to access some free resources (Phase 1) |
| Today you will be looking at the initial sound ‘p’. Explain the word pirate starts with the sound ‘p’ “p-p-p-pirate” Encourage your child to copy you. Together practise saying words that start with the sound ‘Mon-P poster’‘Mon-P Poster Instructions’ | 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. | **I Spy**Place on the floor or on a table a selection of objects with names containing two or three phonemes (e.g. zip, hat, comb, cup, chain, boat, tap, ball). Use a toy/puppet to say I spy with my little eye a z-i-p. Can your child guess what it is? Get your child to repeat back the individual phonemes and blend them together ‘z-i-p, zip’. When they become familiar with this game use objects with names that start with the same initial phoneme (e.g. cat, cap, cup, cot, comb, kite). This will really encourage your child to listen and then blend right through the word, rather than relying on the initial sound. | Log onto Phonics Play to play ‘Super Smoothie’ <https://www.phonicsplay.co.uk/resources/phase/1/super-smoothie> to explore alliteration. Click onto ‘teaching ideas’ for support on how to play.  | See ‘ Fri-phoneme-counting’ |
| **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-gAs your child becomes familiar with this robot talking, see if they can say words in robot talk themselves? |