

Weekly Creative Home Learning

Year Group: Nursery

Week beginning: 13th July 2020 – **Wonderful Wet Water** - Last Week of Nursery – On to Reception

Personal, Social and Emotional development	Communication and Language	Physical Development	Understanding the World
<ul style="list-style-type: none"> This week we are focusing on the Rights Respecting Article 23 - A child with a disability has the right to live a full and decent life with dignity, and as far as possible, independence, and to play an active part in their community Share the story https://www.scope.org.uk/advice-and-support/storybooks-featuring-disabled-children/ Celine’s New Splints Talk to your child about the story. 	<ul style="list-style-type: none"> Revisit the different stories read by Mrs Lovett and Mrs McLaughlin found on the APS website in Learning, Story Corner. Which one is your favourite? Why is it your favourite? Can you draw a picture of a character from your favourite story? 	<ul style="list-style-type: none"> Now that playgrounds and parks are opening up please take a trip out to re-investigate them. Any children won’t have been on a swing or climbed a climbing frame for 4 months. Encourage your child to develop confidence on the play equipment again. Which Cosmic Kids Yoga has been your favourite over lockdown? Have you improved at doing it? 	<ul style="list-style-type: none"> Talk to your child and explain that this is the end of their time in Nursery. They will have the Summer Holidays then in September they will return to school but move up to Reception. Talk to your child about how they have changed during their time in Nursery. When they started they didn’t know how to do up their own zip but now they can write their name. Look at the Ready for Reception Checklist and tick off what you can and focus on things your child finds tricky. Talk to your child about which class they will be in and who their new teachers will be. Will they be in Red, Blue or Yellow Class? Or are they moving to a new school?
Literacy - Reading	Literacy - Writing	Maths	Expressive Art and Design
<ul style="list-style-type: none"> Listen to Mrs McLaughlin sharing one of her favourite stories ‘Oi Frog!’ What is the title of the story? Who are the characters? What would you have to sit on? Can you draw a picture of you and the thing your name rhymes with and send it in to APS All Stars? 	<ul style="list-style-type: none"> Now you have focused on the sounds that the following letters make: s, a, t, p, i, n, m, d, g, o, c With your child write the sounds out on squares of paper. Which two sounds do we need to write the word on? – help them to select the cards. Repeat with different words – mop, pig, cod, in, sat, etc. Don’t forget to keep practicing name writing. You’ll be surprised how quickly they forget! 	<ul style="list-style-type: none"> Your child has worked so hard to learn to say number names in order, to recognise numerals and to count out a given number of objects. Can you now encourage them to use their number knowledge for practical problems? e.g. How many shoes do you need? Everyone here would like an apple. How many apples do we need? There are 2 people in our family and everyone would like 4 grapes. How many grapes do we need? 	<p>Mrs McLaughlin, Mrs Lovett, Miss Buckley, Ms Reilly and Miss Mulvaney have enjoyed being part of your first school experience.</p> <p>We are very proud of what you have learnt and how much you have improved in all areas but especially your drawing.</p> <p>Please draw us your best picture of yourself with your name written on it and send it into APS All Stars at apsallstars@alexandra.hounslow.sch.uk</p>

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Characteristics of Effective Learning Playing and Exploring	Characteristics of Effective Learning Motivation	Characteristics of Effective Learning Creating and Thinking Critically
<p>Continue to encourage your child to help you with cooking. It is a brilliant way of learning about mixing, measuring and change. Encouraging your child to try new foods will also help them to enjoy school lunches at school in Reception. Remember to send your pictures in to: apsallstars@alexandra.hounslow.sch.uk</p>	<ul style="list-style-type: none"> Please send a message to apsallstars@alexandra.hounslow.sch.uk so we can see the busy learning and activities you have been working on. Can you spot your photos on the gallery? Can you see any of your friends? What home learning have your friends completed this week? 	<p>Continue to be busy, active learners over the holidays and look out for the Summer Holiday Projects.</p>

Every ***Monday** you will see a new chart of some activities that you can do to keep yourself busy and keep your brain active!

Please remember to balance your online home learning with activities that promote your well-being too! Just like you would at school, make sure you take breaks every so often.

Getting Ready for School Checklist

I can...	I can...	I can...
recognise my name <input type="checkbox"/>	hold my pencil carefully <input type="checkbox"/>	put on my socks <input type="checkbox"/>
write the first letter <input type="checkbox"/>	draw a face <input type="checkbox"/>	find my shoes <input type="checkbox"/>
copy my name <input type="checkbox"/>	colour in carefully <input type="checkbox"/>	put on my shoes <input type="checkbox"/>
write my name <input type="checkbox"/>	name the colours I use <input type="checkbox"/>	fasten my shoes <input type="checkbox"/>





I can...	I can...	I can...
count from 1 to 10 <input type="checkbox"/>	sing simple rhymes <input type="checkbox"/>	find my coat <input type="checkbox"/>
recognise some numbers <input type="checkbox"/>	sing and clap to a song <input type="checkbox"/>	put my arms into my coat <input type="checkbox"/>
recognise the numbers on a dice <input type="checkbox"/>	tap a beat <input type="checkbox"/>	zip up my coat <input type="checkbox"/>
recognise some common 2D shapes <input type="checkbox"/>	move to music <input type="checkbox"/>	fasten buttons on my clothes <input type="checkbox"/>





I can...	I can...	I can...
eat with a knife and fork <input type="checkbox"/>	tidy away my toys <input type="checkbox"/>	say please when I ask <input type="checkbox"/>
pour myself a drink <input type="checkbox"/>	clear away things I've used <input type="checkbox"/>	say thank you when I get <input type="checkbox"/>
taste different foods <input type="checkbox"/>	put my clothes away <input type="checkbox"/>	ask to go to the toilet <input type="checkbox"/>
wash my hands before and after meals <input type="checkbox"/>	help at home <input type="checkbox"/>	take turns talking in a group <input type="checkbox"/>





I can...	I can...	I can...
wash my hands <input type="checkbox"/>	walk up and down stairs using the handrail <input type="checkbox"/>	cut along a line <input type="checkbox"/>
dry my hands <input type="checkbox"/>	hold hands on the street <input type="checkbox"/>	cut 'snips' into paper <input type="checkbox"/>
go to the toilet when I need to <input type="checkbox"/>	take turns when playing <input type="checkbox"/>	cut out a shape <input type="checkbox"/>
wipe/clean myself when I've been to the toilet <input type="checkbox"/>	share toys with a friend <input type="checkbox"/>	cut out shapes to make a picture <input type="checkbox"/>





Getting Ready for School

It is nearly time to start school! Here are some things you can practise at home to help you get ready for school.



Self-Care and Independence

- I can wash and dry my hands.
- I can wipe my nose.
- I can put on/fasten my coat and shoes.
- I can use the toilet.
- I am learning to dress/undress – this will help me change for PE.
- I am happy to be away from my parents or carers. I know they will be back soon.



Playing with Others

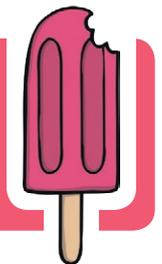
- I join in games and activities with other people.
- I can share and take turns.

Speaking and Listening

- I can talk about my ideas, needs and feelings.
- I can ask a grown-up for help.
- I can follow simple instructions.

Eating and Drinking

- I can use a spoon, knife and fork.
- I can open my lunch box as well as wrappers and packaging.
- I can drink from a water bottle, carton or open cup.

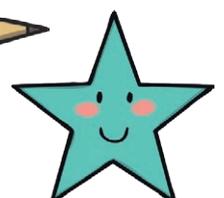


1 2 3 4 5 Numbers

- I can count a small number of items.
- I like singing number rhymes or songs.
- I am learning to say numbers to ten.
- I can recognise some numbers.

Reading and Writing

- I can recognise/read my name.
- I can hold a pencil to draw.
- I am learning to write my name.
- I enjoy listening to stories and rhymes.





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ARTICLE OF THE WEEK

GUESS THE ARTICLE

These pictures provide a clue to this week's article.

Can you guess how they are linked together? Which article of the Convention do these pictures relate to?

Write down your thoughts or discuss with someone in your home.



Accessible Icon Project



BBC News



Unicef/Dawe

INTRODUCING... ARTICLE 23



Gerry introduces Article 23 - Children with a disability



Article 23 - A child with a disability has the right to live a full and decent life with dignity, and as far as possible, independence, and to play an active part in their community.

Governments must do all they can to support disabled children and their families.

[Watch Gerry on YouTube](#)

CHILDREN WITH DISABILITIES



What can schools do
to support pupils who
have a disability?

The Convention says: “Children must be supported, included, listened to and involved in decisions about their education.”

“A disability is a physical or mental impairment that has a substantial and long term negative effect on your ability to do daily activities.”

**Note down your thoughts
and compare with the
next slide.**

HOW MANY OF THESE DID YOU GET?

- Make sure the building is physically accessible (ramps and lifts for example)
- Work with specialist services to meet the needs of the child such as accessible buildings, specialist equipment or audio descriptions.
- Make lessons and activities accessible for all (easy read, sign language, Braille)
- Have quiet, calm and relaxing spaces such as a nurture room
- Use special equipment such as a microphone or hearing loop
- Listen to the child and help them to be included – every child is unique
- Work together and create a plan – making sure the child is heard
- Have toilets that are accessible
- Make sure all children can enjoy the playground

ACTIVITY TIME

All these activities are related to...



You don't need to do every single activity but if you have time you can do more than one.

What does disability mean to you? Do you know anyone who has a disability? How does your school help people with disabilities? Write down a list and talk to your friends about it.

Winnie has cerebral palsy and she enjoys horse riding. Do you have any hobbies? Write a letter to tell Winnie about the hobbies that you enjoy doing and maybe you have some questions for her. Watch Winnie tell her story [here](#).



Article 23 says that children have the right to live a "full and decent life with dignity". Do you know what dignity is? Ask someone at home or school what they think it means or look it up and talk to someone about it.

Some children can't use their hands to do things like drawing and painting. Watch this video and have a look at some art created by artists using only their mouth or feet. Have a go at [painting this hedgehog \(or anything else\)](#) with either your mouth or feet.

ACTIVITY TIME

How would you feel if you couldn't join in with games in the playground? What should a playground that can be used by everyone look like? Draw a picture and share with your friends. Have a look at [this comic](#).

Find out about a [Paralympic sport](#) that interests you and find a way to show your findings in something like a story, poster, PowerPoint or drawing.

It is important that a child with a disability is included and treated with respect. Watch [this video](#) and listen to Phoebe who has Cerebral Palsy share her story about the importance of being included and involved in everything she wants to do. Think about what you would ask Phoebe or what you would want to talk to Phoebe about.

Sign language is a way of communicating using your hands, mostly used by people with loss of hearing. Have a look at this website and see if you can learn some [sign language](#). Mr Norton has been greeting everyone on his Vlogs using Makaton. Teach what you learn to a friend or with someone in your household. Maybe even share a video with us on the APS gallery. You could also try this one for [animals/alphabet](#). Can you spell your name? or sign your favourite animal?



REFLECTION

Try to find somewhere peaceful and spend a few minutes being quiet and still... then think about these questions...

- What do you do in your own life to respect the rights of disabled children to live a full and decent life with dignity?
- Is your local playpark accessible for children with disabilities? If not, what can you do to help improve things?

Write down your thoughts and if you want, share this back with your teacher, friends or family.



EXTENSION

- Rights are universal and unconditional. Which other articles from the CRC link to rights for disabled children?
- Watch [this video](#) on the Social Model of Disability. Explain the ways could your school or community be organised to provide more independence, accessibility and opportunity to people with a disability?

You can find a summary of the whole Convention [here](#)



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THANK YOU