



**William Davies Primary School**  
**Daily Learning Plan**



Please do these activities at a time suitable for you and your child.

**We repeat and revisit activities to ensure children are confident with their learning.**

<b>Learning for:</b> Thursday 21st January 2021	<b>Class:</b> Nursery	<b>Teacher(s):</b> Mr Woodward / Mrs Yusuf
<b>Communication &amp; Language</b> <b>Personal Social Emotional Development</b>	<b>Literacy</b>	<b>Maths</b>
<b>Your child is learning:</b>	<b>Your child is learning:</b>	<b>Your child is learning:</b>
To listen to stories with attention and to talk about what is happening in the story. To talk about key events from a story. To retell the story through actions or using objects. To talk about their own likes and dislikes. To talk about our own experiences. To talk about similarities and differences	To give meaning to the marks they have made. To mark make about their likes and dislikes. To talk about our own experiences. To talk about similarities and differences.	Number names and 1 to 1 counting. To say some number names. To join in with counting songs and rhymes.
<b>ACTIVITY</b>	<b>ACTIVITY</b>	<b>ACTIVITY</b>

Take another listen to the story [Rosie's Walk](#), what did Rosie see on her walk? Who was following Rosie? Why do you think the fox was following Rosie? How do you think the fox feels when he keeps falling into things e.g. the pond, the hay. Do you think Rosie enjoyed her walk?



Have you ever seen a fox or a chicken when you have been out walking?

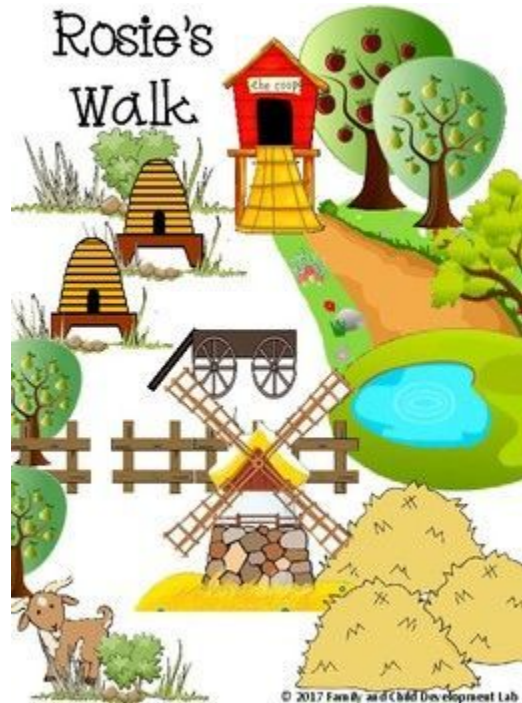


Using objects from around the home or cutting up paper, why not retell the story of Rosie.

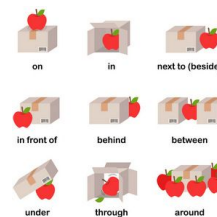


Using pens, pencils, felt tip pens, paper or card, mark make about the story [Rosie's Walk](#). What happened to the fox? What did Rosie see on her walk?

Use the word mat to help you.



**Across** the yard.  
**Around** the pond.  
**Over** the haycock.  
**Past** the mill.  
**Through** the fence.  
**Under** the beehives.



Using socks and objects from around the home e.g.

pasta or buttons, put quantities from 1 to 5 in a sock. empty one sock and 1:1 counting see how many objects are in that sock.

Counting socks with [Mr Woodward](#). What numbers did you hear? Why not watch again and count along.

Join in with some [counting songs](#).



Let's sing with [Mr Woodward](#)

Take a look at another story about [walking](#)

What numbers can you see around your home?

How can I help my child?

How can I help my child?

How can I help my child?

Encourage children to take the lead when talking about their experiences or the story.

If the child can not recall all the events from the story praise them on the parts they do remember.

Model sentences to your child, "Rosie the hen went on a walk", "The fox fell into the pond"



Try not to paint or draw for your child. Ask them about the marks they make.

At this age, children's drawings are not clear and they may just make lines and some shapes like this.



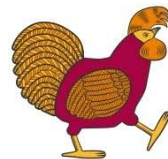
That's fine! Praise your child and ask them to tell you about their marks.

When they are in Nursery, children are still developing their pencil grip. Don't worry if your child uses a pen or pencil like this child.



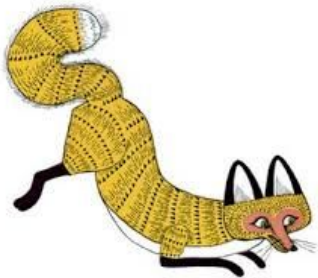
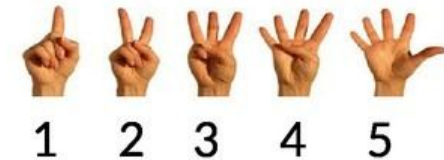
When children play with playdough they are building up strength in their arms, wrist, hands and fingers. The act of squishing, rolling, flattening, poking, squeezing and pinching can help your child to develop the muscles needed to write at a later stage.

[Playdough](#) recipe.



Help your child practise showing the different numbers to 5 on their fingers. Children may find this a little tricky at first because they are still developing their finger strength.

Touch each object as you count and say one number name as you touch each object. Children in Nursery are beginning to learn the number names so don't worry if they forget the order!



In addition to the above activities, play is very important for your child's learning. [Click here for some ideas to help you with this.](#)

Every day, encourage your child to select and play with the toys they choose for at least 2 hours, play alongside them and comment on what they are doing eg “the car is going over the bridge”

Play with your child but let them be in charge of the play.

Use [exercise videos](#) like this, to help your child stay active.

At nursery, at the end of each day we follow [Monkey Yoga](#). We use this time to focus on our breathing and reflect on all the fun activities we did at nursery.

Limit the time your child spends on electronic devices and always monitor what your child is accessing online.

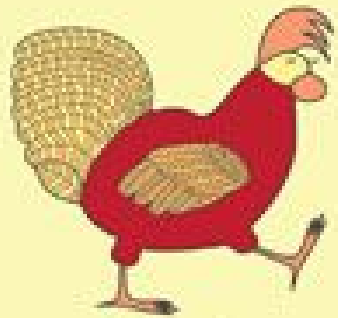
Read a variety of stories with your child, use your finger to follow the flow of the words, take a look at [Booktrust](#) for a variety of stories to read online.

Have a listen to Mys Hyde read a story, [Green Eggs and Ham](#).

# Play is the answer to how anything new comes about!



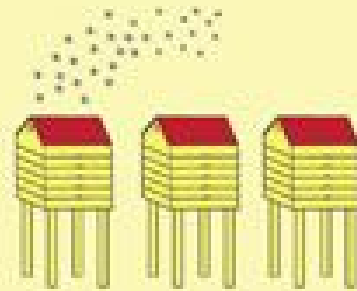
# Rosie's Walk word mat



Rosie

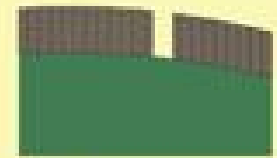
walk

around



beehives

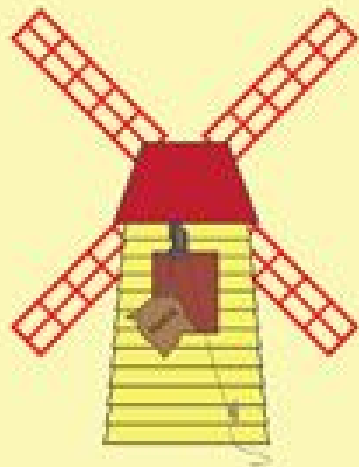
past



fence

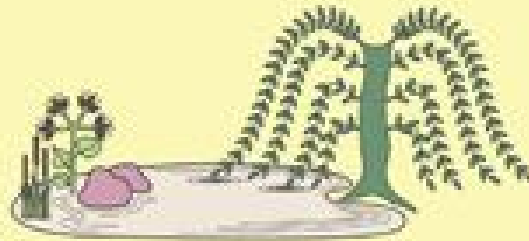
hen

through



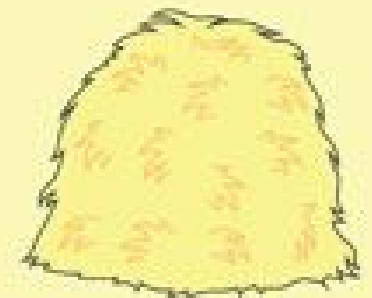
mill

under



pond

yard



haystack

over

