



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



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

<b>Learning for:</b> Wednesday 13th 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.	To say some shape names. To show interest in shapes they see around them.
<b>ACTIVITY</b>	<b>ACTIVITY</b>	<b>ACTIVITY</b>

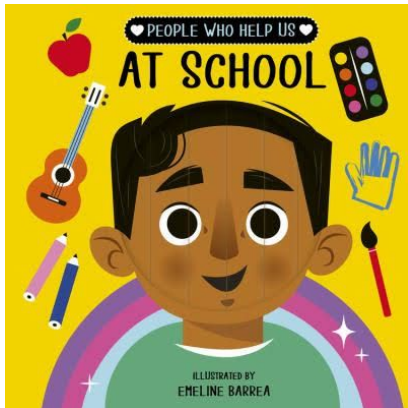
Take a look at the story People who help us at school?

Listen to [People Who Help Us At School](#)

Read with Ms Yusuf [People Who Help Us At School](#)

Talk about what happened in the story.  
What things do the children do at school?  
Who helps the children at school?

Who helps you at school?



[GOODBYE NURSERY](#) from Ms Yusuf

Provide pens, pencils, crayons, paper or card, mark make about the story.

What do the children do at School?

Can you draw a picture of what the children in the story do at school? Who helps them?

Have fun making [playdough](#) and join in with the [playdough gym](#).

Making playdough- give your child the ingredients and let them experiment. Ask them how does it feel/ smell? If they add too much water- ask them what they think they need to do.

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

Listen to the [Shape Song](#) and listen out for all the different shape names. Sing along and repeat the shape names with your child: circle, triangle, rectangle, square.

**What shapes can you see in this picture?**



Can you find a circle?



Can you find a square?





Can you find a rectangle?



Can you find a triangle?



How can I help my child?	How can I help my child?	How can I help my child?
<p>Encourage children to take the lead when talking about their experiences or the story.</p> <p>If the child can not recall all the events from the story praise them on the parts they do remember.</p> <p>Model sentences to your child, “the children in the story are counting with their teacher” Who helps you count at school? What do the children do first when they go to school?</p>	<p>Try not to paint or draw for your child. Ask them about the marks they make.</p> <p>At this age, children’s drawings are not clear and they may just make lines and some shapes like this.</p>  <p>That’s fine! Praise your child and ask them to tell you about their marks.</p> <p>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.</p> 	<p>At this age your child may not remember the shape names and that’s ok. They are learning to ‘see’ shapes and that’s the important thing.</p> <p>You could cut out a circle, a triangle, a rectangle and a square from cardboard (a cereal box is good for this), then see if your child can match the shape to an object in your home. Model to your child as you look around your home “I have found a clock, it looks like a circle”.</p> <p>Talk to your child about what you see, for example two long sides and two short sides (a table), four short sides (a box), one curved side (a clock or a plate). Your child may not use the words long, short, curved or side but they may point or run their finger around the shape. That is fine!</p> <p>Talk about which objects are similar in shape eg a book, a phone and which objects look different eg a plate.</p> <p><b>We repeat and revisit activities to ensure children are confident with their learning.</b></p>

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.

Play is the highest form of research, we can become whatever we want!

