

# **Westfield Nursery School**

## **Curriculum ideas to complete at home**



**Dear Parents/ Carers,**

**We have provided a variety of ideas across all areas of the  
Early Years Foundation Stage Curriculum.**

**Please select one or two activities to complete each day.**

**Enjoy!**



## Westfield Nursery School Curriculum ideas to complete at home Prime Areas

### Personal, Social and Emotional Development



#### Managing Feelings and Behaviour

- Can express their own feelings such as sad, happy, cross, scared, worried. (22-36 months)
- Aware of own feelings and knows that some actions and words can hurt others' feelings. (30-50 months)
- Understands that own actions affect other people. (40-60 months)

-Watch the film 'Inside out'

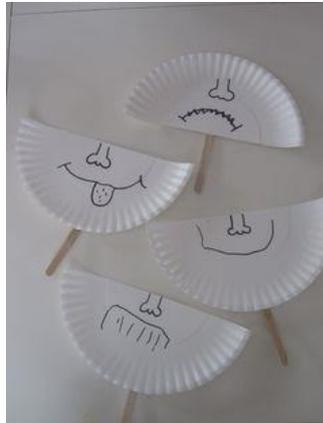
-Read a book which has emotions in e.g. 'Wilbur's book of feelings', 'Worried Arthur'.

-Name the emotions happy, sad, etc.

-Make an emotions picture (What colours make you happy/ sad etc.? What objects e.g. sequins, glitter, pom poms make you happy/ sad etc.?).

-Take some paper plates. Make the plates into different emotions (happy/ sad etc.). Talk about how these emotions feel as you make them and play with them.

-Sing 'If you're happy and you know it, clap your hands.' Change the words to a different emotion e.g. 'If you're sad and you know it...' match the action to the emotion.



### Communication and Language Development



#### Listening and Attention

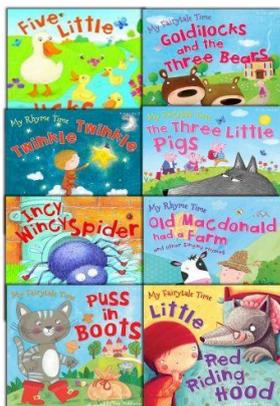
- Shows interest in play with sounds, songs and rhymes. (22-36 months)
- Listens to stories with increasing attention and recall. (30-50 months)
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (30-50 months)
- Continues a rhyming string. (Reading 40-60 months)

**-Learn a Nursery rhyme every day.** Use the 'Nursery Rhymes' booklet on the 'Resources for parents' tab on the website. Nursery rhymes can also be found on YouTube.

(Extend the activity by missing of the end of rhymes for your child to complete, e.g. "Humpty Dumpty sat on a wall, Humpty Dumpty had a great...?")

- Learn a new song every day. Sing Easter songs on the 'Resources for parents' tab on the website. Songs can also be found on YouTube.

-Read a rhyming book e.g. 'Chocolate Moose for Greedy Goose', 'This is the Bear', 'Don't put your finger in the Jelly Nelly'. Read the book more than once. Can your child predict



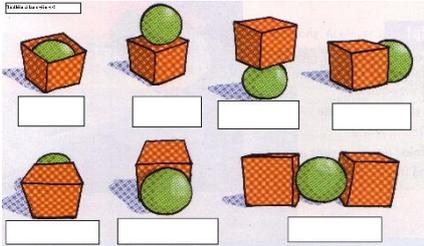
the rhyme? Can your child think of other rhymes? (e.g. log, dog, frog)

-Make a box with items which rhyme e.g. fan/ pan, shell/ bell and play a game matching the rhymes. (Extend the activity by adding an object that doesn't rhyme.

Can the children find the odd one out?)

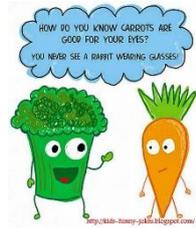
-Read a book with repeated refrains (the same few words repeated) e.g. 'Dear Zoo', 'The Gingerbread Man', 'The Three Little Pigs', 'We're Going on a Bear Hunt'. Can your child join in with the repetition?

## Understanding



- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. (30-50 months)

- Use a small toy. Take turns to hide it and the person who has hidden it describes where the hidden object is using prepositions "up, down, around, against, aside, by, under" and so on.



- Responds to instructions involving a two-part sequence.

Understands humour. (40-60 months)

- Give more than one instruction for a task e.g. fetch a plate and get a spoon, get your coat the fetch your shoes, clean your teeth, then get dressed.

- Have a 'silly' moment and laugh together; use nonsense rhymes, put things in silly places e.g. sock on your hand.



- Able to follow a story without pictures or props. (40-60 months)

- Retell a favourite story without the book (Extend the activity by going 'wrong' in the story. Can your child spot the error?)

- Make up a story. Who are the characters? What do they look like? What do they feel? Where is the

setting? What does it look like? What happens? (Extend the activity by asking your child to tell a story.)

## Speaking



- Can retell a simple past event in correct order. (30-50 months)

- Chat over a meal about a special family occasion or outing.

- Get out the family photos and discuss previous events.

- Uses language to imagine and recreate roles and experiences in play situations. (40-60 months)

- Introduces a storyline or narrative into their play.

(40-60 months)

- Make a role play using things around your house e.g. boxes, blankets, cushions e.g. den, castle. Play a pretend game.

## Physical Development Moving and Handling



- Draws lines and circles using gross motor movements. (30-50 months)
  - Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. (30-50 months)
  - Handles tools, objects, construction and malleable materials safely and with increasing control. (40-60 months)
  - Shows a preference for a dominant hand. (40-60 months)
  - Begins to form recognisable letters. (40-60 months)
  - Gives meaning to marks they make as they draw, write and paint. (40-60 months)
- Use crayons, pencils, pens, chalk, paint to draw and write e.g. create a picture and write their name.
- Make marks with different materials in your home e.g. peg + foil, peg + feather, peg + sponge.
- Practice name writing each day. Use a capital letter for the first letter of your child's name then lower-case letters.

Encourage your child to use a pincer grip.



## Health and Self Care



- Dresses with help, e.g. puts arms into open-fronted coat or shirt, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. (30-50 months)
- Use this time for your child to learn to put on their own coat and do up their own zip.
- Use this time for your child to learn to put on their own socks and shoes.



- Eats a healthy range of foodstuffs and understands need for variety in food. (40-60 months)
- Look for a healthy recipe online.
- Work together to make the recipe.
- Enjoy sharing a meal together.
- Taste a new food together.
- Discuss which foods are healthy and which foods are not healthy.



## Westfield Nursery School Curriculum ideas to complete at home Specific Areas

### Reading



- Listens to and joins in with stories and poems. (30-50 months)
  - Beginning to be aware of the way stories are structured. (30-50 months)
  - Suggests how the story might end. (30-50 months)
  - Listens to stories with increasing attention and recall. (30-50 months)
  - Describes main story settings, events and principal characters. (30-50 months)
  - Shows interest in illustrations and print in books and print in the environment. (30-50 months)
  - Enjoys an increasing range of books. (40-60 months)
  - Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. (40-60 months)
- Share a story/ book every day;** reread old favourites and enjoy new stories/ books too. Discuss the cover. Discuss the illustrations. Use inflections to indicate action and imitate separate characters. Show a sense of humor when appropriate. Discuss interesting details and information in the story. ( Extend this activity by making up a story together.)
- Have a word of the day** (this could be taken from a book) to expand your child's vocabulary.

### Writing



- Writes own name and other things such as labels, captions. (40-60 months)
  - Attempts to write short sentences in meaningful contexts. (40-60 months)
- Incorporate writing into role play,** such as writing a shopping list, writing a prescription, or writing an invitation.
- Make a card for someone e.g. birthday card and write the insert.**

### Number



- Compares two groups of objects, saying when they have the same number. (30-50 months)
  - Shows an interest in number problems. (30-50 months)
  - Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. (30-50 months)
  - Counts out up to six objects from a larger group. (40-60 months)
- Finds one more or one less from a group of up to five objects, then ten objects. (40-60 months)
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. (40-60 months)

- Play with a set of objects e.g. buttons, animals, beads. Make sets with different numbers. Count how many. Compare which set has more.
- Ask your child to count out a specific number of objects e.g. three forks.
- Have a small group of objects and separate it in different ways e.g.  $3+0$ ,  $2+1$ ,  $1+2$ ,  $0+3$ . Discuss the fact the total number stays the same.
- Count a small number of objects from a group. Estimate how many you have counted. Count the objects 1:1 to check.
- Ask your child how many there will be if there is one more?
- Ask your child how many there will be if there is one less?
- Play a simple dice game e.g. snakes and ladders (these come in different numbers) (Extend these activities by using numbers to 10, then numbers beyond 10) (See dice game ideas on the end of this sheet.)

### Shape, Space and Measure



- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. (30-50 months)
  - Uses shapes appropriately for tasks. (30-50 months)
  - Uses familiar objects and common shapes to create and recreate patterns and build models. (40-60 months)
  - Joins construction pieces together to build and balance. (Exploring and using materials and media 30-50 months)
  - Constructs with a purpose in mind, using a variety of resources. (Exploring and using materials and media 40-60 months)
- Use construction sets such as Duplo or wooden blocks to build. Discuss a plan. Build the model. Name the shapes- 2d and/or 3d. Discuss which shapes fit together and which don't.
- Uses everyday language related to time. (40-60 months)
  - Measures short periods of time in simple ways. (40-60 months)
- Talk about what you did last week or yesterday; talk about what you are going to do tomorrow or next week.
  - Look at clocks/ watches and discuss the time. E.g. we will eat in 10 minutes. Tidy up time in 5 minutes.
  - Measure time e.g. how many jumps can your child do whilst you count to five.

### Understanding the World People and Communities



- Remembers and talks about significant events in their own experience. (30-50 months)
  - Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family. (30-50 months)
  - Developing an understanding of changes over time.
- (The World 30-50 months)
- Look through family/ friend photos and discuss the special events.
  - Look through family/ friend photos and discuss similarities e.g. same colour hair/ eyes/ likes/ dislikes.
  - Look through family/ friend photos and discuss differences e.g. different colour hair/ eyes/ likes/ dislikes.

-Look through your child's baby book and discuss what they could do as a baby and what they can do now. (Extend this activity by talking about what your child may learn as they grow.)

## The World



- Developing an understanding of growth and decay. (30-50 months)
- Plant some seeds, look after them by watering and watch them grow. Fast growing seeds such as cress or grass work well.
- Watch something decay e.g. apple or banana. Discuss.

## Technology



- Completes a simple program on a computer. (40-60 months)
- Find a game on a safe site for young children such as CBeebies. Encourage your child to **complete** a game. <https://www.bbc.co.uk/cbeebies/games?page=3>

## Expressive Arts and Design

### Exploring and using media and materials



- Explores and learns how sounds can be changed. (30-50 months)
- Uses various construction materials. (30-50 months)
- Explores the different sounds of instruments. (40-60 months)
- Makes up rhythms. (Being Imaginative 30-50 months)
- Use a variety of recyclable materials to make an instrument.

-Play your instrument in a variety of ways e.g. tapping, scrapping, rubbing.

-Can your child make loud sounds? Can your child make quiet sounds?

-Tap a simple rhythm, can your child copy it? (Extend this activity- Can your child make a rhythm for you to copy?)

## Being Imaginative



- Creates movement in response to music. (30-50 months)
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (40-60 months)
- Play music from different genre e.g. dance, march. Have an indoor disco!
- Use a ribbon to explore the different music.
- Talk about what music they like and why?

These are just ideas- there are lots more exciting activities you can explore if you do a search online.



## Simple Die Games

### 1. Roll the number

Choose a number and roll the die. You score a point every time you roll that number. When you roll that number, you get another turn.

When that number is **not** rolled, the turn is over. Mark the tally for each time you roll the number. First one to a certain score of 5 points wins! (Extend this activity by using numbers to 10)

### 2. Beetle Drive

Requires only 1 die. Each number on the die represents one part of the bug.

#1 = Body, #2 =Head, #3 =Leg, #4=eye, #5= antenna, #6=tail

Each player needs to roll a #1 to start and then can add each detail to that part. For instance, you cannot add each eye until you have rolled a #2 for the head, but you can add each leg that goes on the main body (need to roll a "3" for each one) . The first player to finish their bug, wins.

### 3. Ladder

Requires only 1 die. On a piece of paper, draw a ladder and number 1-6 on the rungs from bottom to top. Roll the die. Cross off the number rolled. The first player to cross off all their numbers wins.