

Planning for Nursery Parents
Will you Read Me a Story?
Week 1

Welcome to our new topic "[Will You Read Me a Story?](#)". Activities and play will be based on traditional fairy tales and focusing on a new story every week. This week's focus is on Jack and the Beanstalk. There are lots of different versions of this traditional tale; and it doesn't matter which one you use. In fact, the more versions that your child hears of the same story the better.

Please continue with any daily activities that have become part of your routine at home, like singing morning songs, counting songs and name practice. Please read through the table below first, and choose a few activities to focus on for this week. As before, please adapt them to suit your child and what you have available to you at home. Important this week is sharing the story of Jack and the Beanstalk, measuring/counting, and drawing. Also, please read the advice and introduce the wordless book *Once Upon a Time*.

We will be making telephone calls to all families again this week. Please remember that our numbers may appear as withheld. We hope everyone is safe and well; and the children are keeping busy.

Evidence of your child's work and play can be uploaded into their J2 My Files folder. There has been wonderful evidence uploaded of children's work and play. It has been a privilege to see the children happy, engaged and learning. Keep up the hard work!

Finally, we hope you enjoy these activities and have some fun. Please message us through J2 with any questions or feedback. We appear in J2Message as FaithM and SarahJ.

Keep safe & Keep Engaged!
Diolch,
Mrs. Muldoon & Mrs. James

Note: Junk-modelling is likely to occur throughout this term. We've included some advice below about the types of items worth saving from your recycling.

Note: Areas of Learning below are updated to reflect the new Curriculum for Wales.

Week 1: Jack and the Beanstalk					
Science & Technology	Humanities	Expressive Arts	Health and Well-Being	Language, Literacy and Communication Cymrag Ail-Iaith	Mathematics and Numeracy
<p>Help your child plant beans if you are able. Runner beans & broad beans are good choices.</p> <p>Try one of these egg experiments.</p> <p>Make some magical golden eggs together to have for snack. See recipe below.</p> <p>STEM: Design, make and test a parachute for Jack. See advice below.</p> <p>Lay down outdoors & watch the clouds. What shapes can you see? Pick one that might hold up a castle. Practice describing words, like big, fluffy, thin, wispy, high, low, fast or slow.</p>	<p>Messy: Build a castle or tower in the air using Lego and shaving foam for the clouds.</p> <p>Learn about the Life Cycle of a Bean.</p> <p>Goodies & Baddies: Feelings circle-time discussion from the story. See questions below.</p> <p>Taste different beans from around the world. Or learn to make beans on toast.</p> <p>Share the story of David and Goliath with your child. Discussion advice below about bravery.</p>	<p>Help your child to make their own Giant feet. See below for ideas. Fee Fi Fo Fum! Practicing stomping like a Giant.</p> <p>Cutting Practice: Help to make a paper plate beanstalk and decorate. See instructions below.</p> <p>Use junk materials to make a castle. Examples below.</p> <p>Design a Wanted poster for the Giant or Jack.</p> <p>Using lines and shapes, practice drawing simple pictures of the story. Draw the Giant. Use wiggly lines and shapes to draw a beanstalk.</p>	<p>Play the PE Bean Game and PE with Mr. Rees.</p> <p>"Fee Fi Fo Fum, look out here I come!" Pretend to be the Giant and learn to play Hide & Seek.</p> <p>Learn the rhyme "Jack be Nimble" and practice jumping over different objects.</p> <p>Learn the rhyme "Jack & Jill went up the Hill" and practice doing forward rolls (roly polys).</p> <p>Play "Giant says..." using the rules from Simon Says. Click here for command examples for the story.</p>	<p>Share the traditional story Jack and the Beanstalk.</p> <p>Look at alternate versions like Revolting Rhymes and Jack's Beanstalk Stinks.</p> <p>Practice sequencing the story or work with your child to draw a story map. See examples below.</p> <p>Practice combining shapes and lines to learn how to draw a castle.</p> <p>Introduce the wordless book Once Upon a Time. Please read Parent Advice first. Click here for the movie file and click here for still images of the book.</p>	<p>Practice measuring people or objects with your giant's foot (see below). Focus on using the words longer, shorter and the same.</p> <p>Play I Spy counting with this Jack and the Beanstalk colouring page.</p> <p>Jelly Bean sorting: Make a simple graph and encourage your child to sort 15-20 jelly beans by colour and practice counting.</p> <p>Practice recognising simple patterns with Jack's Magic Beans.</p> <p>Practice counting the Giant's coins by stacking coins into piles of 5 or 10.</p>

Magic Golden Eggs (aka, devilled eggs)

Involve your child with each stage of preparing, as they are able to. For example, when hard-boiling the eggs your child can be responsible for the timer and preparing a very cold bowl of water for the eggs to cool in. They could help with cracking, peeling and rinsing the eggs. They can help you to measure ingredients for the filling and help to mash and stir the filling.

Ingredients:

12 hard-boiled eggs, peeled
4 tablespoons of mayonnaise
1-2 teaspoons of mustard
1/4 teaspoon of salt
1/4 teaspoon of pepper
Paprika for sprinkling on top

Method:

1. Cut eggs in half lengthwise.
2. Remove yolks and place in a bowl; set egg whites aside.
3. Mash yolks with fork; stir in mayonnaise, mustard, salt & pepper.
4. Spoon or pipe yolk mixture into egg white halves.
5. Sprinkle paprika over top.
6. Eat straight away, or cover and store in the refrigerator and eat within 2 days.



This is a simple recipe to get children involved in the kitchen. There are many, many variations to this basic recipe. Lots of different substitutions and add-ins can be combined to make the yolk filling; like crumbled crispy bacon and chives. If your child and your family enjoy, check out other variations online.

For those that are curious, devilled eggs are very common in the Southern USA and are a staple at any picnic, party or gathering. Kind of like Scotch eggs in the UK; and there are never any leftovers.

STEM activity: Help your child to make a parachute for Jack (or the Giant) using a plastic bag.

Before you begin, discuss these questions with your child: Do you know what a parachute is? Do you know what it does? How do you think the parachute slows the person (or thing) that is falling? Introduce the idea of making a toy parachute for Jack (or the Giant) to safely come down from the castle.

What you need:

- plastic carry bag or plastic bin bag
- a small toy or figure
- string
- scissors
- tape

How to assemble:

- Cut a square from the plastic bag.
- Cut four pieces of string about the same length as the sides of your plastic bag square.
- Tie a knot in each corner of the plastic square and then tie the string to each corner behind the knot to keep it in place.
- Tie two strings together at the other end, and repeat with the other two strings. Slip these knots under the arms of your figurine and tape them in place.
- Now you just need to get up high and launch your parachute!

Parachutes work because air resistance pushes against the surface material, slowing it down. You can make your parachute fall straighter by cutting a small hole in the middle of the plastic bag to allow air to flow through the middle rather than over the sides! If you can find a larger plastic bag to make a bigger parachute, it will work for a larger toy like a small stuffed animal.

Enhanced activity:

Provide different materials in different sizes, along with junk materials, scissors, glue and tape. Encourage your child to experiment. Encourage you child to test their creations by dropping from a safe height. Remember the experience and experimentation is the learning here; it doesn't matter what the end product looks like or even if it fails and doesn't work.



Goodies or Baddies

Circle Time Discussion about Feelings

Before you begin, share the story of Jack and the Beanstalk several times with your child. The focus for this activity is learning about feelings and emotions; and beginning to understand that others may have different feelings. You can do this activity with the story book or through role-playing the characters. This could even be a family discussion at the dinner table. Consider the questions below, and decide what situation would suit you and your child best.

Take turns with your child pretending to be Jack in the story and how Jack feels.

- How does Jack feel in the beginning of the story? (sad)
- What was Jack feeling when he ran home with the magic beans? (excited)
- How did Jack feel when his mother got angry? (sad, upset)
- When Jack was climbing the beanstalk, how did he feel? (nervous, excited)
- How did Jack feel when he heard the Giant shouting? (scared, worried)

Carry on with the discussion for as long as your child's interest allows it. Explain that Jack had lots of different feelings in one day, just like we do sometimes. Also, encourage your child to model the facial expressions for the different feelings.

The following day, repeat the circle time discussion. Explain to your child that you are going to think of all the other characters and think about how they were feeling in the story. Again, just like us, the characters feelings change in the story. Encourage your child to act out the feelings. Use the book or toys as discussion props or role-play the characters with your child.

- Jack's Mum: How did she feel in the beginning? (sad/worried) How did she feel when Jack brought home magic beans? (mad/angry) How was she feeling while Jack was in the castle? (worried) How did she feel in the end?
- The Giant: How does he feel when he knows Jack is in his house? (mad/angry) How does he feel when Jack takes his things? How does he feel when Jack runs away with his things?
- Follow your child's lead and interest to discuss feelings of other characters too; like the cow, the bean seller, the harp or golden hen.

Note: Learning to empathise with others is a skill that Nursery children are only just beginning to learn at this age. Having circle-time discussions about emotions and feelings is a daily activity in the Nursery. Feelings aren't good or bad, and they don't last forever because they change. If your child struggles with the ideas here, simplify the questions or scrap the activity and move onto something different.

The Story of David and Goliath (Bravery)

Share the story with your child. Talk about the difference in size between David and Goliath. Use something in your house to measure the height of your child; then measure something to show 9 feet (nearly 3 metres) tall. Explain that was how much bigger Goliath was to David.

Ask your child what they think it means to be brave. Do they know what the word brave means? Talk about how in the story David had to trust God and be really brave to go and defeat Goliath. Get your child to think about a time when they were brave and how it made them feel. They could also think about a time when they had to trust someone.

As an activity relating to bravery, get a few different bags and put unusual & familiar objects in them. Make sure you cannot see through the bags and the bags have a small opening. Ask your child to put their hands into the bags and feel what is there. Explain that there could be **anything** in the bags but they have to be **brave** and have a go.



Make Giant Feet

Help your child to make and decorate giant feet to practice stomping (walking) around.

Cut from cardboard.

Decorate.

Attach using shoelace, ribbon or pipe cleaners.

Note: These can also be used in one of the Numeracy activities above.





Cutting Practice: Make a hanging beanstalk.

Colour or paint a paper plate, or round piece of paper.
Draw a spiral leaving a round bit in the centre.
Let your child cut along the spiral line; and help as needed.
Encourage your child to decorate with some leaves and cotton wool to the top for clouds.

Remember: Cutting skills take a lot of practice and a long time to master. Encourage the proper grip; and remind your child to start slow and steady. Hold the paper for them if you need to and offer encouragement.



**Round and oval holes.
Thumb through round hole, middle and index fingers through oval hole.**



Two oval holes. Thumb through one hole; index and middle fingers through the other hole.



Two round holes. Thumb through one hole; middle finger through other. Index finger on outside for stability.

Junk-modelling

Junk-modelling is an activity that supports problem-solving and creative thinking. It doesn't matter what the end product looks like! The process of making is the learning and experience that matters most! It will likely be included in the weeks to come; so save up some recyclable items like the ones below.

What you need:

- * Empty egg boxes, shoe-boxes, cereal boxes, cardboard rolls, anything not too big (it's likely to be part of your home for a while but if you have the space, by all means let your children create the next Titanic!).
- * It's easier to decorate cardboard than plastic, but there's no reason you can't have clean plastic bottles and yoghurt pots too.
- * Then some PVA glue, lots of rolls of sticky tape, old magazines, paints, foil, old bottle tops, dried pasta, scraps of materials... anything goes as long as it's safe.

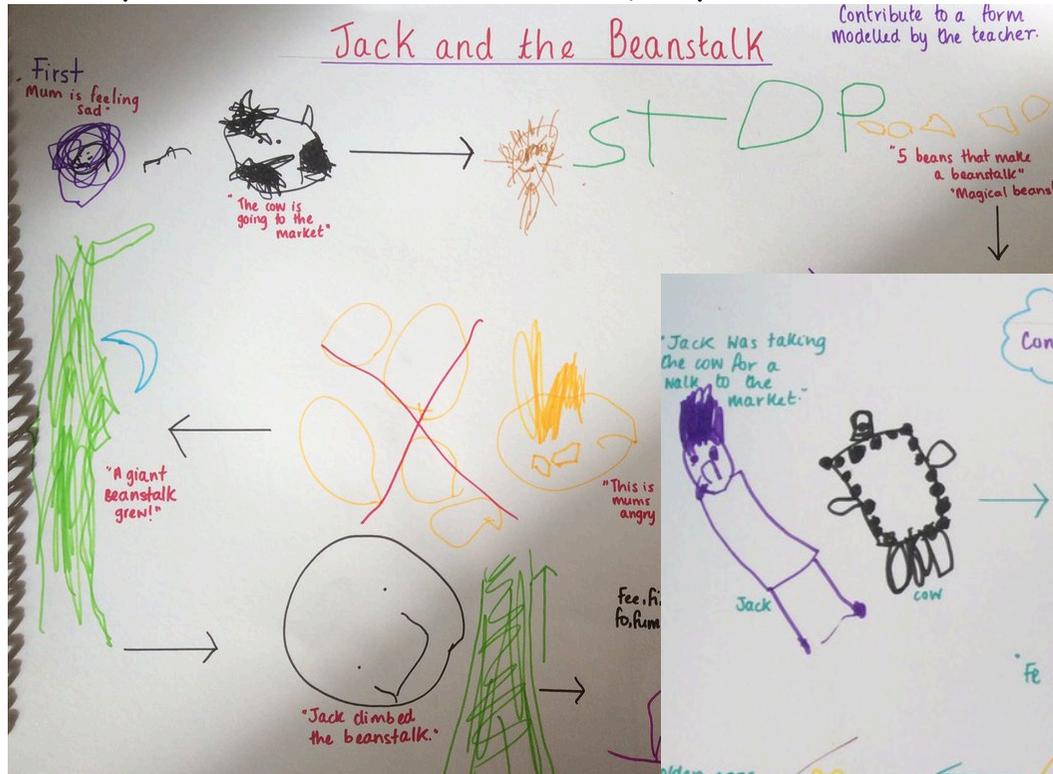
What to do:

The key here is to let your child take the initiative and the lead.

- * Clear a space so that nothing you want to keep is going to get incorporated into the design. Protect any delicate surfaces with old newspapers (you can stick the edges to the undersides of the table.)
- * Lay out all the materials and the means to stick them together.
- * Put aprons or old shirts on the children and tie their hair back if needs be.
- * Then sit back and be amazed by what they are creating. With junk modelling, there are no rules as long as it's safe.



Examples of a Jack & the Beanstalk Story Map:



Work with your child. Encourage them to draw pictures to show the main events in the story. Start with the beginning and then draw an arrow and encourage them to draw what happened next. Write down your child's words next to their drawings.

