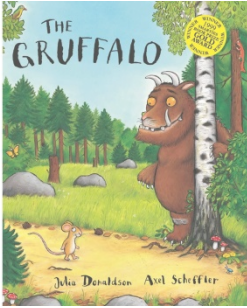





[Welcome Message](#)

[Story time with Libby](#)

Please don't forget your LIVE Creative Movements lessons with Harriet, 10.30-11.00am on Tuesday and 3.30-4.00pm on Friday. Your password will be emailed separately via ParentMail to allow you to access this.

<p>Monday Literacy</p> <p>Story Focus - The Gruffalo</p>	<p>Tuesday Maths</p>	<p>Wednesday Fine and Gross Motor Skills</p>	<p>Thursday Understanding the World</p>
<p>Morning</p> <p><u>Let's Rhyme!</u></p> <p>Parents can read or listen to the <a href="#">story</a> with the children.</p>  <p>The children will be focusing on Rhyming words found in the book.</p> <p>Parents should explain to the children what rhyming is: <b><i>'Rhyming words are two or more words that have the same or similar ending sound'</i></b></p> <p>Parents can start and stop the video as much as they like asking</p>	<p>Morning</p> <p><u>Shape Hunt</u></p> <p>Parent can introduce shapes to the children by showing them a <a href="#">video on shapes</a>.</p> <p><i>Optional:</i></p> <p>Parents can further children's understanding by showing the children the shape flash cards, asking them to identify shapes before completing activities.</p>	<p>Morning</p> <p><u>Balancing Time</u></p> <p>Children can participate in a range of balancing activities.</p> <p>1. Standing on One Foot</p> <p>If the children are having trouble standing on one foot, do it next to a wall so they can hold on for a bit of support.</p> <p>Challenge them to stand further from the wall each time you play, and let them put</p>	<p>Morning</p> <p><u>Staying safe!</u></p> <p>Children to focus on how to stay safe when they are travelling, especially to the seaside.</p> <p>Children to look at variety of pictures of a seaside and identify what they can see.</p>   

the children what words have the same or similar endings.

Children can use Rhyming cards and play a matching game by choosing 2 different word cards That have the same ending.

*For example:*

*Wood - Good*

Children can write the words they found down on paper. Parents to encourage the children to read and blend the words.

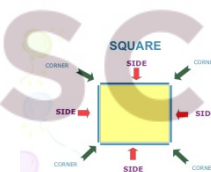
Here is the link to the rhyming word cards:

[Gruffalo Rhyming Words](#)

### [2D Shapes Flashcards](#)

Children will go and explore around the house and search for objects that resemble shapes. Once the children find the shapes, encourage them to name each one and take pictures.

To extend the children's learning further, they can describe the shapes using mathematical vocabulary such as: sides, corners, straight and equal  
*See example below:*



a piece of tape on the floor themselves so they can keep track.

Challenge your child to see who can stand on one foot the longest, maybe the winner gets a treat!

[Click here to see your teachers having fun completing this challenge also.](#)

2. Make a straight line on the floor or sidewalk with a piece of wide (3 inches) masking tape. Activity: Treat the tape as a balance beam. Ask the children to pick up one foot and place it in front of the other as they walk across, instead of sliding their feet



Key questions:

- Can you identify any creatures?
- What activities can you do at the seaside?
- Can you see anything that can be dangerous? Why?
- When you swim in the sea, what should you be aware of? Why?
- Should you be alone? Why?

Children to watch this [video](#) to find out what they would need when travelling to the seaside.

Parents can pause the video at any time to ask questions about what they have seen so far, this will support children to recall the story.

After the video, the children can then draw and label what they would need when travelling to the seaside. Here is a [template](#) the children can use.

	<p><u>Shape list: (sides)</u></p> <ul style="list-style-type: none"> <li>• Square (4)</li> <li>• Circle (1)</li> <li>• Triangle (3)</li> <li>• Rectangle (4)</li> <li>• Pentagon (5)</li> <li>• Hexagon (6)</li> <li>• Heptagon (7)</li> <li>• Octagon (8)</li> <li>• Nonagon (9)</li> <li>• Decagon (10)</li> </ul>	<p>along tape. Watch their feet to make sure they stay on the beam. Have them walk forward and backward with their arms out to the side to maintain balance.</p> <p><b>Advanced Challenge:</b> For more challenge, place a bean bag on the children's head or shoulder whilst they walk along the beam and have them try not to drop it.</p>	
<p>Reading Challenge</p> <p>Children to recall the story using conjunctions. 'a word used to connect clauses or sentences or to coordinate words in the same clause (e.g. <i>and, but, if</i>)'</p>	<p>Challenge of the Day</p> <p><a href="#">Hello Mr Postman Challenge</a></p>	<p>Reading Challenge</p> <p><a href="#">What the ladybird heard - book.</a></p> <p>Children to listen to the story, the children</p>	<p>Reading Challenge:</p> <p><a href="#">The snail and the whale - book.</a></p> <p>Parents will read or listen to the story with the children.</p>

<p>After the children have recalled the story they can be encouraged to create their own ending to the story.</p> <p>What happens to the mouse?          What animals might appear in the woods?          Where will the next setting be, has the mouse moved to a new house?</p>	<p>are then able to discuss what the ladybird heard and what she did with this information. The children are to talk about how the ladybird was being kind to her friends and how she came up with a solution to help her friends in a time of need.</p> <p>Parents to ask children different comprehension questions to help the children to recall the story.</p> <ul style="list-style-type: none"> <li>• What animals were in the story?</li> <li>• How did the story end?</li> <li>• What was the ladybirds plan?</li> </ul>	<p>Children to listen to the story and discuss what they can notice by observing the pictures. Parents to encourage the children to talk about the pictures to link their knowledge of staying safe around the world.</p> <p>After the story parents should ask comprehension questions for children to recall the story.</p> <ul style="list-style-type: none"> <li>• What was your favourite part of the story?</li> <li>• What happened to the snail?</li> <li>• How did the snail travel?</li> </ul> <p>To extend their learning further the children can use different resources, books and website to research snails, whales and other creatures found in the book.</p> <p>They can find out:</p> <ul style="list-style-type: none"> <li>• Where do snails live?</li> <li>• Where do the whales live?</li> <li>• Can you find out about where the other creatures live?</li> </ul>	<p>Children to listen to the story and discuss what they can notice by observing the pictures. Parents to encourage the children to talk about the pictures to link their knowledge of staying safe around the world.</p> <p>After the story parents should ask comprehension questions for children to recall the story.</p> <ul style="list-style-type: none"> <li>• What was your favourite part of the story?</li> <li>• What happened to the snail?</li> <li>• How did the snail travel?</li> </ul> <p>To extend their learning further the children can use different resources, books and website to research snails, whales and other creatures found in the book.</p> <p>They can find out:</p> <ul style="list-style-type: none"> <li>• Where do snails live?</li> <li>• Where do the whales live?</li> <li>• Can you find out about where the other creatures live?</li> </ul>
<p>Afternoon</p> <p><u>Look and Describe</u></p>	<p>Afternoon</p> <p><u>Symmetry fun!</u></p>	<p>Afternoon</p> <p><u>Writing Names Creatively!</u></p>	<p>Afternoon</p> <p>For children to understand how to stay safe, they can design their own tracks</p>

<p>Parents will show the <a href="#">Gruffalo song</a> to the children, using the link below.</p> <p>After showing the children the video, parents will explain to the children what an adjective is.</p> <p><i>Adjectives are words used to describe and give more information about a noun, which could be a person, place or object.</i></p> <p>Using information on adjectives, the children will describe the Gruffalo.</p>	<p>Parents will show the children a <a href="#">video on symmetry</a>.</p> <p>Espresso log in details</p> <p><b>Username:</b> student35794</p> <p><b>Password:</b> Mulberry</p> <p>Ask the children if they can think of anything that has a line of symmetry.</p> <p><i>(The line of symmetry can be defined as an imaginary line that passes through the centre of the shape or object and divides it into identical halves)</i></p>	<p>What I will need:</p> <p>Dot stickers or bottle lids or cut up pieces of paper (anything small that can be used on paper)</p> <p>Construction paper Thick black markers</p> <p>Parents to ask the children how to sound out their name, using the correct sounds. Have them write their name down on a big piece of paper.</p> <p>The goal is to cover the whole name using different materials.</p> <p>The children can choose to cover the names creating a pattern.</p> <p>Encourage the children to explain what they are doing.</p>	<p>using, sticks, tape and any other materials you can find.</p> <p>Children to use figures and transport toys to use on the track, parents to encourage children to think about road crossing, traffic lights, and speed.</p> <p>Use this <a href="#">video</a> to support children to understand road safety.</p> <p>Parents can stop the video at any time to ask questions.</p> <ul style="list-style-type: none"> <li>• What does the red, orange and green light mean?</li> <li>• How should you drive if you see someone about to cross the road?</li> </ul>
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Please click [here](#) for the picture of the Gruffalo.

*Things to describe:*

Eyes  
Nose  
Jaw  
Claws  
Wart  
Teeth  
Wart

*Please encourage the children to be creative with the adjectives they use.*

After watching the video the children will create their own symmetrical butterfly using the link for the template below.

What will they need?

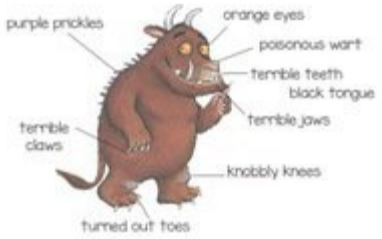


Paint  
Scissors  
String (optional)  
Paper

First, cut out the butterfly template. After, placing a few drops of paint on one side of your cut out. Then, fold your butterfly in half. Press down and open up the butterfly to see a lovely design.

To extend, the children further they can write different names of people in their households and do the same.



THE MULBERRY HOUSE  
SCHOOL

<h2 style="color: #8B4513;">Describing the Gruffalo</h2> 	 <p><a href="#">Click here to see Alice introduce herself and watch her make a symmetry butterfly.</a></p>		
<p>Afternoon- Lets be Creative</p> <p><u>Bubble Painting</u></p> <p>A creative way to use bubbles is to use them to paint.</p> <p><u>What you will need:</u></p> <p>Washing up liquid Food colouring Paper Bubble blower</p> <p>In a small bowl, put a little bit of the washing up liquid and a few drops of colouring. Shake well before use. Use a blank sheet of paper to create your bubble piece.</p>	<p>Afternoon- Lets be Creative</p> <p><u>Fireworks</u></p>  <p>Get ready to do this fun activity with salt, white glue, and water colours. Lay black card on a tray to prevent salt from spilling in all directions. Draw the design you</p>	<p>Afternoon- Lets be Creative</p> <p><u>Crafts with milk bottle lids</u></p> <p>Another creative way to recycle milk bottle lids is to use them to make stamps.</p> <p>Parents to cut many different shapes that the children can use later with tempera paints to make wonderful works of art. For the little ones, letters can be made,</p>	<p>Afternoon- Lets be Creative</p> <p>Using as many resources at home, paper, and any type of cardboard, plastic bottles etc. children with the help of adults to build their own 3D transport (bus, train, boat, car, and bike).</p> <p>To support children to continue to think about safety, parents to ask the following:</p> <ul style="list-style-type: none"> <li>• What materials would make the transport stable?</li> <li>• How would you transport stop for pedestrians?</li> <li>• At what speed should you be driving at? Why?</li> </ul>

It is advisable to complete this activity in an open space as bubbles can shoot out and throw small drops of colour.



want with white glue. Next, sprinkle salt on the glue before it dries. Leaving everything covered, remove excess salt by shaking on the tray. With the wet watercolours paint lightly on the salt. Another option is to use food colouring put on the salt with a dropper!



which they can use to write messages.