

Badgers
Welcome
Story

Key Learning Intentions for this Week

- To be able to retell the story of The Gingerbread Man and answer literal questions related to the text.
- To be able to recognise and draw some of the 2D shapes including a square and triangle.
- To be able to move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- To be able to comment and ask questions about aspects of their familiar world.

<u>Monday</u> Literacy	<u>Tuesday</u> Maths	<u>Wednesday</u> Fine and Gross Motor Skills	<u>Thursday</u> Understanding the World
<u>Phonics daily activity- 't'</u>	<u>Phonic daily activity recap - 't'</u>	<u>Phonic daily activity- 'p'</u>	<u>Phonic daily activity recap - 'p'</u>
<u>Daily Welcome Message</u>	<u>Daily Welcome Message</u>	<u>Daily Welcome Message</u>	<u>Daily Welcome Message</u>

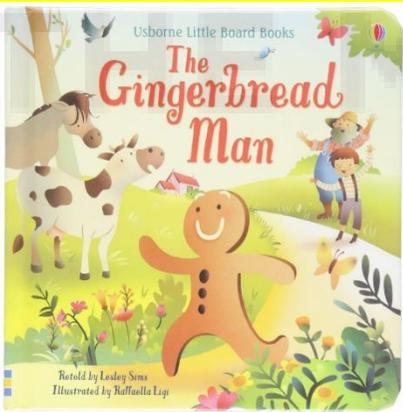
[Janie's music lesson](#) – please access this at any point during the week.

Please don't forget your LIVE Creative Movements sessions for Afternoon and Full-time children on Monday (just for this week due to Bank Holiday Friday) from 1.40-2.10pm and for Morning and Full-time children on Tuesday from 9.00-9.30am.

Creative Movements Tuesday Session (9.00am) - Meeting ID: 886 3336 0517 Password: CMMHStues (Password: 426586)

Creative Movements Monday Session (1.40pm) - Meeting ID: 875 8618 2413 Password: CMMHSfri (Password: 236688)

Morning
The Ginger Bread Man



Usborne Little Board Books
The Gingerbread Man
Retold by Lesley Sims
Illustrated by Raffaella Lipi

Morning
Shape Detectives



Are you ready to be a shape

Morning



Moving Like Animals

[Moving Like Animals Activity](#)
This fun activity for gross motor

Morning
Foods From Around The World



[Foods From Around The World Activity](#)

Tilly reading The Gingerbread man story

After listening to Tilly reading The Gingerbread Man, can you talk about your favourite part of the story. For example, when the cow joined the chase or when the fox snapped up The Gingerbread Man. Once your child has identified their favourite part of the story, they can thoughtfully draw it out. Questions may help with their drawing, such as: How many buttons do you need on your gingerbread man? What shape might you need for the fox's nose? How many legs does the dog need? Once the drawing is complete, the children can form and trace a brief sentence about their illustration. For example "The cat chased him." You can even recap the phonics sound 't' covered in the morning for 'cat.'

Extension:

Could the story have had a different ending? Could The Gingerbread Man have been smarter? Talk about the possible different endings for the story and come up with your own!

detective? Using card, paper or any other resource of choice, you can create differently shaped magnifying glasses with glue or cellotape. The focus is on 2D shapes such as squares, triangles, rectangles and circles. As you create your shape magnifying glasses, talk about which household items may fit in each shape.

Once you have created your magnifying glasses, become detectives and take them around the house or garden finding shapes that match. For added fun, you can play this song in the background as you sneakily do your detective work!

Detective Theme Song - <https://www.youtube.com/watch?v=lp6z3s1Gig0>

Extension: Once you have completed the activity, can you count how many items you had for each shape? Which shape did you find the most of in your household or garden?

skills can be done indoors or outdoors. The aim of this is for the children to explore different body movements while moving like different animals. This activity helps the children develop their upper and lower body strength and balance. It also requires coordination of upper and lower extremity movements.

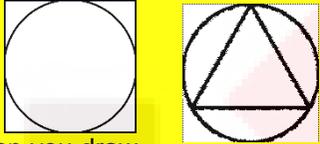
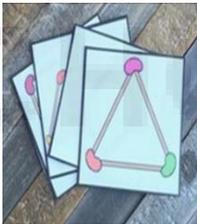
Encourage your children to move with controlled effort, and use associated vocabulary such as 'strong', 'firm', 'gentle', 'heavy', 'stretch', 'reach', 'tense' and 'floppy'. Encourage the children to use the vocabulary related to their movements, e.g. 'gallop', 'slither'. Music of your choice can be played during this activity for added affect.

Extension: Are there any animals not already included in this activity that you can create movements for?
Can the children respond to the music and move like one of the animals?

We will be learning about the different foods that we eat and where in the world they come from. Questions may be helpful, such as: What do you eat at school? What do we eat at home? What country do you think this comes from?

With the support of an adult, the children can talk about and match the different food cards with part of the world that they come from. You can print the activity out as flashcards to match up, or discuss and write down each one if you do not have a printer at home.

Extension: The final page of the resource has a world map on it, can you match the food and flag to the country on the map? If not all of them, try to match the United Kingdom foods and flag to the map, ensuring to talk about the fact that this is where we live.

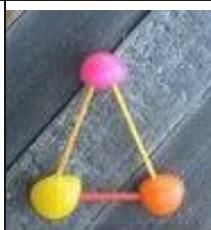
<p><u>Reading Challenge</u></p> <p>Spot The Difference</p> <p>Spot The Difference – Gingerbread Man</p> <p>There are two gingerbread men, can you spot the differences? Have a look at both gingerbread men in detail, what is different about the two? As an extension you can also discuss what similarities can be identified.</p> <p>You can either print the resource and circle each difference or look at it and make a list of the differences to ensure all of them have been identified.</p> <p>At the end they could even design their own!</p>	<p><u>Maths Challenge</u></p> <p>Shapes Inside Shapes</p>  <p>Can you draw a shape inside a shape? Try to see if you are able to draw different shapes inside of each other.</p> <p>You can experiment with different 2D shapes and see which shapes can fit inside others.</p> <p>If your children find this tricky you could draw the shapes and cut them out so that they have something to draw around or create your Spaghetti shapes (see below) first and they can draw around these!</p>	<p><u>Reading Challenge</u></p> <p>My Favourite Animal Book</p> <p>The children should think about their favourite animal story that they have at home, e.g. Monkey Puzzle, The Three Little Pigs, Dear Zoo, Giraffes Can't Dance etc... If you don't have any you could always use one of the teachers or even Victorias.</p> <p>The children can try to retell the story of their choice, focusing on the key events and vocabulary. You can create an audience of stuffed animals for this storytime. The children will love to read to them!</p>	<p><u>Reading Challenge</u></p> <p>My Favourite Foods</p> <p>With support from an adult, the children should think about and list their top 5 favourite foods. Once they have decided on their list, can they identify the initial phonic sound of each food on their list? For example, 'p' for pizza, 'a' for apples and 'c' for cake.</p>
<p><u>Afternoon</u></p> <p>Interviewing The Gingerbread Man</p>	<p><u>Afternoon</u></p> <p>Spaghetti Shapes</p> 	<p><u>Afternoon</u></p> <p>Stick Structures</p>	<p><u>Afternoon</u></p> <p>Playdough Restaurant</p> 



You can recap the story with your child to remind them of the sequence of the events in the story. The children can then come up with a list of questions that they would like to ask The Gingerbread Man. You can roleplay as The Gingerbread Man and the children can be the interviewers. You can do this sitting across the table from each other or in any other kind of interview set up. Try to answer the children's questions as best you can and you can even put on a special Gingerbread Man voice during the interview.

Extension: You can switch roles with your child, they can pretend to be The Gingerbread Man and you can be the interviewer. Try to ask them questions that promote creating and thinking critically such as:

- Where did you learn to run so fast?
- What did you see while on the run?
- Why did you run out of the oven?
- How did you get out of the house?
- Who chased you the fastest?



Go to the problem solving tab on the maths page and download the

activity card for the challenge '[Spaghetti Shapes](#)'.

This activity will help the children to recap the 2D shapes that have corners and straight lines.

Key words: corner, straight lines, 2D shapes.

Please find the school's recipe for playdough [here](#). (If you don't have any form of dough at home and don't have the ingredients to make any, bluetac is a good alternative with supervision. Also if you do make dough for this activity, it can also be saved for Friday afternoon!)

Extension: Ask the children to count the sides and corners of each shape and compare the shapes to each other.



[Stick Structure Activity](#)

The worksheets above shows lots of different stick structures that the children can create. Using their fine motor skills, the children can use lollipop sticks and glue or cellotape to create their own structures. You can challenge yourself and try to recreate all of the structures, or choose which ones you would like to make.

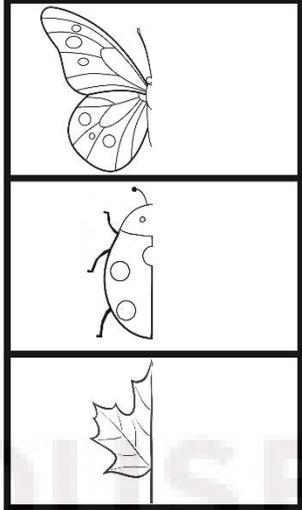
If you do not have lollipop sticks at home you can use any suitable alternative, for example pieces of card cut out in a similar shape to a lollipop stick. Furthermore, sticks and twigs from the garden can be used to create a similar effect.

Welcome to El Restaurante De Playdough (The Playdough Restaurant).

Using playdough, the children can create their own non-edible food. As the head chef, your child can try to make various dishes with playdough that can cater to everyone. Thinking about the food that was discussed in the morning, can the children try to recreate any of these dishes? You can use questions such as: What shape will you need to mould to make a full pizza? Is it the same shape if you are making one slice? How can you make your noodles?

You can use any form of dough for this activity, please find the school's recipe for playdough [here](#). Just in case you do not have the ingredients to make any type of dough, your child can draw and colour their dishes on paper, ready to serve up at the restaurant!

Extension: Have a look inside your fridge at home (with parent's permission!) What can you see? Do you have different foods from around the world in your fridge at home? Do you have anything from a country that we haven't yet discussed today? Is most of your food from the United Kingdom or from somewhere else? Do you have any of the dishes that you have created already in your fridge, freezer or cupboard?

		<p>Extension: Can you come up with a stick structure that isn't already on your work sheet? We would love to see what our Badgers can invent.</p>	
<p><u>Afternoon- Let's be Creative</u></p> <p>Leaf Rubbings</p>  <p>Resources: Crayons Pencils Chalk Charcoal Paper Leaves</p> <p>You will not need all of these resources to complete the activity, these items are just suggestions. The only two things that you will need are a plain piece of paper any size and a pencil any colour. This activity can be</p>	<p><u>Afternoon- Let's be Creative</u></p> <p>Shape Paintings</p>  <p>Resources: Paint Masking tape Colouring pencils Colouring pens Paper Tape Paintbrush</p> <p>You will not need all of these</p>	<p><u>Afternoon- Let's be Creative</u></p> <p>Creature Creations</p>  <p>Resources: Recycled materials- anything from your recycling bin (egg boxes or cardboard) Paint Buttons Paper Scissors Pipe cleaners or wire or ribbon</p> <p>You will not need all of these resources to complete the</p>	<p><u>Afternoon- Let's be Creative</u></p> <p>Mirror Drawing</p>  <p>Resources: Mirror Worksheet Pencils Paper Colouring pencils</p> <p>You will not need all of these resources to complete the activity, these items are just suggestions. The only two things that you will need are a</p>

done inside or outside and can be a fun activity for all of the family.

The children can lay the paper down on the floor or against a wall or any textured surface and start to mark the paper using either a crayon or pencil. This will create a rubbing, capturing the detail of the objects. You could also place a leaf on a surface and cover the leaf with paper and draw over the paper this will capture the detail of the leaf.

Before creating the rubbings, look around your house or garden and look at all the textures. Talk about what you can see, is the wall soft or rough? Is the floor bumpy or smooth?

Extension: Discuss textural words, think

rippled	jagged
mottled	cracked
rough	fluffy
bumpy	prickly
shiny	soft
smooth	spiky

resources to complete the activity, these items are just suggestions. The only two things that you will need are a plain piece of paper any size, tape and either colouring pens, pencils or paint. This activity can be done inside or outside and can be a fun activity for all of the family.

This activity is for the children to explore with shapes; firstly you will need a plain piece of paper any size. Secondly the children will need tape, as the tape will be used to create the shapes. The children will need to stick the tape on the piece of paper - only small pieces; it doesn't have to be big pieces. Here I used masking tape to create my shapes, after I used a paintbrush and painted the shapes.

Remember it's okay if you get the paint on the tape, because once the paint has dried we will then remove all of the tape from the paper. This will create detailed shapes.

Extension: For the children to use a variety of colours and begin to start to blend the primary colours together making secondary colours.

activity, these items are just suggestions. This activity can be done inside or outside and can be a fun activity for all of the family.

This activity is for the children to explore and create an insect or favourite animal. They could also relate it to one of their favourite books, for example 'The Hungry Caterpillar'.

The children can explore different ways of making their chosen animal or insect, one of my favourite insects is a caterpillar. I related my creature to the book 'The Hungry Caterpillar'. I used egg boxes, paint, pipe cleaners and eyes, however you can make your creatures with any materials and resources that you have. For example if you don't have egg boxes you could use an old cereal box or if you don't have eyes you could use buttons. There are lots of things the children can make these creatures with. To decorate them I used paint, but if you don't have or want to use paint you can use tissue paper, colouring pencils and pens, paper or chalk there are lots of alternatives.

Extension: Think about where your insect or animal is from?

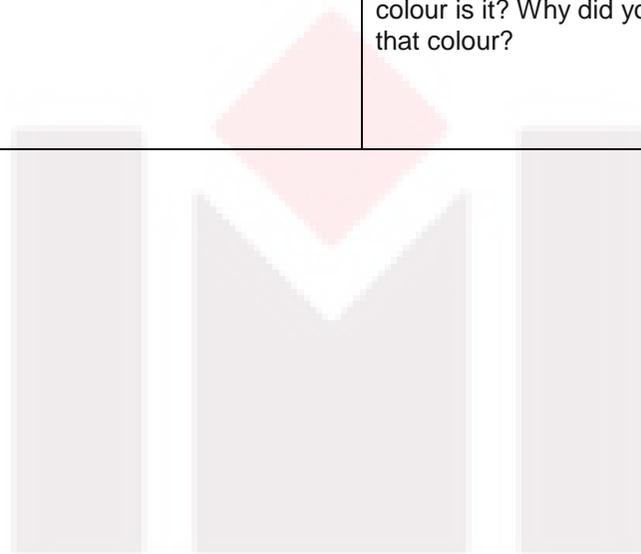
plain piece of paper any size and a pencil any colour. This activity can be done inside or outside and can be a fun activity for all of the family.

I have created a worksheet that you can print out, if you do not have a printer do not worry you can still do this activity. This activity is a really good way to improve your children's pencil grip and fine motor skills. If you have fruit in the house it's also a great way for the children to do observational drawing, by looking at the fruit and drawing what they can see.

The worksheet that I have created is a [mirror activity](#) to get the children to draw the other half of the apple or pear. This is a great way to develop both their drawing and observational skills, also once they have drawn the other half they can colour it in with the correct colours.

Extension: For the children to discuss the different types of fruit and vegetables, and which ones are their favourites. Also for the children to talk about which fruit and vegetables grow on a tree and which grow under ground.

<p>about what you can see and feel. Pick your favourite textual word, and walk around the house finding objects or things that relate to the word.</p> <p>For example fluffy, a cuddly toy, mash potato, jumper, carpet, rug, sofa etc.</p>		<p>Which country is it from? Talk about how you made the animal or insect, step by step? What colour is it? Why did you use that colour?</p>	
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	----------------------------------------------------------------------------------------------------------------------------------------------	--



THE MULBERRY HOUSE SCHOOL