

Badgers Week 6 Timetable

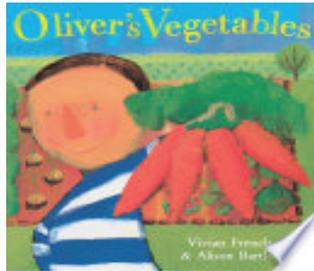
[Welcome to Badgers Story](#)

Key Learning Intentions for this week:

- To be able to hear and say the initial sound in words.
- To be able to use positional language accurately by placing objects on, under, over, beneath and behind.
- To be able to show good control and co-ordination in large and small movements, moving confidently in a range of ways, safely negotiating space.
- To be able to name at least three planets in our solar system and know a fact about each one.

<u>Monday</u> <b>Literacy</b>	<u>Tuesday</u> <b>Maths</b>	<u>Wednesday</u> <b>Fine and Gross Motor Skills</b>	<u>Thursday</u> <b>Understanding the World</b>
<a href="#">Phonics daily activity-I</a>	<a href="#">Phonics daily activity-I</a>	<a href="#">Phonics daily activity-n</a>	<a href="#">Phonics daily activity-n</a>
<a href="#">Daily Welcome Message</a>	<a href="#">Daily Welcome Message</a>	<a href="#">Daily Welcome Message</a>	<a href="#">Daily Welcome Message</a>

[Janie's music session](#) – please access this at any point during the week.  
 'Show and Tell' – please remember our 'Show and Tell' session on Thursday.  
 Please don't forget your LIVE Creative Movements sessions for Morning and Full-time children on Tuesday from 9.00-9.30am and for Afternoon and Full-time children on Friday from 1.40-2.10pm.  
 Creative Movements Tuesday Session (9.00am) - Meeting ID: 886 3336 0517 Password: CMMHStues (Password: 426586)  
 Creative Movements Friday Session (1.40pm) - Meeting ID: 875 8618 2413 Password: CMMHSfri (Password: 236688)

<u>Morning</u>	<u>Morning</u>	<u>Morning</u>	<u>Morning</u>
<p><a href="#">Oliver's Vegetables</a></p> 	<p><b>Positional Language</b></p> <p>under on while                      about of beside                      in despite around                      over up with                      until down from</p>	<p><b>Pasta day</b></p> 	<p><b>Playdough planets</b></p> 

As part of our project this summer the children will be looking at different types of vegetables.

The children can watch the story of Oliver's vegetables. After listening to the story, the children can identify what the vegetables they can see from the story.

Once the children have identified the vegetables, you can write down the name of each vegetable that was identified in the story, after you have, ask your child to trace each word.

After tracing each word, the children should be able to spot the initial sound from each word.

For example,  
Carrot – c

Extension:



Using the vegetables from the book, choose different colours and place

Today we will be learning about positional language.

Positional language is when you describe a nouns position. A noun is a thing, place or a name.

For example,  
The tree is next to the house.

The children should safely cut out the cards. (Remember an adult needs to be with you when cutting). Once the cards are cut out, children to match the positional language to the correct image.

To access the acitivity click [here](#).

Extension: Now the children should choose an object and place it somewhere at home. Get them to describe where it is using positional language.

Once they have chosen an item, ask the children to draw the item using the positional language chosen. For example, above.

The children can then draw the

Today we will be working on our fine motor skills.

To help us with this activity the children will need a sieve and a piece of spaghetti.

Take the spaghetti and try to fit them in to the holes in the sieve.

Can you try to put the spaghetti through the hole without it breaking?

Take your time with the activity to ensure that the spaghetti doesn't break.

Extension: The children could use any kitchen utensils and spaghetti to build a castle.

The children can use tape or blue tac to stick the pieces together.

### You will need

- 8 tbsp. plain flour
- 2 tbsp. table salt
- 60ml warm water
- food colouring
- 1 tbsp. vegetable oil

### Method

1. Mix the flour and salt in a large bowl. In a separate bowl mix together the water, a few drops of food colouring and the oil.
2. Pour the coloured water into the flour mix and bring together with a spoon.
3. Dust a work surface with a little flour and turn out the dough. Knead together for a few minutes to form a smooth, pliable dough. If you want a more intense colour you can work in a few extra drops of food colouring.
4. Store in a plastic sandwich bag (squeeze out the air) in the fridge to keep it fresh. You can make a batch of colours using food colouring.

them side by side just like the above image.

Ask your child to match the vegetables from the book to the correct colours.



item above a chair or a table or cardboard.



Once children have created the playdough. Children can then create their very own playdough planets.

After we finished our planets activity we can learn more facts about our Solar System by singing this [song](#).

**Reading Challenge**

**Fruit or Vegetable**



Safely, with the help of an adult, cut out each of the pictures.

[To access the activity click here.](#)

Once you have, safely cut out each of the images. Parents could write on a piece of paper the word, fruit on one side and vegetable on the other side. The children could then place the pictures on either the fruit or vegetable side.

**Maths Challenge**

**Games**

Ask an adult to hide a toy in your house. Ask questions to find out where it is, starting with the room it is in and then more specific questions, e.g. "Is it underneath something?" or "Is it behind something?" Then, you could hide the toy and they can ask the questions to find it.



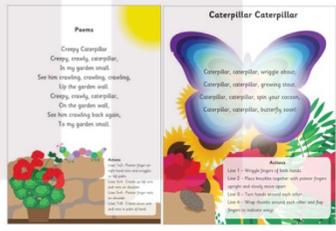
The children should complete the challenge activity with the support of an adult.

[To access the challenge activity click here.](#)

Extension:  
Using a ball or other items from home you could ask the child to place the ball or item somewhere around the house, using positional language.

**Reading Challenge**

**Summer poem**



Our reading challenge today will be to read the poem with an adult.

[To access the poem click here.](#)

Try and see if you can remember the poem and recite it to the rest of your family members.

To help you remember the poem follow the actions:

**Reading Challenge**

**Describe the funny Aliens**

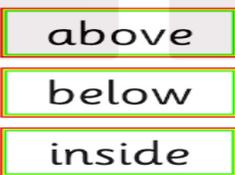


The children will continue to learn about describing words. This reading challenge will be for children to pick out an alien card and describe its features.

[To access the cards click here.](#)

Key questions:

- What is the colour of the Alien?
- How many eyes does it have?

<p>Get the children to check their answers before sticking them down.</p> <p>Once they have stuck each image to the correct column so if you can encourage them to sound out the initial sound from each word.</p> <p>For example, if the word was raspberry the children could sound out the initial sound in the word and see if they can say what word it is.</p>	<p>For example, place the ball under the chair.</p> <p>You can use the cards from the previous activity to use in this activity.</p> <p>After, swap around so that now your child is giving you instructions by using positional language.</p>	<p>Line 1: wiggle fingers of both hands.</p> <p>Line 2: Place knuckles together with pointer fingers upright and slowly move apart.</p> <p>Line 3: turn hands around each other.</p> <p>Line 4: wrap thumbs around each other and flap fingers to indicate wings.</p>	<ul style="list-style-type: none"> <li>- Does it have any antennas? How many?</li> <li>- Does it walk or crawl?</li> <li>- How many arms and legs does it have? If any</li> <li>- Does it look scary?</li> <li>- Does it look friendly?</li> </ul>
<p><u>Afternoon</u></p> <p><b>Make Your Own Salad</b></p>  <p>To help the children understand what each vegetable tastes and looks like, they will be making their own salad today.</p> <p><a href="#">Click here to access you recipe template.</a></p> <p>Parents to write down the name of the vegetable they will use for the recipe</p>	<p><u>Afternoon</u></p> <p><b>Positional Language Bingo</b></p>  <p>Each member of the family to have a bingo template. In the middle, place the images of cards to draw from. Each person from the group should take turns to draw out a card. Once they do, check to see if it matches to an image on your template.</p> <p>If you have got all the pictures</p>	<p><u>Afternoon</u></p> <p><b>Flag tape obstacle course</b></p>  <p><b>What we used:</b></p> <ul style="list-style-type: none"> <li>- flag tape</li> <li>- tape</li> <li>- hallway</li> </ul> <p><b>What to do:</b></p> <ul style="list-style-type: none"> <li>- Take the flag tape and attach it through one of your hallways.</li> </ul>	<p><u>Afternoon</u></p> <p><b>How do astronauts eat in space?</b></p>  <p>For our summer term project, the children will be predicting some of the foods they think the astronauts might eat in space.</p> <p>The children could then put</p>

and the children to trace the word.

The children could also write down the quantity of the vegetables they will need. The parents can write the number for children to then trace.

Once all of the writing is complete the children can then draw a picture of the vegetables used in the recipe.

Encourage the children to follow their recipe to complete their salad. Enjoy!

Extension:



### EXPLORING VEGETABLES with the Senses



Children to now begin to use their senses to describe the vegetables they have used.

matched shout out bingo!

[To access the bingo game template click here.](#)

[To access the lotto cards click here.](#)

Extension: The children should be able to confidently explain the bingo game to a member of their family.

Key questions:

- How is the bingo game played?
- What do you need?
- How do you win?
- How many people can play the game?
- What happens if you do not match the lotto cards?



- Once the flag tape is woven back and forth now the fun can begin!



together a menu for the astronauts. After the children have created their menu for the astronauts, look through what they have written and tick off anything that would not be available in space.

For example, if your child put sandwich, either tick or put a cross if the astronauts don't eat them.

- Sandwich (**cross** because the ingredients might fly around the rocket)

Key questions:

- What is it like in space?
- What does it mean if there is no gravity?
- If you had a sandwich, what would happen to the ingredients?
- What ingredients can you think of that would not float away?

**Key facts about the planets:**

Mercury is hot, but not too hot for ice.

Venus doesn't have any moons. Mars had a thicker atmosphere in the past.

Jupiter is a great comet catcher. Saturn's rings are made out of ice

Selecting one vegetable the children should use their eyes to describe what the vegetable looks like, then describe what it smells like and tastes like. Finally, using their hands to describe how it feels.

Here are some key vocabulary words to encourage the children to use when describing the vegetables.

[To access the key vocabulary click here.](#)

Extension: now after you have completed the obstacle course.

Can you create your very own obstacle course for your family and yourself to complete?

and rocks.  
Uranus is very stormy.  
Neptune has supersonic winds.  
The Earth is the only planet that we know of that has creatures living on it.  
Pluto is the smallest planet.

Afternoon- Let's be Creative

### Home Made Mr Potato



The aim of this activity is for the children to identify each facial feature.

Using a potato for the face the children should use other fruits and vegetables to make their own Mr Potato.

Afternoon- Let's be Creative

### Make Your Own Picture



Using the different positional language learnt the children could draw a picture based on what instructions were given.

**For example,**  
**Draw a tree next to the house, but it should be**

Afternoon- Let's be Creative

### Stick painting



The Children should explore their house environment to see what they can use to paint with.

For example, if you have a spare mop the children can

Afternoon- Let's be Creative

### Make your own rocket



#### **You will need**

- a straw
- a pen
- sticky tape
- scissors
- paper
- a bottle lid

<p>As the children are completing the activity encourage them to describe the key features of Mr Potato.</p> <ul style="list-style-type: none"> <li>- What shape is his eyes?</li> <li>- How can you describe his ears?</li> <li>- What vegetable or fruit can you use for his mouth?</li> </ul>	<p><b>shorter than the house.</b></p> <p><a href="#">To access the activity, click here.</a></p> <p>Extension: children to use any colour pencil to highlight the positional language used in the sentences.</p>	<p>use that to paint with and explore making different patterns and marks.</p> <p>They can also see what happens when they mix the paint together.</p> <p>Key questions:</p> <ul style="list-style-type: none"> <li>-what patterns can you see?</li> <li>- what patterns can you make?</li> <li>- What happens when you mix the primary colours red and yellow and blue together?</li> </ul> <p><b>What you will need:</b></p> <ul style="list-style-type: none"> <li>- A large piece of paper</li> <li>- Different coloured paint</li> <li>- Items found from around the house or garden.</li> </ul> <p>Examples of items that can be used:</p> <ul style="list-style-type: none"> <li>- Sticks</li> <li>- Mop</li> <li>- Brush</li> </ul>	<p>- and help from a grown up!</p> <p><b>Step 1</b> - Cut out a paper square that's has the same length as the straw</p> <p><b>Step 2</b> - Roll the paper square around the straw</p> <p><b>Step 3</b> - Tape the paper roll</p> <p><b>Step 4</b> - Cut out a circle from the paper</p> <p><b>Step 5</b> - Cut a triangle out of the circle</p> <p><b>Step 6</b> - Fold the circle into a cone shape</p> <p><b>Step 7</b> - Cut out two triangles to make the wings of the rocket</p> <p><b>Step 8</b> - Tape the wings and the nose cone to the body and add some decorations or logos with your pen!</p>
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SCHOOL