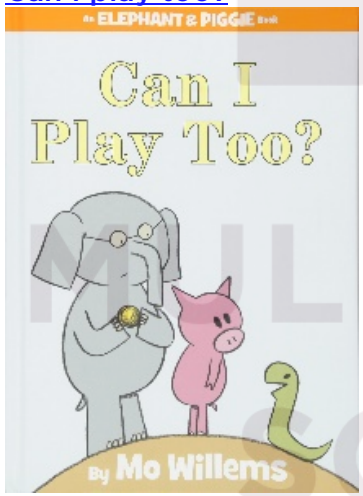
Squirrels Summer Timetable Week 1

Welcome

Story

Key Learning Intentions for this week

- To be able to recall at least one character that sits on the broom in our story, 'Room ono the Broom'
- To be able to use appropriate vocabulary to express whether they feel happy or sad.
- To be able to identify a circle, triangle, square and rectangle.
- To be able to count up to 5 objects from around the house.

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Let's start our week by singing the days of the week song learnt previously! **Mathematics** Number matching: 	Morning **Literacy** Can I play too?  Listen to the story of 'Can I play too?'.	Morning **Expressive Arts and Design** Puffy paint 	Morning **Personal, Social & Emotional Development** Wellbeing Friendship Today we will talk about friendship. The children will discuss why having friends is so important.	Morning **Understanding the World** **The world we live in:** Let's take a look at the earth in more detail. Share with the children the following facts: • It is a planet in our solar system that is home to humans, animals and plants.

Sing a favourite number rhyme with your child. Then place some numbers around the room and go on a number hunt. Once they have found all of the numbers you could get them to order them. Then please print off and cut out 5 of the fish tank templates and the fish with numbers on. Once you have, at the top of the fish tank write the numbers from 1-5. This is so that your child can match each fish to the correct part of the fish tank. Ask your child to decorate the fish tank for each of the fish to live in. After your child has decorated the fish tank, encourage them to count the dots on each of the fish using their index finger. Parents, please model first how	After you have watched it, talk about what your favourite part was and why. The children should think about how this story relates to being kind to other people and what we need to do to ensure that we make other people happy. The children should be aware that people are different, but this should not stop us from being friends with them and allowing them to join in. The children should also learn about not giving up and trying their best. Use the example when the snake could not catch the ball, but that didn't stop him from trying. **Key vocabulary:** Play, please, different, friendship, try again.	**What you need:** • Food colouring • Blue, purple, yellow, orange, red, green • Shaving foam • Bowl • PVA glue **What you need to do:** **Parents please help your child with this activity:** 1. Use a bowl and spray in some shaving foam. 2. Ask your child to select the food colouring they wish to use and add drops in to the foam. Then mix the solution so that the mixture becomes completely covered with that colour. 3. Then mix in the PVA glue making sure that the solution is mixed well. 4. Your child is now ready to create their own puffy paint picture. Enjoy!	We will talk about our feelings and explore how having friends makes us feel. Each child will take turns to talk about their friends and what is special about them. Refer to the book 'Can I play too?' from the lesson on Tuesday morning. Using the book, your children can use specific examples from what happened in the story that supported the idea of friendship. **Key vocabulary:** Kind, sharing, playing, joining in, happy. **Key question:** • Do you have a friend? • Do you play with him/her? • What type of games do you play?	• It is made up of water and land. • The land is made up of different countries. • We live in England. To help your child to understand more about the earth, complete this activity where they can craft their own earth. <u>What you need:</u> • Round balloon • Newspaper • 4 cups water • 1 cup flour • 1/2 cup resin glue powder • 1 old pot • 1 small bucket or old bowl • 1 old spoon or whisk • Paint • Paintbrush **<u>Step by step guide:</u>** 1. Blow up the balloon. 2. In a large bowl, whisk together equal parts of flour and water to make a paste.

your child should be counting each of the dots.

Key vocabulary:
Number language – one, two three, four and five, more, less, counting, before and after.

Key questions:

- Can you count in order starting from 0?
- What number comes after ...?
- What number comes before...?
- Select the dots that represents number...?

To access the fish tank template, click here.

To access the fish with numbers template, click here.

Extension:
The children should go around the house or garden and see if they can find any objects that

Key questions:

- Did it matter if the snake had no arms?
- Did he stop trying?
- What did the pig decide to do at the end?
- Were they still friends?

Activity:
Children to use the template of the pig, elephant and snake to recall the main parts of the story.

Encourage the children to use the correct vocabulary.

To access the character template, click here.

Expressive Arts & Design

Handprint

Understanding the World

Does it float or sink?

For this experiment go on an object hunt and gather items from around the garden or your house.

You will also need a bowl and water.

Discuss with your child the **key vocabulary** that will be explored, floating and sinking.

Explain and model the meaning to them.
Floating – when something is above the water.
Sinking – when something is under the water.

- Do you enjoy playing these games?
- Have you ever been upset with your friend? Why?
- Did you make up after that? How?

Physical Development

Games

Musical statues!

The children should select their favourite song for this game.

Parents, please explain to your child and model how to play the game. Put a song on and stop it randomly, making sure that you have posed in a creative way. Then get your child to mimic you.

3. Dip the newspaper strips into the flour and water solution. Make sure to lay down extra newspaper, as this can get messy!
4. Completely cover the entire area of the balloon with strips of coated newspaper.
5. Allow the balloon to dry for 24 hours. Then paint it blue and allow the paint to dry.
6. Using the paint, paint the land and sea. Can you find England?

Personal, Social & Emotional Development

Hygiene:

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represent the number written on the fish tank. These can be to decorate the fish tank and/or can be used to feed each of the fish inside the fish tank. You could even ask them to match quantities with the numbers they lined up earlier! Such as 4 leaves with the number 4, 2 spoons with the number 2. This activity can be used continuously to help pupils with their number recognition as well as to help them with reciting numbers confidently from 1-5.	 **What you need:** • Coloured cardstock • Glue • Black marker • Pencil • Mini paper flower embellishments (optional) **What to do:** **Parents please support your child through this.** 1. Fold a piece of green card in half and trace your child's left hand on it. Then cut the handprint out, making sure to leave the entire left side of the handprint uncut. This will be the fold line for the card.	Find two opposite items and use them to help your child explore the differences. Do they notice anything about their weight or size? Once they have an understanding. Quickly go through the different items that you have gathered. Make a quick guess of which one might float, and which one might sink. Once they have begun the experiment, record the results and discuss what is happening. **Extension:** Can the children sort the items into two groups? To help understand why some items float and others sink, talk about heavy and light materials. When something floats, this means that it is light.	After a couple of goes, ask your child to be the person who is control of the track. If they can pause the song that is great, if not then they can call out the word 'stop' randomly. To make this more exciting see who gets the most points.	 We have been talking a lot about hygiene and about what good hygiene habits are. The children have also been remembering why it is so important to stick to them at all times. Get your child to explore the puzzles below. To access our hygiene puzzles, click here. Help your child to cut the puzzle following indicated lines. Mix the pieces up and allow your child to put the pieces together again.

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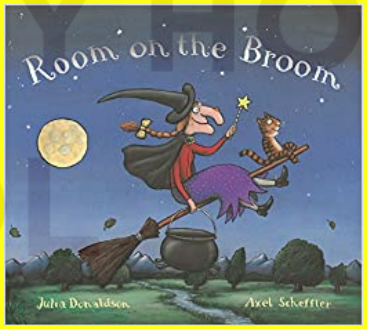
	2. Use the black marker to make spines all over the cactus handprint. 3. Draw a pot and tray and cut them out too. 4. Glue the water tray to the bottom of the plant pot, then glue the pot/tray piece to the bottom of the handprint. 5. Using a different coloured pen, ask your child to draw different flowers around the cactus.	When something sinks, this mean that it is heavy. **Key vocabulary:** • Sinks • floats • heavy • light • under • above		Talk about what they can see on the picture.
Afternoon Session **Personal, Social & Emotional Development** Imaginative Play Cardboard post box	**Afternoon Session** **Understanding the World** Small world 	**Afternoon Session** **Physical Development** **Games** Follow the leader: 	**Afternoon Session** **Literacy** Room on the broom 	**Afternoon Session** **Mathematics** Can you make these shapes?

  The children have already been learning about the post office. Using any spare cardboard that you have at home see if you can make a post box together! Cut out a hole and ask your child to decorate it – paint, glitter, tissue paper, etc. Let it all dry as you will need it later! Once the post box is ready, you can begin to play! **Key vocabulary:** Deliver, post, post box, post man, post women, letter, envelope. **Key questions:**	To develop your child's knowledge of the ocean, create this playful environment for them to explore. Parents please provide your child with the following: - Rice – add in blue food colouring to represent the sea/ ocean. - Lentils – to represent the sand - Rocks - And different kinds of sea creature animals To support their understanding further your child can listen or read the story 'Tiddler'. **Expressive Arts & Design** **What you need:**	This game is a fun way of practising simple instructions. Start off with easy movements for them to follow and gradually make them trickier to see if they are able to follow more than one instruction at a time. Make it as fun as possible, getting them to follow you around the house and garden, whilst copying every movement. After some time, swap roles so that your child is now the leader and you have to follow their every move.	Listen to the story of room on the broom. Make sure that you have your legs crossed and your listening ears switched on. Parents pause where necessary to discuss any of the parts from the story as you wish. Key questions: • Who was the first character on the broom? • Which animals fitted on the broom? • What happened to them while on the broom? Activity: Get your child to use the template of the characters and the broom to create their own scene from the book. Please print and cut these out ready for your child to complete.	The children will be making 2D shapes using different resources from around the house. All you need to do is stick masking tape to the floor creating different shapes as a template. Explore the shapes and ask your child to identify them whilst discussing their features. Key vocabulary: • Circle • Triangle • Square • Rectangle **Expressive Arts & Design** Egg carton flowers

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• Who delivers the post? • Where does the postman work? • Where do we post letters? • Who are you posting your letter to?	-A4 paper -Scissors -Glue or sticky tape -Wobbly eyes (you could use white stickers instead) -Hole punch To access the template, click here. **What you need to do:** 1. Print out the template. 2. Parents please help your child to cut out the template. If you printed the blank template, then help your child to draw on a mouth. 3. Punch two holes in your octopus so that it can be hung when complete. 4. Glue or tape the tab into place. 5. Help your child to curl the legs. 6. Stick eyes on your octopus. You can use wobbly eyes or white stickers.		Encourage your child to place each of the characters on the broom and then count how many they have on the broom. <u>Extension:</u> Can the children use the finished craft to role play and recall specific parts of the story?	 Discuss the different parts of a flower and where they are found with your child. Use a real flower if possible when discussing them. - Roots, Stem, Leaf, Petals Talk about the different colours that flowers can be. <u>What you need:</u> - Egg carton - Straws - Paint - Glue <u>What you need to do:</u> 1. Parents please provide your child with different

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				painting resources. Ask them to paint the egg carton using the colours that remind them of spring and summer. 2. Encourage your child to make several so that they have a bunch of flowers to connect together.

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