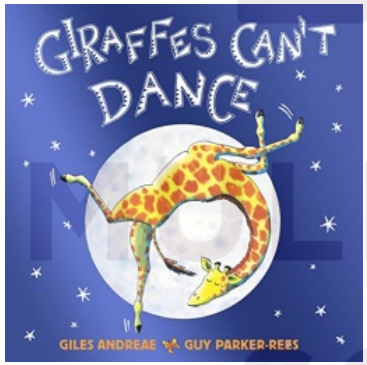
Squirrels Summer Timetable Week 2

Welcome

Story

Key Learning Intentions for this week

- To be able to sort and match all of their colours correctly.
- To be able to roll and attempt to catch a ball.
- To be able to identify the main characters in the story, 'The Snail and the Whale'

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Let's start our week by singing the days of the week song learnt previously! **Mathematics** Colour collage 	Morning **Literacy** Giraffes can't dance  Get the children to watch the clip of Giraffes can't dance by clicking here.	Morning **Expressive Arts and Design** Collage time! The children can create their own collage using different materials that they find around the house or garden.	Morning **Personal, Social & Emotional Development** Wellbeing I feel good Today we will talk about what makes us happy. The children will look at different pictures and discuss why they think the situations on the pictures could make us happy. The children will talk about other things that make them feel happy.	Morning **Understanding the World** Growing beans in bags The children will look at the life cycle of a bean and begin to learn how plants grow.

Encourage your child to focus on the different colours they have already been learning about. Discuss the different colours they already know and write down each of the colours they have named. After, ask your child to explore the house to find different coloured objects. Once they have gathered a good number of objects, asked them to sort these and match them accordingly. <u>Key vocabulary:</u> Blue, green, purple, red, yellow, orange, collage, match.	After the story discuss their favourite part and why they enjoyed it. <u>Activity 1:</u> The children can use the dance moves from the story to come up with their own dance routine to show to other members of the family. <u>Activity 2:</u> The children can use the Giraffe template to retell the story in the perspective of the Giraffe. To access the template, click here. **<u>Expressive Arts & Design</u>** <u>Crafting your own Giraffe</u>	Discuss with your child the different seasons that we have. Explain what happens to the trees during each of the seasons. For example, in winter all of the leaves fall from the trees. <u>Key vocabulary:</u> Winter, Spring, Summer, Autumn, leaves, orange leaves, brown leaves, green leaves, red leaves. <u>Key question:</u> - Which season do you like the most? Why? - Which season do you least like? Why? - What things do you see during ....? season? **<u>Understanding the World</u>** <u>Lollipop person</u>	The children then will take turns to tell their friends about what makes them feel good and happy and why. Click here to access 'what makes me feel good' pictures. **<u>Physical Development</u>** <u>Games</u> Target throwing and Catching For this activity you will need a ball. This can be done inside or outside. Don't drop the ball! The aim of this game is for your child to focus on the ball and try to catch it. Start by having	<u>What you will need:</u> - Zip bag - Bean - Tissue - Water <u>What you need to do:</u> 1. Get one roll of tissue paper and soak it in water. Making sure that it doesn't have too much excess water! 2. Help them to place the tissue paper into the zip bag making sure that it is flat. 3. Then ask them to select a couple of beans and place them into the zip bag, making sure that it is touching the wet tissue paper. 4. Tightly close the zip bag and place it where it will receive some sunlight.

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	 What you need: - 3 Wooden pegs - Paint (yellow and brown) - Cardboard - Scissors - Parent supervision What you need to do: 1. Parents, please cut an oval shape using the cardboard for the body of the giraffe. 2. Using the wooden pegs, use two for the legs of the giraffe. 3. The other wooden peg will be used for the head. 4. Using the yellow paint, please help	 When we cross the road, we must be very safe! Luckily, we have people that help us to stay safe, they are called a lollipop person. They hold up a sign that says, 'STOP' and they come into the middle of the road so that the cars stop for us to safely walk across the road. Activity: Get the children to use the template to create their own lollipop person. After they have completed designing their lollipop person, they can then use the	a small distance between you and your child. Tell your child that there's an imaginary monster in the middle who wants to eat the ball so they can't drop the ball on the floor. Every time they catch the ball, they earn 5 points! Remind them to hold out their hands to help them catch the ball. If this gets too tricky you can get them to roll it to you and catch it when you roll it back. Have fun!	5. Encourage your child to observe the changes that happen each day. **Physical Development** Games Jumping path Print out the feet template and stick them to the floor with tape. Ask your child to jump on the feet template and move along the path. This is a fun, active game to help the

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	your child to paint the body of the giraffe. 5. When dried they can use the brown paint for the spots. 6. Once everything is dried, they can enjoy playing with their crafted giraffe.	'STOP' sign template to stick onto the person. Finally, the children can use a lollipop stick on the 'stop' sign to help secure both parts together. I wonder if they can tell you how to safely cross the road!		children with many skills: - Jumping – helps them to practice jumping on both feet and landing appropriately. - Motor planning – The child has to look at where their feet are, look at where the next feet are, and plan how they are going to get there. - Spatial/body awareness – The child has to understand where they are in relation to where they want to be. - Coordination – Getting their body to move in the way they have now figured out they need to move to get to the new set of feet - Balance – It can be a little more challenging to jump and land on a precise location and stay there than to just jump forward and land randomly.

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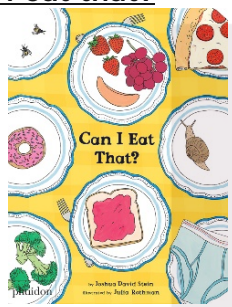
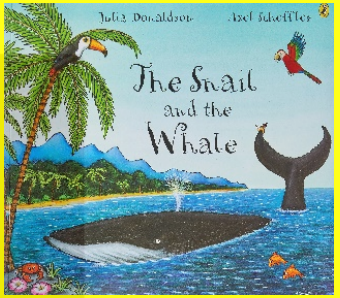
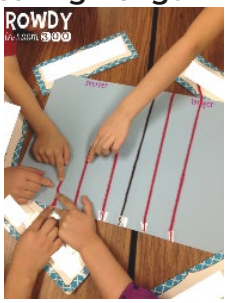
Afternoon Session	Afternoon Session	Afternoon Session	Afternoon Session	Afternoon Session
Understanding the World Project Re-cap with your child all of the people that help us, doctors, nurses, firefighters, police officers, vets.	**Understanding the World** Can I eat that?  The children should look at the different food that they enjoy, but it is also good to explore foods that are not as good for us. Get your child to look at some images of things that they can and cannot eat. Get them to begin to describe some of the images that are displayed, focusing on: - Appearance - What they think it feels like - What they think it will smell like	**Personal, Social & Emotional Development** Wellbeing What makes you happy? Today the children will be continuing to think about all of the things that make them happy. Parents please help your child by sharing a couple of examples of what makes you happy. Then encourage your child to do the same. Provide them with the following sheets to help	**Literacy** The snail and the whale  Once the children have listened to the story, talk about their favourite part and why that particular part was their favourite. Stop the clip at any point to talk about what they see and recap what has happened so far. Encourage your child to use their prior knowledge of shapes and colour to spot these in each different image.	**Mathematics** Measuring Length  Today we will be recapping length. When we looked at measuring length, we looked at someone's height, the tallest mountain, tree or house among other things. **Key vocabulary** to practise: Short, Shortest, Shorter, Long, Longest, Longer, Tall, Tallest, Taller Activity: Please cut out different sized pieces of yarn and place them in front of your child. Ask your child to put the

Do you have any cardboard boxes lying around? If so, see if your child can help you build some tall buildings, a doctors, fire station etc...Then get all of their cars out or even build your own and travel to each one discussing how they help us!

If you don't have anything at home, that's ok. Get some large pieces of paper out or even a sheet and they can draw out their own map.

- What they think it will taste like

Use the above prompts to support your child's thinking about each of the images.

To access the images, click here.

Key vocabulary:
It is food, it is not food, you can eat it, you can't eat it.

them think about everything that makes them happy.

My favourite animal
My favourite toy
My favourite colour
My favourite drink

Using this link, encourage your child to draw and talk about the above points.

Physical Development Games

Family Olympics

Can you set up a 'Family Olympics' game for your child to enjoy?

You could have the long jump, javelin in the

Activity: The children could create their own image from the story using the template.

They could use different equipment to design their scene, for example for sand they could use rice or lentils.

Expressive Arts & Design

Self portrait

Encourage your child to look in the mirror. Encourage them to discuss the features they see. Then get them to draw out a circle onto their page and begin to add in eyes and a mouth.

Key vocabulary:

yarn in order from the longest to the shortest.

Model the language first; you can use a tablespoon and teaspoon to show them the difference between short and long. The tablespoon is long, and the teaspoon is short.

This activity can also be done using sticks if there is no yarn available.

Key questions:
• How do you know that is shorter?
• Which one is longer? How could we check?
• Which one is shorter? How could we find out?

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  <u>Key vocabulary:</u> Doctor, police, nurses, vets, firefighters.		garden or even the egg and spoon race. See how creative you can be and encourage your child to be active! You could even watch one of Marc's PE sessions as an alternative or as a warm up to the activity!	Face, eyes, nose, mouth, teeth ears, eyebrows, cheeks, hair **Key questions:** - What do we use our eyes for? - What do we use our ears for? - What do we use our mouths for? - What do we use our teeth for?	

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