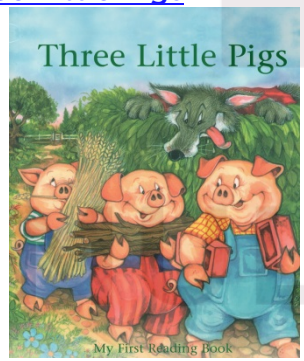
Squirrels Summer Timetable Week 3

Welcome

Story

<u>Key Learning Intentions for this week</u>

- To be able to create a repeating pattern.
- To be able to identify a Robin and know the difference between a Robin and a bird.
- To be able to throw a bean bag and hit a target.

Monday	Tuesday	Wednesday	Thursday	Friday
Morning **Mathematics** <u>Making patterns</u> Let's have some fun making different patterns! <u>Why is pattern awareness important?</u> Spotting underlying patterns is important for identifying many different kinds of mathematical	Morning **<u>Literacy</u>** Three Little Pigs  Get the children to listen to the story of the Three Little Pigs. Once they have, ask them to talk about what their favourite part was and why.	Morning **<u>Expressive Arts and Design</u>** <u>Three Little pigs craft time!</u> Following on from our Literacy lesson on Tuesday, the children could create their own houses inspired by the story.	Morning **<u>Personal, Social & Emotional Development</u>** <u>Wellbeing</u> <u>Feelings jar</u> 	Morning **<u>Understanding the World</u>** Robin The children will learn about the different types of birds. Let us start off with learning all about Robins.

relationships. It underpins memorisation of the counting sequence and understanding of number operations, for instance recognising that if you add numbers in a different order their total stays the same. Pattern awareness has been described as early algebraic thinking, which involves: • noticing mathematical features • identifying the relationship between elements • observing regularities Activity: using different objects found around the garden or house, see if the children can make a repeated pattern. For example, socks – blue sock, red sock, blue sock, red sock. <u>Key vocabulary:</u> Pattern, same, number language one two...	Discuss the following questions to help them comprehend the story. <u>Key question:</u> • How many pigs were there? • Where did they live? • Who did they live with? • Where did they go? • Who did their mother warn them about? • What did they do after they had left their mother's house? • What materials did they make their houses out of? <u>Activity:</u> Use the templates to help you tell the story. <u>Encourage children to use the key vocabulary:</u> - Straw - Sticks - Brick - Blow - Huff and puff - Wolf - Pig	Parents please use the template to cut out the three houses that we have provided. Also have the following materials ready for them to use: - Straw - Sticks - Paint - Glue - Card Support your child by helping them to use the materials to craft the three houses. <u>Key vocabulary:</u> - Straw - Sticks - Brick - Heavy - Light - Strong - Weak <u>Key question:</u> - What would you like your house to made out of? Why?	<u>What you need:</u> - Jar - Sharpie pen - Pom Poms <u>Instructions:</u> Parents please help your child when creating their feelings jar. Take a jar and write the numbers 1-5 on the side of the jar. You can draw a horizontal line to clearly measure level 1, 2, etc. Get your child to assign a pom pom colour to an emotion. Then ask your child to fill the jar to the level that they feel their emotion is at that time. Talk about what is causing the emotion as they put each pom pom into the jar. For instance, your child is disappointed because a favourite toy was lost.	Parents please share these facts with your child: What do they look? - Robins have a red/orange face and the rest of their body is brown and white. Where do they live? - They live in gardens and parks When can they be seen? - During winter times What types of food do they eat? - Robins feast on berries, seeds, insects, and worms. What sound does a Robin make? - Have a listen to the video to hear its sound. <u>Activity:</u> Get the children to use the template of a Robin to colour in using the correct colours.

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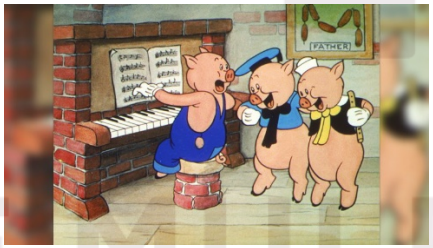
Key questions: - What can you spot? - How can you make the same pattern again? - How many do you have of the same item? 	- Broken down - Light - Heavy - Strong - Weak **Extension:** Discuss with your child the different materials that were used to make the three houses. You can talk about why they think two of the houses fell down when the wolf huffed and puffed.  So, take the straw house for example, if you have any available this is great, allow them to explore the material. Model with them what happens if the straw is bent. Also get them to experiment for themselves by blowing onto the straw	Allow the children time to explore these materials so that they understand the key vocabulary of, heavy, strong, light, and weak. 	**Physical Development** **Games** **What is the time Mr Wolf?** All of the players should stand next to each other in a line. Mr. or Mrs. Wolf are chosen and stand at least 5 feet away with their back to the other players. The players in line chant, "What's the time, Mr. Wolf?" Mr. Wolf calls out a time, and the other players move forward the same number of steps. For example, if Mr. Wolf calls out six o'clock, the players move forward six steps.	Children to recall some of the facts they remember about the Robin. **Physical Development** **Games** **What's missing?** For this activity all you need are a few different objects that your child is familiar with and a plastic, non-see through cup. Make sure that the objects that you are playing with at the time are different colours so your child won't get confused. **Rules:** 1. Set up a few items in a

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	to see if it falls. 		This continues until the players once again ask, "What's the time, Mr. Wolf?" and Mr. Wolf changes his response to, "Dinnertime!", all of the players will then turn around and run back to the starting point while Mr. Wolf chases after them. Whoever is caught first becomes the next Mr. Wolf.	row, start with 3 or 4 objects. 2. Point at the objects and say or ask your child to say their names. 3. Ask your child to close their eyes. 4. Hide one of the objects with a cup. 5. Then ask your child to open their eyes and ask, "What's missing?" When you see that your child is confident with the number of objects, you can add more. Have fun!
Afternoon Session **Personal, Social & Emotional Development** Imaginative Play Builder role play:	**Afternoon Session** **Understanding the World** Land animals	**Afternoon Session** **Personal, Social & Emotional Development** Wellbeing It is okay to be different	**Afternoon Session** **Literacy** Nursery rhyme: Ten little Fishes	**Afternoon Session** **Mathematics** Matching numbers to quantities

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Parents please provide your child with some Lego pieces or building blocks and encourage them to be creative with building a house or a school.

Key question:

- How big is your building?
- Who would go in there?
- Was it easy for you to build this? Why?

Whilst they are playing, play alongside them and get them to interact and create cement for building a wall, carrying items from one place to another with their wheel barrows and even measuring up a cardboard box in order to build a chair for a bear!

The children will begin to learn about the different animals that live on land. Parents please have the images from the template below ready to help you introduce the different land animals to your child.

To access the template, click here.

To help your child to remember each of the animals ask them the following questions:

- What do they look like? (colour, patterns)

Get the children to listen to the story and discuss why it is okay to be different. Parents, you can pause the video when you feel it is important to discuss what is being said. Encourage your child to share their thoughts and discuss not only their differences but also their similarities.

Key questions:

- Are you different to your friends/ mum/ dad/ sibling?
- Why is it okay to be different?
- What are our similarities?

The children have already been enjoying a variety of nursey rhymes. One of their favourites is the Ten Little Fishes song.

Use this link to access the lyrics so that you can support your child to remember the rhyme independently.

Once they have, they can then present this to you or any other member of family. By doing this, your child is building their

Let's continue learning about numbers.

Parents please have the frog cards ready which have the numerals and dots on to represent each number.

Together with your child go around the house and gather as many different objects that can be found to use for this activity.

The aim of the task is for your child to identify the numerals and match the correct quantity.

Encourage them to start counting the objects when they are moving it to the correct place. Prompt them to take their time and not to rush through their counting, otherwise they might get it wrong.

Parents please make sure that as your child is identifying each of the numerals, that they use

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Have fun and let your imagination run wild!

Understanding the World

DIY Den Building!

Is there an empty corner in your house?

The cushion fort is the simplest way to set up a DIY den.

Stand any couch and chair cushions that you have on the end. You can balance them against the arm rests of the couch, or prop them up with pillows. Then gently lay a blanket across the top of it to cover it.

- How many legs do they have?
- Does it jump or walk or run?
- What noise do it make?

Once the children have looked through each of the land animals, with your child see if you can gather any land animals at home to use for the next activity.

Provide them with paper and pencil.

Make sure when completing this activity the sun is out as we would need this to complete the activity, if not, do not worry just ask your child to draw the animal through observation.

Using the animals, paper and pencil, place the paper where there is sunlight; place the animal at the top of the paper so that there is a shadow on the paper.

Then ask your child to trace around each of the animals

Physical Development

Games

Throw, hop, pick

The children will continue to work on their gross motor skills by playing this game, they are able to practice coordination and balance.

Parents please help your child to create their own hopscotch using chalk in the garden.

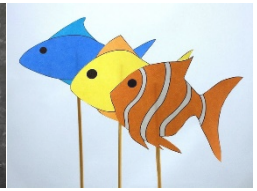
Once you have, using bean bags or any other items that is safe to throw, get the children to practice their under and over arm skills when throwing.

confidence, vocabulary and number language 1-10.

To represent the number of fish, ask your child to gather 10 different toys so that they can easily remember what each fish said.

Expressive Arts & Design

Fish puppet



What you need:

- Card
- Paint
- Scissors
- Adult supervision
- Lollipop sticks
- Maker

What you need to do:

1. Parents please help your child to trace around their

the dots to count carefully. Encourage them to use their index finger as they are doing this.

Key vocabulary:
Counting, quantity – amount, more, less, equals, same, not the same, number language one, two, three… bigger, smaller

Key questions:

- How many do you have?
- Do you need any more?
- Is two bigger or smaller than three? How do you know?

(Encourage them to count how many objects they have on each frog)

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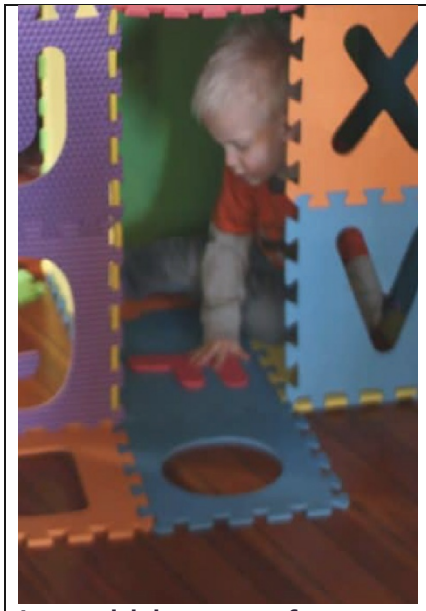

It could be a perfect spot to experiment with simple technology such as lights and music players!

Start by putting a few chairs in a circle and covering them with a blanket to create a fort. Put some small lamps with colourful bulbs, light boxes, flashlights and a CD player inside and let your child explore the game of light and shadows in an ambient atmosphere.

and colour them in using the correct colours.

Encourage the children to aim at a spot and then to throw the bean bag, once they have, they would need to either, hop, jump, run or walk to pick up the bean bag.

hand.

2. Then please safely cut around the drawn hand.
3. Ask your child to paint the hand and wait for it to dry.
4. With the marker, help your child to mark out the fish's eyes and mouth.
5. Finally, glue the lollipop sticks onto the fish.

Have fun with your fish puppets!

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