


## The Hedgehogs Class online timetable week 3

[Welcome story with Anna](#)

### Key Learning Intentions for this week

- Use music to explore sounds and use music as a form of expression.
- Counting out objects 1 to 5
- Understand the difference between long and short
- Writing recognisable numbers 1 to 5
- Be able to use a variety of materials to create art

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<b>Morning</b>				
<p style="text-align: center;"><b><u>Expressive arts and Design</u></b></p> <p style="text-align: center;"><b><u>Creative Movements</u></b></p> <p><b>9.30-10am</b>  <b>Meeting ID:</b>  <b>863 2967 4612</b>  <b>Passcode: MHS2021</b></p> <p>It's Harriet time! I wonder what story you will be enjoying today!</p> <p>Make sure you clear an area, so you do not bump into anything around you.</p>	<p style="text-align: center;"><b><u>Physical Development</u></b></p> <p style="text-align: center;"><b><u>PE with Coach Marc</u></b></p> <p>I wonder what you will be doing during your PE session today.</p> <p>Remember to drink lots of water.</p> <p>Try to do some stretches before the activity.</p> <p>Can you touch your toes?</p>	<p style="text-align: center;"><b><u>Personal, social and emotional development</u></b></p> <p style="text-align: center;"><b>Wellbeing</b></p> <p>Wellbeing is important for all ages. For today's activity, we will be encouraging the children to be active.</p> <div style="text-align: center;">  </div>	<p style="text-align: center;"><b><u>Maths</u></b></p> <p style="text-align: center;"><b>Number focus</b></p> <p>Today the parents will be supporting the children to write recognisable numbers.</p> <p><b>What you will need:</b></p> <ul style="list-style-type: none"> <li>- Flour</li> <li>- Tray</li> <li>- Number cards for numbers 1 to 5.</li> </ul> <p><b>Activity:</b></p>	<p style="text-align: center;"><b><u>Physical development</u></b></p> <p style="text-align: center;"><b>Prewriting skills</b></p> <p>Developing fine motor skills is important in early years. This will later support the children's pencil grip.</p> <p>What you will need:</p> <ul style="list-style-type: none"> <li>- Paper</li> <li>- Pencil</li> <li>- Small sticker</li> </ul>



## Expressive Arts and Design

### Music



It's Janie time! I wonder what music you will be enjoying today!

Remember to encourage the children to practise singing the new songs with the family or friends.

Can you reach the sky?  
Can you do 5 star jumps? Don't forget to count each jump!



## Understanding the world

### Sand

Today we are going to look at shapes. Parents could support their children making a leaf and some pumpkin shapes.

### What you will need:

- Sand/ salt
- Blunt pencil/ paintbrush
- Pictures of different shaped leaves

To begin, encourage the children to take 5 deep breaths and sit comfortably on the floor. Preferably with their legs crossed. ('Kriss cross apple sauce' is a term they may be familiar with when sitting nicely on the carpet.)

We are going to explore animal yoga today.

Click the following link [Yoga fun with animals](#)

Key vocabulary and questions:

- Cat
- Dog
- Stretch
- Can you stretch down like a dog?
- How does a snake move?

## Physical development

### Outdoor fun

Begin by shaking some flour on the tray. Enough to cover the base of the tray. Nice and flat. Show the children the numbers and use the number names. Follow this by demonstrating how to use your index finger, to write the number one in the flour. Support the children to write the numbers one by one. Keep on repeating the number that the children are drawing each time.

### Keywords and questions:

- Can you show me how to write number 1?
- Which number is number 3?
- Counting
- Writing
- Numbers

### Activity:

Parents will need to draw 3 or 4 shapes or lines on a piece of paper.

Encourage the children to peel off the stickers and stick them along the line. This is great for hand-eye co-ordination too.



## Expressive arts and design

### Art technique

### Painting with cars



Snack and water break time.

### Communication and language

#### **Read a book together.**

Choose a story of your choice. Use the pictures to encourage the children to tell their own version of the story.



Plenary- Create your own ending to the stories that you read and encourage the children to answer the

- Picture of a pumpkin

#### **Activity:**

Begin this lesson by talking to the children about autumn leaves and pumpkins. Explain how the shape of both are round or oval. In the sand demonstrate how to hold the pencil and make a circle and an oval shape. As you show the children the pictures encourage them to draw the different types of leaf shapes and pumpkins. The focus of this activity is to support the children's pencil grip and drawing small and large circular marks. Any marks they make will still be great for their pencil control.

Discuss with the children the autumn leaves falling from the trees and the changing in the colours.

Gather some dry leaves and stamp on them with wellies. Talk about the different sounds that you can hear.

#### **Key words and questions:**

- Can you see the falling leaves?
- Autumn
- Crunchy leaves
- Whirling wind
- Muddy puddles
- Cold
- Red
- Orange
- Yellow
- Brown



**It is time for a water and snack break!**



### Expressive arts and design

#### **Painting**

Now, we are going to create our own pumpkin painting. Parents could help their children during this activity.

#### **What you will need:**

- A pepper
- Orange paint
- Brown paint
- Paper
- Paper plate

#### **Activity:**

Parents need to begin by cutting the pepper in half, vertically. Scoop out the seeds and this will give you a stamp shape for the

Today we are going to create our own rolling art. Parents could help their children holding the small transport toy to create their masterpiece.

#### **What you will need:**

- Paint
- Paper
- Small cars/ train toys



#### **Activity:**

Begin by discussing the movement of the wheels on the bottom of the toy car/train. Provide the paints and talk about the colours you have. Ask the children to help you name the colour. Place the paint on the paper and demonstrate rolling the car through it. Alternatively, you can roll the car in some paint before rolling it onto the paper.

question- "What do you think will happen next?"

**Key vocabulary:**

- Story
- Book
- Character
- Pages
- Spine

**Activity:**

Can you find some large paper and create a large picture of your favourite character?

**Lunch and water break**

**Physical Development**

**PE with Coach Marc**

I wonder what you will be doing during your PE session today.

Remember to drink lots of water.



**Key vocabulary and questions:**

- Pumpkin
- Leaf
- Round
- Circle
- Oval
- Autumn
- What happens to the leaves in autumn?
- What colours can you see on the leaves outside?

**It is time for a water and snack break!**

**Communication and language**

**Rhyme time**

Today we will be doing

**Motor Movers  
Pussy Cat**



*Pussy cat, pussy cat where have you been?  
Pussy cat, pussy cat pussy cat what did you do there? I curlec up asleep under her chair.  
Pussy cat, pussy cat what did she think?  
She smiled down at me and gave me a wink.  
Stretch like a cat.  
Crawl around the room like a cat.  
Scamper like a mouse.  
Walk like a king or queen around the room.  
Stretch up high and bow down low (x3)  
Lie on your back, eyes closed.  
Count to 5.*

pumpkins. Then put some orange paint on the paper plate. Demonstrate to the children how to stamp the pepper into the paint and then stamp it onto the paper. Use the brown paint to create a stork and some facial features if wanted.

**Key vocabulary:**

- Pumpkin
- Autumn
- Orange
- Stem



**It is time for a water and snack break!**

**Personal, social and emotional development**

**Story time**

**Understanding the world**

**Project**

For this activity we are going to introduce the different types of transport the children may use or see.

**What you will need:**

- Masking tape
- Small transport vehicles
- Small world road signs

**Activity:**

Use the tape to create roads and pathways for the



transport to move along. Demonstrate moving a toy car through the road and encourage the children to join you.

<p><b><u>Personal, social and emotional development</u></b></p> <p><b>Role play</b></p> <p>Today we are going to look at different modes of transport. Parents could help children talking about it.</p> <p><b>What you will need:</b></p> <ul style="list-style-type: none"> <li>- Small cardboard box</li> <li>- Red paint</li> <li>- Felt tip pens</li> <li>- Some chairs</li> <li>- Oyster card/old train tickets</li> <li>- A circle object to be a steering wheel.</li> </ul> <p><b>Activity:</b></p> <p>We could begin this activity talking to the children about buses. Ask the children what a bus shop is and what buses do. Explain that</p>	<p>“5 little speckled frogs”</p> <p>If you know the rhyme sing the song and demonstrate some actions.</p> <p>If you need help with this rhyme click <a href="#">here</a> for the online rhyme.</p> <p><b>Song lyrics:</b>  5 little speckled frogs  Sat on a speckled log  Eating some most delicious grubs, yum, yum.  1 jumped into the pool  Where it was nice and cool  Now there are 4 more speckled frogs, glub.</p> <p>(continue the countdown)</p> <p>1 little speckled frog  Sat on a speckled log  Eating some most delicious grubs, yum, yum  1 jumped into the pool  Where it was nice and cool</p>	<p><b><u>Communication and language</u></b></p> <p><b>Rhyme time</b></p> <p>Autumn leaves</p> <p>Continuing with the interest of autumn, we will be singing the rhyme  “Autumn leaves are falling down”.</p> <p>Support the children to sing along too. This rhyme follows the same tune of London bridge is falling down.</p> <p><b>Song Lyrics</b></p> <p>Autumn leaves are falling down, falling down, falling down. Autumn leaves are falling down, it is autumn.</p> <p>Rake the leaves into a pile, into a pile, into a pile. Rake the leaves into a pile, it is autumn.</p> <p>Jump in the leaves and go crunch, crunch, go crunch, crunch, go crunch, crunch. Jump in the leaves and go crunch, crunch. It is autumn.</p>	<p>Today we will be reading “The tiger who came to tea”.</p> <p>If you have the story at home, please read this together.</p> <p>If you do not have the story, please click <a href="#">here</a>, to hear Kate read the story.</p> <div data-bbox="1346 619 1608 951" data-label="Image"> </div> <p><b>Key vocabulary and questions:</b></p> <ul style="list-style-type: none"> <li>- What animal came to tea?</li> <li>- What did the tiger want to eat?</li> <li>- What do you think will happen next?</li> </ul>	<p><b>Key words:</b> Where shall we go in the car?</p> <ul style="list-style-type: none"> <li>- Transport</li> <li>- Car</li> <li>- Train</li> <li>- Bus</li> <li>- Bike</li> <li>- Scooter</li> <li>- Aeroplane</li> </ul> <p><b>It is time for a water and snack break!</b></p> <p><b><u>Maths</u></b></p> <p><b>Numbers</b></p> <p>Today’s lesson will be recap lesson on identifying numbers 0, 1, 2, 3, 4, 5.</p> <p><b>What you will need:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Caterpillar numbers template</a></li> <li>- Scissors</li> <li>- Glue/ glue stick</li> </ul> <p><b>Activity:</b>  Begin this activity by using your fingers to count with the children to 5. You could also use objects to symbolise each number. For example 5 oranges.</p>
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this is where people can travel around to different places. For example, to go to the shops, work, school or get back home. Provide the chairs and set them up to imitate seating on a bus. Provide the children with the steering wheel and travel card. Encourage the children to imitate past experiences or role play with the children to demonstrate what happens on a bus.

Next, explain to the children that they will be creating their own red bus. Provide the children with a cardboard box and red paint.

Now there is no more speckled frogs, glub, glub.

**Activity:**

Can you jump like a speckled frog? Encourage the children to jump like a speckled frog around the room or garden. Ask the children if they can think of any other animals that jump. For example. Kangaroo, rabbit, frog, toad.

Where do you think a frog, kangaroo and rabbit live?

What other animals live there? Can you move like these animals?

**Lunch and water break**

**Maths**

**Number focus**



**Lunch and water break**

**Expressive arts and design**

**Collage**

Today we are going to create a natural collage of a hedgehog. Parents could help their children to create their own one.

**What you will need:**

- Collection of different coloured and shaped leaves
- Glue
- [Hedgehog template](#)

**Activity:**

Begin by showing the children pictures of hedgehogs. Collect leaves of different sizes, shapes and colours. Explain to the children what you will be using these leaves to create the body of the

- What would you do if a tiger came to tea?
- Tiger
- Tea
- Water
- More
- Gone
- Dinner
- Hungry

**Activity:**

Time to make your very own tiger hand prints!

**What you will need:**

- Plain paper
- Orange and black paint
- Paintbrush

Using a paintbrush, ask the children to paint the inside of their hand. Print it on to the paper and flip the paper upside down. Use the paint brush or your fingers to create the tigers head. This is a circular shape. Next demonstrate to the children how to create

Next encourage the children to identify the numbers from 0-3 Or 1-5 if they are confident.

Please pre-cut the coloured numbers and encourage the children to match the coloured number to the colourless number.

Once they have correctly matched the numbers provide them with the glue to stick the numbers down.

Wow such a colourful caterpillar!



**Communication and language**

**Show and tell**



Encouraging them to paint the whole bus, so that it will look like a big red bus. Once the red box is dry, provide markers to the children and ask them to add some details. For example, doors and windows.

**Key question and vocabulary:**

- Bus
- Oyster card
- How can you pay for a bus journey?
- What colour is the bus?
- Who drives the bus?

Today we are going to practise our number. Parents could help their children to count out objects from 1 to 5.

**What you will need:**

- Natural items. E.g. leaves, sticks, shells, large pebbles

**Activity:**

Take the children to an outdoor area and safely collect materials to count with. You can do this activity outdoors or bring some objects home. Lay out the materials and demonstrate counting out the objects to the children. For example, I have 1 stick and 1 and 2 shells. Support the children to count out the objects in different ways.

hedgehog. Demonstrate to the children how they can glue the leaves on. Support them to cover the body of the hedgehog.

**Key vocabulary:**

- Hedgehog
- Leaves
- Red
- Orange
- Yellow
- Brown
- Collage
- Sticking
- Glue

Maths

**Measure**

Parents will be supporting the children's learning, by providing resources to learn long and short.

**What you will need:**

- Strips of paper of different lengths
- Different sized spoons

stripes on their tiger. Use the image as a guide or create your own.



Lunch and water break

Wellbeing

**Helping hands**

Parents could talk to the children about how they can use their helping hands. This could be for home,

Get your show and tell ready to present to your family. Encourage the children to say a few sentences about what they have and why they have chosen it as their show and tell.



Show and tell is a great opportunity for children to develop their language and build on their confidence skills.

Key questions and vocabulary:

- What is your show and tell?
- Where do you keep it?
- Who got it for you?
- Why is it special to you?

- Do you know a song about a bus?

**Understanding the world**

**Construction**

Today we are going to create a hibernation home for a hedgehog.

**What you will need:**

- A small cardboard box
- Grass/ hay
- Leaves
- Glue

**Activity:**

Talk to the children about hibernation. Explain about the winter and that some animals go to sleep for the winter and wake up when it is warm again in spring. Show the children some pictures

Encourage the children to look around their environment and count things that they can see. For example trees.

**Key vocabulary and questions:**

- How many objects have you got?
- Can you count out the sticks with me?
- How many trees can you see outside?
- 1, 2, 3, 4, 5

**Understanding the world**

**Science**

Parents are going to be supporting the children's imagination

**Activity:**

To begin, use your hands to demonstrate what long and short is. Ask the children to use their hands to do the same. Encourage them to say long and short back to you. Provide the different strips of paper and ask the children to help you put them in order from long to short. Then do the same with the different spoons. Talk to the children about what they have noticed and recap which ones are long and which ones are short.

**Key words and questions:**

- Long
- Short
- Measure
- Can you tell me which one is longer?
- Which one is shorter?
- Can you help me to measure the paper strips?

school or when visiting someone.

**Activity:**

Begin this discussion by watching this online story. Please click [here](#). After the story, discuss with the children how they can use their helping hands around the home. For example tidy away toys. Ask the children some



questions about the story too. How do they think the octopus made the other fish feel, when he was helping them? Then relate the questions to the

- What do you do with your show and tell?

**Lunch and water break**

**Expressive arts and Design**

**Creative Movements**

**2.30pm-3pm**

**Meeting ID:**

**863 2967 4612**

**Passcode: MHS2021**

It's Harriet time! I wonder what story you will be enjoying today!

Make sure you clear an area, so you do not bump into anything around you.





of a hedgehog and a hibernation nest that they may stay in. Introduce the activity and explain to the children that you need some help to create a hibernation nest for a hedgehog. Provide the materials to the children and let them stick leaves on the outside of the box. Then support the children to fill the bottom of the base with some grass/ hay. The box will be on its side, to allow a hedgehog to potentially move in. Place the box outside in a sheltered area and check regularly to see if any hedgehogs have come to stay.



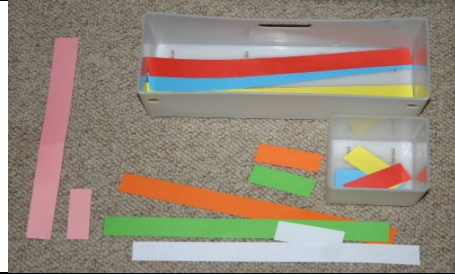
in this fun volcanic eruption.

**What you will need:**

- Small coke can/ bottle
- Mentos mints
- Tray
- Goggles
- Science lab coat
- Small bowl
- Tongs

**Activity:**

Begin by talking to the children about the different volcanos around the world. Explain how they are filled with hot lava. Sometimes the lava explodes. Introduce the activity to the children, explaining that you will be creating your own mini volcanic eruption at home. Put the goggles and lab coats on for safety. Pour some coke into the small bowl and place on top of a flat tray. This will help



**Physical development**

**Pre writing skills**

This afternoon we are going to create wiggly worm marks. Parents could support their children during this activity.

**What you will need:**

- Pencils
- Paper
- Picture of a worm

**Activity:** showing the picture of the worm to the children, focus the discussion on the shape of the worm. Talk about how the worm is in a 'm' or 'w' shape. Draw a large wiggly line on the paper. Roughly in a 'm' or 'w' pattern. Support the children to hold the pencil correctly and create their own wiggly worm marks.

children. How do our friends feel when we help them? Ask the children how it would make them feel, if they were to help others.

**Key vocabulary:**

- Helping hands
- Kindness
- Happy
- Grateful
- How does helping hands make you feel??
- How do you think helpful hands will make other people feel?

**Maths challenge**

**Creating shapes**

Begin the challenge by recapping shapes with the children.

**What you will need:**

- Lolly sticks/ Q-tips

**Expressive Arts and Design**



**Music**



It's time for music with Janie! I wonder what music you will be enjoying today!



**Motor Movers**  
**Pussy Cat**

<p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Hibernate</li> <li>- Hedgehog</li> <li>- Nest</li> <li>- Winter</li> <li>- Sprint</li> <li>- Cold</li> <li>- Warm</li> <li>- How can we make the nest warm?</li> <li>- How many hedgehogs do you think might visit?</li> </ul> <p><b><u>Literacy</u></b></p> <p><b>Mark making</b></p> <p>Parents will be supporting the children to create marks in salt in this lesson.</p> <p><b>What you will need:</b></p> <ul style="list-style-type: none"> <li>- A tray</li> <li>- Salt</li> <li>- A paintbrush</li> </ul> <p><b>Activity:</b> Parents could start by filling the tray with</p>	<p>collect some of the mess. Alternatively, this can be done outside.</p> <p>Use the tongs to pick up a Mentos mint and put it into the small bowl of coke. Within seconds, there will be an eruption, so make sure you stand back as quick as you can.</p> <p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Volcano</li> <li>- Eruption</li> <li>- Chemical reaction</li> <li>- Experiment</li> <li>- Science</li> </ul> <p><b><u>Expressive arts and design</u></b></p> <p><b>Painting</b></p> <p>In this lesson the children will be using coffee and tea to create their art expressions.</p> <p><b>What you will need:</b></p>	<p>Remember to encourage the tip, flip and grip technique. The children need to be encouraged to hold the pencil with their thumb and first two fingers, in a pinching action to create a tripod grip.</p> <p>You can also link this to the previous Maths lesson based on long and short terms and discuss the length of the worms.</p> <p><b>Key vocabulary/ questions:</b></p> <ul style="list-style-type: none"> <li>- Can you draw a wiggly worm?</li> <li>- Can you show me how to hold the pencil correctly?</li> <li>- Mark making</li> <li>- Writing</li> <li>- Tip, flip and grip</li> </ul>	<p>Explain to the children that you will be using lolly pop sticks to create shapes.</p> <p><b>Key vocabulary and questions:</b></p> <ul style="list-style-type: none"> <li>- Square</li> <li>- Rectangle</li> <li>- triangle</li> <li>- Shapes</li> <li>- How many sticks do we need to make a square?</li> <li>- Can you make a triangle with three sticks?</li> </ul> 	 <p><i>Pussy cat, pussy cat where have you been?</i></p> <p><i>Pussy cat, pussy cat pussy cat what did you do there? I curled up asleep under her chair.</i></p> <p><i>Pussy cat, pussy cat what did she think?</i></p> <p><i>She smiled down at me and gave me a wink.</i></p> <p><i>Stretch like a cat.</i></p> <p><i>Crawl around the room like a cat.</i></p> <p><i>Scamper like a mouse.</i></p> <p><i>Walk like a king or queen around the room.</i></p> <p><i>Stretch up high and bow down low (x3)</i></p> <p><i>Lie on your back, eyes closed. Count to 5.</i></p>
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<p>enough salt to cover the base. Demonstrate to the children how to hold the paintbrush correctly and make marks. Support the children through the activity and encourage them to make horizontal, vertical lines and circles.</p> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Lines</li> <li>- Writing</li> <li>- Mark making</li> <li>- Circle</li> <li>- Can you show me how to make a straight line?</li> <li>- Can you show me how to draw a small circle/ big circle?</li> </ul>	<ul style="list-style-type: none"> <li>- Tea bag which has been socking in water</li> <li>- Water the tea bag was infusing</li> <li>- Coffee granules that have been melted in warm water</li> <li>- Paint brushes</li> <li>- Paper</li> </ul> <p><b>Activity:</b> Provide the materials to the children and demonstrate how to dip the brush into the tea water to make marks, or the coffee water to make marks. Using flavoured tea bags will allow a variety of colours. Use the tea bag to use as a stamp. Support the children with their art expressions and leave to dry. The colours will darken. Throughout this activity support the children's pinching grip on the paint brush.</p>			
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**Key words and questions:**

- Painting
- Art
- Expression
- How can we use coffee to make marks?
- Can your show me how to stamp the teabag?

