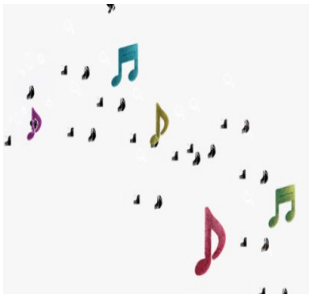


Week 8 Online Planning - Hedgehogs

[Welcome story with Nicole](#)

<p>Key Learning Intention:</p> <ul style="list-style-type: none"> • To be able to use a pipette effectively, developing fine motor skills. • To be able to recognise a circle and some key features. • Develop a pincer grip through a colouring activity. • Be able to observe details and features in pets. • To understand that animals live in different climates. 				
<p>Monday</p> <p><u>Expressive Arts and Design</u></p> <p><u>Music</u></p> <p>It's Janie time! I wonder what music you will be enjoying today!</p>  <p><u>Expressive Arts and Design</u></p>	<p>Tuesday</p> <p><u>Mathematics</u></p> <p>Shape</p> <p>Today the children will be focusing their shape skills on circles.</p> <p>What you will need:</p> <ul style="list-style-type: none"> - Circle templates - Scissors - Tape/ blue tac - Crayons - Plain paper - Glue <p>Activity: We could begin this activity by asking the children to go on a circle hunt around the room. Can you find something that looks like a circle?</p>	<p>Wednesday</p> <p><u>Personal, social and emotional development</u></p> <p>Health</p> <p>It is important to get some exercise and fresh air every day. For this activity, we are setting an outdoor challenge.</p> <p>What you will need:</p> <ul style="list-style-type: none"> - Outdoor challenge checklist - 5 benefits of outdoor play factsheet - Pencil <p>Activity:</p>	<p>Thursday</p> <p><u>Mathematics</u></p> <p>Number focus</p> <p>For this activity we will be supporting the children to recognise numbers from 0-5.</p> <p>What you will need:</p> <ul style="list-style-type: none"> • Chalk • Number cards <p>Begin the activity by counting 0-5 on your fingers. Next, use the flashcards, encouraging your child to indentify each one. Put the numbers in a mixed order to ensure the children</p>	<p>Friday</p> <p><u>Literacy</u></p> <p>Mark making</p> <p>Today the Hedgehogs' class will be drawing their pet.</p> <p>What you will need to do:</p> <ul style="list-style-type: none"> • A picture or real image of your child's favourite pet. • Colour pencils • Plain paper <p>Begin the activity by discussing the different pets people have at home. If you have a pet at home, this is a great opportunity to discuss</p>

Creative Movements

9.30-10am

Meeting ID:

863 2967 4612

Passcode: MHS2021

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



Physical Development

Motor Movers

Wind the Bobbin Up

Talk about the shapes' features. For example, the circle has no corners and no straight sides. Next, cut out the circle templates and place them on different textured surfaces. Demonstrate to the children how they can use crayon rubbings to create a textured print.

For example, place the paper on tree bark. Use the flat side of the crayon to rub the paper against the tree bark. This will create a bark impression on the paper.

Have a look around to see what else you can create an impression from.

Once all the papers have a textured impression, provide the children with glue and support them to stick their circles on to the paper.

Recap at the end of the activity, the shape and some features of the circle.

Begin the activity by using the fact sheet to discuss with the children, the importance of outdoor play. Explain that we have set the children an outdoor challenge. Use the outdoor challenge checklist outside. Use the pencil to tick off each challenge completed.



Key vocabulary and questions:

- Outside
- Fresh air
- Exercise
- Explore
- Learn
- Play
- What can you find in the garden, with wings?
- Can you find a flower?

have not memorised the number sequence.

Next, please can parents write numbers 0, 1, 2, 3, 4 and 5 around the garden/ outdoor area. Tell the children where each number is and walk around the outdoor area together to show them.

Begin the activity, by asking the children to stand by number 0. Next, shout out a number and ask the children to run to that number as quick as they can. Keep shouting out numbers and encourage the children to run to each number. When the children find the number, ask them to identify the number to make sure the number they are standing by is correct.

Key vocabulary and questions:

the pet, what it eats and how to care for it. Next, ask the children to choose their favourite pet and show them a picture of the animal if you do not have one at home.

Please ask the children to look at the image and draw what they see. Try to encourage the children to use the same or similar colours to the pet they have chosen.

Please support your child, whilst they hold the pencil in the correct tripod grip.

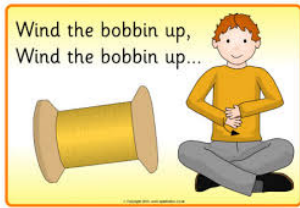
Expressive Art and Design

Art Tech



What you will need:

- Vegetable oil



Wind the bobbin up.
 Wind the bobbin up.
 Pull, pull, clap, clap, clap.
 Wind it back again,
 Wind it back again.
 Pull, pull, clap, clap, clap.
 Point to the ceiling,
 point to the floor.
 Point to the window,
 point to the door.
 Clap your hands
 together 1, 2, 3.
 Put your hands upon
 your knee.
 Sing the rhyme
 together doing the
 actions.

- Roll your arms over and over each other as fast as you can. Forward and backward.
- Lie on the floor and clasp your hands above your head, roll over and over

Key vocabulary and questions:

- Circle
- Curved
- No corners
- Flat
- Round
- Can you find a circle in the room?
- What shape is the....?
- Can you think of another shape that is round?

Physical Development

P.E

It's time for PE with Coach Marc!

I wonder what fun activities you are going to do with coach Marc.

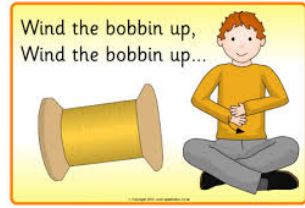
Remember to drink lots of water and stay hydrated.



- What should we wear to keep us warm?

Motor Movers

Wind the Bobbin Up

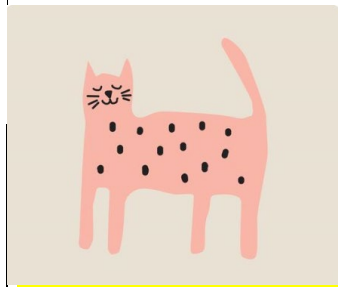


Wind the bobbin up.
 Wind the bobbin up.
 Pull, pull, clap, clap, clap.
 Wind it back again,
 Wind it back again.
 Pull, pull, clap, clap, clap.
 Point to the ceiling,
 point to the floor.
 Point to the window,
 point to the door.
 Clap your hands
 together 1, 2, 3.
 Put your hands upon
 your knee.
 Sing the rhyme
 together doing the
 actions.

- Counting
- 0, 1, 2, 3, 4, 5
- Numbers
- Which card is number 3?
- Can you find number 5?
- Where is number 2?

Expressive Art and Design

Specific drawing





What you will need:

- Card
- Oil pastels
- Photograph of pet
- Small world pets

Activity:
 Begin by prompting the children to discuss their pets, or

- Food colouring of choice (or alternatively liquid food colouring)
- Watercolour paper
- Pipettes optional
- Bowl or deep tray, fork, spoon, cups
- Water

Activity:
 Begin by discussing the colours you will be using. What colours will we be using today? Drop a small amount of colouring into a cup and encourage children to identify it by name. Assist children to pour in a small amount of vegetable oil. Can you pour the oil in? Stir vigorously with a fork so the big drops of colour are dispersed throughout the oil as smaller droplets. Can you mix them together? Can you show me? Can you mix quickly? Repeat this step with as many colours as you want to

<p>one way and then back again. Lie down on your tummy and rest. Count to 5.</p> <p>Snack and water break!</p> <p><u>Communication and Language</u></p> <p>Story Time</p> <p>Today we will be reading: "Jamie"</p> <p>If you have the story at home, please read this together.</p> <p>If you do not have the story, please click here to read the story with Kate.</p> 	<p><u>Understanding the world</u></p> <p style="text-align: center;">Sand</p>  <p><u>What you will need:</u></p> <ul style="list-style-type: none"> - Sand (recipe below for home-made mouldable sand) - Sand tray - Lolly-pop sticks - Bottle lids/Duplo/cardboard pieces/pipe-cleaners - Cups - Fork spoon - Small world trains - Small world cars <p><u>Activity:</u> <u>To make home-made mouldable sand:</u> add one cup of vegetable oil to five cups of plain flour and stir until it forms a damp sand consistency. Can you build your very own sand city?</p>	<ul style="list-style-type: none"> • Roll your arms over and over each other as fast as you can. Forward and backward. • Lie on the floor and clasp your hands above your head, roll over and over one way and then back again. <p>Lie down on your tummy and rest. Count to 5.</p> <p>Snack and water break!</p> <p><u>Communication and Language</u></p> <p>Story Time</p> <p>Today we will be reading: 'Kittens day out'</p> <p>If you have the story at home, please read this together.</p>	<p>alternatively what pets they have seen in the world around them. Do you know any pets? If children have their own pet, encourage children to discuss what their pet looks like, focusing on their features and small details. How many legs does your pet have? Does your pet have ears? Does your pet have a tail? Alternatively, encourage children to describe your small world pets or a photograph of a pet that you know. What do they look like? What colour are they? Do they have any markings? Allow children to choose what oil pastels they will need. What colours do you need to draw your pet? Using your photograph or small world pet as a reference, prompt children to draw what they can see. Encourage children to</p>	<p>use. In a large bowl or deep dish, assist children to pour in approximately an inch of the water. Can you show me how you can pour? Demonstrate using a pipette or alternatively a spoon to transfer the oil and colour mixture into your water. Can you try? Encourage children to have a go, using key words such as "squeeze" and "let go". Children can choose to use one colour, or multiple! Children can have a go at swirling patterns and shapes into the colours with their fork: what pattern can you create? Can you swirl the water? Lay your sheet of paper on top of the water and lift it up to reveal your marbled paper! Can you see any shapes? Have any of the colours mixed? (Note: The paper is oily at first, but as the artwork dries the oil is absorbed into the</p>
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What you will need:

- Yellow paint
- Orange paint
- Black paint
- Plastic fork/
Lollipop stick
- Paint tray
- Cotton buds

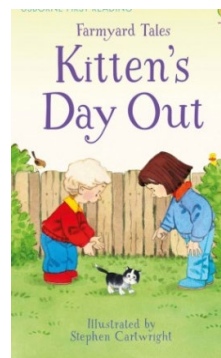
Activity:

Parents could assist the children creating fork print and lollipop-stick print chickens! Can you create prints using your fork? Can you create prints using your lollipop stick? Begin by discussing how you will be using a fork and lollipop stick to create prints on paper.

Demonstrate dipping your fork into the paint (large surface down) and lifting it off of your paper to reveal a spikey print! Prompt children to attempt to print this way independently, encouraging them to overlap their prints. Once they have

Pour your sand into your sand tray and discuss how you will be making your very own sand city. What will you build in your city? Encourage children to use their cups to mould the sand into building shapes, prompting them to scoop the sand and pat it down. Children can also use their bottle lids and Duplo to construct buildings and can use these as moulds. Encourage children to use their imagination and creative thinking to use their materials to construct various forms with the sand. Can you dig the sand? Can you mould the sand? What are you making? Using your lollipop sticks, children can make train tracks or roads and can use their pipe-cleaners to build bridges, traffic lights and trees. Children can use their forks and spoons to create interesting patterns in the sand. Can you show me what you have created?

Key vocabulary and questions



If you do not have the story, please click [here](#) to read with Kate.

What you will need:

- [Printable activity resource](#)
- Small world animals or stuffed animals: dog, cat, chicken, cow

Activity:

Begin by gathering your resources, cutting out the animal photographs and the animal names. Looking at the photos of the

attempt to draw shapes in order to construct their drawing. Can you draw an oval/circle/triangle?

Key vocabulary/questions:

- Pets
- Animal
- Drawing
- Look, see, eyes
- Features
- Do you know any pets?
- How many legs does your pet have?
- Does your pet have ears?
- Does your pet have a tail?
- What do they look like? What colour are they? Do they have any markings?
- What colours do you need to draw your pet?
- Can you draw an

paper and it no longer feels oily to the touch). Children can feel the paper before and after drying and discuss the differences in texture.

Key vocabulary and questions:

- Oil
- Colours
- Paper
- Pipettes
- Pour
- Squeeze
- Mix, swirl, stir
- Dip, press
- Water
- What colours will we be using today?
- Can you pour the oil in?
- Can you mix them together?
- Can you show me?
- Can you mix quickly?
- Can you show me how you can pour?
- Can you try?
- What pattern can you create?
- Can you swirl the water?

investigated printing using their fork, demonstrate using a lollipop stick to print with, dipping it into paint length ways and pressing it onto paper. Prompt children to continue printing this way, encouraging them to investigate the variety of ways they can create prints. Once your prints have taken shape and children have finished overlapping them, children can add the features of their chicken. Eyes can be printed on using a cotton bud end and beak can be added by folding a diamond shaped piece of paper in half and gluing it on once the paint has dried.

Key vocabulary and questions:

- Chicken
- Prints
- Fork
- Lollipop stick

- Sand
- City
- Build
- Construct
- Shapes
- Mould
- Train tracks
- Road
- Bridge
- Tower
- Buildings, houses
- Can you build your very own sand city?
- What will you build in your city?
- Can you dig the sand?
- Can you mould the sand?
- What are you making?
- Can you show me what you have created?

Snack and water break!

Physical development

Pre-writing skills

Today children are going to be developing their fine motor skills through a practical activity.

animals discuss what animals you can see, using your small world animals to emphasise the animals names. What is this animal called? Prompt a discussion about how baby animals have different names, beginning to emphasise the differences. Using the animal name cut-outs, begin to match them to the animal photos they belong to. What is the baby cow called? What is the baby chicken called? What is the baby dog called? What is the baby cat called? Prompt children to match up all the animal names to the animal they belong to, encouraging them to repeat the animal names as they do so. Can you match the animals to the animal names?

oval/circle/triangle?

Personal, social and emotional development

Role play

Parents will be supporting children to look different types of pets that the children have at home or can find in a pet shop.

What you will need:

- Small world animal toys
- Play food
- Photo of a pet shop
- Play money
- Cash till

Activity: Parents will begin by talking to the children about a pet shop. Explain to the children what a pet shop is and this is where some people can find a pet animal to bring home. Provide the small world toys to the

Understanding the World

Project

This lesson is a lovely way for the children to understand, that animals live in different climates.



What you will need:

- Three trays/large bowls
- Jungle related small world animals: lion, monkey, zebra, giraffe, elephant
- Desert related small world animals: camel, snake, crab, scorpion

- Paint
- Yellow
- Orange
- Overlap

Lunch and water break

Personal Social and Emotional Development

Role Plays



What you will need:

- Plastic fruit and vegetable
- Table
- Tablecloth
- Bowls
- Till/coins
- Baskets
- Carrier bags

Activity:

Mulberry Market!
Begin by discussing what fruit and

What you need:

- String
- Empty bottle/ tube

Activity:

Begin the activity by demonstrating to the children how they can wrap the string around the bottle or tube. Ask the children to keep going until they have no string left. Next, ask the children to hold the piece of string that is left and let go, allowing the string to unwind and the tube to fall.

Repeat this activity several times and introduce the “ready, steady, go” phrase at the beginning of each round. This activity is great to support the children’s pincer grip and wrist exercise.

You could even have a race, to see who can wind up their tube the fastest. Another idea is to see whose tube will roll the furthest.

Key vocabulary/ questions:

Key vocabulary and questions

- Animals
- Dog, cat, chicken, cow
- Names
- Match
- What is this animal called?
- What is the baby cow called?
- What is the baby chicken called?
- What is the baby dog called?
- What is the baby cat called?
- Can you match the animals to the animal names?

Lunch and water break

Expressive Art and Design

3D Modelling

What you will need:

children and begin to role play with them. Create a pet shop scenario. Pretending that you want to buy an animal and that you need help from your child. Ask them what they think the animals like to eat, where they might live in the wild.

Key questions to ask:

- How much can I buy the fish for?
- Cat, dog, parrot, rabbit, fish
- Where can I find dog food?



Snack and water break!

Communication and Language

Story Time

- Arctic: polar bear, penguin, seal
- Leaves/branches /grass/flowers
- Ice cubes
- Sand or alternatively home-made sand, rocks

Activity:

What habitat does this animal like? Begin by setting up your habitat trays, the first full of your natural resources, the second with your sand and the third with your ice-cubes. Next, gather your small world animals, and start your activity! One by one, discuss what animals you have and where you think they would like to live. Discuss that different animals like to live in different habitats. Some animals like to live in the jungle, the desert or the Arctic. Would this animal live in the jungle? Would this animal live in the desert? Would this

vegetables you have in the house and what fruit/vegetables you like to eat. What is your favourite fruit? What is your favourite vegetable? Ask children to select their favourites from the selection of plastic fruit/vegetables (or alternatively real ones) and to describe their appearance. What colour is it? What shape is it? Is it big or small? What does it feel like? Discuss what a 'Fruit and Vegetable Market' is, and ask children if they would like to have a go at running their own fruit and vegetable market. What can I buy at your market? Can I buy some fruit? Can I buy some vegetables? Prompt children to engage with the role-play equipment, for instance sorting their items into bowls,

- Roll, pinch
- Ready, steady, go
- Who can wind up the string the quickest?
- Whose tube will go the furthest?
- Can you think of a rhyme about winding up sting?

Communication and Language

Story Time

Today we will be reading: "The silly sheepdog"

If you have the story at home, please read this together.

If you do not have the story, please click [here](#) to read with Nicole.



- Lollipop sticks
- Liquid glue
- Tray or bowl for glue
- Glue spreaders
- Paint



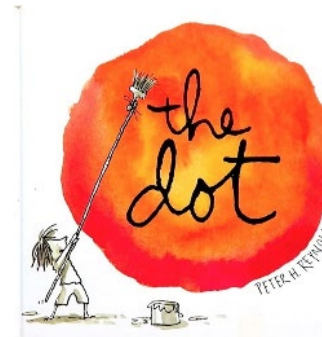
Activity:

Can you create a lollipop stick dragonfly? Begin by gathering your materials. Assist children to squeeze the liquid glue out onto your tray. Can you use your spreader to spread the glue? Encourage children to dip their spreader into the glue and spread over their lollipop

Today we will be reading: "The Dot"

If you have the story at home, please read this together.

If you do not have the story, please click [here](#) to read with Anna.



What you will need:

- Strips of coloured paper (approximately 1 inch wide and 8 inches long)
- Masking tape


Activity:

animal live in the Arctic? Place the animal into its according habitat and describe what you can find in each one. Why does this animal like this habitat? Does this animal like to live in grass? Encourage discussion about what each habitat feels like, what does the ice feel like? What does the sand feel like? Do they feel different or do they feel the same?

Key vocabulary and questions:

- Jungle
- Lion, monkey, zebra, giraffe, elephant
- Desert
- Camel, snake, crab, scorpion
- Arctic
- Polar bear, penguin, seal
- Leaves, trees
- Ice, cold, snow
- Sand, warm
- What habitat does this animal like?

<p>counting them out, putting money into their till and putting their items into the carrier bags and baskets. What do we use to buy fruit and vegetables? How much are your apples? How many apples do you have? Children can also have a go at writing a shopping list for what they would like to buy, or sell.</p> <p><u>Key vocabulary and questions:</u></p> <ul style="list-style-type: none"> - Fruit - Vegetables - Market - Bowls - Apples, bananas, pears, oranges, grapes, lettuce, cucumber, carrots, potatoes - Buy - What is your favourite fruit? - What is your favourite vegetable? 	<p><u>What you will need:</u></p> <ul style="list-style-type: none"> - Sheep template - Liquid glue - Glue spreader - Collaging materials – Tissue paper, crepe paper, paper, newspaper <p><u>Activity:</u></p> <p>Can you create your own fluffy sheep collage? Begin by gathering your resources. Encourage children to explore the materials, prompting them to investigate the variety of techniques they can use. Can you rip the paper? Can you scrunch the paper? Can you fold the paper? Can you make a ball with the paper? Encourage children to experiment with scrunching the different materials together. Does this make them feel different? Demonstrate using your glue spreader to spread glue across your template, emphasising the keyword “spreading” as you demonstrate. Encourage children to spread the glue</p>	<p>stick. Can you spread the glue? Taking your second lollypop stick, prompt children to press it on top of the glue. Can you stick it down? Praise children for confident grip and use of their spreader. Spread glue over your second lollypop stick and layer your third over it to create the wings. Emphasise key words, layering and overlapping. Children can use their preferred paint to decorate their dragonfly wings. Beautiful!</p> <p><u>Key vocabulary and questions:</u></p> <ul style="list-style-type: none"> - Glue - Stick - Spread - Dragonfly - Wings - Layer - Overlap 	<p>Can you create a paper chain? Begin by asking the children to select four colours and pre-cut your strips of paper to size (depending how thin/thick and short/long you would like your paper chain to be). First, paste the ends of the first paper strip together so that you make a circle. Can you create a circle? Encourage children to independently rip off masking tape and stick the ends of the paper strip together. Can you stick them together? Taking the second strip of paper, loop the second strip through the first and stick the ends together. Can you create a loop? Using your four colours, ask children if they can create a pattern. Can you create a pattern? For instance, children can repeat red, blue, green and yellow for the entire chain.</p>	<ul style="list-style-type: none"> - Would this animal live in the jungle? - Would this animal live in the desert? - Would this animal live in the Arctic? - Why does this animal like this habitat? - Does this animal like to live in grass? - What does the ice feel like? - What does the sand feel like? - Do they feel different or do they feel the same? <p style="text-align: center;">Snack and water break!</p> <p style="text-align: center;"><u>Communication and language</u></p> <p style="text-align: center;">Show and tell</p> <p>Get your show and tell ready to present to your family. Encourage the children to say a few sentences about what they have and</p>
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<ul style="list-style-type: none"> - What colour is it? - What shape is it? - Is it big or small? - What does it feel like? - What can I buy at your market? - Can I buy some fruit? - Can I buy some vegetables? - What do we use to buy fruit and vegetables? - How much are your apples? How many apples do you have <p style="text-align: center;">Physical Development P.E</p> <p style="text-align: center;">It's time for PE with Coach Marc!</p> <p>Clear some space to avoid any injuries and remember to keep a glass/ bottle of water</p>	<p>independently. Once the glue has been spread, begin to create your collage. Can you stick your materials to the paper? Can you create a collage?</p> <p><u>Key vocabulary and questions:</u></p> <ul style="list-style-type: none"> - Sheep - Collage - Stick - Glue - Paper - Scrunch, rip, fold, - Can you create your own fluffy sheep collage? - Can you rip the paper? - Can you scrunch the paper? - Can you fold the paper? - Can you make a ball with the paper? - Can you spread the glue? - Can you stick your materials to the paper? <p style="text-align: center;">Lunch and water break</p> <p style="text-align: center;"><u>Mathematics</u></p>	<ul style="list-style-type: none"> - Can you create a lollypop stick dragonfly? - Can you use your spreader to spread the glue? - Can you spread the glue? - Can you stick it down? - Can you create dragonfly wings? <p style="text-align: center;"><u>Mathematics</u></p> <p style="text-align: center;">Space</p> <p>For this lesson the children will be creating their own jigsaw puzzle. The idea of space is to be away for the object, its shape and how it can fit together with other pieces. For example, Lego blocks or puzzles.</p> <p>What you will need:</p>	<p>Encourage colour recognition as you go, asking children what colour you should use next. What colour would you like to use? Once your paper chain is completed, you can compare the length to other objects in your space, or even to yourselves! Is your chain shorter than you? Is your chain longer than you? Children can also count how many loops you have used. Can we count them?</p> <p><u>Key vocabulary and questions:</u></p> <ul style="list-style-type: none"> - Paper chain - Colours - Circle - Stick - Loop - Together - Pattern - Length - Count - Can you create a paper chain? - Can you create a circle? 	<p>why they have chosen it as their show and tell.</p> <div style="text-align: center;">  </div> <p>Show and tell is a great opportunity for children to develop their language and build on their confidence skills.</p> <p><u>Key questions and vocabulary:</u></p> <ul style="list-style-type: none"> - What is your show and tell? - Where do you keep it? - Who got it for you? - Why is it special to you? - What do you do with your show and tell? <p style="text-align: center;">Lunch and Water break</p> <p style="text-align: center;"><u>Expressive Arts and Design</u></p> <p style="text-align: center;">Music</p>
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ready. Stay hydrated and enjoy!



Understanding the World

Water



What you will need:

- Empty jars or alternatively bowls (approximately 3)
- Pipette
- Spoon
- Storage container or messy play mat (to catch spills)
- Food colouring (3 colours preferably primary)

Number focus

Good morning Hedgehogs' class, this lesson is all about counting and recognising numbers 1-5.

What you need:

- [Counting numbers 1-5 worksheet](#)
- Colour pencils

Activity: Begin by showing the children the numbers and ask them to tell you what numbers they are. Provide them with colour pencils and explain to the children that you would like them to count how many bees are needed and colour the write amount in. Do the first one with the children and support them with the second. See if the children can do the third on their own, with minimal support. Continue the rest of the worksheet according to the children's need of support. Please remind the children how we hold the pencil.

Key vocabulary:

- Numbers
- Highlight
- 1, 2, 3, 4, 5

- [Jigsaw template](#)
- Scissors
- Colour pencils/ felt tip pens
- A4 piece of card
- Glue

Activity:

Begin this activity by asking the children to create their own shapes/ patterns on the jigsaw template. Provide the children with the colours and allow them to freely express their art ideas. Once the children are finished, support the children to glue the paper and stick it to the a4 piece of card.

Parents, please use the scissors to cut out the jigsaw pieces along the lines.

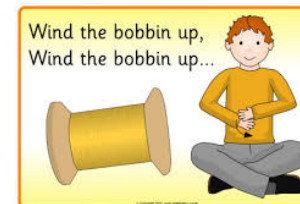
Support the children to use the pictures they have created,

- Can you stick them together?
- Can you create a loop?
- Can you create a pattern?
- What colour would you like to use?
- Is your chain shorter than you? Is your chain longer than you?
- Can we count them?

Lunch and water break

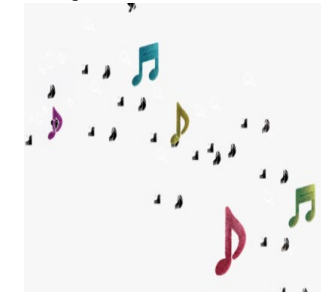
Motor Movers

Wind the Bobbin Up



Wind the bobbin up. Wind the bobbin up. Pull, pull, clap, clap, clap.

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



Expressive Arts and Design

Creative Movements

2.30-3pm
Meeting ID:
863 2967 4612
Passcode: MHS2021

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



Communication and Language

- Ice cube tray

Activity:

Can you transfer the water? Begin by filling your three jars with water and add a few drops of food colouring into each (One colour per jar). Using a spoon, encouraging children to mix the food colouring and water together, watching the colours swirl (add more food colouring until you have desired opaqueness). Discuss how you will be transferring the coloured water into the ice cube tray using your pipette. Demonstrate using your pipette to squeeze up the liquid and drop into one of the squares. Can you create a pattern with the colours? Prompt children to try not to mix the colours, encouraging them to concentrate and to develop colour

- Can you find number 5?
- How many bees do we need to colour?

Understanding the World

Project



What you will need:

- Two plastic containers or bowls
- Water
- Washing up liquid or bubble bath
- Cleaning supplies (towel, sponges, toothbrush)
- Small world pets (or alternatively other animal figures)
- Home-made 'mud' (recipe below)
- Spoon

Activity:

To make your home-made 'mud': mix 2 tablespoons

as a guide to fit their puzzle pieces together.

Key vocabulary and questions:

- Puzzle
- Fit
- Piece
- Turn
- Upside down
- Can you turn the puzzle piece around?
- Which piece do you think fits together?

Physical Development

Pre-writing skills

Today the children will be practising the pincer grip (pinching grasp). This activity will help to support and develop the children's writing skills.

You will need:

- Chalk
- Small toy car/ plane

Wind it back again, Wind it back again. Pull, pull, clap, clap, clap.

Point to the ceiling, point to the floor. Point to the window, point to the door. Clap your hands together 1, 2, 3. Put your hands upon your knee. Sing the rhyme together doing the actions.

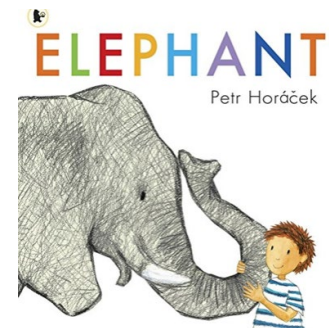
- Roll your arms over and over each other as fast as you can. Forward and backward.
- Lie on the floor and clasp your hands above your head, roll over and over one way and then back again.

Lie down on your tummy and rest. Count to 5.

Math challenge

Story Time

Today we will be reading: "Elephant"




To listen to Petr Horacek read his story, click here: [Elephant by Petr Horacek](#)

I hope you enjoyed the story? Now it is time for the activity.

What you will need:

- Small world elephant toy
- White paint
- Black paint
- Paint tray
- Paint brushes
- Card

<p>recognition. Once all of your ice cube tray squares are full, it's time to mix the colours! Now, choose a new colour and mix into each of the colours you transferred. What new colours can you create? Can you make green/purple/orange? Encourage experimentation with colour hues, can you make a dark green? Can you make a light green?</p> <p><u>Plenary</u> Can you squeeze the water back into the jars? What else could you use? Can you use a spoon to scoop the water up?</p> <p><u>Key vocabulary and questions:</u></p> <ul style="list-style-type: none"> - Pipette - Colours - Red, yellow, blue, green, purple, orange - Mix - Transfer 	<p>of cocoa powder and 1 cup of flour in a large bowl. Then, slowly whisk in $\frac{3}{4}$ of a cup of water with the cocoa powder and flour until the mixture looks like mud.</p> <p>Can you create your own pet spa? Begin by filling one of your plastic tubs with water and the other with your home-made mud. In your water tub, assist children to squeeze in the bubbles and mix them together with the water. Next, place your pet figures into the mud and make sure they are covered. Introduce the pet spa theme to children, and encourage discussion surrounding pets. What does the word pet mean? Ask children to name the pets that they have or have seen in the world around them. Introduce the activity by pointing out the two tubs full of water and mud. Invite children to explore the pet figure in the mud.</p> <p>Can you wash the pets? Prompt children to use their sponge and toothbrush to clean the</p>	<p>What you need to do: For this activity the children will be using cans along the ground. We could use the chalk to create lines along the ground. The lines can be straight, wavy or zig zag. Ask the children to hold the car and move the cars along the lines.</p> <p>This is a great racing activity too!</p> <p>Demonstrate how the children should hold the car and move the car along the line. Please remind the children to be slow and steady.</p> <p>Plenary- the children could use the chalk to create their own lines.</p>	<p>Today's Math challenge is all about shapes.</p> <p>What you will need:</p> <ul style="list-style-type: none"> - Shape pizza worksheet - Colour pencils <p>Begin the activity by asking the children what shapes that they can see on the pizza. Support the children to identify the colour matching the shapes. Ask the children to colour all the square in green, the circles in red, the rectangles in yellow and the triangles in orange.</p> <p>Remind the children to stay inside the lines!</p> <p><u>Art challenge</u></p> <p>For this activity the children will be designing their own dog kennel.</p>	<p>- Cotton bud</p> <p><u>Activity:</u> Begin by gathering your black and white paint. What colour is this paint? Assist children to pour your paints onto a paint tray, and using a paintbrush encourage them to mix them together. Can you use your paintbrush to mix it all together? What colour is it making? Prompt children to recognise the colour grey. What colours did we mix to make grey? Using your animal toy as a prop, ask children what animal they can think of that is grey. Can you name a grey animal?</p> <p>Discuss how you will be printing a herd of elephants using your hands. Can you create a hand-print elephant? Prompt children to spread the grey paint across their hands, either by dipping their hands into the paint or using the paintbrush to</p>
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<ul style="list-style-type: none"> - Squeeze - Can you transfer the water? - Can you use the pipette? - Can you squeeze the pipette? - Can you create a pattern with the colours? - What new colours can you create? - Can you make green/purple/o range? - Can you make a dark green? Can you make a light green? - Can you squeeze the water back into the jars? - Can you use a spoon to scoop the water up? <p style="text-align: center;"><u>Literacy</u></p> <p style="text-align: center;">Mark making</p>	<p>pets, encouraging sensory exploration as they do so. What does the sponge feel like? Can you squeeze out the water? What does the toothbrush feel like? Is it smooth or rough? Once the pets have been washed, children can pat them dry using the towel.</p> <p><u>Key vocabulary and questions:</u></p> <ul style="list-style-type: none"> - Pet - Spa - Water - Mud - Clean - Wash - Scrub - Squeeze - Can you create your own pet spa - What does the word pet mean? - Can you wash the pets? - What does the sponge feel like? - Can you squeeze out the water? - What does the toothbrush feel like? - Is it smooth or rough? 		 <p>What you will need:</p> <ul style="list-style-type: none"> - Colour pencils - Dog kennel template <p>Activity: begin the activity explaining that some dogs live in their own dog home called a kennel. Ask the children to design a kennel for a dog. Provide the children with the colour pencils and the template. Once the children have completed their kennel design, ask the children to talk through their design.</p> <p>Key vocabulary and questions:</p> <ul style="list-style-type: none"> - What have you done on your design? 	<p>spread it on. Can you dip your hand into the paint? Can you spread the paint onto your hand? Assist children to press their hands onto the paper, creating their elephant prints! Children can add features such as eyes using the ends of their paintbrushes or a cotton bud. Can you see the elephant's trunk? How many elephants did you make?</p> <p><u>Key vocabulary and questions:</u></p> <ul style="list-style-type: none"> - Elephant - White - Black - Grey - Mix - Print - Hands - Paintbrushes - What colour is this paint? - Can you use your paintbrush to mix the colours together?
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This lesson is all about using marks to represent numbers.

What you will need:

- Pencil
- Paper

Begin this lesson by asking the children to observe their environment, to find numbers. For example on a clock. Ask the children to write down the numbers that they find around the room. Encourage the children to point to the different marks on their paper and name the marks that they have made.

Encourage the children to make horizontal, vertical, straight and circular marks.

Key vocabulary and questions:

- Line
- Straight
- Writing
- Circle

Expressive Art and Design

Specific painting

What you will need:

- Paint (brown, yellow, black, white, green, blue, grey)
- Paint tray
- Card
- Paintbrush
- Small world animals with markings and without.



Activity:

Begin by gathering your small world animals, prompting a discussion about how each of them looks. Does this animal have any markings? Can you see the strips? Can you see the spots? What does this animal look like? Discuss how some animals

- Why have you made it that way?
- What else do you think the dog will like?
- Dog
- Kennel
- Home

- What colour is it making?
- What colours did we mix to make grey?
- Can you name a grey animal?
- Can you create a hand-print elephant?
- Can you dip your hand into the paint?
- Can you spread the paint onto your hand?
- How many elephants did you make?

<ul style="list-style-type: none"> • How else can you make lines on the paint? • Can you show me how to write a straight line? • Can you make a wavy line? • Can you find number 5? • Where can you see number 7? • Can you write 8 on your paper? 	<p>have patterns and some animals do not. Can you tell me which animals do not have any markings? Use the small world animals as props to identify which animals have markings and which animals do not. Ask children if they can try to paint the animal marks. Can you paint zebra stripes? Can you paint leopard spots? Emphasise the colours you will be using and ask children what colours they need to use to paint the animal markings. What colours can you see?</p> <p><u>Key vocabulary and questions:</u></p> <ul style="list-style-type: none"> - Paint - brown, yellow, black, white, green, blue, grey - Animal - Marks - Prints - Does this animal have any markings? - Can you see the strips? - Can you see the spots? 			
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	<ul style="list-style-type: none">- What does this animal look like?- Can you tell me which animals do not have any markings?- Can you paint zebra stripes?- Can you paint leopard spots?- What colours can you see?			
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