

Squirrels Online Timetable Week 5

[Welcome video and story with Sandhya](#)

<u>Key Learning Intentions for this week</u>				
<ul style="list-style-type: none"> • To be able to explore and identify the sense of hearing. • Be able to develop a good pencil grip through mark making. • Begin to use some descriptive words during sensory exploration. • To develop an understanding of people who help us. 				
<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>Maths</u>	<u>Physical Development</u>	<u>Personal, social and emotional development</u>	<u>Literacy</u>	<u>Understanding the world</u>
Shape	PE with Coach Marc	Wellbeing	Mark making	Science
Parents will be supporting children to recognise and explore the “rectangle” shape.	I wonder what you will be doing during your PE session today.	Wellbeing is important at all ages. For today’s wellbeing activity, we will be encouraging the children to be active.	Today the children will be creating a drawing of their favourite person who helps them.	We will be supporting the children in this experimental activity. The children will be exploring what shaped objects will roll.
What you will need:	Remember to drink lots of water. Try to do some stretches before the activity.	To begin, encourage the children to take 5 deep breaths and sit comfortably on the floor. Preferably, with their legs crossed.	What you will need:	What you will need:
<ul style="list-style-type: none"> - Paper - Pencil - Colour pencils - A few rectangle items from around the house. For example; tissue box, Lego block 	Can you touch your toes? Can you reach the sky?	We are going to go on an adventure with	<ul style="list-style-type: none"> - Paper - Pencil - Pencil colours 	<ul style="list-style-type: none"> - Balls - Toy cars - Square toys - Hard ramp
Activity:			Activity Begin by talking to the children about the different people who helps them. Begin with the people at home,	Activity: We will begin by talking to the children

Begin the lesson by talk to the children about rectangles. Explain to the children that a rectangle is a 4 sided shape with 4 vertices. Show the children an object or a picture of a 2D rectangle as a visual aid.

Introduce the activity. Explain to the children that they will be going around the house to find objects that look like a rectangle. Collect the small objects and place them on a piece of paper. Demonstrate to the children how they can draw around the objects. Lift the object to reveal a rectangle shape. Encourage the children to hold the pencil using their thumb and first two fingers. Support the children to draw around the objects. Reveal and discuss the rectangle shapes that they have

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



Expressive arts and design

Paint splattering

Today we will be exploring different colours and how they can be mixed together to create new colours.

What you will need:

- A variety of liquid paints
- Large paper
- Paint brushes

Tallulah the owl. We are going to do this in the form of yoga.

Click the following link [here](#) to begin your yoga adventure.

Remember to clear some space, so you do not bump into anything. Wear comfortable clothing too.



Key vocabulary and questions:

- Stretch
- Yoga
- Owl
- Tree
- Can you copy the yoga pose?

the teachers and other people they may come across in everyday situations. Talk to the children about how these people may help them. Commentate ideas and expand on what the children say. Introduce the idea of drawing a picture of the person of their choice, who helps them. Talk about why they have chosen this person and ask children to draw things related. For example, a postman, letters, door.

Keywords and questions:

- Who helps you?
- Can you tell me why?
- Can you draw a picture of that person?
- How do they help you?

Remember to use the tip, flip and grip

about round objects and flat edged objects. Show the children examples and test them out by rolling them on the floor. Ask the children to predict if the object will roll or not roll.

Introduce the ramp. This can be a large piece of cardboard, slanted on a cushion. A toy car ramp or even a tray slanted against the wall. Demonstrate to the children how the ball can roll down the ramp. Then, ask them to predict if the flat objects will roll. Discuss the findings. Explaining that the object has to be round to roll. Provide the toy cars and point out the wheels.

drawn. Talk about the 4 sides and 4 corners on the shapes they have drawn. **Plenary:** using colour pencils, the children can colour in the shapes that they have drawn. Continue to encourage a correct pencil grip.

Key questions to ask:

- How many sides does the rectangle have?
- Can you count how many corners the shape has?
- Rectangle
- Sides
- Corners

Expressive arts and Design

Creative Movements

9.30-10am
Meeting ID:
863 2967 4612
Passcode: MHS2021



Activity: Provide the materials to the children and explain the activity. Demonstrate what you want them to do. Lay the paper down and place plastic under to protect the surface around. Dip the paintbrush into the liquid paint and flick/splatter the paint onto the paper. Support the children to use a variety of paints and encourage them to splatter the paint on the paper.

Key vocabulary and questions:

- Red
- Yellow

- Night time
- Day time

Physical development

Outdoor fun

Take some time to go for a walk or to a park. Talk to the children about the natural leaf changes due to the autumn cold.

Collect some coloured leave and sticks. Use them to create your own leaf person.

Please avoid using small stones, as these are a choking hazard.

Discuss with the children what colour are their leaf heads. Where do they think the leaf people live? Can they use the remaining sticks and leaves to create their home?

technique and support the children through the whole of this activity. Encourage the correct pinching grip with their thumb and first two fingers.



Expressive arts and design

Paint printing flowers

Parents and carers will support the children to create their own flowers, using a fork.

What you will need:

- Plastic fork
- A variety of paints
- Plain paper
- Green felt pen/ colour pencil



Allow the children to continue to explore the different objects. While they are exploring, continue to ask the children questions. Predicting and finding the answers.

Key vocabulary and questions:

- Predict
- Findings
- Round
- Flat
- Roll
- Ramp
- Do you think the car will roll or not roll?
- Why do you think the ball will roll?

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.



Expressive Arts and Design

Music



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

- Blue
- Green
- Orange
- Purple
- Splatter

It is time for a water and snack break!

Communication and language

Rhyme time

Today we will be singing and learning the rhyme;

“Incy Wincy Spider”

If you know the rhyme sing the song and demonstrate the actions.

If you need help with this rhyme click [here](#) to hear Enika singing the song.

Song lyrics:

Incy Wincy spider climber up the water spout. Down came the rain and washed the

Key vocabulary:

- Autumn
- Red
- Yellow
- Orange
- Brown
- Leaves
- Leaf
- Sticks
- Natural



It is time for a water and snack break!

Communication and language

Story

Today we will be reading:

Activity:

Begin the activity by talking to the children about the different coloured flowers that they have seen. Talk about the name of some of the flowers.



Introduce the activity by demonstrating what to do. Dip the base of the form into the paint and press it on to the paper. This will create a “petal”. Do these 3 or 4 times to create the flower bud. Then, use the green felt pen to draw a stem and leaves.

- Can you find another object that will roll?

Personal, social and emotional development

Role play Doctors

We could support the children's play in today's role-play.

What you will need:

- Teddies/ dolls
- Clean bandages
- Toy doctors equipment
- Doctors coat
- Clipboard with paper
- Pencil

Activity:

Begin by talking about the importance of doctors. Ask the children what they think a doctor does and why they need to see a doctor sometimes.

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



It is time for a water and snack break!

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.



spider out. Out came the sunshine and dried up all the rain. So, Incy Wincy spider climber up the spout again.



Lunch and water break

Literacy

Mark making

Parents will be supporting the children to create marks and discuss their favourite movie.

What you will need:

- Pencils
- Colour pencils
- Plain paper

Activity:

Talk to the children about their favourite

“Brown Bear, Brown Bear what do you see?”

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

If you do not have the story, please click [here](#) to see the story, read by Olivia.

Key vocabulary and questions:

- Can you remember what the colours of the animals?
- Brown bear
- Red bird
- Purple cat
- Where do you think this animal lives?
- Bear
- Cat
- Purple
- Red
- Brown

Lunch and water break

Understanding the world

Key vocabulary:

- Flower
- Stem
- Leaves
- Printing
- Green
- Red
- Yellow
- Orange
- Pink
- White
- Purple



It is time for a water and snack break!

Personal, social and emotional development

Rhyme time

Twinkle, twinkle traffic light

Provide the children with the resources and explain that they are going to become doctor. Explain that the teddies/ dolls are feeling poorly and need some help to feel better. Support and guide the children during their role-play. Introduce the key vocabulary too.

Key vocabulary:

- Doctor
- Help
- Bandage
- Medicine
- Sick
- Better



It is time for a water and snack break!

Plenary- Create your own ending to the stories that you read and encourage the children to answer the question- "What do you think will happen next?"

Key vocabulary:

- Story
- Book
- Character
- Pages
- Spine

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.



movie ask them to draw a picture of their favourite movie or character. Encourage the children to hold the pencil in the correct thumb and first two fingers grip.

Key vocabulary and questions:

- Tip, flip, grip
- Colours that the children are using for the activity
- Who is your favourite character?
- Drawing
- Character

Understanding the world

Soft and hard

For this lesson today, the children will be looking at items that are soft and hard.

What you need:

- Hard toys

Construction

Parents and carers will be supporting the children to collect sticks and use them to create a balancing structure.



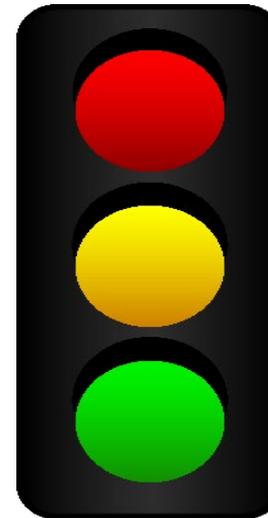
Talk to the children about building and balancing. Use the sticks vertically and horizontally to create a structure. Encourage the children to use/ think of different ways to stack and build with the sticks.

Key vocabulary:

- Build
- Construction
- Vertical
- Horizontal
- Balance

Today we will be singing and learning the rhyme;

"twinkle, twinkle traffic light"



If you know, the rhyme sing the song and demonstrate the actions.

If you need help with this rhyme, click [here](#) to hear Sandhya.

Song lyrics:

Twinkle, twinkle traffic light, standing on the

Communication and language

Show and tell

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?

<p><u>Personal, social and emotional development</u></p> <p>Small world</p> <p>Parents will be supporting the children in a sensory game. This will be great activity to educate the children on their sense of hearing.</p> <p>What you will need:</p> <ul style="list-style-type: none"> - A blind fold - A variety of items that make different noises when rustles, shaken or tapped, bell. <p>Activity: Explain to the children about their 5 senses. Focus on their sense of hearing. Explain the activity to the children. Show the children the items and explain that you will cover their eyes and that they have to guess the</p>	<ul style="list-style-type: none"> • Soft toys • Two boxes/ baskets <p>Activity: Place a variety of hard and soft toys in front of the children. Talk about the items and explain the difference between hard toy and a soft toy. Explain using the objects as a visual example. Encourage the children to say the word “hard” and “soft”. Then, explain that you would like the children to sort out the mixed-up objects. Demonstrate putting a hard object in one basket and a soft object into another basket. Support the children to separate each item, explaining if each item is a hard item or a soft item.</p> <p>Key words:</p> <ul style="list-style-type: none"> - Hard - Soft 	<p><u>Understanding the world</u></p> <p>Pumpkin sensory balls</p>  <p>For this lesson, we could support the children creating their very own sensory balls. These are a great way to develop fine motor skills and introduce more descriptive language.</p> <p>What you will need:</p> <ul style="list-style-type: none"> - Orange balloons 	<p>corner bright. When it's green, it's go, go, go. When it's red it's no, no, no. Twinkle, twinkle traffic light, standing on the corner bright.</p> <p>Lunch and water break</p> <p><u>Wellbeing</u></p> <p>Making mistakes</p> <p>We will talk to the children about mistakes. Mistakes are good and they will help us to improve.</p> <p>Activity: Begin by explain what a mistake is. Use appropriate examples if you can. Explain to the children that it is okay to make a mistake and ask what they think they should do if they make a mistake. Give the children examples and scenarios. Give them time to think of a</p>	<ul style="list-style-type: none"> - Where do you keep it? - Who got it for you? - Why is it special to you? - What do you do with your show <p>Lunch and water break</p> <p><u>Expressive arts and Design</u></p> <p><u>Creative Movements</u></p> <p>3.00pm – 3.30pm Meeting ID: 863 2967 4612 Passcode: MHS2021</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>
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sound. For example, if you rang a bell, they would guess a bell. Talk to then children about the name of the objects you will be using too.

Key vocabulary:

- Loud
- Soft
- Ears
- Hearing
- Sound
- What can you hear?
- What is that sound?
- Can you tell me where your ears are?



Use our listening ears.

Expressive art and design

Science

- Material
- Is this object hard or soft?
- Can you put all the soft toys into a basket?



Expressive art and design

Free drawing

In this lesson, the children will be looking at their house from the outside and drawing what they see. We could support the children's pencil grip and pointing out the main features of the home. For example; roof, chimney, windows, door.

- Black marker pen
- Flour
- Rice
- Lentil
- Funnel

Activity:

To begin, talk to the children about pumpkins and show the children some pictures about Halloween pumpkins with faces. Discuss the different shapes that you find on the pumpkin. For example, two triangle noses and a circle nose.

Introduce the idea of making your own pumpkins. Support the children to use the black marker, to create your own patterns/ drawings/ faces. Parents will need to put the balloon at the end of the funnel and support the children to fill the balloon with flour. Adults need to then

solution and give them some ideas too.

It's Okay to Make Mistakes

And what to do when that happens...



Maths challenge

Numbers in our environment

Can you see any numbers in the room around you?

Parents will be supporting the children to find numbers in their environment. For example; a clock, pictures, on the television and the remote control.



Expressive Arts and Design

Music



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



<p>Children will be exploring different materials in this science lesson. We will provide and discuss the different materials found around us.</p> <p>What you will need:</p> <ul style="list-style-type: none"> - Wooden items - Plastic items - Metal items <p>Activity: Talk to the children about different materials that objects are made from. Explain that objects are all made from different materials. Explain the three main materials that you will be learning about today are metal, plastic and wood. Ask the children to repeat the three material names. Show the children three items, one made from each of the main materials being discussed. Ask the</p>	<p>What you will need:</p> <ul style="list-style-type: none"> - Pencil - Paper <p>Activity: Take the children outside the home, sit or stand in a safe place. Talk to the children about their home and what it looks like. Point out main features and introduce the activity to the children. Explain that they need to draw their home. Support the children's pencil grip through the activity. Another option for this activity is to ask the children to help you take photos of the outside of your home and use the photos to help draw their own version of their home.</p> <p>Plenary: Ask the children to draw more details on their picture. Show the children details that</p>	<p>press the balloon down to release any remaining air and knot the balloon top. Repeat the same actions to create a lentil and rice ball. Talk to the children about the different textures that they feel.</p> <p>Key words and questions:</p> <ul style="list-style-type: none"> - How does the pumpkin ball feel? - Pour - Draw - Prickly - Bumpy - Soft - What colour is the pumpkin? <p>Physical development</p> <p>Pre writing skills</p> <p>This afternoon parents will be supporting the children to develop their fine motor skills. This will through a</p>	<p>Go on a number hunt around your home. When the children find a number, encourage them to tell you which number they have found. It is best to tell the children the number for the first few, so that they are aware of what is being asked. Then, support them to repeat the numbers back to you. Focus on the numbers 0, 1, 2, 3. If the children are able to recognise the numbers without support then, you can continue with number 4 and 5.</p> <p>Plenary- use objects or your fingers to support the children to count out objects 1, 2 and 3.</p> <p>Continuing with 4 and 5 if they are consistently confident to do numbers 1, 2 and</p>	<p>Physical development</p> <p>Pre writing skills</p> <p>This afternoon we will be supporting the children to develop their fine motor skills. This will be done through making shaving foam shapes.</p> <p>What you will need:</p> <ul style="list-style-type: none"> - A tray - Cling film - Shaving foam <p>Activity: We could wrap the tray in cling film. Squirt some shaving foam generously over the tray and spread it with your hand.</p> <p>Discuss with the children what shapes they know and ask them to draw them in the air, creating invisible shapes. Introduce the activity to them and demonstrate how to</p>
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children to walk around your home to find objects around your home, that are of wood material, metal or plastic. Support the children to find these items and name their materials.

To follow this, put a variety of materials in front of the child. Ask the children to separate the items according to the material. Demonstrate one of each and support the children to separate the rest. Explaining the material of each item as you go.

Key Vocabulary:

- Metal
- Wood
- Plastic
- Material
- Hard
- Soft
- What material do you think this

they could add to their sketch. For example, roof tiles and letter box.

Key vocabulary and questions:

- Home
- Window
- Door
- Roof
- What can you see on your home?
- Can you point to the door?
- Can you show me the windows?

Physical Development Motor Movers

See saw Marjory Daw (Move hands up and down the make the see saw)
Johnny just wants to go faster.
Up and down as fast as you can (Both hands up and down).

great spider maze themed activity.



What you will need:

- A box/ tuff tray/ dish
- Masking tape
- Tongs
- Sticks
- Conkers
- Leaves
- Pine cones

Activity:

Fill the tray with a variety of natural materials. Use masking tape to create a web with strips across the tray. Make sure you go in different directions, to create large and small openings. Provide the tongs and support the children to

3 with no adult support,



Key vocabulary and questions:

- I spy with my little eye, number 3! Can you find number 3 too?
- Can you count two fingers?
- Where are the numbers?
- Counting
- Numbers
- 1
- 2
- 3

Remember this activity can be done

draw a shape in the shaving foam. Make sure to use you index finger. This is a great sensory activity too! Encourage the children to copy your shape. Then, ask the children to draw a shape of their choice and copy them back. Freely do this for a few turns, before asking the children what else they can draw. As they draw, continue to talk about the shapes that they make.

Key vocabulary and questions:

- Shapes
- Writing
- drawing



<p>object is made from?</p> <ul style="list-style-type: none"> • Can you show me something made from wood? <p><u>Physical Development</u> <u>Motor Movers</u></p> <p>See saw Marjory Daw (Move hands up and down the make the see saw) Johnny just wants to go faster. Up and down as fast as you can (Both hands up and down). Try not to end in disaster. (Shake index finger) Sit on the floor. Sing the rhyme together doing the actions. Stand up and sing the song doing the following actions: See saw Marjory Daw (Stretch up) Johnny just wants to go faster. (Crouch down)</p>	<p>Try not to end in disaster. (Shake index finger) Sit on the floor. Sing the rhyme together doing the actions. Stand up and sing the song doing the following actions: See saw Marjory Daw (Stretch up) Johnny just wants to go faster. (Crouch down) Up and down as fast as you can (Stretch up and down) Try not to end in disaster. (Shake index finger)</p> <p>Lie on your front, head to the side, eyes closed. Count to 5.</p>	<p>use them to take out objects from the spider’s maze. Collect the items in a separate box or tray.</p> <p>Talk to the children about the objects they have retrieved. Ask the children questions about the different objects.</p> <p>Key vocabulary and questions:</p> <ul style="list-style-type: none"> - Spider - Web - Autumn - Pine cone - Trees - Conker - Leaves - Stick - Winter - Cold <p><u>Physical Development</u> <u>Motor Movers</u></p> <p>See saw Marjory Daw (Move hands up and</p>	<p>outside too. Next time you go for a walk with the children, try to spot numbers in the outdoor environment. For example; door numbers, car plates and road signs.</p>	<p><u>Maths</u></p> <p>Measure</p> <p>Parents will be supporting children to measure using tall and short, as the main focus.</p> <p>What you will need:</p> <ul style="list-style-type: none"> - Building blocks <p>Activity: Begin the lesson by discussing what tall and short is. Use hand gestures to stretch tall and then crouch down low to create short. Repeat this with the children, asking them to show you. Ask the children to help you to make a tall tower and a short tower. Provide the building blocks and create your own towers beside them. It may be easier to create a tall tower first and then repeating with the shorter tower.</p>
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<p>Up and down as fast as you can (Stretch up and down) Try not to end in disaster. (Shake index finger)</p> <p>Lie on your front, head to the side, eyes closed. Count to 5.</p>		<p>down the make the see saw) Johnny just wants to go faster. Up and down as fast as you can (Both hands up and down). Try not to end in disaster. (Shake index finger) Sit on the floor. Sing the rhyme together doing the actions. Stand up and sing the song doing the following actions: See saw Marjory Daw (Stretch up) Johnny just wants to go faster. (Crouch down) Up and down as fast as you can (Stretch up and down) Try not to end in disaster. (Shake index finger)</p> <p>Lie on your front, head to the side, eyes closed. Count to 5.</p>		<p>Discuss your findings together and recap the words tall and short with the blocks.</p> <p>Key questions to ask:</p> <ul style="list-style-type: none"> - How tall can you make your tower? - Can you make a short tower? - Tall - Short - Measure - Which tower is taller? - Which tower is shorter? 
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