

## The Squirrels' class online timetable week 3

[Welcome message and song with Hemisha](#)

### Key Learning Intentions for this week

- To be able to count out objects up to 5.
- To be able to name people who help us.
- To be able to discuss what makes you happy and what makes you sad.
- To be able to develop fine motor skills.

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<b>Morning</b>				
<p><b><u>Mathematics</u></b> Number</p> <p>Let's count to 5!</p> <p>To begin our day, we are going to sing 'Zoom, zoom, zoom, we're going to the moon'.</p> 	<p><b><u>Expressive Arts and Design</u></b></p> <p>Today the Squirrels' class we are going to focus on drawing natural things we see outside.</p> <p>We could take the children outside or look out from a window. Walk in the garden/ park and talk about the different types of trees, plants and minibeasts you find.</p>	<p><b><u>Expressive Arts and Design</u></b></p> <p>Potato shape printing</p> <p>This morning the children will be looking at shapes.</p>  <p>What you need:</p>	<p><b><u>Personal, Social and Emotional Development</u></b></p> <p><b><u>Wellbeing</u></b></p> <p>People who help us</p> <p>Today children will look at people who help us.</p>  <p>Parents you will need to discuss with your child who they think helps them.</p>	<p><b>Friday</b></p> <p><b><u>Physical Development</u></b></p> <p><b><u>Motor Movers</u></b></p> <p>Ride a strong horse through high wind and snows. (Pretend to hold the reins and move arms round as if riding a horse)</p> <p>To gift a fine lady a beautiful rose.</p> <p>Rings on her fingers and bells on her toes (Hold hands up and shake fingers, wiggle toes)</p> <p>She shall have music wherever she goes. (Conduct to music-both hands, pointed fingers).</p>

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We could encourage the children to sing the song. Ask children to show you 5 fingers and put one finger down for each part of the countdown.

Encourage children to repeat the numbers after you.

Can you create a rocket ship with recycled resources?

#### What you will need:

- Recycled materials
- Masking tape
- Paints
- Paint brush

#### Activity:

Support the children to create and combine the recycle materials with masking tape and glue. Encourage them to create their own expression of a rocket ship. When they have finished and the glue is dry, provide the children with

Now, encourage your child to paint what they have discovered.



Show them a picture of what they have chosen to draw. Alternately you can sit outside and draw what has been chosen.

We could support children to carefully observe the picture. Encourage them to look at details.

After children have drawn their creation encourage them to use colour pencils to colour the picture.

#### Physical Development

[PE with Coach Marc](#)

- Paint
- Paintbrushes
- Potatoes
- Plain paper

#### What you need to do:

Carefully cut the potatoes in half and carefully carve a circle/ square/ triangle/ rectangle.

Next, talk to the children about the different shapes on the potatoes and what they are called. Discuss the colours of paint available too.

Demonstrate the activity, paint the shape or dip the shape into some paint. Then, stamp the potato shape onto your paper. Lifting to reveal the shape.

#### Key vocabulary:

- Circle
- Square
- Rectangle
- Triangle

Give them some ideas to start with. For example, people who live in the house and people you might see at the doctors. Talk about what they do to help us and why.

**Key words:** doctor, teacher, parents, aunty, uncle, help, support

#### Activity:

We could support children to draw a picture of a person who helps them. Talk to the children about why they are drawing that person and why.

**Extension-** focus on facial details, such as eyes, nose and mouth.

Talk about how children could help others. Think about ways they could help friends, family, at home or at school.

Sing the rhyme together doing the actions.

Sit on the floor. Click your tongue on the roof of your mouth to make a galloping sound. Gallop around the room one way and then the other.

Be still, eyes closed. Count to 5.

#### Understanding the World

##### **Bubbles**

The children are going to create their own bubbles, using different things you might find around the house.

**For this activity you will need:**

- Bubble soap or washing up liquid
- A mixing bowl
- A Wisk
- A bubble wand

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some paints to make their rocket ships colourful.

#### **Key vocabulary to practise:**

Numbers, one, two, three, four, five.

#### **Expressive Arts and Design**

#### **Music time!**



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

#### **Expressive Arts and Design**

#### **Creative Movements**

Before joining in with gym, ask your child to complete a set of

Warm up activities.

For example:

- Stretching to touch toes
- Stretch to touch the sky
- 5 star jumps and count each one.

Remember to clear some space and keep a drink of water ready, to stay hydrated.



#### **Literacy** **Mark marking**

- Blue
- Green
- Red
- yellow

#### **Understanding the world**

#### **Structures**

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

Blocks or Duplo or Lego

Today we are going to be looking at the different type of structures that people live or work in.

Show the children of different types of buildings. For example; a house, a flat or a bungalow. Talk about the different heights of the buildings too.

Shall we build a vertical structure for your "house"? Encourage children to create their own

#### **Art Challenge**

For today's challenge, can you use our handy hands to create underwater creatures?

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

- Large paper
- Paint
- Markers



#### **Activity:**

Begin by talking to the children about the different types of creatures that they know live in the water.

Demonstrate to the children how they can

- A spaghetti spoon/ rice spoon
- A sieve

Create a bubble mixture and encourage the children to help you pour the bubble mixture into a bowl. Or help you squeeze the washing up liquid into a bowl and pour in some water.

Use a spoon to mix the solution and then use the different utensils to create different types of bubbles. Some of the bubbles might be big or small. Some bubbles might be separated and some might be like bubble foam.

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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

##### Pre-writing skills

In this pre-writing lesson, we will be supporting the development of the children's fine motor skills. These activities are great exercise the children's fingers.

What you will need:

- Lentils or rice
- A flat tray.



Today Squirrels' class, we are going to use leaves to create our own leaf rubbings.

Have a look outside at the different colour leaves.

Ask the children to tell you what colours they can see.

Collect some fresh leaves and remember to wash and pat them dry. Use different shaped leaves if you can.

Place the leaves under a plain piece of paper. Use the side of a crayon

representation of a house/ flat/ bungalow.

- [Structures example](#)

Talk about details your structure may have. Think about windows, doors, roof, and chimney.



**Plenary-** have a look at building that people who help us, work in. For example, a hospital, a fire station, office, airport.

**Key vocabulary:**

- tall
- short
- long

paint their hand and print it onto the paper. Add some details to create the fish too.

[Fish template](#) to colour in.

What other hand print creatures can you make?

Key vocabulary and questions:

- Fish
- Crab
- Octopus
- Can you tell me what creatures live under the sea?
- Can you move like a fish?
- How many arms do you think an octopus has?

Snack and water break

#### Communication and Language

Rhymes



**Key words to practise:**

- More
- Less
- Pour
- Bubbles
- Stir

#### Personal, Social and Emotional Development

##### Role play

##### Firefighters

Today we are going to learn how fire fighters help us.

**What you will need:**

- [Firefighters badge template](#)
- Colour crayons

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### [Welcome message and song with Hemisha](#)

#### Activity:

Demonstrate patterns using your index finger and encourage the children to copy. Use one finger, two fingers or more and try with both hands too.

Explain to the children to take their time, to create their own ideas too.



Next, encourage the children to create the following types of lines:

- Straight lines
- Zig zag lines
- Waved lines
- Circles

Can you make them vertical and horizontal?

#### Key vocabulary:

to rub the paper, on top of the leaf.

Use different coloured crayons and different shaped leaves.

#### Key vocabulary:

Autumn, leaves, red, orange, green, yellow, brown.

Snack and water break

### Communication and language

#### Rhymes

Today we are going to practise singing '1, 2, 3, 4, 5 once I caught a fish alive'.

Click [here](#) to listen to the rhyme, sang by Sandhya.

#### Lyrics:

"One two three four five, once I caught a fish alive, six seven

- flat
- high
- low
- big
- small
- help

Snack and water break

### Communication and Language

#### Story time!

#### Rumble in the jungle

It is story time Squirrels' class! But before we can start our story please sit nicely with your legs crossed and hands on your knees. Listen carefully to the story as you will be asked some questions at the end.

Today we are going to practise singing 'The wheels on the bus'.

Click [here](#) to listen to the song, sung by Olivia.



Encourage children to listen, sing and copy the action of the song.

#### Lyrics:

The wheels on the bus go round and round, round and round, round and round.

The wheels on the bus go round and round, all through the town.

The doors on the bus go open and shut, open and

Begin the lesson by asking the children what they think a firefighter does.

What do they think happens if a cat is stuck in a tree?

What does a firefighter do if there was a fire?



Encourage and discuss who the firefighters are and how they help us. Talk about the different types of situations where you might need to call a firefighter.

#### Activity:

Please print off the template and ask the children to create their very own Firefighter badge. They can decorate it with which

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Writing, patterns, lines, circles.

Story time!

It is story time Squirrels' class! Choose a story to read together. But, before we can start please make sure:

1. You are sitting on your bottoms.
2. Your hands on your laps.
3. Your listening ears are turned on.

Read a book together. Whilst your child is listening to the story, encourage them to count and name main objects.



**Open ended questions start with:** what, who and how.

eight nine ten. Then, I let it go again. Why did you let it go, because it bit my finger so, which finger did it bite? This little finger on my right."



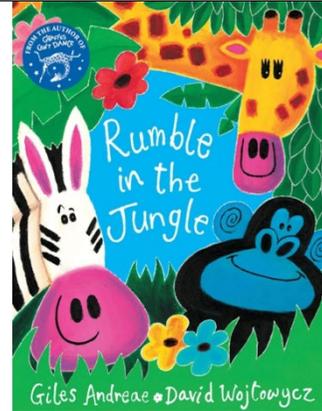
After the children have listened to the rhyme, practise counting with them.

**Key vocabulary to practise:**

Fish, 1, 2, 3, 4, 5.

**Open ended questions to ask your child:**

- How many fingers do you have?
- Who bit my finger?



If you have this story please read it to your child or click [here](#) to listen to Enika read the story.

**Key vocabulary to practise:**

- Lion
- Hippo
- Snake
- Monkey
- Antelope
- Giraffe
- Rhino
- Zebra
- Tiger
- Elephant
- Crocodile

shut open and shut. The doors on the bus go open and shut all through the town.

(follow the same pattern for the following)

- The wipers on the bus go swish, swish, swish
- The signals on the bus go blink, blink, blink
- The horn on the bus goes beep, beep, beep
- The motor on the bus goes vroom, vroom, vroom
- The people on the bus go up and down, up and down, up and down
- The babies on the bus go wah, wah, wah
- The mummies on the bus go shh, shh, shh

ever colours, patterns and shapes they wish.

**Key vocabulary and questions:**

- Fire
- Fire fighter
- Ladder
- Hose pipe
- Help
- Water
- 999
- What number should you call if there was an emergency?
- How does a fire fighter help?

Lunch and water break

**Communication and language**

**Show and tell**

Get your show and tell ready to present. Encourage the children to say a few sentences about what they have

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<ul style="list-style-type: none"> <li>- Who was your favourite character?</li> <li>- Can you tell me what happened at the end of the story?</li> <li>- How did your favourite character look?</li> <li>- Can you act out part of the story?</li> </ul> <p><b>Activity:</b> <b>Resources that you will need</b></p> <ul style="list-style-type: none"> <li>- White paper,</li> <li>- Paint</li> <li>- Paintbrushes</li> </ul> <p><b>What you will need to do:</b> Explain to children that they need to draw their favourite character from the story.</p> <p>Demonstrate to children what you want them to create. Show pictures of the characters and encourage them to paint their own.</p> <p style="text-align: center;"><b>Lunch and water break</b></p>	<ul style="list-style-type: none"> <li>- What sound does a fish make?</li> </ul> <p style="text-align: center;"><b>Lunch and water break</b></p> <p style="text-align: center;"><b><u>Physical Development</u></b> <b><u>Motor Movers</u></b></p> <p>Ride a strong horse through high wind and snows. (Pretend to hold the reins and move arms round as if riding a horse) To gift a fine lady a beautiful rose. Rings on her fingers and bells on her toes (Hold hands up and shake fingers, wiggle toes) She shall have music wherever she goes. (Conduct to music- both hands, pointed fingers). Sing the rhyme together doing the actions.</p>	<ul style="list-style-type: none"> <li>• Gorilla</li> </ul> <p><b><u>Open ended questions to ask your child:</u></b></p> <ul style="list-style-type: none"> <li>• What sound does a lion make?</li> <li>• What colour is the crocodile?</li> <li>• How many animals can you find?</li> </ul> <p><b>Activity:</b> Now, that your child has listened to the story. Can you act out the different animals? Can you roar like a lion? Can you stretch tall like a giraffe? Can you hop like an antelope?</p> <p><b>What you will need to do:</b> Show the children a picture of the animal and ask them what they think that animal does. Then, demonstrate and encourage the children to copy.</p> <p style="text-align: center;"><b>Lunch and water break</b></p>	<ul style="list-style-type: none"> <li>- The daddies on the bus go I love you, I love you, I love you.</li> </ul> <p><b>Key vocabulary:</b> Up, down, bus, people, mummies, daddies, babies, open, close.</p> <p><b>Activity:</b> Use some chairs to create your own bus. Line them up and pretend to be different characters from the rhyme. Act out what they might be doing or saying on the bus. Create a real life scenario for the children. For example, you could be the driver on the bus checking tickets/ that you have tapped the oyster card. Be the driver on the bus pretending to drive.</p> <p style="text-align: center;"><b>Lunch and water break</b></p> <p style="text-align: center;"><b>Literacy</b></p>	<p>and why they have chosen it as their show and tell.</p> <div style="text-align: center;">  </div> <p>Show and tell will be the same time and day each week. You will be sent further details via email.</p> <p>Show and tell is a great opportunity for children to develop their language and build on their confidence skills.</p> <p style="text-align: center;"><b>Lunch and water break</b></p> <p style="text-align: center;"><b><u>Physical Development</u></b></p> <p style="text-align: center;">Pre-writing skills</p> <p>It is important to strengthen children's</p>
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### [Welcome message and song with Hemisha](#)

<p><b><u>Personal, social and Emotional Development</u></b></p> <p><b>Small world</b></p> <p>Small world play is a great way to explore and expand on the language and social skills that children acquire.</p> <p>You could discuss the people who are in our family. Use play people/ dolls to support the children.</p> <p><b>For this activity you will need:</b></p> <ul style="list-style-type: none"><li>- Small people/ dolls</li><li>- A large cardboard box</li><li>- Paint</li><li>Small pieces of card and cardboard</li><li>Glue</li></ul>	<p>Sit on the floor. Click your tongue on the roof of your mouth to make a galloping sound.</p> <p>Gallop around the room one way and then the other.</p> <p>Be still, eyes closed. Count to 5.</p> <p><b><u>Understanding the World</u></b></p> <p><b>Cooking</b></p> <p><b><u>Yoghurt bites.</u></b></p> <p>What you will need:</p> <ul style="list-style-type: none"><li>• Cupcake cases</li><li>• Yoghurt of your choice</li><li>• Honey(optional)</li><li>• Fruit of your choice</li></ul>	<p><b><u>Personal, social and Emotional Development</u></b></p> <p><b>We are going on a dragon hunt</b></p> <p>This afternoon we are going to start with a dragon hunt.</p> <p>Let us start by doing some stretches. First, try to touch your toes and swing your arms from left to right. Next, stretch up tall and try to touch the sky. Now let's do 10 jumps. Count each jump.</p> <p>Let's go on a dragon hunt. Click <a href="#">here</a>.</p> <p>That was brilliant! Now we are going to create our own dragon mask. Use the <a href="#">template</a> provided or you can create your own.</p> <p>Cut the mask and give the mask to the children to</p>	<p><b>Fine motor skills</b></p> <p>It is important to build and develop children's fine motor skills to help with pencil grip. Today's activity is going to support the pinching action.</p> <p><b>You will need:</b></p> <ul style="list-style-type: none"><li>- Uncooked straight spaghetti</li><li>- An empty bottle</li><li>- A timer</li><li>-</li></ul> <p>To begin, place some of the spaghetti onto the table/ tray and explain to the children that you need some help to fill the bottle up. Demonstrate picking one spaghetti strand at a time and threading it into the top of the bottle. Encourage the children to feed the rest of the spaghetti in too.</p>	<p>finger muscles through different activities. This activity will help children to develop their fine motor skills.</p> <p>No cook playdough</p> <p>Resources needed:</p> <ul style="list-style-type: none"><li>- 2 cups flour</li><li>- 1 cup salt</li><li>- 1 tablespoon oil</li><li>- 1 cup water</li><li>- 2 drops food colouring (more for a brighter colour)</li></ul>  <p><b>What you need to do:</b></p> <ol style="list-style-type: none"><li>1. Combine flour and salt in a mixing bowl</li><li>2. Add water, food colouring and oil. Mix it all together</li></ol>
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### [Welcome message and song with Hemisha](#)

 <p>Encourage children to talk about the family members that they live with. Parents and teachers could support children to extend their vocabulary and critical thinking by asking them key questions about their family.</p> <p>Provide the children with the large cardboard box and materials. Support the children to create their own dolls home.</p> <p><b>Open ended questions:</b></p> <ul style="list-style-type: none"><li>- How many people live in your house?</li></ul>	 <p>To begin make everyone cooking has washed they hands with soap. This is a great learning opportunity to talk about germs and that we need to wash them away so that we don't get sick.</p> <p>Place your cupcake cases into the cake tin holder and measure 2 table spoons of yoghurt into the cupcake case.</p> <p>Next, carefully slices your choice of fruit into small pieces and</p>	<p>decorate. You can use paints, colour pencils/ pens or crayons. Think of different textures and materials that you could add too. For example: feathers and tin foil flames.</p> <p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"><li>- Dragon</li><li>- Stretch</li><li>- Tall</li><li>- Flat</li><li>- Hard</li><li>- Soft</li><li>- Rough</li></ul> <p>Enjoy!</p> 	 <p>To make the activity more fun, introduce a timer. See how many spaghetti strands you can get into the bottle in 20 or 30 seconds.</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"><li>- How can we put the spaghetti into the bottle?</li><li>- How fast can you get them all in?</li><li>- Can you pick the spaghetti up with you pinching fingers?</li></ul> <p><b><u>Expressive Arts and Design</u></b></p>	<p>to create a dough.</p> <p>3. Keep in an airtight container or wrap in cling film to use again later.</p> <p>Using only hands, move a handful of dough in a variety of ways. You can roll it, pat it, poke it, squeeze it and make it flat.</p> <p>Remember to demonstrate the actions with the words and encourage the children to copy.</p> <p><b>Key words:</b> pat, poke, squeeze, roll, mix, pour, measure.</p>
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### [Welcome message and song with Hemisha](#)

- What is your mother/father's name?
- Do you have any siblings?

**Key vocabulary to practise:**  
Family, mum, dad, sister, brother, aunty, uncle, cousin, grandma, grandpa.

#### Understanding the world

#### Technology

#### My family

Support children to take photos of the different members of their family.



Print the photos and look at the similarities and differences between the family. For example:

place 1 or 2 teaspoons on top of the yoghurt. If the fruit is soft like a banana or a strawberry, encourage the children to safely cut some of the fruit themselves. A butter knife or child's knife is great for this. Add a drizzle 1 teaspoon of honey on top (optional). Place into the freezer until solid. Take out and enjoy!

**Key vocabulary:**  
Measure, teaspoon, tablespoon, healthy, yoghurt, fruit.

**Key questions:**

- What fruit can you see?
- What fruit is your favourite?
- How can we put the yoghurt into

#### Expressive Arts and Design

#### Specific drawing

#### Giraffe drawing

Giraffes are the tallest living land animal, on earth. A giraffe has a black tongue and can sleep standing up!



**Challenge:** Can you draw a picture of a giraffe? Show the children a picture of a real giraffe and encourage them to copy it with as much detail as they can.

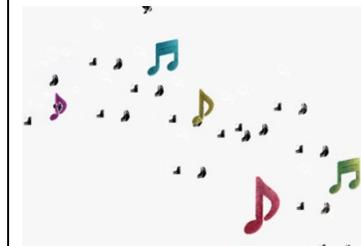
#### 3D modelling

Parents are going to provide a variety of recyclable material to use and junk modelling. Children can freely connect the different materials together to create their own masterpiece. Focus on talking about people who help us and create something that could help others or something that other's may use to help us. For example, a doctor's stethoscope or an optician's telescope.

We can use colours or paint to decorate the creations too.

#### Expressive Arts and Design

#### [Music time!](#)



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

#### Expressive Arts and Design

#### [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!

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### [Welcome message and song with Hemisha](#)

Mummy has brown hair and sister have brown hair.

#### Key words and questions:

- Same
- Different
- Family
- Who has the same hair/ eyes?
- Who has different hair/eyes?

#### Physical Development

#### [PE with Coach Marc](#)



Remember you need to make sure you have plenty of space around you, so you do not bump into anything.

the cupcake case?

#### **Expressive Arts and Design** **Happy and sad**



#### Parents for this activity you will need:

- Paper plates
- Colour pencils or colour crayons.

#### Activity:

Now, we are going to have a think about what make us happy and what make us sad. Have a discussion and provide your own examples to help.

You can use pencil or paint to create your giraffe. Think of a way to make the giraffe spots. A great idea is to use a sponge and print the spots on to the giraffe.



#### Resources needed:

- Recyclable materials
- Glue
- Tape
- Scissors
- Paint
- Colours

#### Key Vocabulary/ questions:

- What do doctor's use to make sure we are healthy?
- How do the dentists check our teeth?



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<p>Keep a glass or bottle of water ready on the side and stay hydrated.</p> <p>Enjoy your PE lesson!</p>	<p>We will support children to create a happy face plate and a sad face plate. You can create a smiley face or a sad face. The children could also draw things that make them happy on one plate and things that make them sad on another plate.</p> <p><b>Key vocabulary:</b></p> <ul style="list-style-type: none"><li>• Happy</li><li>• Sad</li><li>• Smile</li><li>• Upset</li></ul>		<p>Nurse, doctor, teacher, parents, family, police, dentist, optician, fire brigade.</p>	
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