

The Squirrels' Class Online Timetable Week 4

[Dear Zoo by Rod Campbell, Read by Hemisha](#)

Key Learning Intentions for this week

- To be able to identify 2D shapes.
- To be able to use gross motor movements to create marks.
- To be able to understand the importance of helping to stop spread germs.
- To be able to make marks using a variety of materials
- To understand the importance for people who help us.

Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>Maths</u></p> <p>Shapes</p> <p>This morning's Maths lesson is about exploring shapes. Children will continue to practise recognising and saying the names of the shapes.</p> <p>What you will need:</p> <ul style="list-style-type: none"> • Small shape cut outs of a circle, square, triangle, oval and 	<p><u>Expressive arts and design</u></p> <p>Specific painting</p> <p>This lesson will be an observational painting activity. The children will observe and paint their representation of an object.</p> <p>What you will need:</p> <ul style="list-style-type: none"> • a small house plant or a flower with its stem and leaves. 	<p><u>Expressive arts and design</u></p> <p>Collage</p> <p>For this lesson on collage, we will be looking at an artist's work, Andy Goldsworthy. Talk to the children about Andy Goldsworthy. He is an artist who uses natural materials to create art.</p>	<p><u>Personal, social and emotional development</u></p> <p>Wellbeing</p> <p>We will be discussing healthy eating with children. This activity encourages the children to think and explore different fruits and vegetables.</p> <p>What you will need:</p> <ul style="list-style-type: none"> • A variety of fruits and vegetables in a 	<p><u>Understanding the world</u></p> <p>Technology</p> <p>This morning we will be exploring light in the dark and how objects can reflect.</p> <p>What you will need:</p> <ul style="list-style-type: none"> - Torches - Lamps - Light up toys or light up stickers <p>Activity: We will introduce the activity to the children</p>

rectangle. (3 of each).

- 1 large circle
- 1 large square
- 1 large triangle
- 1 large oval
- 1 large rectangle

Activity:

For the activity parents will need to cut the small shapes out and mix them up.

[Different shapes template.](#)

Talk to the children about the shapes that you have holding each shape up for them to associate the name of the shape with the shape itself.

Encourage the children to repeat the name of the shapes back to you.

We are going to start with the large shapes, lay them out on the floor or table. Give the children the mixed-up

- A variety of paints to match the colour of the plant/ flower being presented to the children. For example, yellow, brown and green for a sunflower.
- Paintbrushes and plain paper.



Activity:

Talk to the children about the activity and the plant you have presented them with. Explain that the plant cannot be moved once it has been placed in front of them. Allow plenty of space in front of them to paint. Demonstrate your own version of the



What you will need:

- A variety of leaves in different shapes, sizes and colours
- Paper
- Glue

Activity:

Explain to the children that they are going to have the opportunity to create their own natural art.

Demonstrate pasting glue onto a leaf, before sticking the leaf onto the piece of paper. Remember to talk through each step

variety of colours.

Activity:

Talk to the children about the different colour that you see in a rainbow. Support the children to say the colours and then introduce the idea of fruits and vegetables being of different colours. Ask the children if they can help you find fruits and vegetables at home from all the different colours of the rainbow.

Talk to the children about healthy eating and their likes and dislikes of different fruits and vegetables. Remember to talk to them about your own likes and dislikes too.

Key vocabulary and questions:

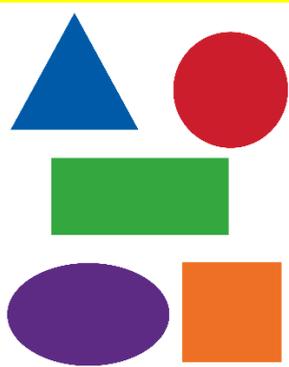
and explain that we will be making the room dark by turning off lights and keeping the curtains closed. Then, provide and explore the torches, lamps or light up toys.

Talk about reflections or shadows that you might find on the walls or ceilings as a result of light reflecting off objects in the room that you are in.

Key vocabulary and questions:

- Reflect
- Light
- Shadow
- Torch
- How can we see when it is dark?
- What can we use to help us see in the dark?
- Can you see any shadows on the walls?
- What objects are reflecting

shapes and ask them to sort them out into the correct large shape. Parents will need to demonstrate at least 1 or 2 for children to know and understand what they need to do.



Key vocabulary and questions:

- Circle, square, rectangle, oval, triangle
- What shapes look the same?
- How many circles are there?

Expressive Arts and Design

observational painting alongside the children. Talk through the different parts of the plant/ flower and what part you are painting.

Key vocabulary:

- Plant, flower, painting, stem, petals, leaves
- The flower has coloured petals.
- The plant has green leaves.
- I am painting the stem of the flower.



Physical Development

PE with Coach Marc

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

of the activity. Support the children to continue creating their artistic expressions. Until they have filled their paper as much as possible.

Plenary activity-

Create a suncatcher using the same method. Instead of sticking them to the paper, stick them to a plastic sheet/ plastic wallet.

Use a hole puncher to create a hole on one side of the suncatcher and feed a string through the hole. Hang the suncatcher in a sunny place indoors or outdoors.



It is time for a water and snack break!

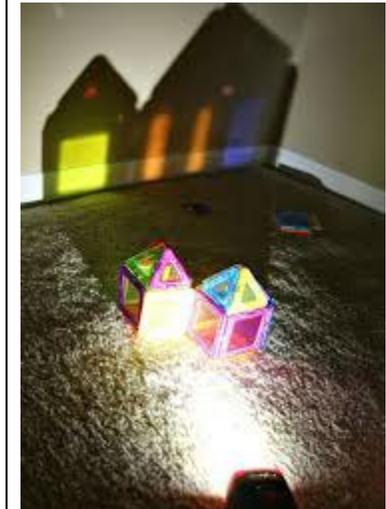
Communication and language

Story time

Today's story is called "The day the crayons quit" by Oliver Jeffers.

- Red, yellow, brown, orange, green, purple.
- Healthy
- Unhealthy
- Wellbeing
- What food do you think is better for your health?
- Which fruits do you like the best?

because of the light?



Personal, social and emotional development

Small world

We are going to continue talking about People that help us. We could talk about people that help us at home, at the school, ... Introduce the idea of creating your very own super vegetable. For

Music



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



Remember to practise the songs and you can sing for your family too!

Expressive arts and Design

Creative Movements

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

Clear some space around you, so that you don't bump into anything. These activities can be done inside or in the garden.

Remember to drink lots of water.



It is time for a water and snack break!

Literacy

Mark making

Today we are going to look at our Gross Motor Skills.

What you will need:

- Chalk
- Empty paint pot or container filled with water
- Painting brushes.



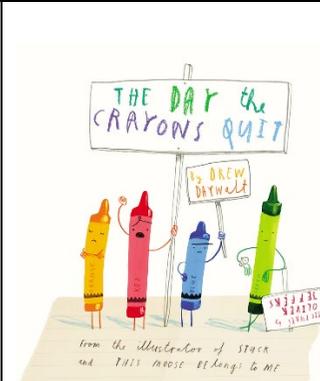
Key vocabulary and questions:

- Autumn
- Red
- Brown
- Orange
- Yellow
- Sun
- Artist
- What colour are the leaves change to?
- What colours can you see outside on the trees?

It is time for a water and snack break!

Understanding the world

Sand play



You can read the book together if you have this story. If you do not have this story at home, please click [here](#) for the story.

This story is a great way to talk to the children about the different colours and discuss what you could draw with each colour. This is a fantastic opportunity to discuss and challenge the imagination and thought process of the children's mind. For example, what colour is an elephant. Let's draw a pink elephant.

example, a super carrot or super potato. Discuss with the children whilst you make it, how their super vegetable will help in their home or in the world.

What you will need:

- A vegetable of choice
- Googly eyes
- Black and red paper
- Black felt pens
- Scissors and glue

Activity:

After the discussion, talk to the children about what their super veg will be and what it will look like. Use the above materials to create a mask, cape and facial features.

It is now time for creative movements with Harriet! I wonder what story you will be enjoying today!

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



It is time for a water and snack break!

Physical Development

Pre-writing skills

Today we are doing an activity that will focus on the children's pinching grip.

What you will need:

- Clothes pegs

Activity:

Ask the children to lay down and draw around their outline. Let the children stand up and show then their outline. Provide them with the water and paintbrush. Support the children to draw their own features. For example, their eyes, nose, mouth, ears and clothes.

Around the chalk outline, encourage the children to freely make marks using the water and paintbrushes.

Key vocabulary and questions:

- Lines, circles, marks, water, chalk.

Parents will be supporting the children to create marks in a large tray of sand/ salt.

What you will need:

- Sand/ salt
- A baking tray

Activity:

Place a good amount of sand in the baking tray, so that the base of the tray is covered. Demonstrate to the children how to make marks in the tray using your first finger. Encourage the children to make lines and circular marks. Once there is no more space to make any marks, shake the tray left and right and start again.

Plenary activity:

Demonstrate and support the children to make marks of shapes. These shapes

What you will need:

- Crayons of different colours
- Plain paper



Activity:

Encourage the children to create their own drawings of their choice. Encourage them to colour their pictures with nonsense colours. For example, a horse is brown, I think we should make the horse purple.

Key vocabulary and questions:

- What colour do you think we could make the.....?
- Red
- Yellow
- Orange



Key vocabulary and questions:

- What will super veg look like?
- How will your super veg help the world?
- What shall we do with super veg when we have finished playing with it?
- People who help us

Maths

Space or measure

This lesson is a fun way to learn about empty and full.

What you will need:

- A glass

- An A4 piece of card (or paper)
- A small container or bowl

Activity:

We could add as many pegs on the sides of the A4 card. Keep them approximately an inch apart.

Encourage the children to pinch the clips off with their thumb and first two fingers. Then they could place them into a bowl.

We will show to the children how to do it before supporting the children.



- Can you use the paintbrush to trace the lines?



Communication and language

Story time

Today's story is called "The Tiger Who Came to Tea". If you have this story at home, you can read it together. If you do not have the story, you can click [here](#) to listen to Enika reading the story.

should include a circle, oval, square, circle and triangle.

Key vocabulary and questions:

- Lines, circles, big, small.
- Can you draw a big circle?
- Can you use your finger to make a small circle?



Communication and language

Rhyme time

We will be continuing rhyme time with a song about autumn. The rhyme is called Autumn leaves.

- Green
- Blue
- Purple
- White
- Black
- Brown
- Beige



Lunch and water break

Literacy

Mark making

For this activity the children will be developing their mark making skills. Parents will be supporting the children to hold a cotton ear bud to make marks effectively.

What you will need:

- Cotton ear bud

- Rice in a container
- Spoons

Activity:

Provide the children with the materials to explore. Whilst the children are exploring, introduce the idea of making the glass full of rice. Using the spoon, fill up the glass with the child's support.

Introduce the word "full". Then encourage the children to slowly pour out the rice and introduce the word "empty".

Key vocabulary and questions:

- Full
- Empty
- Measuring
- How can we make the glass full/ empty?

It is time for a water and snack break!

Communication and language

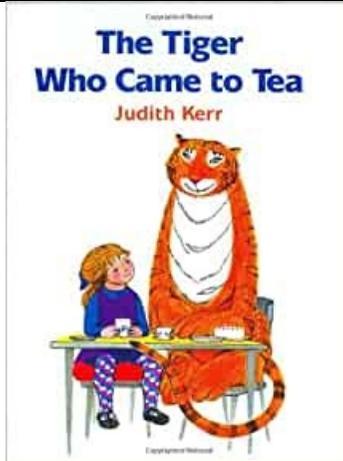
Read a book together.

Choose a story of your choice. Ask children a question about each page. Ask about a character's emotions, what they think will happen next or to find something on the page.



Plenary; encourage the children to create their own ending to the story. Alternatively, you could include yourself in the story. What would you do differently?

Key vocabulary:



Key vocabulary and questions:

- What do you think the Tiger sounds like?
- What would you do if a tiger came for tea?
- Should you let a stranger into the house?
- Tiger
- More
- Finished
- Empty
- Full

Activity:

Support the children to draw a

If you are not sure of the rhyme click [here](#), to listen to Sandhya.

The tune of the song is the same as "London bridge is falling down".

Song lyrics

Autumn leaves are falling down, falling down, falling down. Autumn leaves are falling down, it is autumn.

Rake the leaves into a pile, into a pile, into a pile. Rake the leaves into a pile, it is autumn.

Jump in the leaves and go crunch, crunch, go crunch, crunch. Jump in the leaves and go crunch, crunch, it is autumn.

- Paint
- Zip lock bag

Activity:

Fill the zip lock bag with paint and zip it up. Cello tape the zip lock side if you feel there may be some leakage. Put the zip lock bag on a flat surface and spread the paint out to fill all areas of the bag. Remember to only fill the zip lock bag half way with paint. This will allow the paint to spread freely when making marks.

Demonstrate to the children how to use the cotton bud to make marks on the top of the zip lock bag. Support the children to hold the cotton bud and make marks.

Use the tip, flip and grip technique to

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?

- Story
- Book
- Character
- Pages
- Spine

Lunch and water break

Personal, social and emotional development

Role play

Today the children will be continuing to learn about firefighters. We could encourage children to participate at home.

What you will need:

- Firefighter play equipment/costume
- Red, yellow and orange chalk.
- Empty, clean spray bottle. Filled with water.

Activity:

plate of food for the Tiger. Talk through it with them when they have finished and ask them what they have drawn.

Lunch and water break

Understanding the world

Construction

Parents will be supporting the children to create a cave using large sheets.

What you will need:

- Large sheets
- Chairs
- Cushions
- Torches

Activity:

Put the chairs back to back, around a meter apart. Cover it with a large sheet to make a den cave. Talk to the children about what



Lunch and water break

Personal, social and emotional development

Hygiene

We will be discussing how to cough and sneeze into our own elbows.

Talk to the children about germs that we can spread and the importance of sneezing and coughing into our elbows. Demonstrate and encourage the

encourage a pinch, pincer grip.



Expressive arts and design

Art technique

We will introduce a variety of materials to paint with.

What you will need:

- Pegs
- Cotton wool
- Flower
- Foil
- Leaf
- Feather
- Sponge
- Paper
- A variety of paint colours

- 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?

Physical development

Pre-writing skills

Dot to dot is a great way to support the development of children's hand-eye coordination as well as their pre-writing skills.

What you will need:

- Paper
- Felt pen
- Pencil

Activity:

For this activity you will need to create dots on a piece of paper approximately an inch apart. Create dots in a

Using the chalk, create a large fire on a fence/ tuff tray/ concrete ground. Explain to the children that there is a fire and that you need them to become firefighters to put out the fire. Provide the water spray bottles and support them to spray the fire to put it out.

Talk to the children about fire fighters and what they do to help the community. What do they wear to keep safe. Use visual aids, such as pictures to support the discussion.



Plenary activity- use the fire truck template and a piece of red

animals live in a cave. Ask the children what they could use to make the cave cosier for the animals.



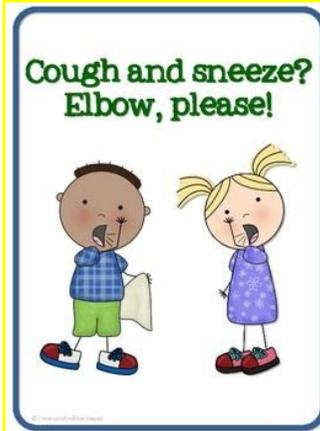
Fill the cave with cushions and blankets. Encourage the children to pretend they are bears and sit in the cave. Ask the children what they think the bears do in the cave and introduce the word hibernation.

Explain that bears eat lots of food and go sleep when it is winter and cold. They then wake up in the spring when it is warm.

Key vocabulary and questions:

- Hibernation

children to practise doing this too.



Key vocabulary and questions:

- Germs
- Hygiene
- Spread
- Elbow
- Cough
- Sneeze
- Washing hands
- What do you think happens if you don't cover your mouth when you cough?

Activity:

Use the pegs to pinch and pick up a different material. For example, a cotton wool ball. Whilst holding the peg, dip it into the paint and make marks on the paper. Use stamping and stroking techniques to make marks.

After demonstrating the activity to the children, encourage them to make their own marks and explore the different patterns the materials make.



Motor movers

Rock a Bye Baby

line, circle or spread randomly.

Demonstrate to the children how to put the pencil on top of one of the dots and draw a line to connect it to another dot.

Support the children to hold the correct grip of the pencil, using their thumb and first two fingers.

Key vocabulary and questions:

- Writing
- Pencil
- Tip, flip and grip
- Can you draw a line to connect the dots?
- I wonder how we can connect the dots together.

Lunch and water break

Expressive arts and Design

<p>paper/ red card to create your very own fire truck picture. Cut out the shapes beforehand and give them to the children mixed up. Show the children a picture of a fire truck and let them freely stick the shapes onto the red piece of paper/ card. Talk to the children about the shapes that they have used and what they have used them for. Fire truck cut outs.</p> <p>Key vocabulary and questions-</p> <ul style="list-style-type: none"> • Firefighter • People who help us • Fire truck • Fire • Safety • Water • How can we put the fire out? • What can the fire fighters help with? 	<ul style="list-style-type: none"> • Den • Cave • Bear • Bat • Winter • Spring • What animals live in a cave? • What can we use to make the cave more comfortable for the bears? <p><u>Expressive art and design</u></p> <p>Printing</p> <p>This activity will allow children to freely express their imagination whilst exploring different mark making techniques and colours.</p> <p>What you will need:</p> <ul style="list-style-type: none"> • A variety of kitchen utensils with different 	<ul style="list-style-type: none"> • What do germs do to your tummy? <p><u>Maths challenge</u></p> <p>Can you count from 0 to 3?</p> <p>Use jumping jacks to jump and count from 0 to 3.</p> <p>What else can you count around the house?</p>  <p>Key Vocabulary and questions:</p> <ul style="list-style-type: none"> - Counting - 0, 1, 2, 3 - How many jumps can you do? 	<p>Rock-a-bye baby on the tree top, when the wind blows the cradle will rock. If the bow breaks the cradle will fall, we will catch baby cradle and all.</p> <p>Sit and sing the rhyme together rocking a pretend baby backwards and forwards.</p> <ul style="list-style-type: none"> - Stand up and be a tall tree. Wave your branches in the wind. High, low, to the front and behind. - Swing both arms from side to side stretching out as far as you can. (x3) - Swing forwards and backwards reaching out to the front and behind. (x3) - Stretch up high, turn around. 	<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>  <p><u>Expressive Arts and Design</u></p> <p><u>Music</u></p>
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- Who should you call if there is a fire emergency?

Understanding the world

Project

Our project this half term is about people who help us. Begin the lesson by talk to the children about people they think help them. Give them ideas, such as Mummy/ Daddy/ teacher/ dentist and doctor. Explain a few things that each of these people do to help them.

What you will need:

- Books based on people who help us.
- A quiet and cosy area to explore, read and discuss the books

patterns. E.g. a potato masher, spatula

- a large piece of paper
- A variety paints on a plate/ tray.

Activity:

Demonstrate to the children how to dip the utensils into the paint and print them onto the large paper. Encourage the children to make their own prints. Talk about the different colours that are made and nay colours that have mixed together to create a new colour.



Key vocabulary and questions:

- Can you count the windows?

Plenary- if the children can confidently count from 0 to 3 without any prompts or support from an adult, then you can extend their counting 0 to 5.

Motor movers

Rock a Bye Baby

Rock-a-bye baby on the tree top, when the wind blows the cradle will rock. If the bow breaks the cradle will fall, we will catch baby cradle and all.

Sit and sing the rhyme together rocking a pretend baby backwards and forwards.

- Stand up and be a tall tree. Wave your branches in the

Stop arms by your side and count to 3.

- Stretchy up high and turn the other way. Stop arms by your side and count to 3.

End motor movers by laying on your back, eyes closed. Count to 5.

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



Motor movers

Rock a Bye Baby

Rock-a-bye baby on the tree top, when the wind blows the cradle will rock. If the bow breaks the cradle will fall, we will catch baby cradle and all.

<p>Activity: Read stories to the children about people who help us. Alternatively you can read a story to the children where there is a character who is of a profession or helpful in general. A person of profession would be a doctor, dentist, teacher, police, fire brigade, post person, etc.</p> <p>Key questions:</p> <ul style="list-style-type: none"> - Who can you see in this picture that helps people? - People who help us - How do they help us? - <p style="text-align: center;"><u>Physical Development</u></p> <p><u>PE with coach Marc</u></p>	<ul style="list-style-type: none"> • Stamping, printing • Red, yellow, blue, green, orange, purple <p style="text-align: center;"><u>Maths</u></p> <p style="text-align: center;">Shape</p> <p>In this lesson the children will be using different shapes to create their own house.</p> <p>What you will need:</p> <ul style="list-style-type: none"> - Provide different colours of different shapes. - Cut outs of circles, squares, triangles and rectangles. <p>For example, a square for the house and a triangle roof, circles for the windows and a rectangle for a door.</p> <p>Key words and questions:</p> <ul style="list-style-type: none"> - Circle - Square 	<p>wind. High, low, to the front and behind.</p> <ul style="list-style-type: none"> - Swing both arms from side to side stretching out as far as you can. (x3) - Swing forwards and backwards reaching out to the front and behind. (x3) - Stretch up high, turn around. Stop arms by your side and count to 3. - Stretchy up high and turn the other way. Stop arms by your side and count to 3. <p>End motor movers by laying on your back, eyes closed. Count to 5.</p>		<p>Sit and sing the rhyme together rocking a pretend baby backwards and forwards.</p> <ul style="list-style-type: none"> - Stand up and be a tall tree. Wave your branches in the wind. High, low, to the front and behind. - Swing both arms from side to side stretching out as far as you can. (x3) - Swing forwards and backwards reaching out to the front and behind. (x3) - Stretch up high, turn around. Stop arms by your side and count to 3. - Stretchy up high and turn the other way. Stop arms by your side and count to 3.
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I wonder what you will be doing during your PE session today.

Remember to drink lots of water.



- Rectangle
- Triangle
- What shape can we use for the roof? What shape has 4 sides?
- What will your house look like?

Extra activity:
Use the shapes to create a car, then, show children a picture of a car and encourage them to use the different shapes. For example, a rectangle body, circle wheels and square windows.



End motor movers by laying on your back, eyes closed. Count to 5.