

The Hedgehogs' Class online timetable week 5

[Welcome story with Kate](#)

<u>Key Learning Intentions for this week</u>				
<ul style="list-style-type: none"> • Understand the use and need of libraries. • Count out 1 to 5 objects with minimal support. • Use sensory touch to guess shapes. • Match numbers according to appearance. • Use a pinching grip to create ice paint marks. 				
<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Morning				
<p style="text-align: center;"><u>Expressive arts and Design</u></p> <p style="text-align: center;"><u>Creative Movements</u></p> <p>9.30-10am 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 style="text-align: center;"><u>Physical Development</u></p> <p style="text-align: center;"><u>PE with Coach Marc</u></p> <p>I wonder what you will be doing during your PE session today.</p> <p>Remember to drink lots of water.</p> <p>Try to do some stretches before the activity.</p> <p>Can you touch your toes?</p> <p>Can you reach the sky?</p>	<p style="text-align: center;"><u>Personal, social and emotional development</u></p> <p style="text-align: center;">Wellbeing</p> <p>Wellbeing is important at all ages. For today's wellbeing activity, we will be encouraging the children to be active.</p> <p>To begin, encourage the children to take 5 deep breaths and sit comfortably on the floor.</p>	<p style="text-align: center;"><u>Maths</u></p> <p style="text-align: center;">Number focus</p> <p style="text-align: center;">Number matching</p> <p>Today, the children will work on recognise and match numbers together.</p> <p>What you will need:</p> <ul style="list-style-type: none"> - Post-it notes - Thick marker/ felt pen <p>Activity: Begin by recapping the different numbers 0- 5. Write each number on a</p>	<p style="text-align: center;"><u>Physical development</u></p> <p style="text-align: center;">Prewriting skills</p> <p>Developing fine motor skills is important to develop and to practise in early years. This activity's purpose is to support the pencil grip development of the children.</p> <p>What you will need:</p> <ul style="list-style-type: none"> - Paper - Pencil colours <p>Activity: Parents will begin by talking about the</p>



Expressive Arts and Design

Music



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

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

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



Understanding the world

Water

Today parents will be supporting the children to explore and experiment with kitchen utensils with holes.

What you will need:

- Water tray
- Colander
- Whisk
- Strainer
- Sieve
- Washing up liquid

We are going to yoga today. Today's yoga is called Frank the frog. Click the following link [Frank the frog yoga](#).

Key vocabulary and questions:

- Can you sound like a frog?
- Can you hop like a frog?
- Jump
- Hop
- Stretch
- Bend
- Squeeze
- Breath
- Yoga

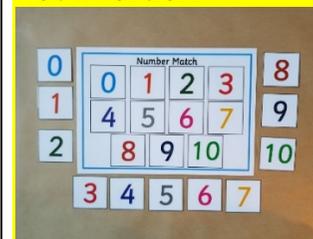
Physical development

Outdoor fun

Take some time to go for a walk or to a park. Encourage the children to collect some sticks and introduce the idea of making a natural dream catcher.

What you will need:

post-it note. Making sure one number is on each post-it note. Repeat this step, so that you have two of each. Place one set of the numbers down on a table, or on a wall at the children's height. Ask the children to match the numbers from their hand, to the numbers on the wall. Make sure that they numbers in their hand is not in order.



Keywords and questions:

- Can you match the numbers together?
- Which number is number 3?
- Counting
- Numbers

different colour pencil that they have. Discuss what the colour is and what things are the same colour as the pencil. For example, red pencil is the same colour as an apple, strawberry, red bus.

Ask the children to choose their favourite colour. Discuss again what things they know are the same colour.

Provide the children with some paper and encourage them to draw all things of that colour.

Continue to support the children's pencil grip.



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.



Plenary: Create your own ending to the

Activity:

Begin this lesson by talking to the children about the water and how you need help to create some bubbles. Give the children to fill, pour, and observe the different effects of the water, with the different utensils. Next, add some washing up liquid and whisk the water quickly to create bubbles. The more you do this the more the bubbles will form. Encourage the children to whisk the water too. Can you blow bubbles with any of the utensils?

Key vocabulary and questions:

- Bubbles
- Pouring
- Water
- Whisking
- Mixing
- Whisk
- Blowing

- Sticks
- Different coloured wool
- Feathers (optional)

Activity:

Support the children to create triangle shapes from their sticks. Look at pictures of dream catchers online at discuss how the string wraps around the sticks to create different patterns.

Support the children to tie the ends of their triangle with string. Then demonstrate how the children can wrap the string around their dream catcher and weave it in and out of the different sides. Support the children to continue and use as many colours as they like. At the end, create a loop on one side so that the dream catcher can be hung. Add feathers to one side,

Expressive arts and design

Specific painting

Now, we are going to look at a famous artist Wassily Kandinsky, as inspiration. The children are going to be making their own versions, of the famous circles.

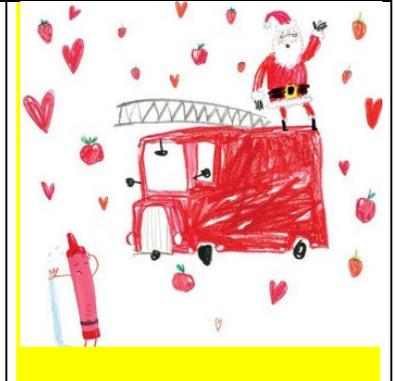


What you will need:

- Paper
- Paint
- Ruler
- Pencil
- Paint brushes

What you need to do:

Introduce the artist and show pictures of the famous circles. Support the children to use a pencil and a ruler to



Expressive arts and design

Art technique

Ice painting

Parents will be supporting the children to hold paint cube sticks and create marks.

What you will need:

- Pre-frozen paint on sticks
- Paper

Activity:

Begin by discussing yesterday's activity where we created a

<p>stories that you read and encourage the children to answer the question, “What do you think will happen next?”</p> <p>Key vocabulary:</p> <ul style="list-style-type: none"> • Story • Book • Character • Pages • Spine • What do you think will happen next? • Can you think of a different ending? • <p>Lunch and water break</p> <p>Physical Development</p> <p>PE with coach Marc</p> <p>I wonder what you will be doing during your PE session today.</p>	<p>It is time for a water and snack break!</p> <p>Communication and language</p> <p>Rhyme time</p> <p>Today we will be doing ...</p> <p>“The good morning train”</p> <p>If you know, the rhyme sing the song and demonstrate some actions. This rhyme is the same tune as, “She’ll be coming round the mountain”</p> <p>Song lyrics:</p> <p>The good morning train is coming, how are you? Choo, Choo.</p> <p>The good morning train is coming, how are you? Choo, Choo.</p>	<p>allowing them to dangle. The feathers are to help catch the bad dreams!</p> <p>Key words and questions:</p> <ul style="list-style-type: none"> - Autumn - Cold - Red - Orange - Yellow - Brown - Dreams - What do you dream about when you go to sleep? - Good dreams - Can you make a triangle?  <p>It is time for a water and snack break!</p>	<p>divide the page in to four squares. Next, demonstrate to children how to paint a circle in the centre of one of the squares. (You can also draw circles in pencil for children to follow using paint).</p> <p>Use other paints to layer up the circles, adding bigger circles of colour around the first circle, until you have filled the square space with colourful concentric circles.</p> <p>It is time for a water and snack break!</p> <p>Personal, social and emotional development</p> <p>Story time</p> <p>Today we will be reading</p>	<p>mixture for our ice cubes.</p> <p>Provide the children with paper and demonstrate how to hold the lolly stick. Make marks on the paper with the ice paint cubes. Continue to support the children to hold the lolly stick with a pinching grip.</p>  <p>Understanding the world</p> <p>Project</p> <p>For this activity, parents will be talking to the children about transport that you may find on the road, through small world play.</p>
--	--	--	---	---

Remember to drink lots of water.



Personal, social and emotional development

Role play

It's time to make our very own library!

What you will need:

- Lots of books
- A library card/pretend card
- A cosy corner set up with cushions and a blanket.

Activity: Parents will begin by talking to the children about a library. Discuss with the children what a library

The good morning train is coming, the good morning train is coming, the good morning train is coming, how are you? Choo, Choo.

Lunch and water break

Maths

Number focus

Today parents will be supporting the children to count out objects 1 to 5.

What you will need:

- 5 paper cups
- 15 pipe cleaners/ 15 spaghetti straws/ sticks
- A black marker pen
- Blue tac
- Pencil

Activity: Place the blue tac at the bottom of the cup

Communication and language

Story time

Today we will be reading

“Goodnight, goodnight, construction site”.

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

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

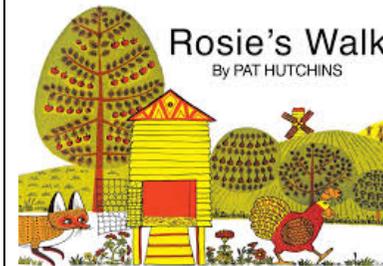
Key vocabulary and questions:

- When did the construction site go to sleep?
- Can you see the crane?
- What do you think they are building?
- Construction site
- Cement mixer
- Digger truck

“Rosie’s Walk”.

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

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



Key vocabulary to practise:

- Wet
- Dry
- Smell
- Taste
- Touch
- Senses
- Feeling
- Texture
- How do you think Rosie was feeling?
- Why do you think the fox did that?

What you will need:

- Small transport vehicles
- Cardboard tubes.

Activity:

Parents will support the children to roll small cars through the cardboard tubes. Whilst they do this, discuss with the children what cars they can see outside. What types or transport have they been on, that have wheels.

Discuss with the children about the speed of the cars they are playing with. Is the car going fast or slow through the tube?

Key vocabulary:

- Transport
- Car
- Bus
- Bike
- Scooter
- Rolling
- Fast

is and what you can do while you are there.

Set up area to look like bookshelves/ like a library. Create a cosy seating area and allow the children to choose some of their favourite books to read or look through. Explain how a library card works and use the number 5 as the number of books they are allowed to “check out” of the library. Count out 5 of the children’s favourite books, or books they want to read later. Keep them to one side and read at allocated times. For example, at bedtime ask the children to choose a book from their library collection.

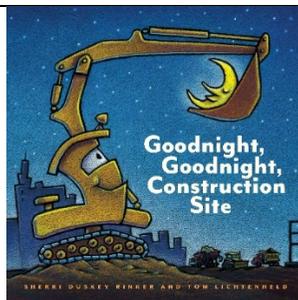
Key vocabulary to ask:

- Library
- Borrow books

and use the pencil to carefully make holes at the bottom of the cup, starting with one hole in the first cup up to 5 in the last cup. Repeat this for the rest of the cups. Write a number on each cup. Numbers 1 to 5. Support the children to create crazy hair strands and explain that each cup has a number on them. Each number represents how many strands of hair the cup needs. For example, cup number 3 will have 3 pipe cleaners laced through the hole. Then, place the cup upside down. Talk to the children about the numbers on the cups and count each one out.

Key vocabulary and questions:

- How many hairs do you have?
- Can you count out the hairs with me?



Motor Movers

Humpty Dumpty

Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.
All the king’s horses and all the king’s men,
Put Humpty Dumpty together again.

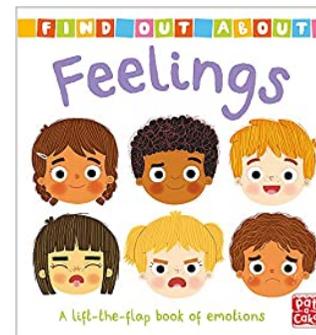


Sing the rhyme together

Lunch and water break

Wellbeing

Parents will be supporting the children to discuss their feelings. Children need to have the opportunity to talk about their feelings.



Click the link to watch a video about feelings [How I feel.](#)

After they have listened to the book, discuss with your child how they feel when they are hungry or when they fall over or when they are given a gift.

- Slow



It is time for a water and snack break!

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.

Understanding the world

Sand

Let's discover some buried treasure.

What you will need:

- A deep tray with salt/ rice
- Play jewellery
- Large coins
- A box to be used as the treasure box
- Paper
- Felt pens
- Treasure map template

Activity:

Talk to the children about a treasure chest that lost all its treasure in the sand. (Mix the treasure into the sand beforehand). Support the children to help you find the jewellery and large coins. Place the items into the treasure box. Explain to the children

- 1, 2, 3, 4, 5

Understanding the world

Project

Today we could encourage the children to use their imagination to create their own transport.

What you will need:

- Recycled box and drinks lids
- Masking tape
- Paint
- Any other recycled materials that could be used.

Activity:

We could begin talking about the different types of transport they use or have seen. Talk about the different features of the different transport too. For

- Stretch up tall to touch the top of the wall.
- Walk along the wall in a straight line-careful not to fall!
- Now walk backwards along the wall.
- Pretend to sit on the wall. Sing the song again.

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

Lunch and water break

Expressive arts and design

Art technique



Ask children to take turns to share how they feel today are they happy, sad, tired, shocked and encourage them to explain why. Support them with their vocabulary.

Key vocabulary:

- Feelings
- Happy
- Sad
- Shocked
- Hungry
- Angry
- Excited
- How are you feeling today?
- How do you feel when you want to go to bed?
- What makes you happy?
- How do you think other people feel?
- The same
- Different

Physical development challenge



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

Key questions and vocabulary:

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

Lunch and water break

Expressive arts and Design

<p>that you are hunting for buried treasure. Discuss who else hunts for buried treasure? Where can you find buried treasure?</p> <p>The children can use the treasure map template to create their own treasure map. Begin by using a cold damp tea bag and ask the children to brush it across the paper to create your treasure map. Once the paper is dry, support the children to use colours, to decorate the map with islands, the sea and more.</p> <p>Key vocabulary:</p> <ul style="list-style-type: none"> - Treasure hunt - Buried in the sand - Pirates - Digging <p style="text-align: center;"><u>Literacy</u></p> <p style="text-align: center;">Mark making</p>	<p>example how many wheels or the colour of the vehicle. Provide the materials to the children and support them to create their own recycled version of a transport vehicle. Encourage the children to use recycled materials to create features on their model. Use paints to decorate and make their model more colourful.</p> <p>Key vocabulary:</p> <ul style="list-style-type: none"> - Train - Bus - Bike - Plane - Car - Scooter - Boat - Taxi - How does the car move? 	<p>Parents will be supporting the children to create their own marks, using different art technique.</p> <p>What you will need:</p> <ul style="list-style-type: none"> - Paper - A variety of coloured pens - Masking tape <p>Activity: Begin by talking to the children about the different colour pens they can find around the house. This activity can be done with felt pens or pencils. Tape 2 or 3 pens together and hold the pens to make marks. Demonstrate and show the children how the pens have made the same patterns and multiple times.</p> <p>Key vocabulary:</p> <ul style="list-style-type: none"> - Red - Orange - Yellow 	<p>Bean bag throwing</p> <p>This challenge is a great way to develop children's hand eye co-ordination and gross motor movements.</p> <p>What you will need:</p> <ul style="list-style-type: none"> - Bean bag/ ball - Bucket - Masking tape  <p>Begin by making a line of tape on the floor. Ask the children to take 3 steps back from the line and create another line.</p> <p>Explain that the children cannot cross the line. Ask them to try</p>	<p><u>Creative Movements</u></p> <p>9.30-10am 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 style="text-align: center;"><u>Expressive Arts and Design</u></p> <p style="text-align: center;"><u>Music</u></p>
--	--	--	--	--

<p>Parents will be supporting the children to use chalk to make marks.</p> <p>What you will need:</p> <ul style="list-style-type: none"> - Chalk <p>Activity Introduce the activity to the children. Explain that they will be using chalk to create their own expressions outside. Demonstrate to the children how to hold the chalk correctly and make marks. Support the children through the activity and encourage them to make horizontal, vertical lines and circles.</p> <p>Key Vocabulary:</p> <ul style="list-style-type: none"> - Lines - Writing - Mark making - Circle 	<p><u>Expressive arts and design</u></p> <p>Drawing</p> <p>In this lesson, the children will be using marks to create their art expressions.</p> <p>What you will need:</p> <ul style="list-style-type: none"> - Crayons - Paper <p>Activity: Provide the children with the paper and coloured crayons. Demonstrate to the children how to use the crayon to make harsh and soft lines. Demonstrate to the children how to use the side of the crayon to make marks too. Allow the children to freely mark make and support where needed.</p> <p>Key vocabulary and questions:</p> <ul style="list-style-type: none"> - Art 	<ul style="list-style-type: none"> - Brown - Blue - Green - Purple - Pink - Lines - Circles <p><u>Maths</u></p> <p>Shape Let's support the children's mathematic learning, by providing resources to learn shapes.</p> <p>What you will need:</p> <ul style="list-style-type: none"> - An opaque bag - Shaped objects of a circle - Square - Triangle and circle <p>Activity: To begin, parents will show the children the items. Practise saying the shape of each object together. Place them all into the bag so that the children cannot</p>	<p>to throw the beanbag across the line. Demonstrate first and then support the children to do the same.</p> <p>Next, provide a bucket in the same place as the masking tape goal and ask the children to do the same. Support them to throw the beanbag into the bucket. If this begins to be too easy, as the children to take another step back.</p> <p>Key vocabulary and questions:</p> <ul style="list-style-type: none"> - Throwing - Throw - Under arm - Over arm - Can you throw the beanbag into the bucket? - How can we get the beanbag over the line? <p><u>Maths challenge</u></p>	 <p>It's time for music with Janie! I wonder what music you will be enjoying today!</p> <p>Remember to keep practising your songs and you can even perform them for you family.</p>  <p>Motor Movers</p> <p>Humpty Dumpty</p> <p>Humpty Dumpty sat on a wall. Humpty Dumpty had a great fall.</p>
---	---	---	--	--

<ul style="list-style-type: none"> - Can you show me how to make a straight line? <p>Can you show me how to draw a small circle/ big circle?</p>	<ul style="list-style-type: none"> - Expression - Soft marks - Harsh marks - Mark making 	<p>see. Support the children to feel an item and tell you what they think it is. After the children's prediction, pull the item out of the bag and discuss the findings. Repeat the activity with all the objects and repeat the activity as a whole if needed.</p> <p>Key words and questions:</p> <ul style="list-style-type: none"> - What do you think is in the bag? - Can you guess the shape? - Don't look! - Circle - Square - Triangle - Rectangle 	<p>Creating paint cubes</p> <p>Now, it's time to create paint cubes for an activity in tomorrow's lesson.</p> <p>What you will need:</p> <ul style="list-style-type: none"> - Ice cube tray - Paint - Jug with water - Lolly sticks <p>Activity:</p> <p>Begin by explaining the activity to the children. Encourage the children to mix the paint with water and pouring it into the ice cube trays. Do this in small quantities to create multiple colours.</p>	<p>All the king's horses and all the king's men, Put Humpty Dumpty together again.</p>  <p>Sing the rhyme together</p> <ul style="list-style-type: none"> • Stretch up tall to touch the top of the wall. • Walk along the wall in a straight line- careful not to fall! • Now walk backwards along the wall. • Pretend to sit on the wall. Sing the song again.
---	--	---	---	---

Physical development

Pre-writing skills

This afternoon we will be working to develop their fine motor skills.

What you will need:

- Zip lock bag
- Cello tape
- Rice/ lentils'
- Small random

Activity:

Fill the zip lock bag half way with rice. Add some small random items that the children will try to find. Close the zip lock bag and tape it up, to prevent the items from spilling out.

Place the bag flat on the floor/ table. Demonstrate to the children how they can use their fingers to push the rice around and find the different objects inside. Discuss



Freeze them over night and keep them ready for the activity tomorrow.

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

the items that the children find too.



**Key vocabulary/
questions:**

- Can you find the objects?
- Pull
- Push
- Search
- Find
- Pinch
- What colours can you find?
- Can you find a round shape?