

Lessons highlighted will also be available as a live stream from the teacher.

		MONDAY 22 nd February		
Time	Topic	Details (where / provided / materials you will need / web links)	Complete, hand-in, photograph or upload	Success (circle or highlight all that apply)
9:00 – 9.30	Physical – Music and Movement and calm down with Yoga	<p>Explain that it is time to move our bodies. Adults to model moving body – shaking arms, legs, hands and feet. Adults to model actions and encourage children to engage.</p> <p>Heads shoulders knees and toes Shake your sillies out Wash your dirty hands Let's go walking One little finger</p> <p>Cool down - Relaxation</p>	Upload photograph to Earwig	<p>Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand</p>
9.30 – 10.00	Communication/Attention Builder	<p><u>Hello</u> <u>Hello Hello!</u> Say Hello – waving is the Makaton sign for wave.</p> <p>What day is today? (worksheet – look at the symbol together) CBeebies: Monday Song - YouTube</p> <p>What colour is the symbol for day? (worksheet)</p>	Upload photograph to Earwig	<p>Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand</p>

		<p>Attention Bubble Snake – (See separate sheet for pictures of what the bubble snakes should look like).</p> <p>Instructions: Cut the bottom of a water bottle off and slide the sock over the bottom of the bottle.</p> <p>Use the duct tape or a rubber band to secure the sock.</p> <p>Pour dish soap and a little bit of water into a shallow container and mix.</p> <p>Dip the sock covered bubble blower into the solution and gently blow.</p> <p>Optional: Add different food colouring drops onto the sock-covered end of the bottle to make a rainbow bubble snake.</p>		
10.00 – 10.30	Sensory Song/Story	<p>The Weather Sensory Story</p> <p>Revisit one of the seasons/weather sensory stories that we have been looking at last half term – maybe the one that your child responded to the most.</p> <p>Let your child explore the sensory materials from the story.</p> <p>Functional reading and listening (See Worksheet)– Can your child match the weather pictures – Maybe they may need some hand over hand help? Can they match the correct picture to the symbol?</p>	Upload photograph to Earwig	

		If you say the weather type can your child point to correct picture and/or symbol?		
11.00 – 11.30	Numeracy/SSM	<p>Shapes Flour stencil - Cut out the coloured shapes worksheets to make a stencil. Put the stencil on to a tray and sieve flour over it. Remove stencil to reveal the shape in the flour. If you have shapes at home, you can use these instead of the stencil.</p> <p>Or place the worksheet in a thin layer of sensory materials and trace round the shape with your child.</p> <p>Use can also use descriptive language of the shapes once the shape is revealed i.e. Heart – 2 curves and one point Diamond – 4 sides, 4 corners Oval – Curved sides, like a squashed circle Star – 5 points</p> <p>Can your child trace the outline of the shape? Can your child name the shape independently? Or with prompting?</p>	Upload photograph to Earwig	Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand
11:30-12:00	Writing	Go for a walk or to your garden and collect items that can be used for mark making and printing. Twigs, pinecones, and leaves will all work well. Let your child explore the different textures with their hands. For more of a sensory experience encourage your child to use their 'nose to smell' the different	Upload photograph to Earwig	Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard

		<p>items. What do they smell like? If you tap them in a hard surface, do they make a sound. – ‘Listen with your ears’,</p> <p>Bring the items home and choose a variety of natural coloured paints (or any colour that you have) and place the natural mark making tools in the paint to make prints and marks. You could also trace around the objects or use crayons and make a tracing by placing an object under the paper.</p> <p>Does your child observe the marks that they make?</p> <p>Do they make a preference for any of the tools?</p> <p>How do they explore?</p>		<p>Too easy</p> <p>I (parent) didn't understand</p>
1:00-2:00	Project	<p>Indoor Scavenger hunt (Worksheet) – Send your child on a hunt around the house to find some of these items on the list. You could make them more visible to make the hunt easier or on a tray in front of your child. Maybe they have brothers and sisters who can help? Or you could find them together to build.</p> <p>This will all help to build more awareness of the names of common items around the house.</p>	<p>Upload photograph to Earwig</p>	<p>Not attempted</p> <p>Refused</p> <p>Partially attempted</p> <p>Completed</p> <p>Loved it!</p> <p>Didn't enjoy it</p> <p>Too hard</p> <p>Too easy</p> <p>I (parent) didn't understand</p>
2.00 – 3.00	Art and Craft	<p>See Playdough Recipe Worksheet – Encourage your child to scoop/ mix/ pour independently</p> <p>Ask your child to choose what they would like to add to their playdough to change the texture – sand/ rice/ cous cous/ seeds/ lentils/ oats (Give them a choice of 2).</p>	<p>Upload photograph to Earwig</p>	<p>Not attempted</p> <p>Refused</p> <p>Partially attempted</p> <p>Completed</p> <p>Loved it!</p> <p>Didn't enjoy it</p> <p>Too hard</p>

		<p>Add spice/ scents to enhance sensory experience</p> <p>If you have different coloured food colouring at home, ask your child what colour they would like their play dough to be?</p> <p>Let your child explore and manipulated the play dough with their hands and fingers.</p>		<p>Too easy</p> <p>I (parent) didn't understand</p>
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Upload progress to Earwig:

Key subjects on the Curriculum this ½ term for wider exploration:

Light and Dark

Seasons

Weather

Shapes

Recognising Numbers