

Chinchilla Class Learning Programme 1st to 5th March 2021

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

| | | Tuesday March 2nd | | |
|---------------|---|--|---|--|
| Time | Topic | Details (where / provided / materials you will need / web links | Complete, hand-in, photograph or upload | Success (circle or highlight all that apply) |
| 9:30 – 10:00 | Daily Mile | Go for a walk in the local area where it is safe to do so. Go on a texture treasure hunt looking for things you can see that feel rough on your walk. Take photos along your route to share what you heard on Earwig. (only point out things that start with the hard 'b' sound like cat and car not circle with the stretchy long 's' sound). | Photos of your daily walk and the different rough objects you saw on your walk, upload to earwig with parent comment. | Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand |
| 10:30 – 11:00 | PE WALT: Experiment with different ways of moving. | Warm up: _Gentle body Movement to Laurie Berkner The Goldfish Adults to model and children to follow the instructions to engage with: Practise: Sleeping, lift up heads, shake out tails, swimming, Washing actions, Ride bicycle actions, Tooth brushing actions Main: Cosmic Kids yoga. Safeguard the Handwashing Soap A Cosmic Kids Yoga Adventure! - YouTube Cool down: Time Out (Peace Out: Guided Meditation for Kids) Cosmic Kids - YouTube | Pictures or video of child joining in the yoga on Earwig. Say what they achieved and how much help was given. | Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand |
| 11:00- 11:30 | Communication | <ul style="list-style-type: none"> <i>Musical que There was a Princess long ago singed by singing hands .Singing Hands: There was a</i> | Photos of your child learning and | Not attempted Refused Partially attempted |

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| | WALT – recognise and use key words in the story | <p>Princess Long Ago - Nursery Rhyme - Makaton Sign Language – YouTube</p> <ul style="list-style-type: none"> • Read the PPT of the story/rhyme. Can they find the noun on their symbol board? Can they repeat some of the phrases after you? • Core/ foundation Princess symbol bingo instructions on the print out. They can either match the symbols by covering on top or a sensory item, like glass gems, gold coins, Or use a bingo dabber to blot them off. • YOU WILL NEED: You tube video on a device. There was a princess bingo cards and instructions Objects to cover the bingo squares like glass gems, coins or buttons or use a pen or bingo dabber. | matching the identifying the symbols on the bingo boards on Earwig with comment from parent to say what they achieved and how much help was given. | Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand |
| 11:30-12:00 | <p>Handwriting WALT Make a square and k out of playdough, with paint or pens</p> | <ul style="list-style-type: none"> • Warm up: Join in the you tube video by Early years Emily. https://www.youtube.com/watch?v=yL2h-apUJak • Sing and do the actions to change the shape of the dough. • Intro Have fun teaching square song https://www.youtube.com/watch?v=rb8Y38eilRM • Adult to model forming a square, using a rolled line of playdough to form the square shape. • Support your child to make the square shape by rolling or cutting • Model writing the square shape in the air with finger, on paper and on screen. Support your child to draw over the square shape . • Then repeat for letter k. | Pictures of the shapes/ letters created on Earwig with comment from parent to say how much help was given. | Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand |


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| | | <ul style="list-style-type: none"> *Rainbow write over the number 7 outline several times, each time with a different colour of the rainbow. <p>OR chalk squares on patio outside and use brushes and water to go over the shapes and lines.</p> <p>Additional Learning: tactile/kinaesthetic awareness to reinforce writing skills on a chalk board or in sand, using playdoh or sensory material e.g. shaving foam. Puzzles, threading and building.</p> <ul style="list-style-type: none"> Recording: Annotate over written rainbow write shapes/ letters created on Earwig with comment to say what was achieved and how much help was given. Stick in Physical development books <ul style="list-style-type: none"> You will need: playdough rolling pin, square shape outline, number 7 outline coloured pencils writing pencil. Chalk paint brush, bucket water. | | |
| 1:00-1:30 | <p>Maths</p> <p>WALT:</p> <p><i>To count and recognise numerals to 5/10/20</i></p> | <ul style="list-style-type: none"> Join in with the Count to 20 song: https://www.youtube.com/watch?v=0VLxWIHRD4E Morris the Magpie's nest powerpoint Count and select correct numeral. Pupils show answer by selecting correct numeral. <p><i>Number recognition. Count how many objects on each card and put peg on or circle the right number.</i></p> | Photo of child counting the objects, identifying correct numbers on the cards on Earwig with a comment from parent to say what they achieved and | <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> |


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| | |  <p>You will need: Youtube video, Morris Magpie powerpoint Number peg on cards</p> | how much help was given | |
| 1:30-2:30 | <p>WALT Explore what castles were like</p> | <p>Musical queue: https://www.youtube.com/watch?v=rEbrwAIEDRI Castle song with actions. Introduction: Something special season 8 episode 20: Castle watch from 4:07-7:34) Pause to learn and practise the signs for castle, soldiers, cannons, king, queen and crown. https://www.dailymotion.com/video/x5jalp9</p> <p>Activity Watch how to make a crown (7:35-9:43). Make and decorate a crown to pretend to be a king or queen living in a castle. Foundation: High level of adult support. Extension: Use Makaton colour signs and verbal sentences where appropriate to describe the sequins or glitter they have stuck on their crowns. Adults support by modelling.</p> | Photo of child's crown on Earwig with a comment from parent to say what they achieved and how much help was given | <p>Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand</p> |

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| | |  <p>Plenary Review what we have learnt by watching from 14:45- 17:05 and reflect on what else a castle needs for kings and queens. YOU WILL NEED: Castle symbol board wk 1 Cardboard strips to go around pupils heads Sequins Jewels, glitter. glue, paint, scissors</p> | | |
| 2:30 – 2:45 | Story time / Literacy | Share a story with your parent. You will need: Story book, blanket, cushion, something to cuddle. | None. | Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand |

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Wednesday 3rd March.

| Time | Topic | Details (where / provided / materials you will need / web links) | Complete, hand-in, photograph or upload | Success (circle or highlight all that apply) |
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| 9:15 – 9:45 | Phonics | <ul style="list-style-type: none"> • *Watch the set 1 sounds on the video https://www.youtube.com/watch?v=yln6PpV1G1I&list=RDCMUCo7fbLgY2oA_cFCI9GdxtQ&index=10 • *Then Bounce patrol e song. • *Look at the words on the symbol board. Teach them what each one means and sound out the letters f-i-n. (watch the video of how to sound out the words https://www.youtube.com/watch?v=MNyFikwNQTg&list=RDCMUCo7fbLgY2oA_cFCI9GdxtQ&index=28.) • Your child might repeat verbally or they could point to the sound cards as you say the sounds or the correct symbol card. • *Go on a sound treasure hunt around the house to find things that have the e sound in them like net or bell. • You will need: Laminated letter cards cut up. e words symbol board. | Photos of the objects beginning with the 'e' sound that you found on Earwig comment from parent to say how much help was given. | Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand |
| 9:45 – 10:15 | Daily Mile | <ul style="list-style-type: none"> • Go for a walk in the local area where it is safe to do so. Go on a letter sound treasure hunt repeat looking for things you can see that have the sound 'b' in them on your walk. Take photos along your route to share what you heard on Earwig. | Photos of your daily walk and the different 'b' things you saw on your walk, upload to earwig with parent comment. | Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard |

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| | | | | Too easy I (parent) didn't understand |
| 10:30 – 11:00 | Maths WALT: <i>To count and recognise numerals to 5/10/20</i> | <ul style="list-style-type: none"> Join in with the Count to 20 song: https://www.youtube.com/watch?v=0VLxWIHRD4E Morris the Magpie's nest powerpoint Count and select correct numeral. Pupils show answer by selecting correct numeral. Activity4: Build a tower for Rapunzel. Pick duplo card and build a tower with the matching number of bricks. 1-20 but most are working on 1-10.  <ul style="list-style-type: none"> <p>(Outside):</p> <ul style="list-style-type: none"> Drawing numerals on the ground with chalk and shouting the number each time it is stepped / jumped on. Finding the right quantity of objects to put by each number. <p>You will need: Youtube video, Morris Magpie powerpoint Brick tower Number cards Duplo, lego or mega blocks. (even wooden blocks or tin cans will do.) Chalk</p> | Photo of child counting the objects, identifying correct numbers on the cards on Earwig with a comment from parent to say what they achieved and how much help was given | Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand |
| 11:00 – 11:30 | <i>Forest School</i> | Leaf Printing – Children to collect a leaf from the natural area. Then using paint or crayons draw on the leaf and then print it onto paper. | Pictures of your child playing the | Not attempted Refused |


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| | | | game on Earwig with comment from parent to say what they achieved and how much help was given. | Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand |
| 11:30 - 12:00 | Handwriting WALT Make a square and k out of playdough, with paint or pens | <ul style="list-style-type: none"> Warm up: Join in the you tube video by Early years Emily. https://www.youtube.com/watch?v=yL2h-qpUJak Sing and do the actions to change the shape of the dough. Intro Have fun teaching square song https://www.youtube.com/watch?v=rb8Y38eilRM Adult to model forming a square, using a rolled line of playdough to form the cross shape. Support your child to make the square shape by rolling or cutting Model writing the square shape in the air with finger, on paper and on screen. Support your child to draw over the square shape . Then repeat for letter K. *Rainbow write over the letter k outline several times, each time with a different colour of the rainbow. <p>OR chalk squares on patio outside and use brushes and water to go over the shapes and lines.</p> <p>Additional Learning: tactile/kinaesthetic awareness to reinforce writing skills on a chalk board or in sand, using playdoh or sensory material e.g. shaving foam. Puzzles, threading and building.</p> <ul style="list-style-type: none"> Recording: Annotate over written rainbow write shapes/ letters created on Earwig with comment to say what was achieved and how much help was given. Stick in Physical development books | Pictures of the shapes/ letters created on Earwig with comment from parent to say how much help was given. | Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand |

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| | | <ul style="list-style-type: none"> • You will need: playdough • rolling pin, • square shape outline, • number 7 outline • coloured pencils • writing pencil. • Chalk • paint brush, bucket water. | | |
| 1:00-2:00 | Art WALT Make a woolly flower or fruit  | <p>We are learning about wrapping fabric.</p> <ol style="list-style-type: none"> 1. Explore different sensations in and out of their fingers and pulling through. Wrapping around fingers, hands, arms and legs! Hold onto strips, feel the pulling sensation, push and pull into and letting go! 2. Look at pictures of the artist's Sheila Hick's work. Model how to make wrap wool around a solid shape to create an effect. Language: wrap, pull. <p>Main Learning activity: Make a textured fruit or flower using a wrapping technique. Child to choose and request a flower or a piece of fruit. Request colour of wool. Adult to start the wrapping process will secure the wool to the solid shape, then support the child as necessary to continue the process as independently as possible.</p> <p>You will need Sheila Hicks power point Card flower / fruit shape, wool / fabric strips Felt tips, crayons, paper, fruit and flower colouring sheets Communication board: I used... colours.</p> | Pictures of the wool wrapped fruit or flower created on Earwig with comment from parent to say what was achieved and how much help was given. | Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand |
| 2:00 – 2:40 | Music appreciation | <p>Explain that it's time to listen to music. Model holding ears to show what we listen with. Play 1. Un Poco loco.– Coco https://www.youtube.com/watch?v=yg8116aeD7E</p> <p>Ask whether they like or dislike it. How it makes them feel and what it makes them want to do. Model answering using the symbol grid.</p> | Photos of the child communicating their feelings or a parent | Not attempted Refused Partially attempted Completed Loved it! |

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| | Invite the children to do the same, using their symbol grids Record their responses by sticking appropriate symbols onto their response grids. You will need device to play song off you tube and smiley face grid. | comment saying how they responded on Earwig. | Didn't enjoy it Too hard Too easy I (parent) didn't understand |
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| Thursday 4 th March | | | | |
|--------------------------------|---------|--|--|--|
| Time | Topic | Details (where / provided / materials you will need / web links | Complete, hand-in, photograph or upload | Success (circle or highlight all that apply) |
| 9:15-9:40 | Phonics | <ul style="list-style-type: none"> *Watch the set 1 sounds on the video https://www.youtube.com/watch?v=yln6PpV1G1I&list=RDCMUCo7fbLgY2oA_cFCI9GdxtQ&index=10 *Then Bounce patrol e song. https://www.youtube.com/watch?v=beaUUPPUT2Y *Look at e the words on the symbol board. Teach them what each one means and sound out the letters b-e-d. watch the video of how to sound out the words https://www.youtube.com/watch?v=MNyFikwNQTg&list=RDCMUCo7fbLgY2oA_cFCI9GdxtQ&index=28.) Your child might repeat verbally or they could point to the sound cards as you say the sounds or the correct symbol card. Make each word using the letter cards modelling counting the sounds and pinching each one on your finger and then selecting the matching letter cards. (See Read write Inc video to see how https://www.youtube.com/watch?v=absSgYIPCns&list=RDCMUCo7fbLgY2oA_cFCI9GdxtQ&index=24) Instead of writing select the letter card to match the sounds.) You will need: Laminated letter cards cut up. F word symbol sheet u words symbol board. | Photos of the words made on Earwig comment from parent to say how much help was given. | Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand |

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| 9:45 – 10:15 | Daily Mile | <ul style="list-style-type: none"> Go for a walk in the local area where it is safe to do so. Go on a texture treasure hunt looking for things you can feel are smooth. Take photos along your route to share what you heard on Earwig. | Photos of your daily walk and the different smooth things you saw on your walk, upload to earwig with parent comment. | Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand |
| 10:30 – 11:00 | Forest School WALT: Demonstrate curiosity and notice long, and short objects. | Long & Short – Can the children find different length sticks and categorise them “short” and “long”, matching them to symbols. You will need : Sticks of different lengths Long and short symbols | Pictures of your child exploring long and short sticks on Earwig with comment from parent to say what they achieved and how much help was given. | Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand |
| 11:00- 11:30 | Communication WALT – recognise and use key words in the story | <ul style="list-style-type: none"> Musical que There was a Princess long ago singed by singing hands. Singing Hands: There was a Princess Long Ago - Nursery Rhyme - Makaton Sign Language – YouTube Read the PPT of the story/rhyme. Can they find the noun on their symbol board? Can they repeat some of the phrases after you? Core/ foundation Either replay Princess symbol bingo instructions on the print out. They can either match the symbols by covering on top or a sensory item, like glass gems, gold coins, Or use a bingo dabber to blot them off. OR Have a go at the spelling sheet for there filling in the missing letters. | Photo of the bingo game or worksheet on Earwig with a comment from parent to say how much help was given | Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand |

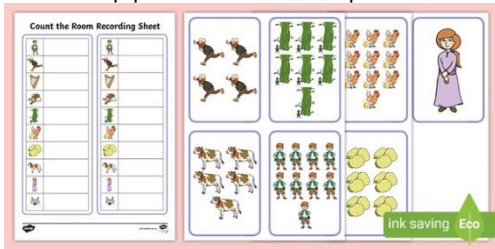
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| | | <ul style="list-style-type: none"> • YOU WILL NEED: • You tube video on a device. • There was a princess bingo cards and instructions • Objects to cover the bingo squares like glass gems, coins or buttons or use a pen or bingo dabber. Photos of your child learning and matching the identifying the symbols on the bingo boards on Earwig with comment from parent to say what they achieved and how much help was given. • | | |
| 11:30-12:00 | <p>Handwriting WALT Make a square and 7 out of playdough, with paint or pens</p> | <ul style="list-style-type: none"> • Warm up: Join in the you tube video by Early years Emily. https://www.youtube.com/watch?v=yL2h-apUJk • Sing and do the actions to change the shape of the dough. • Intro Have fun teaching square song https://www.youtube.com/watch?v=rb8Y38eilRM • Adult to model forming a square, using a rolled line of playdough to form the cross shape. • Support your child to make the square shape by rolling or cutting • Model writing the square shape in the air with finger, on paper and on screen. Support your child to draw over the square shape . • Then repeat for number number 7. • *Rainbow write over the number 7 outline several times, each time with a different colour of the rainbow. <p>OR chalk squares on patio outside and use brushes and water to go over the shapes and lines.</p> <p>Additional Learning: tactile/kinaesthetic awareness to reinforce writing skills on a chalk board or in sand, using playdoh or sensory material e.g. shaving foam. Puzzles, threading and building.</p> <p>You will need: playdough</p> | <p>Pictures of the shapes/ letters created on Earwig with comment from parent to say how much help was given.</p> | <p>Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand</p> |

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| | | <ul style="list-style-type: none"> • rolling pin, • square shape outline, • number 7 outline • coloured pencils • writing pencil. • Chalk • paint brush, bucket water. | | |
| 1:00-1:30 | <p>Maths WALT: <i>To count and recognise numerals to 5/10/20</i></p> | <ul style="list-style-type: none"> • Hide the cards around the classroom or outdoor environment. • Allow children to work in teams, or with a teacher if additional support is required, to explore the environment and discover the cards. • Children then use the recording sheet to write the number of objects that appeared on the picture card in the correct space.  <p>You will need:</p> | Photo or video of your child engaging with the activity on Earwig with a comment from parent to say how much help was given | <ul style="list-style-type: none"> Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand |
| 1:30-2:30 | <p>Science WALT: <i>Explore and recognise different materials and the properties hard and soft</i></p> | <p>Explain to the pupils that this half term we are learning about materials and their properties, and that 'properties' means words that are used to describe the material e.g. hard, soft, wet, dry, heavy, light – who can find me something soft? etc</p> <p>Introduction</p> | Videos or Photos of the child making/ investigating the slime. A comment from parent to say what was achieved | <ul style="list-style-type: none"> Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand |

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| | | <p>'Materials song' by Peter Wetherall https://www.youtube.com/watch?v=rAkQT1IgNdU&feature=youtu.be</p> <p>Find the soft symbol on their symbol grid. Show pupils objects made of different materials (wood, metal, fabric, paper, plastic) – allow them to feel the object and look at the corresponding material symbol on their symbol grid. Encourage them to explore trays of items made with different materials: wood tray/ metal tray/ plastic tray/ fabric tray/ paper tray</p> <ul style="list-style-type: none"> • Foundation: Make sensory collages of each type of material <p><u>Extension activity:</u> Look around the house and garden and see what is made from these materials – can they stick a symbol/ word on the object to name the material.</p> | and how much help was given. | |
| 2:30 – 2:45 | Story time / Literacy | <p>Share a story with your parent.</p> <p>You will need: Story book, blanket, cushion, something to cuddle.</p> | None. | |

| Friday 5 th March | | | | |
|------------------------------|---|--|---|--|
| Time | Topic | Details (where / provided / materials you will need / web links) | Complete, hand-in, photograph or upload | Success (circle or highlight all that apply) |
| 9:15 – 40 | PE WALT: Experiment with different ways of moving. | <p>Warm up: Gentle body Movement to Laurie Berkner The Goldfish to model and children to follow the instructions to engage with: Sleeping, lift up heads, shake out tails, swimming Washing actions, Ride bicycle actions, Tooth brushing actions</p> <p>Main: Repeat to gain recall and confidence Cosmic Kids yoga. Safeguard the Handwashing Soap A Cosmic Kids Yoga Adventure! - YouTube</p> <p>Cool down Time Out (Peace Out: Guided Meditation for Kids) Cosmic Kids - YouTube</p> <p>You will need: You tube videos Cleared space for exercise.</p> | Photos of the positions you made during yoga. A comment from parent to say what you achieved and how much help was given. | Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand |
| 9:40 – 10:15 | Daily Mile | Go for a walk in the local area where it is safe to do so. Go on texture treasure hunt looking for things you can see that feel bumpy. on your walk. Take photos along your route to share what you heard on Earwig. | Photos of your daily walk and the different bumpy objects you saw on your walk, upload to | Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard |

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| | | | earwig with parent comment. | Too easy I (parent) didn't understand |
| 10:30 – 11:00 | Maths <i>To count and recognise numerals to 5/10/20</i> | <p><i>Count to 20 Dream English kids</i> https://www.youtube.com/watch?v=0VLxWIHRD4E</p> <ul style="list-style-type: none"> <i>Drawing numerals on the ground with chalk outside and shouting the number each time it is stepped / jumped on. Finding the right quantity of objects to put by each number.</i> <p>Extension: How high a number can you recognise can you find the chalk numbers in order? You will need: Chalk Or washable paint for numbers on patio Youtube video Natural or household objects to count out</p> | Photo of the counting and jumping on numbers on Earwig with a comment from parent to say what was achieved and how much help was given | Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand |
| 11:00- 11:30 | Makaton WALT: Attempt to imitate some Makaton signs <i>Or Engage with hand over hand support to make some Makaton signs</i> | <p>The lesson and links are all on the ppt.</p> <ul style="list-style-type: none"> Hello song: Encourage Makaton wave 'Hello' with scarves. Shake Wiggle and Wave Makaton warm up song <p>Main – We are learning to sign 'People that help us'</p> <ul style="list-style-type: none"> Show youtube story 'People Who Help' Demonstrate today's Makaton sign. Discuss who is a Police Officer, what do they do, when might you need their help? Show youtube video 'What do Police Officers do to help' Discuss what type of clothing do Police wear and what types of transport they use to get around in emergencies. Watch video how to take a fingerprint. | Photos of the signs you can make on Earwig with comment from parent to say what you achieved and how much help was given. | Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand |

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| | | <ul style="list-style-type: none"> Activity 1: Use pencil and Sellotape to take children's fingerprints, can use work sheet provided. <p>Extension if needed – Police themed pencil control worksheets.</p> <p>Goodbye Song: Encourage Makaton wave 'Goodbye' Resources:</p> <p>You will need: ICT powerpoint https://samuelwardco.sharepoint.com/:p:/s/Bridge-BShare/ESyYU44JbbdHslnJXN4bPxcBFSpUJoINOTnWSg4otk-JsQ?e=iAvoQM finger print and finger control activity sheets in packs Pencils Sellotape Scarves, Fabric or material (optional)</p> | | |
| 11:30-12:00 | <p>Handwriting WALT Make a square and 7 out of playdough, with paint or pens</p> | <ul style="list-style-type: none"> Warm up: Join in the you tube video by Early years Emily. https://www.youtube.com/watch?v=yL2h-apUJjak Sing and do the actions to change the shape of the dough. Intro Have fun teaching square song https://www.youtube.com/watch?v=rb8Y38eilRM Adult to model forming a square, using a rolled line of playdough to form the cross shape. Support your child to make the square shape by rolling or cutting | Pictures of the shapes/ letters created on Earwig with comment from parent to say how much help was given. | <p>Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand</p> |

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| | | <ul style="list-style-type: none"> • Model writing the square shape in the air with finger, on paper and on screen. Support your child to draw over the square shape . • Then repeat for number number 7. • *Rainbow write over the number 7 outline several times, each time with a different colour of the rainbow. <p>OR chalk squares on patio outside and use brushes and water to go over the shapes and lines.</p> <p>Additional Learning: tactile/kinaesthetic awareness to reinforce writing skills on a chalk board or in sand, using playdoh or sensory material e.g. shaving foam. Puzzles, threading and building.</p> <ul style="list-style-type: none"> • Recording: Annotate over written rainbow write shapes/ letters created on Earwig with comment to say what was achieved and how much help was given. Stick in Physical development books • You will need: playdough • rolling pin, • square shape outline, • number 7 outline • coloured pencils • writing pencil. • Chalk • paint brush, bucket water. | | |
| 1:00-2:00 | <p>Forest school</p> <p>WALT - Observe the changing weather conditions.</p> | <p><u>Moving in the wind</u> - Watching different items that can fly in the wind. Adult to use a ribbon to demonstrate when the wind is blowing and when it stops. Try and encourage children to throw things into the air and watch how they move when the wind blows.</p> | <p>Pictures of child exploring how things move in the wind on Earwig with comment from</p> | <p>Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it</p> |

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Upload progress to Earwig: links: See how to guide@

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|-------------|--|--|---|--|
| | Experiment with different materials to see what flies in the wind. | You will need: Ribbons Streamers Windmills Leaves/sticks | parent to say what you achieved and how much help was given. | Too hard Too easy I (parent) didn't understand |
| 2:00 – 2:40 | Music appreciation | Explain that it's time to listen to music. Model holding ears to show what we listen with. Play Castle on the hill by Ed Sheeran https://www.youtube.com/watch?v=7Qp5vcuMilk Ask whether they like or dislike it. How it makes them feel and what it makes them want to do. Model answering using the symbol grid. Invite the children to do the same, using their symbol grids Record their responses by sticking appropriate symbols onto their response grids. You will need device to play song off you tube and smiley face grid. | Photos of the child communicating their feelings or a parent comment saying how they responded on Earwig. | Not attempted Refused Partially attempted Completed Loved it! Didn't enjoy it Too hard Too easy I (parent) didn't understand |

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

Materials and their properties
 Castles
 Making choices
 There was a princess long ago – fairytales.
 Number recognition to 5/10/20
 Long and short sounds.
 Hobbies and Interests

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