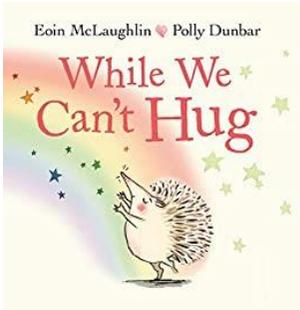


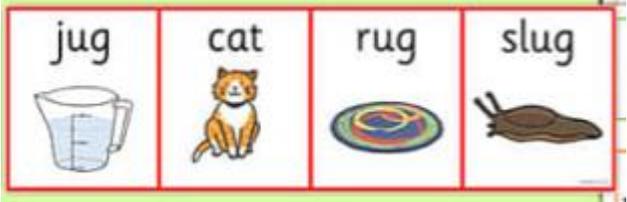
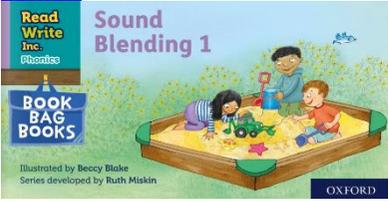


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<p>Personal, social and emotional development</p>	<p><b><u>Making Relationships</u></b></p> <p>Talk about the importance of turn taking. Play a range of turn taking games, such as Orchard Toy games, Snakes and Ladders, pairs and track games. Talk about the order of play and name each person as they take their turn e.g. "It is Jim's turn now." Remember to watch each other so you know what has happened when it is your turn.</p> 	<p><b><u>Self-confidence and Self-awareness</u></b></p> <p>Last week we read the Todd Parr story 'It's okay to be different' Todd Parr reads this story aloud on YouTube. This week share the Todd Parr story 'Be who you are' which can also be found on YouTube. Discuss how everyone is unique. Use the pictures (<b>Likes and Dislikes</b>) to talk about interests, activities you enjoy and activities you find difficult or you are not as keen on. Find out about a family member's likes and dislikes, what are the similarities and differences?</p> 	<p><b><u>Managing Feelings and Behaviour</u></b></p> <p>Use questioning to practise turn taking in a conversation. Talk about the importance of looking at the person you are talking or listening to. Think of a theme you are interested in e.g. dinosaurs use the phrase who, what, why, when, how to start a conversation. Talk about how it feels when someone interrupts you or does not listen to you. Use the emotion cards to identify how you are feeling (<b>Emotion Cards</b>). Model good listening in your everyday routines.</p>
<p>Physical development</p>	<p><b><u>Moving and Handling</u></b></p> <p>Create a magic bubble around you. Remember if you get too close to someone, your bubble might pop! We need to give everyone space to move freely. Listen to the music and see if you can follow the actions. We will be walking, hopping, jogging and galloping.</p>	<p><b><u>Health and Self-care</u></b></p> <p>Share the story 'While we can't hug' by Eoin McLaughlin and Polly Dunbar (this can be found on YouTube). Find different ways to communicate with your friends and family. In Rabbit and Badger class we pass the smile and this gives everyone a good feeling when starting our day.</p> 	

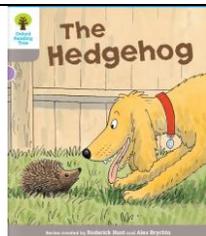


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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Communication and Language</p>	<p><b><u>Listening and attention</u></b></p> <p>Choose a story to listen to and choose either a key word or repeated phrase e.g., 'We're going on a bear hunt' (the animated version can be found on YouTube). Every time you hear the chosen word or phrase stand up, or do a specific action, how many times did you hear it?</p>	<p><b><u>Understanding</u></b></p> <p>Play 'Name that Story' using pictures of characters and setting from some favourite stories. Such as: a forest and a wolf, pigs and a house, a woodland with a mouse, snake and an owl. Identify your favourite story and talk about why.</p>	<p><b><u>Speaking</u></b></p> <p>Use the rhyming pictures (<b>Rhyming Pictures</b>) to create a rhyming string. Stick the pictures to your building blocks. Mix your building blocks up in a tray. Find the matching rhyming pictures and create rhyming tower.</p> 
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Literacy</p>	<p><b><u>Reading</u></b></p> <p>Look at '<b>The Hedgehog</b>' by Roderick Hunt and Alex Brychta. This book does not have any words, talk about the pictures and retell the story. Create some simple sentences using I am ... Look at ... I can see ...</p> <p>You will find this book on The Oxford Owl website. <a href="https://www.oxfordowl.co.uk/api/interactives/26583.html">https://www.oxfordowl.co.uk/api/interactives/26583.html</a></p> <p>Use the '<b>questions to talk about</b>' in the back of the book to think about and discuss the story in more detail.</p>	<p><b><u>Writing</u></b></p> <p>Look at the 'Percy the Park Keeper' busy picture (<b>Percy Busy Picture</b>). Talk about what you can see in the picture e.g. I can see a fox. Extend the sentence by asking 'What colour is the fox?' 'I can see a red fox.'</p> <p>Draw a picture to show what you can see. Name your picture e.g. fox What sound can you hear at the beginning of fox? Can you hear any other sounds?</p> <p>Say the word 'fox' into your hands and stretch it out e.g. f – o – x Write all the sounds you can hear. Use the letter mat to help you.</p> <p>If you feel confident with writing fox. Write a simple sentence using 'I' and 'the' e.g. I can see the fox.</p>	<p><b><u>Phonics</u></b></p> <p>Read '<b>Sound Blending 1</b>' by Ruth Miskin. You will find this book on The Oxford Owl website <a href="https://www.oxfordowl.co.uk/api/interactives/29253.html">https://www.oxfordowl.co.uk/api/interactives/29253.html</a></p>  <p>Model blending the sounds to read the words to your child. Pretend there is a sound button underneath each sound. Press the button and say the sound. Say all three sounds in the word. Blend the sounds to read the word.</p> <p>If you are confident in blending the sounds to read the word read 'Sun hat fun' by Ruth Miskin. You will find this book on The Oxford Owl website</p>



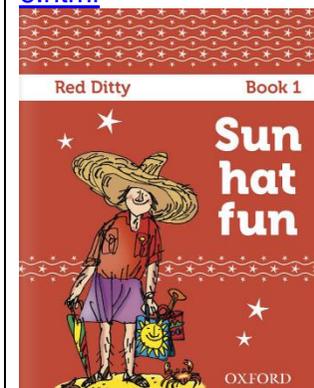
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Create flashcards for the tricky words I, the, to, no, go, into and place them around the home environment. Jump to the word 'the', tiptoe to the word 'I'.

Use the tricky words to play a lotto matching game.

<https://www.oxfordowl.co.uk/api/interactives/24766.html>



Mathematics

**Numbers**

Listen to the 'write numbers' song on YouTube and practise the number formation with your magic finger. Identify numbers in the environment e.g. door number and bus numbers.

Look at an analogue clock and identify the numbers on the clock face.

Using the number cards 1-20 create a number line by putting the numbers in the correct order, find some of your favourite objects e.g. toy cars and create groups of objects to match each number. You now have a giant number line.

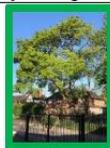
**Shape, space and measures**

Using objects and images talk about the difference between 2D and 3D. Look for 3D shapes in the environment, how do you know they are 3D? Explore 3D shapes, in the construction area, what are their names?

Explore 3D junk modelling at home.



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<b>Understanding the World</b>	<p><b><u>People and Communities</u></b></p> <p>Look for your class animal on the classroom and toilet door; remember these are your areas. Model – the adult will show you what you can and cannot do on the playground and the lunch hall. Make sure you follow these rules on the playground and in the lunch hall.</p>	<p><b><u>The World</u></b></p> <p>Read ‘Tree: Seasons come Seasons Go’ by Brita Teekentrup. This can be found on YouTube. Explore the outside environment, what season are we in now? How do you know? Look at the <b>Seasons PowerPoint</b> and talk about the signs of each season.</p> 	<p><b><u>Technology</u></b></p> <p>Use Colour Magic to explore creating lines, patterns and shapes on the IB. Now practise clicking and dragging the mouse to create pictures on the computer. Find the letters in your name on the keyboard.</p>
<b>Expressive Arts and Design</b>	<p><b><u>Exploring and Using Media and Materials and Being Imaginative</u></b></p> <p>How has our West Street tree changed over time? Use a range of media to create the West Street tree through the different season e.g. cotton wool and tissue paper for winter, finger painting for autumn leaves, collage for summer leaves, and tissue paper for blossom.</p> <div style="display: flex; justify-content: space-around;">     </div>   <p>Piet Mondrian often used primary colours in his works. In Composition with Yellow, Blue and Red (1937-42) The solid blocks of colour are relatively small. Because they are bright, pure primary colours, they stand out boldly against the white background and black gridlines. Create a representation using paintbrushes and block paints.</p>		



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**Online learning**

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