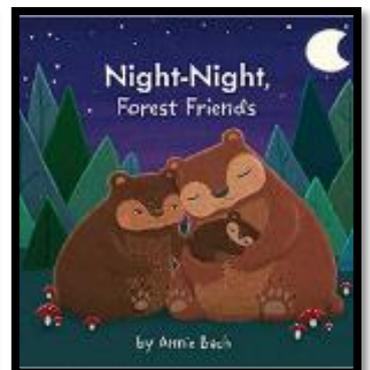


All children at Palatine need lots of opportunities to repeat their learning to help them develop their skills and embed learning. This means you might need to do the same activity several times in a different way or using different objects.

In Bumblebees, Caterpillars, Starfish, Rainbowfish and Seahorses our topic this term is Down in the Woods!

The children will be exploring the woodland environment through rich language stories such as, *We're going on a Bear Hunt*, *The Gruffalo* and rhymes such as the *Teddy Bears Picnic* as well as thinking about what the woods are like and what lives there. They will learn to develop and build their engagement through exploring natural materials and media and sensory experiences linked to these key stories as well as new wider environments.



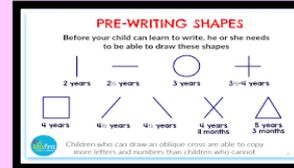
Down in the Woods - Home Learning Activities

| Stories, songs and stimulus we will be sharing in school that could be shared at home | | |
|---|---|--|
| Books | Useful Websites / Things to watch or listen to | Experiences |
| <p>The Gruffalo</p> <p>Jo Macdonald hiked in the Woods,</p> <p>We're going on bear Hunt,</p> <p>Teddy Bears Picnic,</p> <p>Night Night forest friends by Annie Bach,</p> <p>Where's my teddy by Jez Alborough</p> | <p>The Gruffalo https://www.youtube.com/watch?v=s8sUPpPc8Ws https://www.youtube.com/watch?v=E0bqk2FScog</p> <p>We're going on a Bear Hunt https://www.youtube.com/watch?v=0gyI6ykDwds https://www.youtube.com/watch?v=BP2GwOLr2nI https://www.youtube.com/watch?v=5_ShP3fiEhU</p> <p>Night Night forest friends https://www.youtube.com/watch?v=6Ozu-ztf6rs https://www.youtube.com/watch?v=7kEjZHKXLDg https://www.youtube.com/watch?v=-XxjG6Ox5k https://www.youtube.com/watch?v=naMzkbA4aU4 https://www.youtube.com/watch?v=GOTZpZVJPhU</p> <p>Where's my teddy https://www.youtube.com/watch?v=535aeHPS1J4</p> <p>Teddy Bears Picnic https://www.youtube.com/watch?v=vo1YtV-dVKo</p> | <ul style="list-style-type: none"> - Trips to the woods, - Experiencing different weathers, - Teddy Bears picnic in the woods. - Night and day animal stories or films - dark den areas, caves, light toys <p><i>Role Play areas-</i> Bear Cave, Woodland Area, Picnic Bench and play tools</p> |

Down in the Woods - Home Learning Activities



Writing ideas and activities



- Used different materials in your home to make marks in such as shaving foam, flour, cornflour slime, chalk for mark making, mud (chocolate powder), sand, rice, frozen ice, water, green spaghetti,
- Use different tools such as sponges, paintbrushes, rollers, pens, pencils, crayons, chinks to practice to write the pre writing shapes.
- Explore and investigate making different marks through tracking and tracing different lines and shapes in pictures and writing including letter shapes where able that have meaning.
- Children to be able to draw pictures of key parts of the story to design a map of the bear hunt. Where do they go first? Next? Then?.
- Children could make binoculars and a map for their own bear hunt.
- Children could work on putting letter shapes together to create words that are spelt correctly through phonics.



Reading ideas and activities

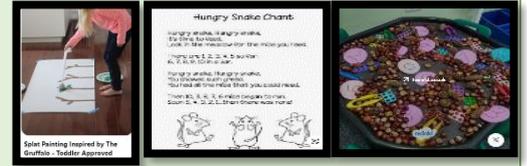


- Your child could watch or listen to *The Gruffalo* or *We're Going on a Bear Hunt* or other stories or songs.
- Explore objects from the story if you have any at home, ie grass, leaves and twigs for forest, water for sea, shaving foam for snow, different toy animals from the story.
- Practice Sensory retelling of the story, prepare different trays for different parts, being in the experience of the story.
- Read lists to find items, objects, match pictures/symbols. Filling in missing words of the sentence from the story.
- Word recognition- matching word/symbol to fill in missing familiar words.
- Your child could watch *The Gruffalo* and *We're going on a Bear Hunt* and use draw pictures to tell you what happens in the stories.
<https://www.youtube.com/watch?v=s8sUPpPc8Ws>
<https://www.youtube.com/watch?v=OgyI6ykDwds>
- **Engagement in reading** by participating in stories, joining in with repeated refrains, story language, actions and rhymes, anticipating the next part and sequencing stories and communicating in my own ways what has happened in a story.
- **Comprehension** by showing understanding of the story through answering simple questions, developing my early inference through identifying pictures/ images and props related to the story and using search and select skills to select information to answer a question, define new words and clarify misconceptions.
- **Word reading** by distinguishing between and identifying different objects, pictures, symbols and words that represent text and topic related/ environmental print in my wider world, investigating different types of words using these to make sentences that make sense and developing my phonemic awareness which will impact my fluency in reading.

Down in the Woods - Home Learning Activities

Number ideas and activities

- Listen to animal songs and number rhymes
- Finding and hiding favorite item/ items from the story.
- Children to be encouraged to explore and develop one to one correspondence through counting objects at the Teddy Bears Picnic, giving one item to each person/teddy and then counting out more objects as needed i.e. two biscuits, three raisins etc.
- Stick painting - children to add marks or objects using sticks in paint to paper, can they count as they do this? Can they make different marks for different numbers?
- Exploring counting through measure, engaging in cooking activities linked to the Gruffalo and the teddy bears tea party adding 'more' or "two cups" of ingredients.
- Explore, use and respond to language of measure through key stories and texts (i.e. size - red riding hood/ Gruffalo, time - Old Macdonald, bear hunt, mass- teddy bears picnic) . Encourage children to explore comparing familiar and unfamiliar objects responding to language of size, shape, mass and quantity.
- Counting the cakes and items needed for Teddy Bears Picnic, counting objects at the teddy bears picnic, giving one item to each person and then counting out more objects as needed i.e. two biscuits, three raisins etc.
- Have cut-outs of characters from the Gruffalo, hide them around the gardens/home/outside area. Take children on a Gruffalo hunt with a basket each, encourage them to find and collect the characters hidden. Encourage children to count how many they have each time they find a new one. Encourage children to say the number they think comes next. Encourage children to count the total number of animals in their basket
- **Gruffalo Jumps:** - children to jump between the jumps to the different parts of the Gruffalo woods counting the jumps as go.
- **Gruffalo snap:** Children to find pairs of matching pictures



Shape, space and measure ideas and activities

- Explore patterns by exploring different objects, wavy for grass, circles for stones, long marks for woods etc.
- Matching patterns and creating their own patterns. Send these to their teacher.
- Find the Smallest and biggest - Children can measure the different bears sizes, sort cake sizes and cup sizes, animals, leaves, twigs, objects at home.
- Measure different items at home such as toys relating to the story.
- Making different homes for the animals, finding boxes or items for them to fit in, is it too big? or too small?
- Explore patterns through noticing patterns in my environment and those that have been created for me, copying patterns in practical contexts and active ways and in a range of contexts and creating my own patterns using a range of media and materials. Look at the patterns of the Gruffalos footprints, Cakes, wavy grass.
- Investigate time through getting to know my routines and using and responding to language of time such as now, next, today, yesterday, and tomorrow, morning, night. Investigate what parts of my routine happen at different times and begin to recognise some familiar times on clock faces and digital clocks understanding the numbers relate to what time it is. Explore, What time does the Gruffalo wake up? What time is lunch for the Teddy Bear picnic.



Down in the Woods - Home Learning Activities

ICT ideas and activities

- Look at noisy stories with buttons and sounds such as the *Gruffalo*.
- Explore the technology we use for cooking. Use different types of technology to make food for a celebration such as a teddy bears picnic (blender for smoothie etc).
- Explore age appropriate programs and software linked to the topic opening, turning on, swiping, selecting and making choices. This will be on a device which is appropriate to the child (iPad, touch screen device).
- Purple Mash (every child will have their own log in, please contact the class teacher if you need to be sent this)
- Using ICT to document the world around them through recording, taking photos, video etc. and then being able to play back what they have found. Send these to their teachers.
- Explore using keyboards in different ways such as adding a caption to photographs from the stories.

The World ideas and activities

- Children to explore different building properties, what do they feel like I.E bricks, wood, sticks, mud, sandpaper, fabric (dens), ice (igloos).
- Children to explore how to use them. Thinking about people and communities around the world and where they live and what houses they live in. for example igloos, mud huts, wigwams etc. What is the same/ what is different? Use of technology to find out about different types of houses but also to photograph different types of houses and features of different houses. If possible parents to support with photos of their own houses and features of their own homes
- Where the animals live?, Explore bears in the wood, bird in the nest, make your own caves. Where does the *Gruffalo* live? Create your own woodlands in a box and draw pictures of a picnic or bear home.

Creative ideas and activities

- Used different materials in your home to make marks in such as shaving foam, flour, cornflour slime, chalk for mark making, mud (chocolate powder), sand, rice, frozen ice, water, green spaghetti, What do they feel like? What do they smell like?
- Explore orange and purple foods (jelly, plums, satsumas, oranges, aubergines)
- Use different tools such as sponges, paintbrushes, rollers, pens, pencils, crayons, chalks to make marks.
- Children to explore different materials to make dens with such as fabrics, pegs, tents. Children could explore light up toys whilst in the den.
- Explore a teddy bears picnic roleplay with cups, plates, food, toy animals or bears.
- Listen to different songs relating to the topic.

Communication ideas and activities

- Listen to and respond to different sounds from the story
- Make sounds from the story
- Use symbols or signing to ask for toys or stories.
- Communicate (verbally, signs, symbols) about what they can see in the stories. describing words- long wavy grass, the Gruffalos features, etc
- To use descriptive language in context i.e. it's too.... / it's too....., story language and use of repetitive phrases from the story.
- Role play language - children to explore using language phrases from the story to recreate and role play different scenes from the story.

Fine Motor Skills ideas and activities



- Hand-eye-coordination- moving around the wavy grass, squishing in the mud.
- Getting dressed - through putting on the right clothing for exploring outside in different weathers i.e. wellies, waterproof trousers, coats, hats, sunglasses, sun cream, taking on and taking off jumpers.
- Children to explore green jelly and jelly worms using whisks, spoons and bowls. Children could make scrambled snake for their family.
- Using tools such as magnifying glasses in spotting different patterns outside.
- Creating cakes for the picnic using play dough or real objects through cooking activities.
- Gruffalo crumble cooking (just like apple crumble)
- Gruffalo rice Krispy cakes
- Fox Sandwiches (see picture)

Gross Motor ideas and activities



- **Jump Start Johnny** - Keep your whole family active with these routines on Jump Start Jonny <https://www.jumpstartjonny.co.uk/free-stuff>
- At school we are exploring simple games played together and skills associated with playing simple games such as throwing, catching, kicking, striking with partners and small groups and responding to some boundaries within games tolerating that some may win and some may not. Explore games that can be played collaboratively like at a picnic (parachute, hide and seek, catch and chase) as well as games where working together in exchange i.e. in throwing and catching, striking and fielding, kicking and shielding.
- Children could explore going on a bear hunt, moving in different ways (in, on, under objects in the home, garden, park)
- Children to explore travelling and moving in different ways pretending to be each of the animals from the gruffalo, a sly fox, a flapping owl, a slithering snake, a creeping mouse, a large gruffalo.

Mental Health and Wellbeing ideas and activities

Watch the Feelings video with staff from school on YouTube

https://www.youtube.com/watch?v=IXZB_hX7I+4&list=PLRLoHDrNj4QsDmEZ+8Bq--EIJ0BChlwn3

Talk to your child about how and what makes them feel the different feelings. Encourage your child to think about how people are feeling in videos you are watching or books you are sharing. How would a Viking feel in battle? How would Beowulf feel waiting for Grendel?

Please see below the Zones of Regulation so that you can refer to the same coloured zones and feelings that we are using in school.

There are videos on our youtube page and website which explain Zones of Regulations and give some strategies

| | | | | |
|----------------------|-----------------------|---|--------------------------------|----------------|
| Explorers | happy | silly grumpy scared | poorly sad tired | angry |
| Investigators | okay calm ready | cross excited uncomfortable worried | bored shy | terrified |
| Engineers | proud appreciated | embarrassed anxious jealous stressed | hurt disappointed lonely | out of control |

Mental Health and Wellbeing

There are lots of resources to support your child with managing their emotions and their mental health and wellbeing on our website.

Dough recipes to support Shape, Space and Measures and Creativity activities



Salt Dough

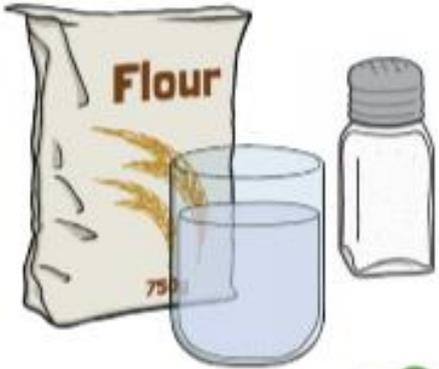
Playdough Recipe

You will need:

- 2 cups flour
- 1 cup salt
- 1 cup water
- Food colouring (optional)

Method

1. Mix together the flour and salt in a large mixing bowl.
2. If desired, add 5-10 drops of food colouring to 1 cup of water.
3. Stir the water into the flour and salt in the large bowl.
4. Roll out the dough on a flat surface and knead it together. It should be soft and pliable.
5. Make models and ornaments.
6. The dough can be left to air dry or dried in a low oven 120-150°C. The time the dough takes to dry will depend on the size and thickness of your creations.

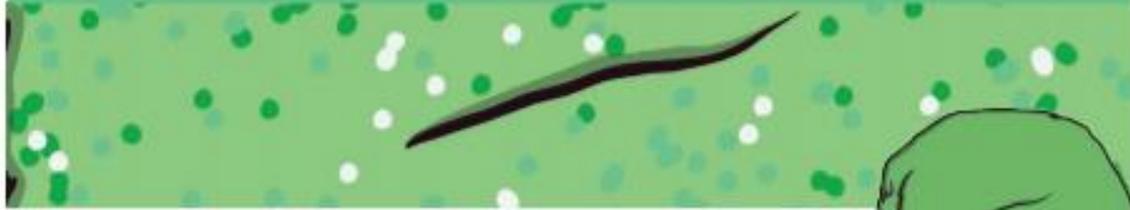


Flour

750

twinkl www.twinkl.co.uk

Follow the instructions on this sheet to make your own playdough
- no cooking or hot water required!



No-Cook Playdough

Ingredients

2 cups plain flour
1 cup salt
1 tbsp oil
1 cup cold water
2 drops liquid food colouring
- any colour of your choosing

Method

1. Mix the flour and salt together in a large mixing bowl.
2. Add the cold water, oil and drops of food colouring and mix together.
3. When your ingredients are well mixed, take them out of your bowl and place your dough onto a flat surface, such as greaseproof paper.
4. Knead vigorously for a few minutes, until your dough feels like playdough and all of the stickiness has gone.

What is kneading?

This is when you press, massage, squeeze and fold your dough.

If your dough is too wet, add a little extra flour and carry on kneading.

If your dough is too dry and crumbly, add an extra drop of cold water and carry on kneading.

Make sure you add any extra ingredients a little bit at a time.