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| Bear Hunt Week 3 | **English** \*Nursery children are at the early stages of writing, encourage them to make marks that are very different to their pictures and attempt writing letters they ae familiar with, such as the ones in their names. | **Maths**  | **Phonics**  | **Topic**  |
| **Day 1** | If you were going on a bear hunt who would you take with you and why? It could be someone from your family, a friend or even someone from your favourite movie! Use a piece of paper from your home learning pack to draw a detailed picture of the people you would take with you when hunting for a bear. Add their names and a reason why you would include them in your adventure. For example, I would take my friend Nicola because she always makes me laugh, Hulk because his muscles will be helpful if things are in the way and zoo keeper to help look after the bear when we find him.  | Today we would like you to think about the different ways number three can look. Watch the attached video for some ideas.[www.youtube.com/watch?app=desktop&v=1DLqZOujkCM](http://www.youtube.com/watch?app=desktop&v=1DLqZOujkCM)Investigate how you can show the number three at home, for example with 2 spoons and 1 knife, or with 1 apple, 1 banana and 1 grape. Can you show 3 fingers using one hand, and then 2 hands? Take pictures of your investigating and share them with us on Tapestry.  | Today we are going to use our knowledge of the Bear Hunt story and add it to our body percussion skills! You can either use your story map or watch a re-telling of the story and add your own body percussion sounds to each different setting. E.g can you make squelchy sounds with your mouth for when the family are stuck in the mud? Would patting on your tummy make a good sound for “stumble, trip”? Try re-telling the story and adding as many different sounds as you can.  | P.EGo on a Yoga Bear Hunt with Cosmic Kids - <https://www.youtube.com/watch?v=KAT5NiWHFIU> |
| **Day 2** | Yesterday we thought about WHO we would take with us on a Bear Hunt, today we are going to think about WHAT we would take with us on such a dangerous and exciting adventure. Pretend a piece of paper is your explorer bag and draw all of the things you think you would need to take when hunting for bears. Add labels to your items and send us a picture of your full explorer pack.  | Today we would like you to think about the different ways number four can look. Watch the attached video for some ideas.[www.youtube.com/watch?v=HzlfPXwy1YY](http://www.youtube.com/watch?v=HzlfPXwy1YY) Investigate how you can show the number four at home, for example with 3 socks and 1 shoe or with 2 plates and 2 cups, or 2 gloves, 1 hat and 1 scarf. Can you show 4 fingers using one hand, and then 2 hands? Take pictures of your investigating and share them with us on Tapestry.  | Let’s go on a sound hunt. Watch the video clip that will explain how to compete today’s activity where we use the beginning sound of words and names to make up our own hunting game. | Can you find out about bears? What facts can you find out? What habitats do they live in? What do they eat?You could use the internet, ask a grown up or watch this video! <https://www.youtube.com/watch?v=K1S748kZRb0> |
| **Day 3** | Refresh your memory by watching one of the re-telling’s of the Bear Hunt story and really focus on the bear when the family find him in the cave. What does he look like? How do you think the bear would feel if you touched him? Look at his face, how do you think he is feeling? If you were a bear and someone came into your cave how would you feel? Draw a picture of a bear and write some simple sentences to describe him. E.g The bear is big. The bear has googly eyes. The bear looks cross because the dog is in his cave. | Investigating how to make 5[www.youtube.com/watch?v=gdm-c5xITTY](http://www.youtube.com/watch?v=gdm-c5xITTY) Watch the attached video and investigate how to show 5 in different ways and solve some problems involving this number. Can you find your own ways to make 5? Take pictures of your investigating and share them with us on Tapestry. | <https://www.bbc.co.uk/teach/school-radio/eyfs-listening-skills-sound-games-1/zm72kmn>Watch the video on the link above and try to find the sound that is the odd one out. Can your child explain why one sound doesn’t belong?  | Exploring colours and textures.Watch this reading of ‘That’s not my bear’<https://www.youtube.com/watch?v=pgDlVOSnbvo>Can you find the colours for the different bears around your house? Maybe you could find white paper and black shoes for a polar bear? What do the materials feel like? Can you make your own version of ‘That’s not my bear’ |
| **Day 4** | Look at the picture included in this week’s learning plan, it shows the bear at the very end of the story. How do you think the bear is feeling? Does he look as cross as he did when the dog was in his cave? Spend some time thinking about what this picture tells us about the bear. Consider how you would feel if everyone ran away from you? Maybe the family ran away before giving the bear a chance? Is it possible he was a lonely bear? Send us a video message to share your thoughts and ideas about the bear.  | Investigating ways to make 6[www.youtube.com/watch?v=RGEFi\_\_iO4k](http://www.youtube.com/watch?v=RGEFi__iO4k) Watch the video that show all the different additions we can do to make 6. Try some of these at home using anything you have. Can you think of different ways to show 6? Maybe you could add three numbers instead of two! | <https://www.bbc.co.uk/teach/school-radio/eyfs-listening-skills-sound-games-2/zd8dgwx> Watch the video on the link above and try to identify the missing sound.  | R.ECreation – How do you think the world was made? Some Christians believe Gad made the world in 7 Days. Watch this video to see what he made on each day! Do you agree? Dis-agree? What do you believe?<https://www.youtube.com/watch?v=teu7BCZTgDs> |
| **Day 5** | An actual Bear Hunt! Hide a bear, you might have a teddy or you could draw one. Make a set of clues to help someone in your home find the bear, maybe you could even draw a map. If you don’t want to write or draw your instructions try giving spoken clues, don’t make them too easy though!  |  Can you solve the word problems – e.g. ‘Bear has been swimming and caught 6 fish. He eats 2 fish, how many does he have left?’ | Revisit the video games from Wednesday and Thursday, has your child “tuned into” the sounds on the video clips? Send us a message to let us know how they are getting on a listening to and differentiating between this increasing range of sounds.  | MusicCan you make a sound like a bear? Can you be a LOUD bear? A quiet bear? A posh bear? A rock star bear? What other bears can you be? |

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| Goldilocks Week 1 | **English**  | **Maths**  | **Phonics**  | **Topic**  |
| **Day 1** | Watch our “Hook for a Book” video attached below. Why do you think the police might have pictures of these items? Do the exhibits tell us who has reported the issue to the police? Based on the evidence who do you think has been naughty? What do you think our story might be about this week? Tune in tomorrow and see if you were right!  | [www.topmarks.co.uk/learning-to-count/teddy-numbers](http://www.topmarks.co.uk/learning-to-count/teddy-numbers) Play the Teddy Bears counting game by following the attached link. Choose a level you feel is appropriate for your child, either counting numbers upto 5, 10 or 15.  | We are continuing to work on our body percussion skills. Follow the link below and play the clap, tap, click game with the teacher on the screen. How far can you join in? At what point is it too fast and too tricky? We would love to see a video of your body percussion sequence of 7!<https://www.youtube.com/watch?v=cHbPsyQBGFo>  | P.EThis week in P.E play the “Beans game” with your grown up.Can your grown up shout out the names of the beans and can you do the action? You can shout them in any order and as many times as you would like!Runner Bean – Run around or on the spot.Jelly Bean – Make your body wobble.String Bean – Stand up as tall as you can.French Bean – Say “Ooo lala”Beans on Toast – Lie flat on your back.Jumping Bean – Jump around or on the spot. |
| **Day 2** | Let’s find out what our story is for the next couple of weeks. Listen to the story being read for you on the video attached, can you spot any one the exhibits we looked at yesterday? If this is a story you’re already familiar with try and join in with the repeated words.  |  [www.youtube.com/watch?v=3\_\_t7HT9tdI](http://www.youtube.com/watch?v=3__t7HT9tdI)Count to 10 with the little teddy bears on the video.Use the “Goldilcoks I Spy and count to 10” sheet from your home learning pack, how many items can you see and record? What did you see the most? What item had the smallest number?  | Today’s body percussion activity uses a song we sing as part of our morning routine. Watch the video clip below and see if you can clap, clip and foot tap along to the song. Can you do it without watching the video? <https://www.youtube.com/watch?v=tgbYZWfeVaM>  | Use the “Spot the Difference” sheet in your pack. Can you find all the differences between the two pictures? |
| **Day 3** | Story MappingYou have done so well with your story maps over the past weeks we know you will be amazing at doing one for our story “Goldilocks and the Three Bears”. Make your own story map to re-tell the story, challenge yourself to add labels to your work, for example “bowls”, “bed” or character names.  | [www.youtube.com/watch?v=7BxxWKSKu9E](http://www.youtube.com/watch?v=7BxxWKSKu9E) Watch the attached video and watch a re-telling of the story Goldilocks. This version has some mathematical problems to solve. Join in answering the questions with Goldilocks, can you help her name the shapes and find the right sized spoon?Once you have helped Goldilocks investigate “size” in your home. Do you have a big spoon that a daddy bear could use? Do you have a small cup baby bear could drink out of? Maybe you could set the table in a way the tree bears would like and send us a picture of your work. | Follow the link below and use your body percussion skills to tap, clap, pat and foot stomp along with the song. Can you alter the volume of your sounds when the picture instructions change size? [www.youtube.com/watch?v=6UYnHJqo7\_4](http://www.youtube.com/watch?v=6UYnHJqo7_4)  | The three bears made porridge in our story “Goldilocks and the Three Bears”. Use the recipe in your pack to make porridge at home! Can you add different toppings to your porridge? Maybe some jam? Or chocolate? Or some fruit? |
| **Day 4** | Today we are going to learn the word “character” and what it means is stories. Watch the following clip which explains this for you. Talk about it with your child, do they understand what it means? <https://www.youtube.com/watch?v=Aq4jnZfnKS4> Can you identify the characters in this week’s story? Now that you have…let’s change them! We would like you to re-write your story map, keeping the setting and events the same, but changing the CHARACTERS. You can include anyone you like, family, friends, animals or favourite characters from another story.  | The bears need your help, can you cut out the pictures and stick them in order by size. Daddy bear needs the biggest, mammy bear the medium size and baby bear the smallest. Cut out the bed, bowl and chair and match to the right bear. (See bear size sorting in your pack).  | Toda’s body percussion activity uses a song that is older than your teachers! It’s from a cartoon called The Pink Panther and introduces the idea of having a little rest and letting your body make no sound at all. If you find this tricky take a break and try it at different times during the day.<https://www.youtube.com/watch?v=D1o_Xnx6_e8>  | Tell us about your porridge you made yesterday! Did you like it? Did you not like it?Which topping was your favourite and why? |
| **Day 5** | Today we would like you to use your new story map to tell us your story. Please send a video of your work so we can enjoy your wonderful ideas.  | Cut out the pictures and put them in order by size from the smallest to the biggest. See bear size ordereing in your pack).  | Today we are going to revisit the activity we played on Monday. Try following the 7 tap, clap, click game and see if you have improved from your first try. We’d love to see a video of your sequence of 7 body percussion routine so we can see how much you’ve improved!<https://www.youtube.com/watch?v=cHbPsyQBGFo> | Sing along to the Goldilocks song with Mrs Wilkinson on Tapestry.  |

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| Goldilocks Week 2 | **English** \*Nursery children are at the early stages of writing, encourage them to make marks that are very different to their pictures and attempt writing letters they ae familiar with, such as the ones in their names. | **Maths**  | **Phonics** [www.youtube.com/watch?v=cHbPsyQBGFo](https://www.youtube.com/watch?v=cHbPsyQBGFo) Use the link above to play the 7 step clap game from last week as a warm up every day. | **Topic**  |
| **Day 1** | Today we would like you to draw a picture of a sad baby bear and think about how he is feeling.Watch the video link and follow along with the drawing process. Once you have drawn your bear try and write his name and say how he feels when Goldilocks eats his porridge, breaks his chair and sleeps in hisbed. [www.youtube.com/watch?v=6LSths9FUGw](http://www.youtube.com/watch?v=6LSths9FUGw)  | Day/ Night sorting – talk to your grown up about what things you do in the morning and what things you do at night time. When do you brush your teeth? When do you wear you pyjamas? When do you eat your breakfast? Sort the picture cards into day /night time.  | We are continuing to work on our body percussion skills and things are about to get more fun!Follow the link below to watch a body percussion video for the song “Dance Monkey”. Follow along with the actions, can you make it all the way to the end of the song? [www.youtube.com/watch?v=EBBteybZdHY](https://www.youtube.com/watch?v=EBBteybZdHY) | P.EGoldilocks GameCan your grown up shout out the actions for you to follow?Goldilocks – Skip around or on the spot.Porridge – Stir/mix with your armsBear – Move around on your arms and legs like a bearBroken chair – pretend to sit down and fall on the floorBed – Curl up on the floor as if you were sleeping |
| **Day 2** | Today we would like you to draw a picture of Goldilocks. Watch the video link and follow along with the drawing process. Once you have drawn Goldilocks try and write her name and if she is a good girl or a naughty girl. Think about why she might have behaved in the way she did. What do you think she should say to the Bear family? [www.youtube.com/watch?v=-YPPOBsTq2Q](http://www.youtube.com/watch?v=-YPPOBsTq2Q)  | Baby bear’s day – Time matching game. Baby bear needs your help, can you help him to order the activities in his day. What does he do first? What does he do next? What does baby bear do before he goes to bed? Ask a grown up to help you to look at the clocks and match each activity to the time throughout the day. | Today we’re using a song from a hit musical movie as the input for our body percussion activity, there are some pauses and some double time sounds, look at the pictures carefully as they flash, 2 feet might mean 2 stomps! [hwww.youtube.com/watch?v=VldOnhk-jwo](https://www.youtube.com/watch?v=VldOnhk-jwo) | Daddy Bear’s bed was too hard and Mummy Bear’s bed was too soft. Can you find things that are hard around your house? Can you find things that are soft around your house? Why do you think they are made that way? For example, you might find a pillow which is soft. It is soft to lay your head on it. If it was hard it would hurt your head. |
| **Day 3** | Watch the attached video with your child and help them understand what needs to be included in a “wanted poster”. The end of the clip has a summary of the details usually included in a wanted poster, it may be helpful if you copy these down and refer to them as you work. [www.youtube.com/watch?v=l6rhASVs-CQ](http://www.youtube.com/watch?v=l6rhASVs-CQ) Today we would like you to make a wanted poster for the criminal known as “Goldilocks” using the template in your pack. | Yesterday we looked at sequencing baby bears day. Today have a think about your day. What do you do first when you wake up? What do you do next? Cut out the pictures and put them in order to sequence your day. | Today’s song is going to see if you can follow slow sounds with fast sounds. Watch the lady on the video cerfully, she’s there to help[www.youtube.com/watch?v=Z0ltmD1fggI](http://www.youtube.com/watch?v=Z0ltmD1fggI)  | We love using our Makaton singing in school. See if you can learn the Makaton to the Goldilocks song! We would love to see your performances!Join in with The Goldilocks song by following this link:Makaton Matthew: Goldilocks and the Three Bears - YouTube |
| **Day 4** | Thank’s to the wanted posters you all made Goldilocks has been caught by the police! Great job everyone! She has been told she must apologise to the Bear family in writing and needs your help. Today’s activity is to “write” a letter that Goldilocks can send to the three bears. What do you think she should say? What does she have to apologise for? Is there anything she could offer to do to make things better? Once you have written your letter read it to us on a video message, we can pass on the best ideas to Goldilocks for you.  | Do you know what the four seaons are? Spring, Summer, Autumn, Winter. What happens in each of the seasons? Look at - Seasons matching in your activity pack. Cut out the pictures and sort into the correct seasons. When would you need sunglasses? What season would that be? When would you use a hot water bottle? What season would it be?   | Today’s activity has lots of instructions, including stomping your right foot and then your left foot! Listen carefully to your feet, does each foot make a different sound? Can you make one foot sound louder than the other? [www.youtube.com/watch?v=92gf8dAlhUw](https://www.youtube.com/watch?v=92gf8dAlhUw) | R.E My Wonderful World.The other week we look at how some Christians believe the world was made by God in 7 days! Today I would love to know if you made your own world, what would you put in it? What would you make it look like? What would be your wonderful world?You could draw your world on some paper or make it out of materials! I can’t wait to see what your world looks like! |
| **Day 5** | The letter Goldilocks sent to the bears was a huge success, we have attached a picture of it for you to see. In the letter Baby Bear is invited to Goldilock’s party. For today’s activity we would like you to imagine what the party will be like. Who would be there? Will Baby Bear go? Is this Baby Bear’s chance for revenge or do you thik Goldilocks will do her best to make friends? Draw a picture of the party and try to add labels that tell us who is there. Send a picture of your work to us, or a video message to explain your ideas.  | Help Lecky get dressed for the weather. Search online –Crick web. Early Years. Dressing Lecky. What does Lecky need to wear in the different seasons? When would Lecky need to wear a wooly hat? | Everyone loves a bit of “Uptown Funk” on a Friday, so today’s activity is to follow along with the video below and add the body percussion to this fabulous Friday song! [www.youtube.com/watch?v=uzXpvILRMog](http://www.youtube.com/watch?v=uzXpvILRMog) | Sing along with Mrs Wilkinson with the song ‘Them Bears’. |

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| Chinese New Year | **English** \*Nursery children are at the early stages of writing, encourage them to make marks that are very different to their pictures and attempt writing letters they ae familiar with, such as the ones in their names. | **Maths**  | **Phonics**  | **Topic**  |
| **Day 1** |  [www.youtube.com/watch?v=VhtdJ4D0OtQ](http://www.youtube.com/watch?v=VhtdJ4D0OtQ)The video attached shows one method of how to support your child in developing a good pencil grip. Watch the video together and practice the “pinch and flip” method.Use some of the fine motor control sheets in your home learning pack to practise holding your pencil and following the lines around the Goldilocks story. (Don’t use them all though, save some for tomorrow!) | Dragons in the city –shape matching activity. Use the number shapes to fill the outline of the dragon. Talk an adult about what shapes you are using.  | This week brings us to the end of our work on Body Percussion and is your changce to show us your skills. Choose any of the video song clips we have watched over the past few weeks and join in with your favourite. Can you keep up with the different speeds? Can you change the volume of your sounds? Do you remember to take a rest from time to time? If you have enjoyed the body percussion videos maybe you would like to make up your own. You could add body percussion to your favourite song or make up your own new one. Watch the video below for some inspiration. [www.youtube.com/watch?v=sb-2VsE2y-U](http://www.youtube.com/watch?v=sb-2VsE2y-U) Send us in a video of yourself and your Bosy Percussion skills, we really would love to see how you’re learning at home.  | Watch these videos all about how Chinese New Year can be celebrated.[Chinese and Lunar New Year - CBeebies - BBC](https://www.bbc.co.uk/cbeebies/watch/chinese-new-year?collection=chinese-lunar-new-year) |
| **Day 2** | Continue to work on developing your pencil grip today, can you hold your pencil using the “pinch and flip” trick we learned yesterday? Use some more of the fine motor control Goldilocks sheets from your home learning pack to work on your pencil holding and handwriting skills.  | The animals from the story are having a race. Look at the numbers on the animal cards and stick them in the correct order across the river. Who was first? Which animal was second? Who came third? Which animal was last?  | Can you use the instructions in your learning pack to create a Chinese Lantern? We would love to see your creations! What do you think the lanterns are used for? |
| **Day 3** | On Friday people around the world will be celebrating Chinese New Year. For the next few days we will be learning all about this festival. The first thing we would like you to do today is share what you think you already know about Chinese New Year. Is this something you’ve heard of before? Draw a picture of what you think happens at Chinese New Year. | Look at the numbers on the Chinese lanterns –can you recognise all of the numerals to 10? Today we are going to count how many pennies there are in the Chinese money wallets. Count how many pennies and write the number on the envelope.  | Can you use the Dancing Noodles Sheet in your pack to complete the experiment? What happens to the noodles? |
| **Day 4** | Follow the link attached and watch the story that explains how the years are named and ordered in the Chinese calander. Your challenge is to “write” a list of the animals that are in the story, there are 12 in total. Can you remember them all without peeping at the video? Once you have written your list watch the video again, did you forget any or did you remember them all? www.youtube.com/watch?v=NrKQmI4vSwA | Use your Chinese lantern number cards –can you tell an adult what numbers you can see? Continue with your Chinese money wallets activity. Look at the number on your envelope and draw the coreect amount of pennies to match. You could use a real penny coin to draw around!  | Can you use the Fireworks in a Glass Sheet in your pack and complete the experiments? What can you see? What colours did you use? |
| **Day 5** | We have included a set of animals from the Chinese new year story, your activity today is to order them from 1st to last, and write each animals name. Can you hear any letters in their names that are also in yours?  | Can you put the dragons body back in the right order. Cut out the numbers 0-10 and stick them back in the right order on the dragons body.  | Join in with Demi singing the Chinese Dragon Song! |