

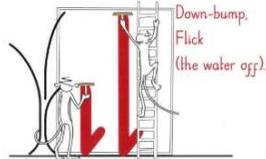
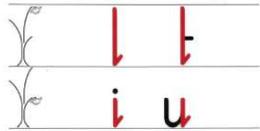
Ideas for Oak- London - Kew gardens and the Chelsea flower show Week beg: 1st June

Please pick and choose as many of the following as you would like to do. If you would like to show me what you are up to at home, please either upload photos to tapestry or send via email. I look forward to hearing from you all.

<p>Communication and language <u>Listening and attention</u> I can listen and do for a short span I maintain attention, concentrate and sit quietly during appropriate activity ELG I listen attentively in a range of situations I give my attention to what others say and respond appropriately while engaged in another activity exc I can answer 'how' and 'why' questions about my experiences and in response to stories or events.</p>	<p>Physical development <u>Moving and handling</u> I am beginning to form recognisable letters. I use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed ELG I show good control and co-ordination in large and small movements Exc I am beginning to be able to write on lines and control letter size.</p>	<p>Literacy <u>Reading</u> I can link sounds to letters, naming and sounding the letters of the alphabet I am beginning to read words and simple sentences ELG I can use my phonic knowledge to decode regular words and read them aloud accurately I can read some irregular words I demonstrate an understanding of what I have read Exc I can read phonically regular words of more than one syllable as well as many irregular but high frequency words.</p>	<p>Literacy <u>Writing</u> I use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. I write my own name and other things such as labels and captions. ELG I can write simple sentences which can be read by myself and others. Some words are spelt correctly and others are phonetically plausible Exc I can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words.</p>	<p>Maths <u>Number</u> I can find the total number of items in two groups by counting all of them. In practical activities and discussion, I am beginning to use the vocabulary involved in adding and subtracting. ELG I can solve problems, including doubling, halving and sharing. I can count on and back to find an answer I can add and subtract two 1-digit numbers using objects Exc I can solve practical problems that involve combining groups of 2, 5 or 10 or sharing into equal groups</p>
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<p>These skills are covered by listening to the stories, talking about how plants grow and why we provide certain conditions.</p>	<p>Dough gym- select a favourite pop song. Make some playdough or use ready made. put on the music and dance. Can the children remember some of the dough gym moves? Along to the music roll a sphere, roll a sausage and make a snail. Poke the dough whilst counting, push the dough flat. More moves can be found on ABC does. Link below</p> <p>Gonoodle dances- banana banana, dynamite, footloose, maximo!</p> <p>Kinetic letters practise- Bounce and Skip (the monkeys) would like you to practise the window cleaner family and the straight line capitals Window cleaner family-</p>	<p>Share together Oliver's Vegetables Jasper and the beanstalk</p> <p>The days of the week feature in both stories. The ay sound that we have done is in all the days of the week. Look at the days of the week- using your phonics can you put them in order? This is tricky. Once you have ordered them find the ay sound- where is it?</p> <p>Word cover up- if you have a copy of Jaspers Beanstalk or a favourite story book. Adult chooses a word to hide- post its, paper squares and blue tack. Child reads the sentence assisted or independently then tries to work out the missing word through context and making sure it makes</p>	<p>Oliver discovered that he liked more foods than he thought. Make a list of all the vegetables you like using your phonics to spell them. Now make a list of vegetables you have not tried yet. Do you think you would like them?</p> <p>Jasper went on an adventure. If you climbed a beanstalk what would you find at the top? Write a story to tell me.</p> <p>Make a plant diary writing a sentence for each stage of growth (see UTW)</p>	<p>Beanstalk add- draw a beanstalk with a cloud at the top, don't add any leaves and have some coloured pencils ready. The game needs two players. Each player pick a side of the beanstalk. Take it in turns to throw a dice add leaves to your side according to what you throw. When its your go again try and add the leaves together by counting on from the original number. Carry on until you reach the cloud. Who had the most leaves?</p> <p>Doubles petals- draw the centre and stalk of a plant. Two dice will be needed. Throw one dice and find its double with the other. Add petals for that double with</p>
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Window Cleaner Family



CAPITALS



Paint them, chalk them,
trace them, write them.
Make sure you hold your
pencils correctly and
remember which way the
letters go.

sense. Show the first
sound- could they be
correct? Reveal the word
and read it together.

Use oxford owl to read a
book to your adult.

playdough or drawn
petals.



Make handprint
sunflowers. Cut out
green hands. Share the
hand prints into two
groups. Are they equal?
Stick the hands into a
stalk and find the total
number of hands. Add a

				<p>flower to the top</p> 
<p>Maths</p> <p><u>Shape space and measure</u></p> <p>I can order and sequence familiar events</p> <p>I can measure short periods of time in simple ways</p> <p>ELG I can use everyday language to talk about size, weight, capacity, position, distance, time</p>	<p>Expressive arts</p> <p><u>Exploring and using materials</u></p> <p>I understand that different media can be combined to create new effects.</p> <p>I manipulate materials to achieve a planned effect.</p> <p>ELG I can safely use and explore a variety</p>	<p>Understanding the world</p> <p><u>The world</u></p> <p>I look closely at similarities, differences, patterns and change.</p> <p>ELG I make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>I can talk about the features of my own</p>	<p>Understanding the world</p> <p><u>Technology</u></p> <p>I use ICT hardware to interact with age-appropriate computer software.</p> <p>ELG I select and use technology for particular purposes.</p>	<p>Physical development</p> <p><u>Moving and handling</u></p> <p>I show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>ELG I can move confidently in a range of ways, safely negotiating space.</p>

<p>and money to compare quantities and objects and to solve problems Exc I can estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p>	<p>of materials, tools and techniques, experimenting with colour, design, texture, form and function. ■ I can sing songs, make music and dance, and experiment with ways of changing them. ■ Exc I can use explorations they find out and make decision about how media and materials can be combined and changed.</p>	<p>immediate environment and how environments might vary from one another. Exc I know that the environment and living things are influenced by human activity. I can describe some actions which people in my own community do that help to maintain the area that they live in.</p>	<p>Exc I select appropriate applications that support an identified need (eg how to record results or events)</p>	<p>I show good control and co-ordination in large and small movements. Exc I can hop confidently and skip in time to music.</p>
<p>Get a ruler, tape measure or piece of string. Choose five plants in the garden or when on a walk. Measure them using what you have. Draw the plant and write down what it measured. If you're using string cut it to size. Once you have measured each one</p>	<p>Make a junk flower garden- using what resources you have to make different types of flowers. Display them on paper, on playdough, in a box.</p> 	<p>Kew gardens and The Chelsea flower show create impressive gardens and grow plants. The greenhouse at Kew gardens is amazing. What sort of garden would you like? What do the plants need to grow?</p>	<p>Look at the RHS Chelsea / Kew gardens website and look at the different plants they grow and gardens they create. They have made a garden recently for the Nightingale hospital. The giant water lillies at kew are amazing!</p>	<p>Baked beans- the children have to follow instructions that are shouted out. Baked beans is shouted when the children have to run to a safe area so not to be caught by the caller (like in What's the time Mr Wolf). Runner beans- running on the spot</p>

order their sizes from smallest to largest.

Weighing vegetables- make some bucket scales using a coat hanger



Hang somewhere so it can move freely. Collect some vegetables. Which is the heaviest/ lightest? How do you know?

Using only the primary colours and white paint the vegetables in your house mixing the correct colours.

Paint a picture of a garden.

Make a plant needs poster. Label a plant and what it needs. You can panit it, collage it, make it 3D.

On paper design your own garden. What plants would you like in it? Vegetables, herbs, flowers. Any structures- chairs, hammock, fountain, pond? Your garden design can be a mini garden in a box, or a fairy garden or be a patch in your own garden. Remember to label your garden.

If you have the resources have a go at making your garden. You might have some seedlings you can use or start from scratch with seeds. It will take time to grow so take photos so you can see how it changes.

Once you have made your garden (See understanding the world) film it on a phone or ipad explaining its different parts.

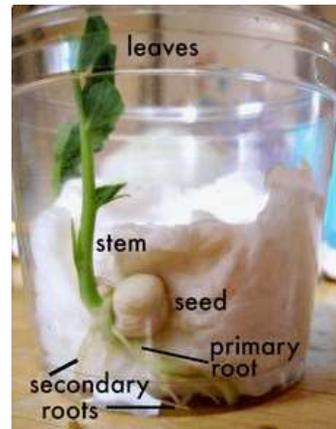
Use the internet for dough gym, gonoodle, phonics, reading and research.

Jelly beans- wobble
Jumping beans- jump on the spot
French beans- can can kick
String bean- stand tall and straight
Full of beans- lay on a heap on the floor

Practise skipping (without a rope) and then skip to music. Can you do the same with hopping?

Make a plant diary.
Illustrate it and write a sentence to explain that illustration. The first will be planting it, then when a shoot appears etc.

If you have any beans grow in a glass on damp cotton wool. What grows first? What happens next?



Grow carrot tops on damp cotton wool to see the tops sprout

				
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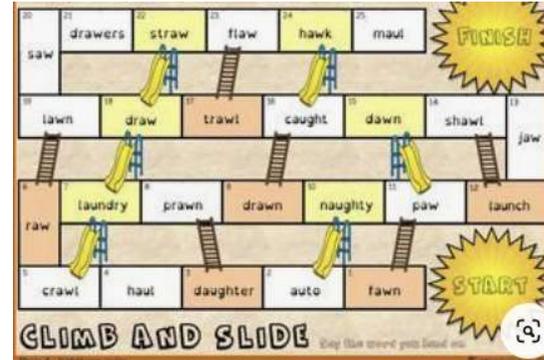
Phonics.

10 -20 min activities focussing on: oi boil the oil

Oil, boil, foil, toil, soil, coil, coin, point, cuboid, tabloid, spoil, noise, noisy, voice, hoist

1. Watch Mr Thorne and Geraldine oi
2. Phonics play- Obb and Bob oi sound
3. The oi chain- start with oil add another letter to make a new word- boil, change or add another letter- coil. How long can you get your word chain?
4. Foil writing- using markers or paint. Cover a tray, piece of cardboard with foil. Make oi cards and turn face down. Pick a card read the word and mark the foil with the word.
5. make a word-with plastic, magnetic letters or written on paper put oi. Add letters to make words- is it a real word or is it rubbish?

6. Make an oi board game- maybe snakes and ladders, a path game with instruction squares but include oi words on squares that need to be read.



7. Roll and write oi activity twinkl

8. Once a week- camera word Thursday! Hide the camera words from your reading packets. Set a 10 minute timer find them and write them down. How many did you find?

Helpful websites:

<https://abcdoes.typepad.com/abc-does-a-blog/2013/09/dough-gym-week-creating-a-dough-gym.html>

<https://www.youtube.com/watch?v=2yvllKqyVUc> Oliver's Vegetables

https://www.youtube.com/watch?v=Da6lxY_8jmU Jasper's Beanstalk

<https://www.kew.org/>

<https://www.rhs.org.uk/shows-events/virtual-chelsea>

<https://www.phonicsplay.co.uk/>

<https://www.oxfordowl.co.uk/>

<https://app.gonoodle.com/>

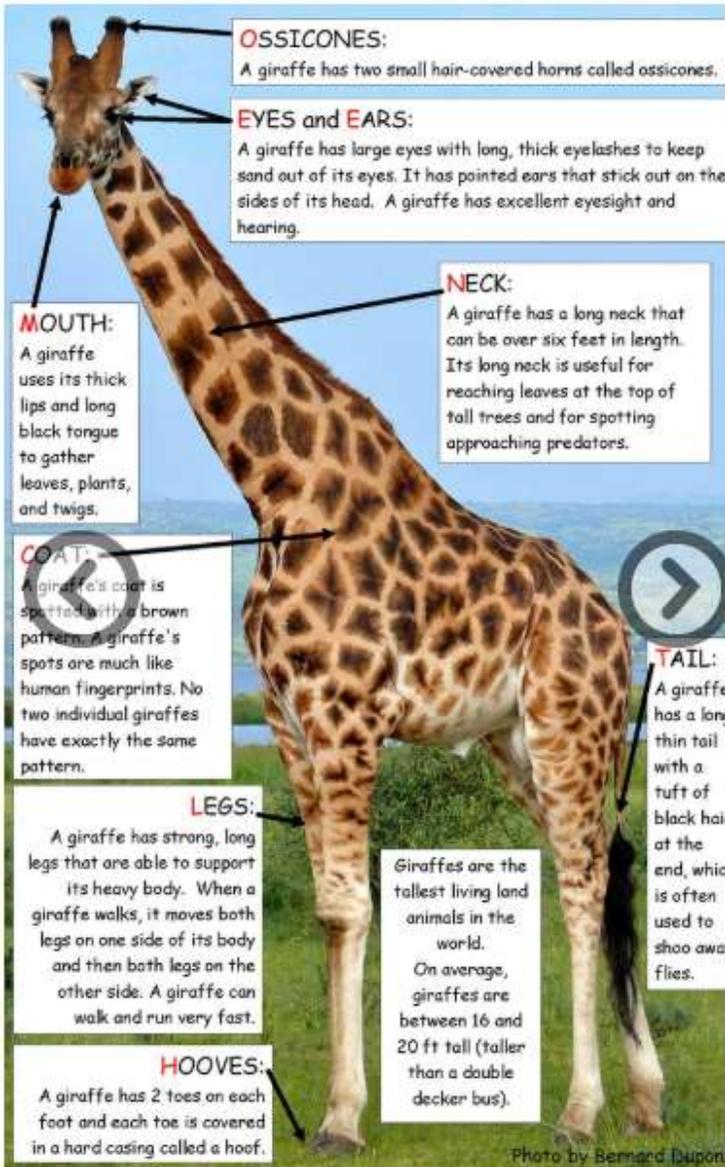
<https://www.storybots.com/>

<https://www.teachyourmonstertoread.com/>

vooks.com

<https://www.twinkl.co.uk/>

Phase 2	Phase 3	Phase 4	Phase 5
I no the to go into	he she we me be you are her was all they my	said have like so do some come little one were there what when out	oh Mrs people their called Mr looked asked could



OSSICONES:

A giraffe has two small hair-covered horns called ossicones.

EYES and EARS:

A giraffe has large eyes with long, thick eyelashes to keep sand out of its eyes. It has pointed ears that stick out on the sides of its head. A giraffe has excellent eyesight and hearing.

NECK:

A giraffe has a long neck that can be over six feet in length. Its long neck is useful for reaching leaves at the top of tall trees and for spotting approaching predators.

MOUTH:

A giraffe uses its thick lips and long black tongue to gather leaves, plants, and twigs.

COAT:

A giraffe's coat is spotted with a brown pattern. A giraffe's spots are much like human fingerprints. No two individual giraffes have exactly the same pattern.

LEGS:

A giraffe has strong, long legs that are able to support its heavy body. When a giraffe walks, it moves both legs on one side of its body and then both legs on the other side. A giraffe can walk and run very fast.

HOOVES:

A giraffe has 2 toes on each foot and each toe is covered in a hard casing called a hoof.

Giraffes are the tallest living land animals in the world. On average, giraffes are between 16 and 20 ft tall (taller than a double decker bus).



TAIL:

A giraffe has a long thin tail with a tuft of black hair at the end, which is often used to shoo away flies.

Photo by Bernard Dupon