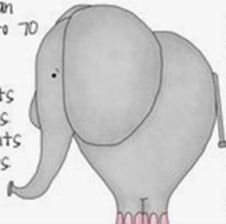



Ideas for Oak- London Zoo. Week beg: 20th April

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.

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| <p>Communication and language <u>Speaking</u> I use talk to organise, sequence and clarify thinking, ideas, feelings and events ELG I can develop my own narratives and explanations by connecting ideas or events</p> | <p>Physical development <u>Moving and handling</u> I handle tools, objects, construction and malleable materials safely and with increasing control. ELG I can handle equipment and tools effectively, including pencils for writing.</p> | <p>Literacy <u>Reading</u> I am beginning to read words and simple sentences ELG I can read and understand simple sentences I demonstrate an understanding of what I have read</p> | <p>Literacy <u>Writing</u> I attempt to write short sentences in meaningful contexts. ELG I can write simple sentences which can be read by myself and others. Some words are spelt correctly and others are phonetically plausible</p> | <p>Maths <u>Number</u> In practical activities and discussion, I am beginning to use the vocabulary involved in adding and subtracting. ELG I can say which number is 1 more or 1 less than a number to 20 I can add and subtract two 1-digit numbers using objects</p> |
| <p>Hide some animals in a box or bag. Try and describe the animal you pick up first to a blindfolded/ eyes closed person. You cannot use the animals name. only use the sound they make if all other descriptions fail.</p> | <p>Construct a zoo see ex arts plan</p> <p>Kinetic letters practise- Bounce and Skip (the monkeys) would like you to practise the jumper family and the abracadabra family</p> <p>Jumper family- h b m n r p</p> | <p>Read/ share Dear Zoo</p> <p>You tube link in helpful websites</p> <p>Which animals would you have sent? How would you describe them?</p> | <p><u>Elephants</u></p> <ul style="list-style-type: none"> •Elephants are a huge land animal. They are 8 feet tall, and can weigh up to 6 tons! •Elephants breathe through their trunk. They also use their trunk to get water and food. •Elephants can live for up to 70 years! •Male elephants are called bulls •Female elephants are called cows  | <p>See attached appendix for addition and subtraction cards. Use counters, bricks, draw the required number to help you if needed. Can you draw a picture to match the number sentence?</p> |

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| <p>Make some telephones. Call the zoo (your adult at home can pretend to be the zoo receptionist) and ask them about their animals, ask them questions. Can you tell someone what they have said?</p> | <p>Abacadabra family- a d g c q o s Practise writing 2,3,5,8. Practise 1,4,6,7,9.</p> <p>Paint them, chalk them, trace them, write them. Make sure you hold your pencils correctly and remember which way the letters go. Abacadabra letters go/ pull towards the tree first when they are written.</p> | <p>Use oxford owl to read a book to your adult.</p> | <p>Complete The World task first</p> <p>1. Make a fact file: Once you have chosen your favourite animal and have looked into how they like to live to stay happy, have a go at writing down a few of those things. Your adult can write some too.</p> <p>2. Can you make your own version of Dear Zoo?</p> <p>3. I went to the zoo and saw..... it was.....</p> <p>Can you complete this sentence? If you do more than one you can build a little book and illustrate it.</p> | <div data-bbox="1688 193 2027 544" data-label="Image"> </div> <p>Chalk the numbers 1-20 on the path, write the numbers cut them up and put them in a box. Pick a number- find that number then jump one more, one less.</p> |
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| <p>Maths <u>Shape space and measure</u> I can use everyday language related to time ELG I can use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems</p> | <p>Expressive arts <u>Exploring and using materials</u> I construct with a purpose in mind, using a variety of resources. ELG I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> | <p>Understanding the world <u>The world</u> I look closely at similarities, differences, patterns and change. ELG I make observations of animals and plants and explain why some things occur, and talk about changes.</p> | <p>Understanding the world <u>Technology</u> I use ICT hardware to interact with age-appropriate computer software. ELG I select and use technology for particular purposes.</p> | <p>Physical development <u>Moving and handling</u> I negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. ELG I can move confidently in a range of ways, safely negotiating space.</p> |
| <p>1.The animals need feeding three times a day. 7 o clock 1 o clock 6 o clock Can you make a clock to show these times? Get your grown up to challenge you to show</p> | <p>Paint/ draw/ model your favourite animal from the zoo using a photo or google pic to look for detail.</p>  | <p>Brainstorm- Make a list of all the animals that might live in the zoo.</p> <p>Watch the London zoo webcam feeds of your favourite animals.</p> <p>What do they like to have to live with? What food do they like to</p> | <p>Use google/ search engine to look at the London Zoo website.</p> <p>Watch the webcam feeds on the animals that live there.</p> <p>Look at the other Zoo's info feeds- Edinburgh San Diego Dublin Zoos Victoria Australia. Athletics</p> | <p>Make an obstacle courses in the garden if you have one or in the house.</p> <p>How would each animal move through the course- tiny steps, giant steps, soft steps, loud steps, slithering etc</p> <p>Animal yoga- which of the poses can you do?</p> |

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| <p>them different o clocks.</p> <p>When this becomes easy try half past when the big hand is on the 6.</p> <p>2. the animals are different sizes. We need to measure them and put them in size order ready for their new homes.</p> <p>Collect any plastic zoo animals you have, pictures or draw some. Using lego, blocks, pasta anything you have to measure the animals. Make sure its fair by starting at the feet and finishing at the top of the animals head. Write down the numbers that they measure then put them in order.</p> | <p>With whatever you can find- boxes, playdough, plasticine, paper , cardboard- build the enclosure and add the animal that you painted.</p> <p>If you would like to expand the zoo, add other living spaces. Remember to leave enough room in between so people can walk around.</p> <p>Take a photo of your zoo.</p> | <p>eat? See literacy activity</p> <p>Design an enclosure for one animal include things for it to play with and the food it likes to eat. (See ex arts activities)</p> <p>If you bake or cook could you try and think about how your ingredients will change.</p> | <p>Please use a camera to take pictures of your work and get your grown up to put them on Tapestry so I can see it.</p> | <p>See website for cards</p> |
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Phonics.

10 -20 min activities focussing on: oo Poo at the zoo!

Boo, soon, baboon, balloon, zoom, boom, smooth, smoothie, choose, room, broom, loom, spoon, racoon, scoop.

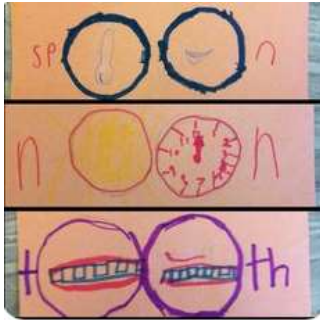
oo



Poo at the zoo.

poo, zoo, moon, root, boot, food

1. Chalk oo words outside then use a paint brush and water to go over the letters.
2. Hide and seek- hide oo words on paper around the house. Children see how many they can find, read the words as they find them.
3. Watch Mr Thorne and Geraldine oo long sound
https://www.youtube.com/watch?v=UfMKV_9agiY
4. Animal families- draw a zoo and include these animals with labels: baboon, kangaroo, hooting owls, racoon, cows that go moo.
5. Make a simple book of oo words with illustrations.
6. Write a simple sentences with an oo word in.



7. make illustrated words
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://www.zsl.org/zsl-london-zoo>

<https://www.zsl.org/london-zoo-webcam>

<https://www.youtube.com/watch?v=rudDGRQ9QGA> dear zoo

<https://wyqualitycounts.org/animal-yoga-for-kids/> yoga cards

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

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

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

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

vooks.com

Spellings

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

Number cards.

The elephant had ----- bananas. She ate Which left

.....

..... - =

The orang-u-tan wanted oranges. The ape keeper gave her
..... And the primate keeper gave her she had
altogether.

..... + =

There are three spiders in the mini beast exhibition. How many legs altogether?

..... + + =

The keeper had 20 fish. A penguin ate 7. How many were left?

..... - =