




Ideas for Acorns- London Zoo and the giraffes. Weeks beg: 4th and 11th May

Please pick and choose as many of the following as you would like. 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 listens to stories with increasing attention and recall.</p> <p>I can follow directions</p>	<p>Physical development <u>Moving and handling</u> I can hold a pencil between thumb and two fingers, no longer using whole-hand grasp. (Funky fingers activities help to develop finger strength leading to a good pencil grip)</p>	<p>Literacy <u>Reading</u> I show awareness of rhyme and alliteration. I recognise rhythm in spoken words. I can continue a rhyming string I can hear and say the initial sound in words</p>	<p>Literacy <u>Writing</u> I sometimes give meaning to marks as they draw and paint.</p>	<p>Maths <u>Number</u> I show an interest in representing numbers.</p> <p>I can count objects to 10, and am beginning to count beyond 10</p>
<p>Using Vooks watch/read 'Giraffes Can't dance'</p> <p>What can you remember from the story.</p> <p>What was your favourite part?</p>	<p>Funky fingers-</p> <ol style="list-style-type: none"> 1.What can you thread onto a stick- penne, cheerios etc 2.Using pegs make a spider with 8 legs 3.Using cotton buds make a giraffe spotty pattern. 4.Build a lego wall to go around the zoo 5.Make a paper chain snake 	<p>Can you say a rhyming sentence- eg Gerald's neck was long and strong. Giraffe's legs are thin as a pin.</p> <p>Make an alliteration alphabet with your grown up- angry ants</p>	<p>If its sunny go outside and paint with water on the patio, path etc</p> <p>If you have large paper or paper on a roll set out a huge piece and mark make on it with any resources you have.</p>	<p>Have a row of numbers 1-10 or higher if confident. Ask your child to close their eyes and steal a number. Which one has gone? How can we check-count with your child till you reach the gap.</p>

<p>Board games- twister, guess who, ludo, snakes and ladders</p>	<p>6.Put small objects in a box and set a timer for 1 min. how many can you pick up with just your thumb and pinching finger?</p>	<p>Beautiful butterflies etc</p>	<p>Make a rainbow tray by painting stripes on paper. Let it dry and cover in a tray with rice flour sugar. Make finger patterns to show your rainbow.</p>  <p>Spread out some tinfoil- use marker pens, paint and mark make on the foil.</p>	 <p>Using sticks make a fence for the animals enclosure. Make sure to get the sticks in order. Are any missing?</p>
<p>Maths <u>Shape space and measure</u> I use positional language.</p> <p>I am beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p>	<p>Expressive arts <u>Exploring and using materials</u> I am beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p>	<p>Understanding the world <u>The world</u> I have observed things such as plants, animals, natural and found objects.</p>	<p>Understanding the world <u>Technology</u> I know that information can be retrieved from computers</p>	<p>Physical development <u>Moving and handling</u> I move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running,</p>

	<p>I am beginning to move rhythmically. I imitate movement in response to music</p>	<p>I talk about why things happen and how things work.</p>		<p>jumping, skipping, sliding and hopping.</p>
<p>Where oh where is the bear? Using a teddy bear play hide and seek. Encourage positional language- on top, next to, under, over, behind etc.</p> <p>Choose an animal from the zoo- can you describe it's features? Round eyes, long neck, long and thin etc.</p>	<p>Gerald found out he could dance. What music do you like to dance to? Dance!</p>  <p>Could you make a picture of your favourite part of the book? In this picture the giraffes spots are made by printing with a tube.</p>	<p>Freeze some animals- how can we get them out? Supply spoons forks toy hammers and salt. Chat about what is happening as they play. What does the salt do? Look for the patterns it leaves.</p> <p>If you go on a walk see what treasure you can find. If you can't collect it take a photograph</p> <p>Cook and bake- how do ingredients change?</p>	<p>Have a look at the animals at London Zoo using the website and webcam feeds.</p> <p>If you have Disney + watch some of the animal programs</p> <p>Phonics play</p>	<p>Run, jump, climb, swing, play football- all the things you usually do :O)</p> <p>Are you taking part in any of the online</p>

Phonics Phase 1 and 2

1. Bury some animals in soil, sand and get your child to find them. What sound can you hear at the beginning of that animal you have found? If confident what is at the end, middle?
2. Make a shaker for each of you. Can you copy each others shaking pattern?



3. Bertie the bus is going to the zoo, who does he see as he passes through? bag of animals or pictures. Say the rhyme and remember each one in sequence like the shopping list game. Use animal prompts to start with as they get better see if they can do it without by just remembering.
4. Phonic play website- phase 1 games. Which animal can you hear?
5. 3 sound pictures or objects such as dog cat snake horse (h-or-se) fish etc. Play can you catch (need something to catch the animals eg a net, hat). Adult says can you catch the h-or-se segmenting the word. Child shouts out the word and catches the animal/ object.

6. S a t i n m p d making shapes. Using a sieve and flour (if you have got some) make letter shadows



7. Geraldine the giraffe and Mr Thorne on you tube for the initial sounds above.

Helpful websites:

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

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

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

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

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

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

vooks.com