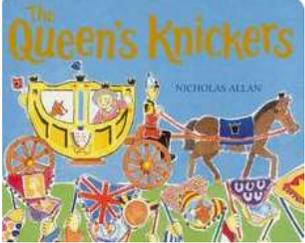


Ideas for acorns- London - the royal family Week beg: 1^{5th} June

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</p> <p>Understanding I understand use of objects (e.g. "What do we use to cut things?")</p> <p>I show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</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. I can copy some letters, e.g. letters from my name.</p> <p>(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.</p> <p>I recognise rhythm in spoken words.</p> <p>I listen to and join in with stories and poems, one-to-one and also in small groups.</p>	<p>Literacy <u>Writing</u> I sometimes give meaning to marks as I draw and paint. I can ascribe meanings to marks that I see in different places</p>	<p>Maths <u>Number</u> I can count objects to 10, and am beginning to count beyond 10 I can count out up to six objects from a larger group I can select the correct numeral to represent 1 to 5, then 1 to 10 objects</p>
<p>Select a few pieces of equipment in the kitchen- whisk, wooden spoon, scales etc- what do we need them for? When baking cooking with your</p>	<p>Funky fingers-</p>  <p>1.If you find a pine cone wrap string, elastic bands, pine cleaners around them to make a pattern</p>	 <p>Read the queens knickers</p>	<p>Would you be a princess or prince, what would you look like- draw a picture of you and what you would wear. Can you tell me about it by writing it down?</p>	<p>Make lollipop, peg, stick guards</p>  <p>you will need ten.</p>

child can they select the equipment needed?

Where is the princess/ prince? Get a princess/ prince toy or any you like if you haven't got a royal toy. Shout a direction- put the ... On top of the castle/ anywhere you choose. Try under, next to, behind, in front of, above.

2. Make some playdough and roll to make snails.

3. Flatten your pancake and roll into a wrap.



4. bury letters or numbers in jelly. Can you pick them out with tweezers?



5. use playdough and cocktail sticks, cotton buds to make structures

Draw a pair of knickers for the queen. When would she wear them? Get your grown up to write down what they are for. Write some letters if you can

AA Milne -
Buckingham palace
Reda the poem together. Can you spot the rhyme? Can you march to the rhythm of the poem?

The Queen lives at the palace now- how many rhyming words can you think of that rhyme with queen?

Choose your favourite rhyming story at read it aloud with your grown up. How much of it can you remember?

(anything that they class as writing is what is wanted. Encourage left to right, model writing alongside them)

Practise writing your name in sand, foam, rice, flour etc

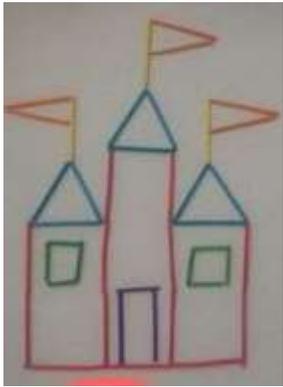
Get your adult to number them 1-10. Can you put them order. Can you collect 5 guards, 3 guards etc

One of the guards has gone missing (adult to take) can you work out which one it is? Counting to the gap can help.

Order the guards 1-4 what would one more be? Put it in place. Order the guards to 6- what would be one more? Try with different numbers

		Information finding- look at books or google pictures of the queen. Look at pictures when she was first queen and pictures now. There will be pictures of the queen in your house- your grown up can help you look (money, stamps etc.)		
<p>Maths <u>Shape space and measure</u></p> <p>I show interest in shape by sustained construction activity or by talking about shapes or arrangements.</p>	<p>Expressive arts <u>Exploring and using materials</u></p> <p>I am beginning to build a repertoire of songs and dances. I explore the different sounds of instruments.</p>	<p>Understanding the world <u>People and communities</u></p> <p>I recognise and describe special times or events for family or friends. I show interest in different occupations and ways of life.</p>	<p>Understanding the world <u>Technology</u></p> <p>I know that information can be retrieved from computers</p>	<p>Physical development <u>Moving and handling</u></p> <p>I hold pencil between thumb and two fingers, no longer using whole- hand grasp. I hold pencil near point between first two fingers and thumb and use it with good control.</p>

Build a castle with your bricks. Which fit together well? Can you name the shapes you use?



Make a 2D castle with flat shapes, straws, drawing round shapes etc

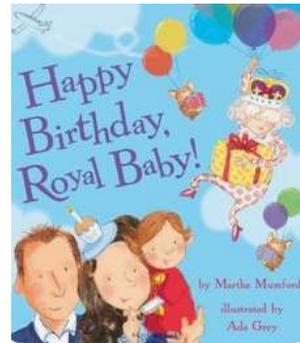
Listen/ watch the queens bands as they change the guard.
Can you beat a rhythm or play a tune then march to the beat.

The guards stand in a sentry box made of different shapes. Draw around rectangles triangles to make a box. Decorate it with squares and circles.

If you have some boxes have a go at making your own palace

All royals need a crown- can you make one you can wear?

Read the happy birthday royal baby Martha Mumford



Birthdays are special
Can you make a picture collage of special birthdays you have celebrated?

The queen has a special job to do- what do you think she does? Can you think of other jobs people do and why they do it? Adult scribe

Cook and bake, make lunch, help with

Can you find out these facts with your grown up- what is the queens name?
Who is her husband?
How many children does she have?
Where does she live?
What does she like to do?

Using a tablet, phone or camera take some photos of some things you really like in the garden.

Phonics bloom and phonics play.

Practise picking up different writing implements with pinching fingers near the tip, put your middle finger gently underneath to as a rest. Try making marks in this hold.

Can you make zig zags, trace patterns, make dots whilst holding the implement in a pincer grasp.

		dinner- how do ingredients change?		
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Phonics Phase 1 and 2

1. H b ll ss- introduce the sounds. Make little groups of objects you can find with the initial/ end sound.
2. Watch Mr Thorne and Geraldine. Watch alphablocks.



3. make some sound baskets for h b ll ss and gather some objects. Can you sort them into the correct basket?

Buckingham Palace

by A.A. Milne

They're changing guard at Buckingham Palace
Christopher Robin went down with Alice.
Alice is marrying one of the guard.
"A soldier's life is terrible hard,"

Says Alice.

They're changing guard at Buckingham Palace
Christopher Robin went down with Alice.
We saw a guard in a sentry-box.
"One of the sergeants looks after their socks,"

Says Alice.

They're changing guard at Buckingham Palace
Christopher Robin went down with Alice.
We looked for the King, but he never came.
"Well, God take care of him, all the same,"

Says Alice.

They're changing guard at Buckingham Palace
Christopher Robin went down with Alice.
They've great big parties inside the grounds.
"I wouldn't be King for a hundred pounds,"

Says Alice.

They're changing guard at Buckingham Palace
Christopher Robin went down with Alice.
A face looked out, but it wasn't the King's.
"He's much too busy signing things,"

Says Alice.

They're changing guard at Buckingham Palace
Christopher Robin went down with Alice.
"Do you think the King knows all about me?"
"Sure to, dear, but it's time for tea,"

Says Alice.



Helpful websites:

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

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

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

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

vooks.com