

Ideas for acorns- London - the royal family Week beg: 29th 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 40-60 I can respond to instructions involving a two-part sequence. 40-60 I am able to follow a story without pictures or props.</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 know information can be relayed in the form of print. I hold books the correct way up and turns pages. I know that print carries meaning and, in English, is read from left to right and top to bottom. 40-60 I can segment sounds in simple words and blend them together and I know which letters represent some of them</p>	<p>Literacy <u>Writing</u> 30-50 I look at books independently. I handle books carefully.</p> <p>40-60 I continue a rhyming string.</p> <p>I hear and say the initial sound in words.</p>	<p>Maths <u>Number</u> 30-50 I compare two groups of objects, saying when they have the same number. I show an interest in number problems.</p> <p>40-60 I can count actions or objects which cannot be moved I can estimate how many objects I can see and check by counting them</p>
<p>Story pass- get a story stick (can be anything) adult</p>	<p>Funky fingers-</p>	<p>When reading ask the child to handle the</p>	<p>Using royal words make rhyming pairs then put them into</p>	<p>How many in the jar? Up to 10 objects</p>


to start to tell a story holding the stick and tell the beginning. At a n exciting point pass the stick for the child to continue. When the child is ready they pass it back. If child not confident adult to continue to model how to tell a story.

Two part instructions- like simple Pictionary. Can you draw a square and a circle? Can you draw a flower and a bee? Etc to challenge add colours and detail eg yellow petals, a person with black hair.

Would you rather questions? (found after grid)

1.  throw the dice and build a number tower with tweezers

2.  natural materials cutting and hole punching.

3.  write a word on bottle top caps and on the bottle. Match the top to the correct bottle.

story. Do they know where the reading starts? When do we know when to turn a page?



Make three playdough sound buttons or three counters. Pictures of cvc words eg hen bus cat dog press each button as you say the sound segments.



As above but squash the sound button

sentences e.g mean queen - crown frown

The mean queen wore the crown with a frown.

Try: king, castle, guard, horse. Can you put them all together to make a rhyming story?

Put some objects in a bag- what do they begin with?

Royal names- make a list of the royal family names. What do they begin with?


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



When outside- how many leaves on a small branch? How many petals on a flower? Estimate then count

The queens laundry (need a pile of unpaired socks)- how many socks are in her pile? How can you check?

Domino add- play dominoes matching the number ends. Play domino add- pick a domino total the spots highest wins. Who has the most spots after 5 goes?

Can you order a suit of cards?

	 <p>4. cotton bud paint over words</p>	with the hammer as phoneme is read		
<p>Maths <u>Shape space and measure</u> 40-60 I can order two or three items by length or height I can order two items by weight or capacity</p>	<p>Expressive arts <u>Exploring and using materials</u> Using materials I explore what happens when I mix colours. I experiment to create different textures. Being imaginative I initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p>Understanding the world The world 40-60 I look closely at similarities, differences, patterns and change.</p>	<p>Understanding the world <u>Technology</u> 40-60 I complete a simple program on a computer.</p>	<p>Physical development <u>Moving and handling</u> 40-60 I negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p>
<p>Paint pebbles so they look like the crown jewels. Pick two and feel them in your hand. Which feels heavy/ light? How can you check? Either use kitchen scales or</p>	<p>Paint a self portrait of yourself as a queen or king. Can you mix your own colours from a primary palette? What does white do?</p>	<p>Water- the queen Victoria fountain Look at the fountain and how the water moves down the stairs</p>	<p>Dress up as a queen king and get someone to take a photo. Child to help email/ send by tapestry the picture to me</p>	<p>Play outside- run jump climb Follow the lines- draw wiggly, straight, curved lines with chalk and</p>

<p>make your own bucket scales</p>  <p>What else can you weigh? Order items from lightest to heaviest</p> <p>Choose two jugs- which holds more? How many cups of water does it take to fill the jugs? Which holds more?</p>	<p>Collage your name following lines drawn by a grown up</p>  <p>Make necklaces or bracelets using materials at home- pasta beads etc</p> <p>Make a playdough/ clay sceptre orb. Don't forget the gems</p>	<p>Can you make a way for water to travel down somewhere in the garden- steps a slope etc.</p> <p>What happens to water in the sun? paint with water, make puddles and see what happens.</p> <p>Try and build a fountain pouring the water from a watering can or hose pipe.</p> <p>Cook and bake, make lunch, help with dinner- how do ingredients change?</p>	<p>Word- look at the letters on a keyboard and experiment with what happens when you press them. Try the space bar, get someone to help change the colour size etc</p> <p>Phonics bloom and phonics play.</p>	<p>travel along them at different paces</p> <p>Use a bike/ trike/ scooter etc</p>
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Phonics Phase 1 and 2

- consolidation of sounds so far

1. Watch Mr Thorne and Geraldine. Watch alphablocks.
2. Freeze some letters- which ones can you get out? What can you use?



3. find some pictures and find the initial sound. As a challenge can you find the end sound or even the middle sound?



4. find and spell cvc words on the blocks



5. stick cvc words on jenga blocks read the words as you remove them.
6. Roll and read phase 2 on twinkl
7. Random words- supply two consonants and a vowel. What words real and nonsense can you make
8. Sing the alphabet song. Match the sound with the letter grapheme.

Would you rather
take an art class
or a music class?

Would you rather
eat fruits or
vegetables?

Would you rather
be a bird or a
fish?

Would you rather
eat spaghetti or
tacos?

Would you rather
go snorkeling or
kayaking?

Would you rather
go on a hot air
balloon or an
airplane?

Would you rather
camp in a tent or
in a camper?

Would you rather
drink orange juice
or apple juice?

Would you rather
eat cake or ice
cream?

Would you rather
have a pet snake
or a pet
tarantula?

Would you rather
wear boots or
tennis shoes?

Would you rather
go to the zoo or
the park?

Would you rather
watch the a
comedy or a
scary movie?

Would you rather
live in the
mountains or by
the beach?

Would you rather
meet Santa or
the Easter
Bunny?

Would you rather
be too hot or too
cold?

Helpful websites:

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

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

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

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

vooks.com