

Week Theme: Changes

Please also continue to complete the bingo sheet and use the online links and resources provided in your school closures pack.

Literacy and/or topic lessons	Maths Lessons	Interactive resources	Other linked Activities
<p>1. Discuss what things change. How do people change? Watch the Espresso clip below about how a baby changes (Your login details will be in the pack sent at the start of school closure). https://central.espresso.co.uk/espresso/modules/ey_sing_pretend/videos/video_how_change.html?source=search-all-all-all&source-keywords=changes%20ourselves Have a look at different generation pictures e.g. baby, child, teenager, adult and seniors-What differences can you see? What things can you do at each stage e.g. learn to walk, drive a car etc? Parents please create an observation of what changes the children notice if possible.</p>	<p>1. Reading 'The Doorbell Rang'. https://safeYouTube.net/w/MIO9 Discussing what sharing mean. It means we all have the same amount. Can you share some items with the members of your family?</p>	<p>https://central.espresso.co.uk/espresso/modules/ey_sing_pretend/videos/video_how_change.html?source=search-all-all-all&source-keywords=changes%20ourselves Purple Mash-Mini Mash-Check out the activities under the new growing pin (Your login can be found in your school closure pack).</p>	<p>You could read a younger sibling a story or make up a game for them. Playing with babies/dolls/small world. Looking at photographs of you and your family members. Find matching socks to make doubles.</p>
<p>2. Do you know any animals that change? How do they change? Display a picture of a chameleon and talk about how a chameleon can change colours. Watch The Mixed Up Chameleon https://safeYouTube.net/w/McO9 Discuss all the amazing things you can do now that you couldn't do when, for example, you were a baby.</p>	<p>2. Discuss how people change as they get older. Can you put some photographs or the generational pictures in order? You can use the pictures in this week's planning.</p>	<p>Can you make some music in Mini Mash? Go to the instruments in the outside section of the classroom. Get Squiggling-Caterpillar https://safeYouTube.net/w/CYO9</p>	<p>Writing a letter or drawing a picture for your grandparents. Making temporary art. How can you record it? Water painting outside.</p>
<p>3. Do you have any brothers or sisters? Are you the oldest or youngest etc? Talking about how families can change over time and that that baby of the family might not always stay the youngest. Sharing 'There Once were Giants' and discuss the changes in a family. https://safeYouTube.net/w/zhO9</p>	<p>3. Practice counting up and back from 20. https://safeYouTube.net/w/WvO9 Or if you have got the hang of this try counting in twos, fives and tens up to 20. https://safeYouTube.net/w/HxO9 https://safeYouTube.net/w/azO9 https://safeYouTube.net/w/WwO9</p>	<p>Cosmic Yoga-unicorns https://safeYouTube.net/w/OFO9 Peace Out 8 https://safeYouTube.net/w/g0hF</p>	<p>Observing the weather and making a record of it. You could take a picture, video or make a sound recording.</p>
<p>4. What is Bullying? Explain that somebody might be unkind to us once but this is not bullying, but if they keep doing it this is. How does bullying make someone feel? Why is bullying wrong? What should we do if someone is unkind to us or someone else? Explain we need to tell adults e.g. parents, teachers, lunch time supervisors. Parents please make an observation of what the children say if possible.</p>	<p>4. Discuss the concept of time with the children (Parents, this is just basic time language, <u>not</u> telling the time, e.g. minutes, hours, day, night, months, ages, soon, quickly etc) What things take a long time to do? What things can be done quickly? Can you time <u>yourself</u> doing some activities for example how long to run around the garden, do 10 star jumps etc? Perhaps you could use a stop watch, a phone or a timer.</p>		
<p>Big Write Challenge: children must complete this task independently - please only help them to remember the sentence. We would like them to sound out the words themselves and use their phonic knowledge rather than write the sounds correctly that the adult has spelt out for them.</p>			
<p><u>Miss Fullerton's Phonics Group</u> I can run and</p>	<p><u>Miss Morley's Phonics Group</u> When I grow up I will be able to.....</p>	<p><u>Miss Baillie's/ Mrs Mistry's Phonics Group</u> When I was a baby I could..... When I grow up I will be able to</p>	