

Week beginning: 22.02.21
 Topic: The Jungle



Please find below this week's timetable. We have suggested timings for activities to help keep children in a familiar routine. You will find the video introductions to each activity and resources that you may find useful on Evidence Me.


Please send the evidence of your child's learning to your individual Evidence Me. Your child's class teacher will respond to a selection of the evidence you provide by the end of each week.


Day	Phonics 9.30-10.00	Morning session 10.30-11.00	Afternoon session 1.00-1.30	Story 2.45-3.15
Monday JY class live at 9am	Phonics will be released daily to Evidence Me	Physical Development	Communication and Language	Story will be released daily to Evidence Me at 2.45pm Live story with your classteacher every Thursday
Tuesday JL class live at 9am		Expressive Arts & Design	Writing	
Wednesday		You be allocated a zoom session with your teacher and a group of your friends in this time where we will cover Personal, Social & Emotional Development. *please complete a "PE with Joe" today and the Maths of Day activity from the school website*		
Thursday		Numbers	Reading	
Friday		Understanding the World	Shape, Space & Measure	

Please find below a written outline of the activities for the week showing what element of the curriculum we are targeting.

As practitioners we also look at the Characteristics of Effective Learning to help your child to develop. If you are unsure about the goals or want to know more please see the Development Matters document that can be found online.

Happy Learning!

<u>Areas of learning:</u>	<u>Curriculum links</u>	<u>Activity:</u>
Personal, social, and emotional development	<ul style="list-style-type: none"> • They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. • Initiates conversations, attends to and takes account of what others say. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. 	<p>This area will be covered by your child's small group zoom meeting with their teacher and peers.</p> <p>This week we would like you to complete a scavenger hunt! Be ready to find things around your house like we go looking for animals in the jungle.</p> <p>The scavenger hunt will be collecting items you might need to visit the jungle. For example, a blanket, a bottle of water... (that's the only clues you are getting!)</p>
Physical Development	<ul style="list-style-type: none"> • Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. 	<p>Let's develop our pencil control. Can you create a page of patterns by using your pen or pencil carefully.</p>
Communication and Language	<ul style="list-style-type: none"> • Beginning to understand 'why' and 'how' questions. • Listens and responds to ideas expressed by others in conversation or discussion • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. 	<p>Animal matching, can you match the baby animal to the correct mummy?</p> <p>Talk about the differences you can see between the mum and the baby. Ask 'why do you think that is the mummy?'. Have you ever seen this animal before? If so, where?</p> 
<p>Reading</p> <p>*remember to also access reading books on your shelf as this improves vocabulary and promotes a love for reading*</p>	<ul style="list-style-type: none"> • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. 	<p>Can you make a sock puppet animal? (This also has links to Expressive Arts and Design).</p> <p>Use your sock puppet to create your own jungle story.</p>

	<ul style="list-style-type: none"> • Describes main story settings, events and principal characters. 	
<p>Writing</p>	<ul style="list-style-type: none"> • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. 	<p>Follow the link to listen to the Walking in the Jungle song. Walking In The Jungle Super Simple Songs - YouTube Can you make a sock puppet animal? Use your sock puppet to create your own jungle story. (See EAD, CLL)</p> <p>Then we would like you to write about what you saw in the song. It is a good idea to watch the song again and pause the video on the pictures you are going to write about.</p> <p>For example, your sentences might say: 'I can see a frog.' 'It is a monkey.' 'I can skip in the jungle.'</p> <p>Remember that every child is different and they will only write the sound they hear. The sentence 'I can see a frog' may look like any of the below, any of these are acceptable: 'I cn see a fg.' 'igh can see a fog.' 'I c s a fg' 'I cn s a fr'</p>
<p>Numbers</p>	<ul style="list-style-type: none"> • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Estimates how many objects they can see and checks by counting them. • Finds the total number of items in two groups by counting all of them. 	<p>Today you are going to pretend you're a monkey and count out some bananas (or other fruit) to a given number up to 20.</p> <p>Can you take one away? Can add one? How many have you got? Write this number. Can you write the number sentences?</p>
<p>Shape, space, and measure</p>	<ul style="list-style-type: none"> • Orders two items by weight or capacity. • Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. 	<p>Can you use a selection of 2D shapes to build an animal?</p> 

<p>Understanding the world</p>	<ul style="list-style-type: none"> •Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. 	<p>Do you have any animal toys at home? They might be soft toys or Lego animals etc. if you don't you could use pictures.</p> <p>Can you sort them using a criteria? For example, sort them by where they live? Do live on land or in the sea? Are they from the jungle or a farm?</p> <p>If you don't know where they live you could use technology to research the answers.</p>
<p>Expressive arts and design</p>	<ul style="list-style-type: none"> • Imitates movement in response to music. •Children sing songs, make music and dance, and experiment with ways of changing them. •Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words •Uses movement to express feelings. •Creates movement in response to music 	<p>We are going to continue developing your listening skills whilst recapping phase 1 phonics environmental sounds.</p> <p>We are going the play 'Rainforest Bingo': Listen very carefully to the animal sounds can you tick off the animals you hear.</p> <p>For each animal sound can you move how you think the animal would move? Watch the clips of the animal at the end, did you move the same?</p> <div data-bbox="981 1025 1236 1317" data-label="Image"> <p>The image shows a 5x4 grid of 20 circular icons. The top row contains: a toucan, a sloth, a toucan, a toucan. The second row contains: a toucan, a toucan, a toucan, a toucan. The third row contains: a toucan, a toucan, a 'Free Space' (a green tree icon), a toucan. The fourth row contains: a toucan, a toucan, a toucan, a toucan. The fifth row contains: a toucan, a toucan, a toucan, a toucan. The title 'Rainforest BINGO' is at the top, and 'Free Space' is written in the center of the grid.</p> </div>