


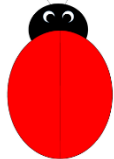
Home Learning Activities- Term 5 Week 6
'The Very Hungry Caterpillar' by Eric Carle

https://www.youtube.com/watch?v=vkYmvxP0AJI&feature=emb_logo

Day	Learning Activity Suggested time 9.00-9.30	Phonics Suggested time 11.30-12.00	Maths Suggested time 1.00-1.20
Monday 1 st June	<p>Read through/listen to the story of the very hungry caterpillar- can they join in with some of the repeated phrases "but he was still hungry."</p> <p>Talk about the days of the week. Can your child list them all?</p> <p>Using the template attached or something similar- asking your child to tell you the days by identifying the initial sound.</p> <p>Re- read the story and ask your child to draw what the caterpillar ate from Monday to Friday.</p>	<p>See additional information on class pages for:</p> <p>Mr Rapley's group Mrs Jarmola's group Miss Powell's group</p>	<p>Explain to your child that this week we are doing to look at 'doubling.' Start by explaining that when we double, we are adding together two numbers that are the same! Ask them to think about what happens when we add numbers together (it gets bigger!)</p> <p>Start off by giving your child a mirror, you can give their partner in the mirror a funny name to make this fun! Ask them to hold up one finger, and look at what their 'partner' in the mirror is doing! Explain that this is 'doubling' because their partner has the same amount of fingers held up! Try it with two fingers, then three! What does your child notice?</p> <p>For the next activity, sit opposite your child and be their 'partner' say that you are going to do some quick fire doubling! Hold up two fingers, and ask them to hold up two. Then, hold up three and ask them to hold up three as a 'mirror image.' Start to make it more challenging by making this a 'quick fire.' Hold up your fingers without saying the number, and get your child to match it as quickly as possible.</p>
Tuesday 2 nd June	<p>Have a look at yesterday's drawings – can they retell the parts of the story they drew yesterday.</p> <p>Re read the story and ask them what did the caterpillar eat on Saturday and Sunday?</p>	<p>See additional information on class pages for:</p> <p>Mr Rapley's group Mrs Jarmola's group Miss Powell's group</p>	<p>Resources: Pre made 'ladybird' (see example below), counters.</p> 


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	<p>Ask them to draw the items.</p>		<p>Quickly review what 'doubling' means (adding together the same number) and introduce our 'doubling ladybird.' Explain that she will help us double our numbers today. Start by putting 2 counters on one half of our ladybird. Your child could do this for you. Explain that you want to find 'double 2' and to do this, you need to add '2 more' on to the other half of the ladybird. Once this has been done, count them altogether, and say the phrase 'double 2 is 4!' Repeat this process for the numbers 3, 4, 5 and potentially 6-10 if your child is confident doing this.</p>
<p>Wednesday 3rd June</p>	<p>Ask your child- How was the caterpillar feeling after he ate all those yummy foods on Saturday? What did he eat to make him feel better? Was the caterpillar small anymore? What happened to the caterpillar? Can you draw 2 pictures?</p>	<p>See additional information on class pages for: Mr Rapley's group Mrs Jarmola's group Miss Powell's group</p>	<p>Resources: Pre made 'ladybird', counters.</p> <p>Review 'doubling' (adding together the same number.)</p>  <p>Show your child the 'plain' ladybird and ask them if they can show you what 'double 2' is independently. Guide your child if needed – but they should begin to understand the process of placing 2 on one side, and 2 on the other. This will be similar to yesterday, but this time you are not placing any counters down to start the process. Move on to double 3. Once again, if you need to</p>

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			guide your child through this please do. Continue to give them more 'ownership' over the process until you each double 5, then move on to numbers between 5-10.
Thursday 4 th June	Yesterday we looked at how the story ended, but how did the story begin? Can you draw a picture? Using all of the pictures the children have drawn can they have a go at retelling the story in their own words.	See additional information on class pages for: Mr Rapley's group Mrs Jarmola's group Miss Powell's group	Go on a 'doubling hunt' This activity can be done indoors, but preferably will be completed outdoors. Start the activity by collecting 2 objects. Get your child to count these out. Then, challenge your child to 'double' that number by collecting 2 more! Shout out 'double it!' and see how quickly they can retrieve these objects, then count them all together (repeat the phrase – double 2 is 4!) Move on to double 3, 4, 5 etc. up to 10. This activity can be done with sticks, stones, counters or anything that your child is able to physically manipulate and 'move around.'
Friday 5 th June	https://www.youtube.com/watch?v=75NQK-Sm1YY This is a link to a short animated film of the story- enjoy! Ask your child to tell you their favourite part of the story and why? Their least favourite part of the story and why?	See additional information on class pages for: Mr Rapley's group Mrs Jarmola's group Miss Powell's group	Resources: Card, split pins, felt tip pens. 

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			<p>Today, you are doing to get 'crafty' and create your own double bugs!</p> <p>Start by creating circles of card, draw a straight line down the middle and get your child to draw the same amount of dots on each side. Continue by creating a circle that is the same size, and place it underneath the dotted circle. Complete the process by creating a smaller circle for a 'head' and attach it together using the split pin (see examples above)</p> <p>Get your child to count the dots, and write the number on the circle underneath. You may want to support your child in forming the numbers correctly. Turn the activity into a 'quick fire' activity, get your child to count the dots on one side, and 'double it' (i.e. double 2 is 4!) Slowly reveal the number so they can check their answer.</p>
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