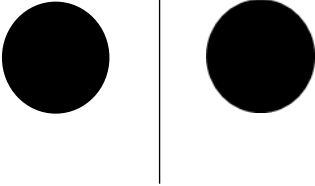




Home Learning Activities- Term 6 Week 2
'The Very Hungry Caterpillar' by Eric Carle

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 8 th June	<p>Review the story of 'The very hungry caterpillar' with your child through the book or youtube link.</p> <p>During the session, explore what happens to the caterpillar. Ask your child how the caterpillar 'changes' throughout the story? The responses may be as simple as 'he gets fatter.'</p> <p>Focus specially on...</p> <p>The egg (0.18) Tiny caterpillar (0.28) Cocoon (1.54) Butterfly (2.00)</p> <p>This is a discussion activity, and is designed to get your child thinking about the changes throughout the story. Try asking questions such as....</p> <p><i>How does the caterpillar change?</i> <i>What do you think makes him change?</i> Can they create actions to go with the stages?</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>'Last week you learnt how to double this week we are going to look at halving- what do you think that means?'</p> <p>Answers might reply cutting in half, making smaller.</p> <p>Halving is in the opposite of doubling but 1 thing is the same. When you double it has to look the same and when you half it has to look the same. Fold a piece of paper in half and show them both sides are the same. Do it again but this time only fold a little section over and ask them if it's the same? This is not halving as we have not folded it in half, it is not the same. Compare both pieces of paper.</p> <p>On another piece of paper draw two circles and draw a line in between the 2 circles</p> <p>Eg:</p> <div style="text-align: center;">  </div> <p>Ask your child if it is the same on each side?</p>

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	<p>Can they think of any thing else that changes as it grows (eg: a seed, frog spawn, egg, baby)</p>		<p>Repeat the same activity but with 4 circles- ask them where they think the line should go this time, so it will be the same on each side. Continue with 6,8 and 10 circles but get your child to draw the line- do this in pencil so they can rub it out (if they need to) after they check and realise it's not the same. Trial and error is great- 'good try, not quite- let's have another go.'</p>
<p>Tuesday 9th June</p>	<p>Using the drawing as a reference, get your child to explain each stage of the 'very hungry caterpillar' and the changes that take place.</p> <p>Explain that this is what happens to real caterpillars, and this is called the 'life cycle' Using the story as a reference, can your child draw the following stages of a caterpillar on a sheet of paper?</p> <p>Egg Caterpillar Cocoon Butterfly</p> <p>Get your child to label it – recording the sounds they hear.</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>Yesterday we looked at halving. Today we are going to use a number of toys to help us. Gather a set of toys. Place 2 in front of your child and ask them to show you with their hand/arm where the halving line would be? As your child to check there is the same on each side- how many is on each side? Continue with 4,6,8,10 toys. Each time asking them to check how many is on each side. If you think your child is becoming confident you could start laying the objects out so they have to change where they are placing their arm or hand.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>

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<p>Wednesday 10th June</p>	<p>Show your child the following video: https://www.youtube.com/watch?v=O1S8WzwlPIM</p> <p>Can your child recognise any of the similarities between this video and the story? Get your child to think about the stages of a caterpillar and discuss these in greater depth – encourage them to use some of the 'smarty pants' words such as chrysalis.</p> <p>Can they tell you the stages from start to finish?</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>Fold a piece of paper in half or draw a line down the middle. Placing 2 toys/objects in front of them and then demonstrating sharing them. 1 on each side. Ask them to continue with groups of 4,6,8 and 10.</p>
<p>Thursday 11th June</p>	<p>Review the work you have done this week on the life cycle of a caterpillar.</p> <p>Introduce the work sheet titled 'life cycle of a caterpillar' and explain that all of the stages of a caterpillar are on this sheet – but they are all muddled up! Can your child cut these up and place them in the right order? As an additional challenge, can they label them correctly? If you do not have access to a printer, you can get your child to draw the different stages on four cards and get them to organise these independently.</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>Using our fingers today we are going to think about halving numbers. Ask your child to show you 2 fingers, where would they half them? Explain there is one on each side so we can say half of 2 is 1. Repeat with 4 fingers and explain half of 4 is 2. Ask your child to repeat after you. Continue with 6, 8 and 10. Can your child say the sentence independently?</p>

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Friday 12 th June	Bring out the life cycle created from yesterday's session. Today, explain that your child will need to write a sentence below each picture explaining what is happening. (i.e. The caterpillar hatches from the egg.) If your child is struggling, get them to orally tell you what is happening and attempt to write some key words (such as egg, hatch etc.)	See additional information on class pages for: Mr Rapley's group Mrs Jarmola's group Miss Powell's group	Similar to Wednesday activity but let your child explore which numbers they can half. From 1-10. Ask them to make a list of the numbers they were able to half and the numbers that wasn't possible. (We don't do decimals or fractions just yet 😊)
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