

Home Learning Activities- Term 6 Week 4

'The animal boogie' By Debbie Harter

<https://safeyoutube.net/w/LapL>

Day	Learning Activity Suggested time 9.00-9.30	Phonics Suggested time 11.30-12.00	Maths Suggested time 1.00-1.20
Monday 22 <sup>nd</sup> June	<p>Start the session by talking to your child about a jungle. Ask them what kinds of animals they might see? What might the animals be doing? (i.e. a snake hanging from a tree)</p> <p>Introduce your child to the story 'The animal boogie.' As this story is also a song, your child might like to dance along. There are key words that might support their actions such as 'shake' 'swing' and 'leap.' Ask your child to think about the actions as they are happening in the song! You might want to encourage them by making statements such as 'shake like a bear!'</p> <p>Once the story has finished, get your child to think about the different animals within the story. Which was their favourite animal in the story and what action did it do?</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: tea towel/cover, counters/objects (around 15)</p> <p>Explain to your child that this week we are going to learn a 'fancy word' for Maths: estimation.</p> <p>Explain that when we 'estimate' we take a really close guess. Give some examples of some 'silly guesses' (i.e. I guess that a mouse will weigh more than an elephant) and explain that this is not an 'estimation' because we have not used what we already know.</p> <p>Count the counters together. Explain that you are going to play an estimation game today. Start by getting your child to cover their eyes, and place a small amount of counters on the table (maybe 2-3) Ask your child to uncover their eyes. Give them a few seconds to look at the group in front of them and then over the counters with a cloth and ask your child 'Are there MORE or LESS than 10 counters in this group?' Get your child to explain their reasoning. (i.e. 'There are less than 10 because 10 is a big number and there was only a small amount there.')</p>

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			Repeat the process using: 11 counters 4 counters 7 counters 14 counters
Tuesday 23 <sup>rd</sup> June	<p>Recap some of the animals you discovered in the jungle yesterday. Feel free to listen to the story again and have a little boogie!</p> <p>On a large sheet of paper, ask your child to draw one of the animals they liked from the jungle. Encourage them to have a go drawing it themselves.</p> <p>Ask your child to think of words to describe their animal write labels around their picture that? It might be words such as 'scary', 'furry', 'funny' or 'angry.' Ask your child to sound it out themselves. i.e. furry might look like 'furee' or angry might look like 'angree')</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: tea towel/cover, two sets of different coloured counters/lego blocks/sweets (i.e. 10 red, 10 blue)</p> <p>Start by asking- What does estimation mean? Can you give me an example of a silly guess? Can you explain what we did yesterday?</p> <p>Explain you are going to play another estimation game today. Get your child to close their eyes, and place down 5 of one colour, and 1 of another (i.e. 5 red 1 blue.) Get your child to open their eyes, and look at the group in front of them. Cover. Give your child a few more seconds to think about what they saw. <i>Were there more red or blue counters?</i> Once your child has answered, let them check their answer.</p> <p>Repeat the game using more counters and altering the challenge according to how your child is finding this activity. The closer the</p>

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			amount, the harder it will be for your child to estimate.
Wednesday 24 <sup>th</sup> June	<p>Read/watch the story again, focusing on the actions such as 'flap', 'stomp' etc.</p> <p>Today, your child is going to create a jungle sounds picture! The illustrations for this book are fantastic, so take a moment to 'pause' at different parts and discuss the different colours your child can see. On a large sheet of paper, get your child to draw the animals encourage them to add trees/vines or waterfalls. Eventually, your child will have created a 'jungle scene.' This could be done in pencil, paint or pen.</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>Start the session by reviewing what we mean by 'estimate.'</p> <p>Explain that today – we are going to estimate using a sweet jar. You could complete the activity practically or using the pictures below (you can also find a bigger version under the resource named 'Wednesday 24<sup>th</sup> June Maths.'</p>  <p>Show your child the jar or pot and then cover. Ask them to estimate how many they think are there. Can they tell you why?</p> <p>This does not need to be accurate –but needs to be a sensible guess. Once they are happy with their answer, get them to count them to check if they were right. Explain that when we 'estimate' it does not need to be correct but close!</p> <p>Repeat the process using different quantities or these images.</p>

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<p>Thursday 25<sup>th</sup> June</p>	<p>Look at their 'jungle scene' from yesterday.</p> <p>Today, your child is going to label the actions of the different animals. Next to an elephant they would write the word 'stomp', or snake 'slither.' As an additional challenge, can your child write a caption or sentence instead? (i.e. 'The elephant stomps.' or 'The elephant stomps its feet.')</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: 2D Shapes (cut out or physical) circle, square, triangle, rectangle.</p> <p>Ask your child to remind you what estimating means?</p> <p>Today we are going to estimate using shapes. Start by showing your child the shapes and naming them. Look at their properties, talk about sides and corners.</p> <p>Cover the shapes with a cloth, and get your child to close their eyes. Take one of the shapes, and hide them under a table or out of sight and get your child to open their eyes. Begin to describe the shape by using some of the vocab (i.e. this shape has 3 sides, and 3 corners) Using the clues, can your child estimate what shape you have? Reveal your shape. Repeat the process using the remaining</p>

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			shapes. If you child is confident with 2D shapes- try 3D (Cube, cylinder, sphere, cuboid, pyramid describing the number and shapes of the faces.)
Friday 26 <sup>th</sup> June	<p>Using your child's jungle scene from yesterday, go over the different actions your child wrote down. Challenge them to read it back to you by using their sounds.</p> <p>Today, they are going to perform these actions, but explain that you are only going to say the animal! So, for example, you might say 'elephant' and you would expect your child to start stomping! A 'Leopard' will start leaping.</p> <p>You could finish the session with a final 'animal boogie' to celebrate 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>Resources: 2 sticks of different lengths, 2 objects of different weights, 2 containers of water, 2 toys of different heights. You could always gather more items if you would like.</p> <p>Today we are going to do lots of estimating with different objects.</p> <p>Key vocabulary: Length- short, shorter, shortest, longer, longer, longest (Try to avoid big and small) Weight- heavy, heavier, heaviest, light, lighter, lightest Capacity- full, fuller, less, more Height- tall, taller, tallest, short, shorter, shortest (Try to avoid big and small)</p> <p>Try to use these within your questioning and encourage your child to use this vocabulary in their reasoning. For example: <i>which stick do you think is the longest? I think this stick is longer than this stick.</i> Let your child check to see if they are correct.</p>