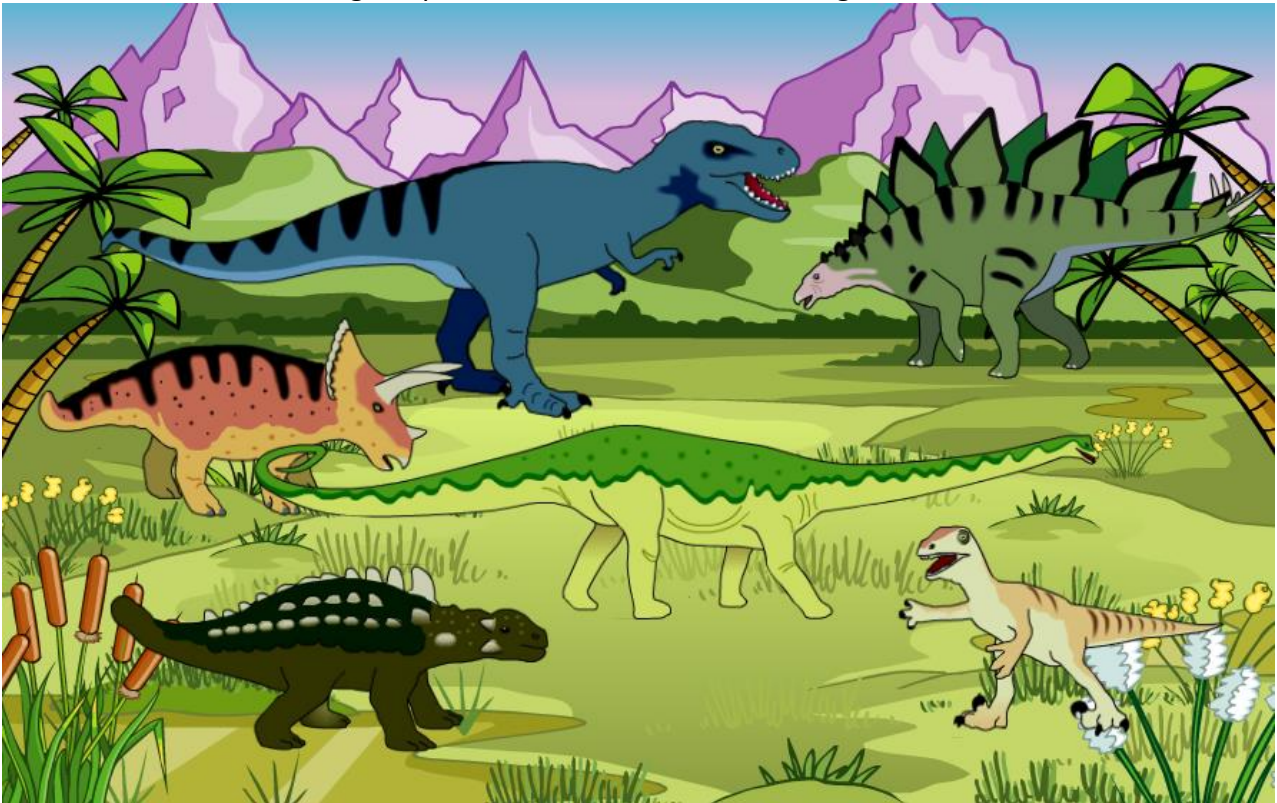


**Literacy writing** Focus for the week is watching the animation of the egg hatching and describing the egg

- Please watch the animation of a mystery egg hatching (on tapestry) this clip will play up to where the egg begins to crack. Discuss with your child what might be in the egg. Encourage your child to make suggestions. You can say *"It is probably thousands of years old – it has lain hidden all this time until a scientist found it and brought it back to his laboratory. What creature might have laid it?"*
- Ask your child what they could do to make sure that the egg they have just seen stays safe and write some of their ideas on a piece of paper that you could say you will post to the scientist in his laboratory. Here are some examples: *Please be quiet. Take care around our egg. Mind the egg.*
- Show the egg animation (on tapestry). Say *"It was a dinosaur egg!"*
- Discuss what your child may know about dinosaurs, e.g. *they lived a long time ago, there are no real dinosaurs around today, some of them were very big, some were gentle and ate grass, some were fierce and ate meat. Can you name any dinosaurs?*
- Look at a website with good pictures of dinosaurs or the image below



- Discuss that some dinosaurs are huge and some are small, some are meat eaters and some are vegetarian – only some are dangerous!

### Literacy formation

X 2 sessions long ladder family l i t u j y

For this you will need paper and a pencil/pen. You will need to write the word on a piece of paper and your child will copy your word.

Language to use:

1. lit start at the top and go down, flick (l) start at the top and go down, flick, go back and give a dot (i), start at the top, go down and a flick, put a line across (t)
2. yuj down, around, up, down and around (y) down, around, up, down and a flick (u) down, around and a dot (j)

## Hyde Park Infant School Home Learning Early Years Dinosaur hatching week 2

3. tul down and a flick and across (t), down, around, up, down and a flick (u) and down and a flick (l)
4. yit down, around, up, down and around (y), down, a flick and a dot (i), down and a flick and across (t)
5. till down and a flick and across (t), down and a flick and a dot (i) and down and a flick, down and a flick (l)
6. lut down and a flick (l), down, around, up, down and a flick (u) and down and a flick and across (t)

### Literacy reading and phonics

Phase 2 revision. Focussing on cvc words. You can see videos for this on Tapestry

To help further you can look at these words from TWINKL website below or write these words larger for you child to see:

at ..	sat ...	it ..	is ..	tag ...	gag ...
pat ...	tap ...	sit ...	pit ...	gig ...	gap ...
sap ...	sit ...	tip ...	pip ...	nag ...	sag ...
sip ...	tip ...	sip ...	an ..	gas ...	pig ...

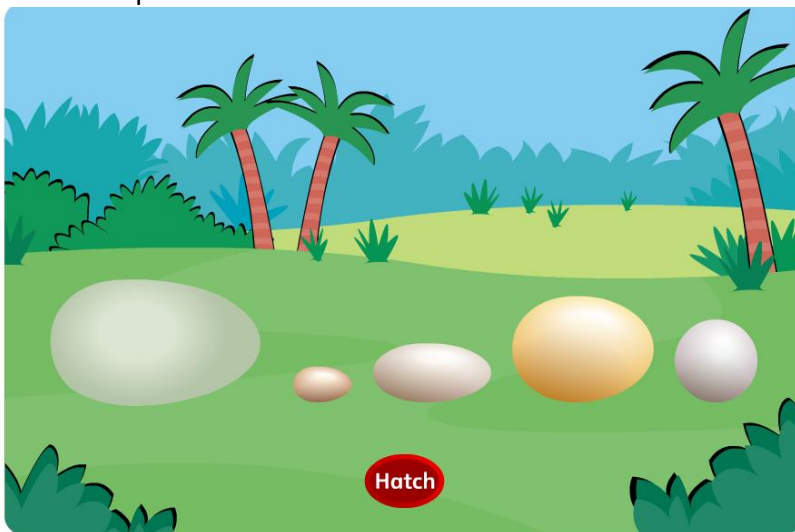
The children know that a button underneath represents a sound button. Your child can look at the letter and use their finger phonemes (sounding out a word) a . t = at

### Mathematics:

- Show your child this large pretend egg photograph

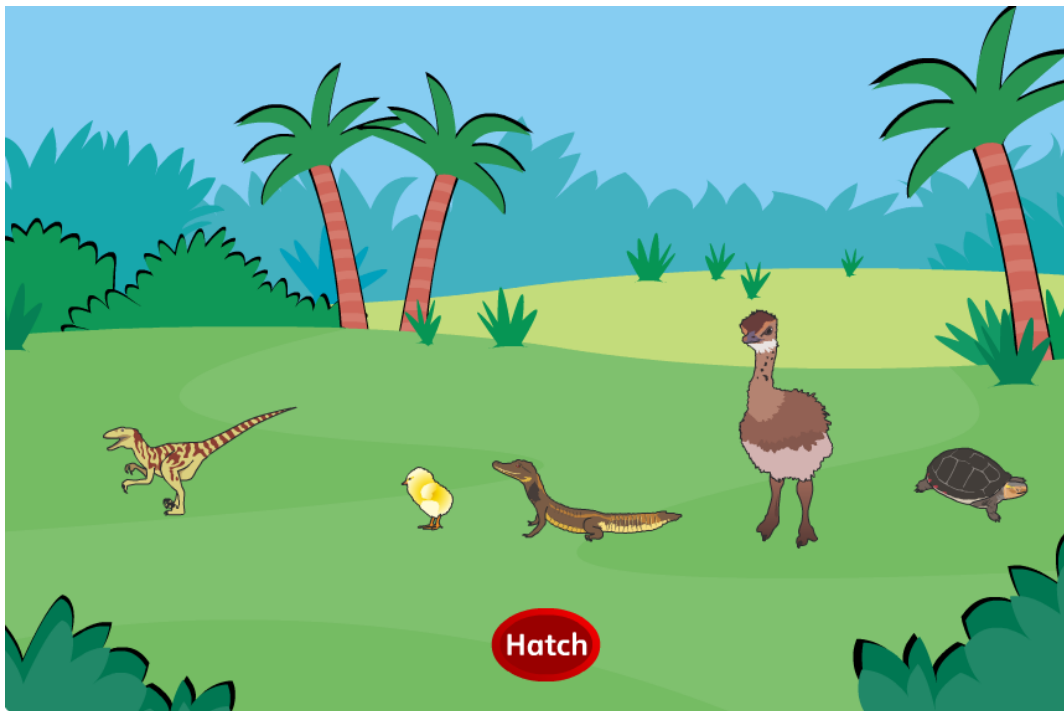
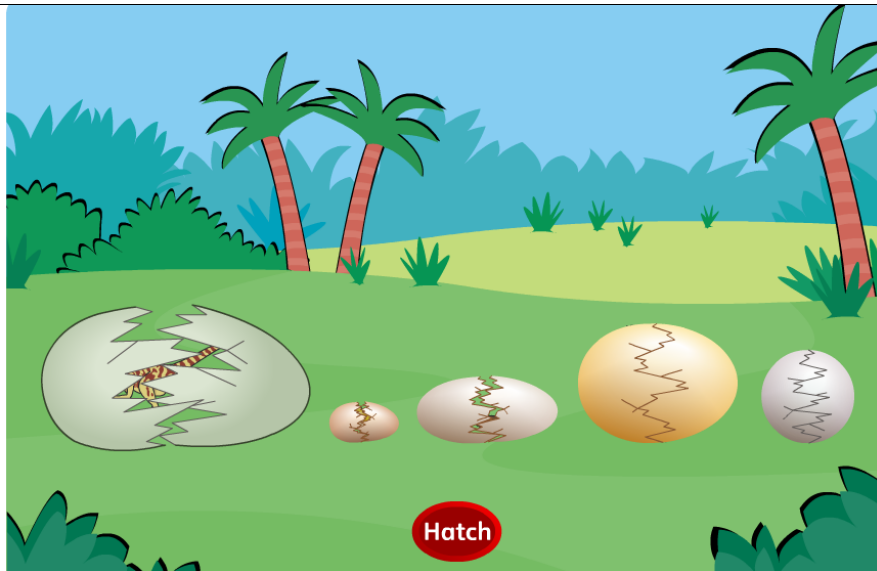


- *How big is it?* Compare with a normal chicken egg (see photo) *Which is larger?* *How much larger is the mystery egg?* Lay the chicken egg where your child can see it and ask your child to make a 'rod' of cubes is the same length as the egg. Repeat this for the mystery egg. Show one rod of cubes against the other. *How much longer is the second egg?*
- Look at this picture.



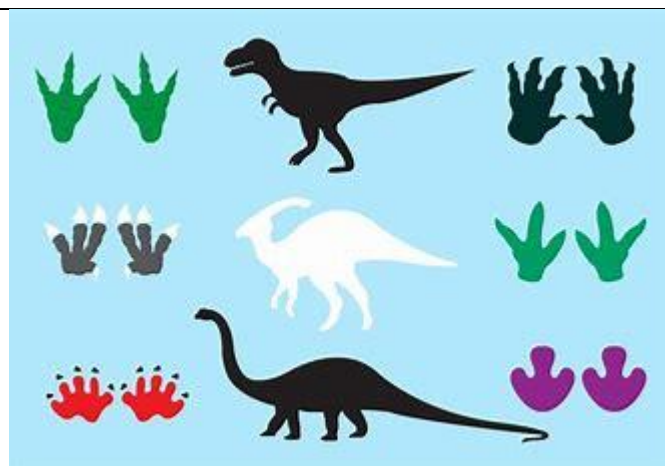
- Point to the first two eggs. *Which one is longer?* Move the eggs together to compare. Repeat to compare other pairs of eggs. Finally, your child to help you to put the eggs in order from shortest to longest. Discuss what baby creature might be inside each egg.

Look at the eggs hatching below



- If you have access to a large piece of paper (wall paper/cardboard box) draw a dino footprint and show your child and tell them dinosaur footprint made of paper (it could be about 1.5 m long).







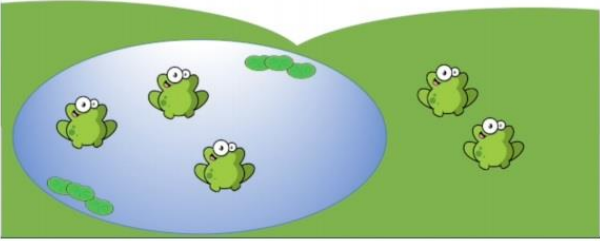
Here are some design ideas for the footprint!

- Explain that this is a dinosaur's footprint. *How many of our footprints will fit along it? How many footprints long is it?* Discuss how we will find out. Ask your child to stand on a piece of paper. Draw around their foot. Cut this out. Place this footprint along the dinosaur footprint. *How many times does it go?*
- If you have lego/duplo you could ask your child to measure their footprint using cubes. *How long is the footprint?* (you could also use toy cars, pasta tubes, grapes ... anything that can be lined up)
- White rose maths Alive in 5! Week 2 The focus again is comparison to 5 and composition to 5. You can watch the videos at: <https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-2/>

Monday

#MathsEveryoneCan



Have a go at exploring the composition of numbers to 5.  
Place a group of teddies or toys on the bed.  
Place another group of teddies in a different place, such as on the floor.



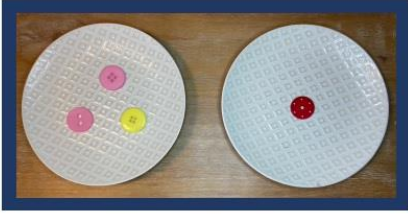
How many teddies are in each group?  
How many teddies do you have altogether?

White Rose Maths


Tuesday

 **#MathsEveryoneCan** 



Use 2 plates to explore the composition of numbers to 5  
Place some of your buttons on one plate and the rest on another plate.



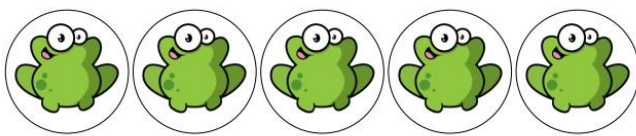
How many buttons are on each plate?  
How many buttons do you have altogether?  
What if you used 3 plates?




Wednesday

 **#MathsEveryoneCan** 



Can you draw somewhere for the frogs to play?  
You might draw a pond, a log and some grass like me.  
Or you could draw a train with 3 carriages, a park or a jungle.




Cut out the frogs and arrange them in different groups on your picture.  
There are 5 frogs altogether but how many frogs can you spot in each group?




Thursday

 **#MathsEveryoneCan** 

Gather together a collection of up to 5 objects.  
Hide some of them in a bag or box, leaving the rest of your objects on the floor where you can see them.




How many objects can you see?  
How many of your objects must be hidden in the bag?



Friday

#MathsEveryoneCan

Collect a set of objects and count how many you have altogether.  
Give a friend some of the objects and hide the rest in a bucket or box.  
Can your friend work out how many objects you have hidden?



Change the number of objects and the number hidden each time.  
Then take it in turns to work out how many are hidden.

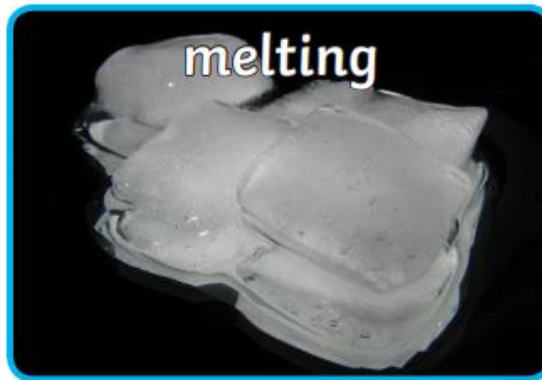
White  
Rose  
Maths

### Knowledge and Understanding of the World

If you have an ice cube tray please pop a small toy if you have one into it and add water to freeze however if not, can you put something in the tray such as a raisin or grape or button. Cleaned out yoghurt pots are just as good to use if you do not have an ice cube tray.

The next day:





- Show the ice from the freezer and pretend to hear a noise coming from within!
- Talk about what ice is (frozen water) and how it changes from being a liquid to a solid shape but can return to a liquid.
- Ask your child to describe how the ice feels.
- Ask the child to discuss ways of rescuing the frozen dinosaur/or retrieving the raisin/grape/button from the ice.

#### PE.

Look at Mrs Rose's Toy workout challenge!

#### Expressive Art and design

Please continue to complete your drawing of an imaginary dinosaur. Ask your child to talk about/describe their dinosaur and please have a go at using your finger phonemes to then write a name for the dinosaur.

If you have any old recycling materials (boxes, pots, tubes, sticky tape) you can make dinosaurs using. Ask your child "What kind of dinosaur are you making? What sound does it make? Can you write your name on your model? Can you have a go at saying your dinosaur's name?" What shapes have you used? Are you making one with a long neck or a short neck? How many tubes will you need?

If you have toys dinosaurs and play sand or a water tray - Put toy dinosaurs in the sand or water. You could ask questions such as "Where would your dinosaur live? What would it like to eat? What sound do you think it made? How many dinosaurs are here? How many feet? How many long-necks? Are there more meat eaters or vegetarians?"



### Personal and Emotional development –

Please watch the video on Tapestry of Miss Easton reading our feelings time story.

Look at these photo cards to look at how families can be happy together in different ways



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all images from TWINKL website

Mindfulness activity – give your child a small, light-weight objects such as small bean bags or wooden blocks. Ask your child to lay on their back and place the toy or object on top of their belly buttons. Tell them to breathe in and then out, asking them to watch the object as it moves up and down with their breath.

## Hyde Park Infant School Home Learning Early Years Dinosaur hatching week 2

- Refer to last week's lesson on how we know we are special / times when we are made to feel special.
- Look at the photos of families/special people and make comments as you are looking at them, noting if they look like they are celebrating together, an activity together ...
- Talk about people who are special to us and give a reason why – mummy because she fixed my skateboard, daddy because he cooks for me.

Draw around your child's hands and on each hand draw someone who is special to them