

Hyde Park Infant School Home Learning Early Years Week 11

My Body

Literacy

Firstly, sing Head Shoulders Knees and Toes. This link has the words with it on the screen and below in full. <https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-heads-shoulders-knees-and-toes/zd9f6v4>

Here is a link to this song on the BBC <https://www.bbc.co.uk/iplayer/episode/p06r1xvv/sing-with-cbeebies-series-1-5-heads-shoulders-knees-toes>

This version of the song has a different accent (ears is pronounced differently, however has some good actions to follow) <https://www.youtube.com/watch?v=h4eueDYPTlg&vl=en>

Next play a game of Simon Says. **Parents** you may need to explain how this game works! Then you begin by being in charge by saying actions such as:

(Simon says) jump 5 times, spin your body around, reach down to touch your toes 10 times, hop on one foot, stretch up tall on your tiptoes like a giraffe, stretch your arms wide like an elephant, wobbly your body like a bowl of jelly, jump like a kangaroo, touch your knees, stand on one leg with one hand in the air, pat your head and rub your stomach. Have fun taking turns to be the leader!

Play this game to label the parts of a body. **Parents**- some of the words are decodable, some of the words you will need to read to your child. There are three different activities to http://resources.hwb.wales.gov.uk/VTC/our_bodies/eng/Introduction/default.h



Activity suggestions:

1. Make a body poster

Ask your child to draw themselves. Tell them you need to see a clear head, body, arms and legs. Help them to use their finger phonemes (letter sounds) to add the labels for each body part arm, leg, stomach or body, foot, hand, head.

Now your turn to write.

Think about what fun things you can do with your body. Write 5 ideas about what your body can do e.g. I can kick a ball with my foot I can hold my friend's hand. I can fill my tummy with food. I can jump with my legs. I can sleep on my back. I can swim by kicking my legs. I can hold toys in my hand.



Parents: Your children are all at differing stages in writing and so you will need to support in different ways. If your child is able to write their idea independently, support them with their finger spacing and full stop to end.

Your child may be in the early stages in their phonic understanding and therefore will need support from you to help them use their finger phoneme to sound out a word. It is important that the word is sounded out and each sound represented, it does not matter that the word is incorrectly spelt, only that the letters clearly represent the sounds your child can hear and identify.

The alphabet sound mats below may be useful to show children the letter to match the sound.

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2. Create a 'Get Moving Poster'

Ask your child to talk about why it is important to keep active; that it is good because it keeps your body healthy and your mind happy. Discuss the different ways you can keep healthy such as exercising or healthy eating.

Pick one of the ideas and design a poster to teach others what to do.



Go and jump on a trampoline. Jump up and down in your garden. Eat lots of fruit and vegetables.

Phonics Practise this week. Can you say the sounds and make the actions to accompany these graphemes, digraphs and trigraphs?

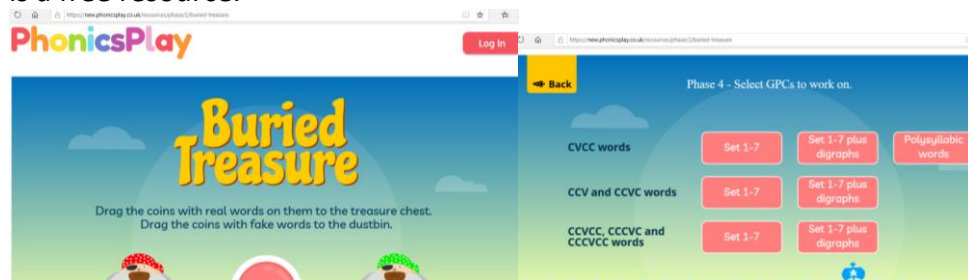


Try these links to hear these phase 3 sounds

<https://www.youtube.com/watch?v=aNcBWSBxSp0>

<https://www.youtube.com/watch?v=W8Jp5MutVIQ>

<https://new.phonicsplay.co.uk/resources> phase 4 to practise blends. Choose any of these activities. This is a free resource.



Reading

Please read as much as you can of your reading books to your grown up. Remember when trying to read unfamiliar words, look for the digraph or trigraph first and then blend the sounds together. You will need to learn the tricky words by heart as many of these we cannot sound out.

<https://home.oxfordowl.co.uk/books/read-with-oxford/> to access more online reading books such as those in the classroom

Phase 2	Phase 3	Phase 4
I	he	said
no	she	have
the	we	like
to	me	so
go	be	do
into	you	some
	are	come
	her	little
	was	one
	all	were
	they	there
	my	what
		when
		out

Parents: Your children are all at differing stages in reading. It is important for all children to be able to read as many of these words on sight.

Your child may be in the early of reading, therefore look at phase 2 and help your child be really familiar with these words. However, your child may be reading yellow or blue books (or higher) and will be able to look at all of these words. If your child is confident reading them, you could try to spell them

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Mathematics:

Counting: daily counting –

- Keep Fit counting Sing Heads and shoulders with the numbers substituted in the song instead of the words.
- Keep Fit counting: sit down on the floor with your legs stretched out, as you count a multiple of 5 bring your legs in, then the next 5 stretch your legs out again (**parents** – you will need to hold up fingers as you count)
- Try the count by 2s song <https://www.youtube.com/watch?v=8wwydguSKOU>
- Try the counts by 10s song <https://www.youtube.com/watch?v=uYRTtwZGwj8>
- Try the activity below from Twinkl. **Parents** - Try these problem-solving activities (x4 per day)
You and your child could then design for questions similar to the ones you chose.

Can you write **one more** and **one less** than 12?



Which shape has **4 sides**? Circle it.

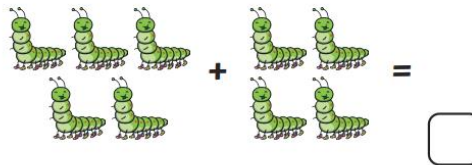


How much money is in the purse?

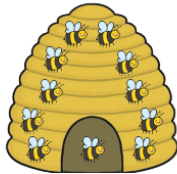


p

Can you work out the answer?



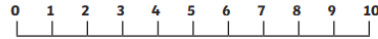
Can you **estimate** how many bees there are?



Count and check.

Can you work out the answer?

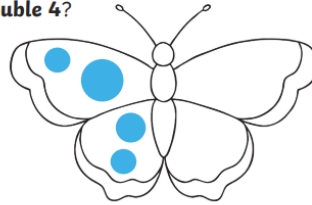
$$4 + 3 = \square$$



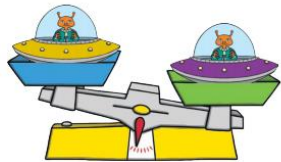
How many spots does each ladybird have?



What is **double 4**?



Which spaceship weighs **more**? Circle it.



Put the numbers in order from **smallest** to **largest**.

7 10 3

smallest

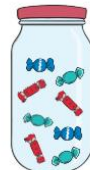
largest

Can you work out the answer?



- 2 =

Which jar has 16 sweets? Circle it.



Can you draw a **triangle**?

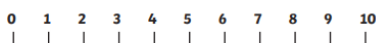
How many corners does it have?

Which number comes next?

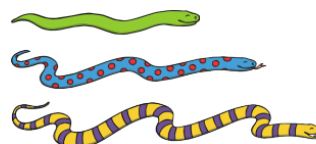
8 9 10

Can you work out the answer?

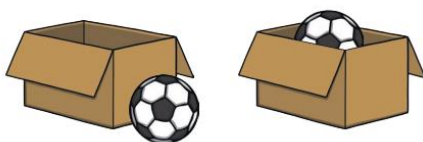
$$6 + 2 = \square$$



Which snake is the **longest**? Circle it.



Which picture shows the ball **in the box**? Circle it.



Can you make the glass **half full**?

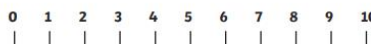


Share **4 cakes** between the **2 teddies**.



Can you work out the answer?

$$8 - 3 = \square$$

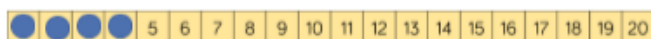
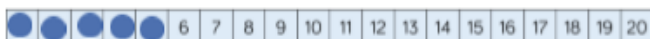


- See the activities on White Rose Maths.

Race to 20

learn

Provide a number track from 1-20 for each child. Children take turns to roll a dice. If they roll 1-5, they collect the corresponding counters to fill their track. If they roll a 6 they go back to the start.



Counting back

The counting choirs game can be extended to 20. Divide the children into 2 groups. The first group counts on in ones. The second group counts back in ones. You 'conduct' the choir by pointing at each group in turn.

11, 12, 13, 14, 15, 16 15, 14, 13, 14, 15, 16, 17, 16, 15, 14, 13, 12

One more, one less

Use the cubes to build a teen number. Ask the children to identify which number you have made and discuss what one more and one less would be. Encourage them to build each number and line them up to check. Can they continue the game beyond 20? What patterns can they find?

Length, Height, Distance

Construction

Challenge the children to build towers the same height as themselves.

How tall is the tallest tower they can build?

Can they build a short tower?

Can they build beds for Daddy Bear, Mummy Bear and Baby Bear?



Small world



Provide materials for the children to construct bridges for the cars. They will need to consider how long, how wide and how high they want their bridges to be and select which blocks to use.

Who can push their car the furthest? How will they measure this?

Enhancements to areas of learning

Maths

Have a variety of pieces of ribbon, lace, string. Ask the children to make direct comparisons with a given length (E.g. a piece of ribbon taped to the table) and sort the lengths into the same as, longer than and shorter than the given length. They could also line the lengths up in order from longest to shortest.

Shorter	The same length	Longer

Dough



Encourage the children to use mathematical language relating to length as they play. Ask: Can you make a long snake? A short snake? A thick snake? A thin snake? Show me the longest snake you can make. How many blocks long is your snake

© White Deer Maths

See activities in Expressive Arts where you can create handprints and footprints. You can measure these prints using bricks, lego, pasta tubes, grapes (household objects and not using a ruler) and then compare who has the longest? Shortest? You can put your family prints in order from shortest to longest.

Here are a few experiments to try.

My Heart

Science Experiment

Method

1. Sit in the book corner quietly, then put your hand on your chest and listen carefully to your heart.
2. Start the timer and count how many heartbeats you feel in 20 seconds.
3. Walk slowly around a room, or in an outside area.
4. Stand still and start the timer and count how many heartbeats you feel in 20 seconds.
5. Stand still and start the timer and jog for 1 minute in an outside area.
6. Stand still and start the timer and count how many heartbeats you feel in 20 seconds.

Science Experiment

My Heart

Can you feel your heart beating in your chest?

Can you count how many beats you felt in 20 seconds?

How did your heart feel after walking slowly? Can you count how many beats you feel for 20 seconds?

How did your heart feel after jogging? Can you count how many beats you feel for 20 seconds?



Tired Muscles

Science Experiment



Method

1. Put your arm in the air.
2. Start the timer.
3. Make a fist with the hand that's in the air, then release it. Repeat until you cannot do it any longer.
4. Put your arm down and stop the timer.

You will need:
Timer

Science Experiment

Tired Muscles

Can you put your arm in the air and open and close your hand, while someone times you?

How many seconds could you do it for?

How did it feel at the start?

How did it feel after your arm was in the air for a while?

How did it feel when your arm was back down?



twinkl.co.uk

A guide for adults

This experiment is a good way of showing what our muscles need in order to work. Usually, the hand and arm muscles have a good blood supply and lots of power, but by putting your arm in the air your body has to work a lot harder to get blood, and therefore oxygen, to the hand muscles. Whilst in the air, your hand will not receive its usual amount of blood and your hand will tire quickly.

What Lives on Us?

Science Experiment



Method

1. Rub your hands over a slice of bread.
2. Put it in a plastic bag and label with your name and 'Unwashed'. Seal the back with sticky tape.
3. Wash your hands with soap and water.
4. Rub your hands on another slice of bread.
5. Put it in a plastic bag and label with your name and 'Washed'. Seal the back with sticky tape.
6. Keep both bags in a warm place. Check them daily, but **do not** open the bags.

You will need:

2 slices of bread per child
2 grip lock plastic bags per child
Soap
Sticky labels
Sticky tape

Science Experiment

What Lives On Us?

Can you rub your hands on a piece of bread?
Can you rub your clean hands on a piece of bread?

Check your bread every day.

What has happened to the bread that touched your dirty hands?

What does the bread that touched your clean hands look like?

What has grown on the bread that touched your 'unwashed' hands? Where did they come from?

A Guide for Adults:

There are bacteria and fungus that exist everywhere, in small numbers. In this experiment, they feed on the sugars on the bread. This allows the bacteria to grow into a visible colony and the fungi to grow in size and become visible. In large numbers, these microorganisms can be harmful. Do not open the bags once the experiment has started, and throw the bags away after 10 days.

My Five Senses Scavenger Hunt

Something smooth



Something rough



Something that makes a noise



Something round



Something yellow



Something that came from a plant



Something that has a smell



Something long



Something man-made



Something soft



Something you can eat



Something red



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My Body

PE.

- **Joe Wicks** On line PE sessions – we have been following these in school. Try 30 minutes every Day
- Use these activity cards (from Twinkl) and pick 4. Try each for 30 seconds (or 1 minute) and then repeat the whole set. Repeat the circuit x3. Talk about how your body feels during exercise.

You can then repeat this every day using the different activities, just like a pick n' mix of activities! Pick 4 to have fun with each day

Skipping Track

Skip around the circuit:

- How many laps can you do?
- Are you faster than your friend?
- Can you skip backwards?



Fitness Circuit Cards

Bunny Jumps

Do 10 bunny jumps:

- How far can you travel?
- How high can you jump?
- Can you jump higher or further than your friend?



Fitness Circuit Cards

Tuck jumps

Do 10 tuck jumps:

- How high can you jump?
- Can you jump higher than your buddy?
- How many tuck jumps can you do without stopping?



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My Body

Knee Highs

Run around the circuit bringing your knees up high.



Crab Walk

Crab walk around the circuit:

- Can you crab walk faster forwards or backwards?
- Have a race with your friends.
- Can you crab walk sideways?

Fitness Circuit Cards

Heel Walk

Walk around the circuit on your heels:

- Can you walk fast?
- Can you side step on your heels?



Fitness Circuit Cards

Toe Touches

Do 10 toe touches:

- Reach up high and then bend down and touch your toes. Your arms and legs should stay straight.
- Can you do sitting toe touches?



Fitness Circuit Cards

Star Jumps

Do star jumps for one minute:

- How many can you do?



Fitness Circuit Cards

Step Ups

Find a bench or step and do step ups – one leg at a time, for a minute:

- How many steps can you do?
- Can you do jump ups? (both legs at once)

Fitness Circuit Cards

Sprints

Sprint the length of the court, then walk back. Repeat this for 1 minute:

- How many lengths can you do?



Fitness Circuit Cards

Push Ups

Do push ups for a minute:

- How many can you do?
- Can you do push ups with one hand or one foot?
- If it is hard, you can do push ups with your knees down.



My Body

Fitness Circuit Cards

Tunnels (like a leap frog)

With a buddy play tunnels (this is like leap frog but you make tunnels for your friend to crawl through):

- How far can you travel in a minute?
- Can you follow a line around the court



Fitness Circuit Cards

Rowing

Face a buddy and hold each other's wrists, bend your knees and lean back, rock back and forwards rowing your arms:

- Can you do this while sitting?
- Can you do this while standing?
- Can you row with 3 people? Or 4 people?



Fitness Circuit Cards

Treadmill

Lie down on the ground with your feet touching your friend's. Run keeping your feet touching:

- How fast can you go?
- How slow can you go?



Fitness Circuit Cards

Arm Circles

Start with your arms out making small circles, slowly make your circles bigger:

- Can you make backwards circles?
- Can you do one arm backwards and one arm forwards?

Fitness Circuit Cards

Bounce a Ball

Bounce a ball on the spot:

- How many bounces can you do before dropping the ball?
- Can you bounce while walking in a circle?
- How many bounces can you do in a minute?

Fitness Circuit Cards

March

March around the circuit:

- Make sure your body is straight like a soldier.



Fitness Circuit Cards

Leap Frog

With a friend, play leap frog:

- How far can you travel in a minute?
- Can you follow a line around the court?



Instead of jumping over a friend, you could use a soft teddy to jump over. over it.

My Body

Fitness Circuit Cards

Ski Jumps

Do 20 ski jumps:

- You can jump on the spot or travel forward.
- Can you travel backwards?
- What happens if you ski jump using your arms to propel you?
- What happens if you **don't** use your arms?

Fitness Circuit Cards

Line Jumps

Face a line and jump forwards and backwards over the line:

- What happens if you jump using your arms to propel you?
- What happens if you **don't** use your arms?
- How many jumps can you do in a minute?

Fitness Circuit Cards

Hopping

Hop around the circuit:

- How many laps can you do?
- How many hops can you do before you need to swap legs?



Fitness Circuit Cards

Tiptoe Walking

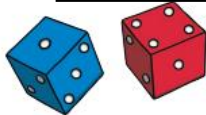
Tip toe around the circuit:

- Can you tip toe fast?
- Can you tip toe slowly?



Also try these:

If you don't have dice, you can write numbers 1 – 10 and put them in a bag, close your eyes and then pick one

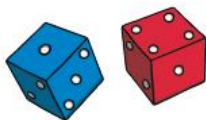


Roll a dice and then jump the number.



Throw **5** beanbags into the hoop.

This can be throwing teddies into a hoop (or use your skipping rope to make a hoop).



Roll a dice and then hop the number.



Throw **10** beanbags into the hoop.

For mindfulness calming body awareness activities: Sophia's Yoga

Search : <https://www.youtube.com/watch?v=X655B4ISakg>

Or a yoga for all the grown ups to join in with

<https://www.youtube.com/watch?v=4ZpkRAcgws4>

Expressive Art and design

- Create a body using pasta shells (Pinterest idea) and add labels for the body parts.

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I know pasta shells are very precious at the moment, but if you do have a few spares you could try this Pasta person! (Twigs or cut up straws would be equally as good)



- Paper plate portraits (Twinkl activity)

First, ask your child to look closely at your face and say what they notice about you e.g. brown eyes, dark brown hair, rosy cheeks, you're wearing earrings etc.

Next, give them a mirror and ask them to look closely at their own face; what do they notice that is similar and what do they notice that is different? Comment on how we all have something special about us that no one else has and that is what makes us unique and special.

Give your child a paper plate/cut out large circle shape. Encourage the children to start by observing their skin colour and help them to mix colours to create a shade they like (paint, pencil or crayon).

Encourage your child to look carefully at each facial feature to add details to their portrait e.g. eye colour, hair colour, freckles etc. Paper, pens and wool can be used to add details to their portraits.

Once complete, ask your child to check in the mirror to see if there is anything they have missed.

Key Questions:

What colour are your eyes?
What does your hair look like?
What colour might you use for your skin?
What is the same as...?
What can only you see on your picture?

Key Vocabulary:

Eyes, hair, ears, nose, freckles, colour, glasses, lips, skin, mouth, cheeks, eyebrows, eyelashes, forehead, chin.



- Footprint Patterns

Tell your child that you are going to explore different patterns and textures – how things feel.

Go for a walk around the room or in the outdoor area to look for things that are rough or patterned.

Show how to place a piece of paper over the top of the object and rub with a crayon to make a pattern.

Explain to them that they have to hold the paper still while they are rubbing with the crayon or the pattern will not work.

Ask your child to take off one of their shoes. Place paper over the bottom of the shoe, helping them to hold it in place while they rub with the crayon.

Cut out the footprint patterns.

Once cut out, encourage the children to measure their shoe prints against yours or their family. Who has the largest/smallest feet? Can they put them in order from smallest to largest?

Using sticky tack to stick the footprints in place, lay a trail of prints around the room, going over, under, around and through play equipment. Maybe they could create a trail to explore the areas where the other textured materials were?

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See if your child can follow the trail, can they use the positional language to say where they have been?

Key questions:

What patterns can you find?
What textures can you find?
What do they feel like?
Does your shoe print have patterns/shapes on it?
Can you create a wax rubbing of this pattern?
Where did you find this pattern?
Where shall our trail go next?
Can you follow our footprint pattern trail?
Where did you go on the trail?

Key vocabulary:

Texture, pattern, wax, rubbing, shoe, print, footprint, trail, follow, under, over, around, next to, behind, above, under, near to, beside



- Handprint fun

Encourage your child to look carefully at their hands and talk about the different parts of our hands e.g. palms, nails, fingers, thumbs, knuckles, wrists, etc.

Tell them that they are going to use their hands along with the paints to make hand prints.

Ask them what they think the paint will feel like on their hands. Explain that they can choose 2 colours - one for each hand. They are then going to mix the paints together on their hands! Can the children predict what colour it will make?

Once their hands are covered in their two different colours, encourage your child to quickly rub their palms together to mix the paints. Ask them to describe what it feels like and what happens to the colours.

After a moment of mixing, encourage your child to press their hands onto the sheets of paper. It may help to tape the corners of the paper to the table to help prevent the paper sticking to their hands.

Key questions:

Do you know what any of the parts of your hands are called?
What do you think the paint will feel like on your hands?
What colour paints can you see?
What do you think will happen when you mix them together on your hands?
How will the paints change?
What happened to the colours?
What does it feel like?

Key vocabulary:

Colour names, hand, finger, thumb, knuckle, wrist, palm, nails, paint, change, mix, together, makes.

Personal and Emotional development –

Enjoy the stories about being different: Giraffes can't dance

<https://www.youtube.com/watch?v=vZjsLK5vwNU>

Elmer the elephant <https://www.youtube.com/watch?v=vZINp-8zOgk>

- Play the 'Who is it?' game, someone describes someone else until you can guess who it is. It can be someone in the family or a story character (such as the troll, Goldilocks)

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- Discuss different feelings and emotions and encourage the children to make faces to represent each one. Make an emotions poster by drawing the different emotions and labelling them.



- Draw a happiness picture. This picture could be all of the people and things around that make you happy.



All About Me

Home Learning Challenge



Additional links and ideas for you to try:

For help with early counting and maths Search online for:

Oak National Academy On line classroom – Reception - Maths

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For additional Play activities Search on line for **Hamilton Trust Home learning packs**

<https://www.hamilton-trust.org.uk/blog/learning-home-packs/> go to Reception: Play activities and there are some lovely additional educational play and exploration activities.