

Hyde Park Infant School Home Learning Early Years Week 6

'From Caterpillar to Butterfly'

Literacy - Resource link

First of all if you can get out in your garden, go outside with a grown up on a butterfly search. Look carefully amongst the flowers and be very quiet and still if you find one. What is it doing? It is still or fluttering around? If you can't get outside then have a look either on the internet or in a book for pictures of butterflies.

Here are two helpful videos to watch

1. The Amazing Life Cycle of a Butterfly <https://www.youtube.com/watch?v=7AUeM8Mbalk>
2. Monarch Butterfly Metamorphosis time lapse <https://www.youtube.com/watch?v=ocWgSgMGxOc>

Talk together about the changes happening to the caterpillar as it grows and then forms a chrysalis, eventually emerging as a butterfly. These videos are a great platform for talking about all sorts of life cycles, including the frog, chicks and other animals.

Activity suggestions :

1. **Make a book** with 7 pages (including the first as a front cover). Your pages can be as large or as small as you want. Think about how to join those pages together – sellotape/ punch holes with a hole puncher and tie string in to join together/ staple the pages together

2. Design a front cover for the book which will be an information book about the life cycle of a butterfly. Draw your picture carefully and colour it thinking about the colours of the leaves, flowers etc. Write your name on the front cover

3. On each page , draw a picture to match the following sentences

Page 1 . A butterfly flies around its favourite flowers.

Page 2 . It lays lots of eggs on the underside of a leaf.

Page 3 . A tiny caterpillar emerges from the egg.

Page 4 . The caterpillar eats all the time and grows much bigger.

Page 5 . It spins a cocoon and forms a chrysalis

Page 6. After two weeks a butterfly emerges.

Listen carefully to the grown up who is reading the sentences.

Now your turn to write.

Think about your favourite part of the butterfly life cycle and have a go at writing your own sentence to describe what is happening. You could use felt tips, a pencil or even chalk outside. When you write think carefully about saying the sentence out loud and then each word, sounding out the words as you write them. Remember that you always start a letter from the top, never from the bottom. If a word has a digraph in it remember that it will have two letters to represent the one sound. . Try to make your sentence as neat as possible, keeping tall letters tall and short letters short. Try to keep them an even size and don't forgetfinger spaces between your words. Now read your sentence back to your grown up. Can they read it so it makes sense?

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



Now lets add some consonant blends at the beginning of the digraphs and trigraphs only. Have you made a real word or a fake word? Try these blends at the beginning : bl, fr, fl, st, pl and these graphemes at the end t, b, g, k, have fun.

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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.

Mathematics:

- **Counting:** daily counting –
- Keep Fit counting: try and remember some of our Keep fit maths when we waved our arms and legs as we counted. Can you count up to 20? Can you count higher? can you Count in twos (remember whispery numbers every other one)
- Count back from 10 (remember the count down to zero Blast Off)
- Try the count down from Twenty song and sing along with video – search **Counting Down From Twenty Song by Have Fun Teaching** and dance and count along
- Try the Practical counting activity below

What to do

IMPORTANT Parent or Carer –
Please check that you are happy with any weblinks or use of the internet.

1. Counting practice
 - o Ask your child to start counting up to twenty slowly and clearly.
 - o Stop them by clapping once.
 - o They must whisper the number they would be saying next. Are they correct?
 - o Repeat this several times, stopping them at different points.
- Extension**
 - o Do as above but counting backwards from 20
 - o Or start at 40 and count forwards. Or start at 56... etc.
2. Working together
 - o Make a set of twelve numbered cards.
 - o Use an old cereal packet and cut out the cards.
 - o Write clear numerals on these, 1 to 12 or to 20
 - o Spread out the cards face down.
 - o Take turns to play the *Number Line Game*.


Try these Fun-Time Extras

- Try to bounce a ball between you twelve times. Bounce, catch (1) bounce, catch (2), bounce... etc.
- Choose three cards, e.g. 5, 6, 7. Lay them out in order. Then turn them face down. While your partner's eyes are shut switch two of the cards. They point to a card and must say what number they think it is. Were they correct? Now they do the same to you!


Number Line Game Instructions

You need numbered cards 1 to 12 or even 1 to 20 as appropriate for your child.


- o Turn over a card. Say the number.
- o Place it in the middle of the table face up, e.g. you place 6.



- o Your partner turns over another card and says the numbers.
- o IF this card goes next to the card face up in the middle, they can place it there, e.g. it is 5 which goes before 6, or 7 which goes after 6.



- o IF this card does not go next to it, e.g. it's 11, then your partner keeps it in her hand.
- o Now you pick up another card. If it can go next to the card or cards on the table, you can place it there.
- o If not, you keep it in your hand.
- o Now your partner picks up another card. If this can join the line of cards in the middle, they can place it there. If not, they keep it in their hand.
- o Before your turn, you check your hand to see if you have a card which can be placed face up next to the other cards in the middle. If you do, you place that card there before have your turn picking up a card. Your partner must do the same.



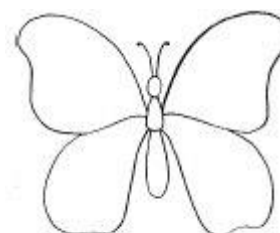
You and your partner are gradually building up a line of cards with the numbers in order in the middle of the table.

The winner is the person who completes the line by placing the last card. This will be either 1 or 12!

(courtesy of Hamilton Trust)

- **Butterfly Doubles**

We are going to explore doubles – meaning 'twice as many'. Can you draw a butterfly similar to the one below? Now can you collect some objects (small ones) like pennies or buttons? Ask a grown up to say a number up to 5. Now put that number of objects on one side of the butterfly. Put the same on the other side. Count how many altogether. The total is the number doubled. Can you design some of your own butterflies and show doubles in the wings? What other things around the house have you got that you can play doubles with? Try dominoes if you have a set and find out all the dominoes with doubles on them. Can you draw them?



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Knowledge and Understanding of the World

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Here's an experiment to try. Can you grow your own caterpillar food? (you will need patience)
Ask a grown up to chop the bottom part of a lettuce - the part where all the leaves are joined together.
Place it in a glass of water so that just the bottom part goes in the water. Wait until you see roots starting to grow. Now put it in a small pot with some soil or compost and watch what happens. You will need to keep the soil moist but not soaking wet. Maybe some new lettuce leaves will grow.



PE .

Joe Wicks On line PE sessions – we have been following these in school. Try 30 minutes every Day
Circuits – Can you create your own mini circuits like we have in school? Have 4 stations – you could choose one room in the house/ or garden to be each station. Now think of an activity you can complete in one minute in each station. For example star jumps/ mountain climbers/ spotty dogs, imaginary skipping on the spot/ box step up (parents please make sure it's safe) or you could design your own. Now you need someone with a watch who can time you.(or an older brother or sister). How many circuits can you complete in 20 minutes?

For mindfulness calming body awareness activities: Jamie's Cosmic Yoga

Search :Coco the Butterfly | A Cosmic Kids Yoga Adventure

Expressive Art and design

Try designing your own butterflies or find a picture of your favourite one to draw or paint.
Try making a butterfly garden on a plate – you could make it with real flowers and grass from the garden or by using materials from the recycling box and some old magazines.

Personal and Emotional development –

What makes me Unique? – Parents – here is a good video link with the Oak National Academy. Google search for Oak National Academy - *On line classroom – Reception – Foundation – All About Me*. Follow the story on the video and activities. Can you find your own box and put into it special things that show how you are unique?

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

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 some lovely additional educational play and exploration activities.

For Links with local butterfly farms search Buckfast Butterflies and have a look at their link page.

The British Science Association have some fun science activities for you to try at home . click on this link to go to their Crest Awards activity bank.

<https://british-science-association.org/1SS9-6U2J8-R3MZVC-414QNB-1/c.aspx>

click on the 5-7 section