

Hyde Park Infant School Home Learning Early Years Week 7 'Tadpole's Promise and The Very Hungry Caterpillar'

Communication , Language and Literacy -

Resource link

Tadpole's Promise by Jeanne Willis and Tony Ross <https://www.youtube.com/watch?v=eKMI-a3-uNY>

This is a story about a tadpole and caterpillar who fall in love. They promise each other that they will never change, but of course they do and the story has an unexpected ending –

Parents: *We suggest you read the story yourself first before reading it together with your child. You may get lots of questions!*

In class we would be talking to the children how the tadpole and the caterpillar both change as they grew. We would encourage the children to use language to show the passage of time for example, first.... Next.... After that.... The next day..... In the end.... We would have discussions about talking about other animals and also ourselves as we grow e.g First when I was a baby I couldn't walk..... Then I could

We would be having lots of discussion and encouraging children to talk in sentences and use interesting words to describe what is happening.

Also to read: The Very Hungry Caterpillar by Eric Carle – if you don't have the book then try these video links https://www.youtube.com/watch?v=eXHScpo_Vv8 This version is of the author reading the story .

You can also view this lovely animation of the story. <https://www.youtube.com/watch?v=75NQK-Sm1YY>

This famous story tells us about the adventures of a caterpillar over time and his eventual metamorphosis into a butterfly.

Again, with this story we would be asking the children to recall the story but this time recall the days of the week and we would ask the children to use a word to describe the food that the caterpillar ate e.g juicy plums, **sticky** cake

Reading activities related to this week's stories:

Both stories were written by very well-known children's authors. Have a look at home and see if you have stories written by Jeanne Willis, Tony Ross or Eric Carle. Have a go at making a special authors' book corner or a book corner with your favourite books. They might not be story books, perhaps they are information books. Of you don't have books by these authors then have a look at your own books to see if you have a collection of books by the same author. You could pretend to be an author and read your favourite stories to your toys or your family, just like Eric Carle did in the video. Its really important to read your favourite stories many times so you are really familiar with them and then you can remember them by heart.

Writing activities related to the stories

Like last week can you ask an adult to help you make a book with 8 pages, that's including one for the front cover. This week can you make a food diary, but not for the hungry caterpillar, this time its for yourself. Give your book a title, **for example** The Very Hungry Mrs Rose and then for each day this week draw a picture of one thing you enjoyed eating that day and write a sentence to describe it **for example** On Monday.....I ate a sweet banana. **Grown-ups:** when you ask your children to write at this early stage of writing we do not expect words to be correctly spelt but we do encourage children to say the sounds they hear in words then write the letters to match the sounds. Because we have taught the children digraphs (2 letters making one sound like oo, ar, ai for example) and trigraphs (3 letters making one sound – igh, ear,) we would encourage them to recall any digraphs before they attempted to write the word e.g I want to write the word sweet so I know it has an ee sound in it so when I write I know to put ee in the middle , sounding the word like this s – w- ee - t

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



Now let's remind ourselves of some words with blends in. Can you draw a treasure chest and decorate it. have a read of some of the words below and try to read them, remember in class we try to spot the digraph first then read the word. If it is a real word, then write in onto a piece of paper and stick it onto your treasure chest. Here are the words:

Cheer, chack, spell, sponge, cloim, sing, turn, ning, sack, black, coin, spoil, trick, hear

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 30? 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 Together, count to 20.
- o Now you are going to take turns to repeat this BUT you give each other a number they mustn't say. E.g. Amit tells Mum she can't say 'six'...
- o Mum says, 'one, two, three, four, five, , uh-oh, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, uh-oh, seventeen...', etc.
- o Now Mum tells Amit he can't say four.
- o Play several times. Do you get good at not saying one number?

Extension

- o Repeat the same activity but count from 30 to 50 not saying 'six', or from 70 to 90 not saying 'five', etc.

2. Working together

- o Play *Match My Number* as outlined below
 - o You need number cards 1 to 20, post-it notes or small blank pieces of paper, and felt-tips. Some counters would be good too
 - o You need to lay out the line of cards face up from 1 to 20. Then follow the instructions below.

Try these Fun-Time Extras

- Look at a way of matching numbers to fingers really fast! How fast can you get? <https://www.youtube.com/watch?v=iLs15gS1X0>
- Count from 20 to 1 and remember to say 'Blast-off' Where are you going to go in your rocket?

Explore more Hamilton Trust Learning Materials at <https://www.hamiltontrust.co.uk/learning-materials> Week 2 (half 2)

Match My Number

You need number cards 1 to 20. Some sticky notes or blank pieces of paper.
Some counters – you can use Lego™ bricks or raisins!

How to play

- o Lay the number cards in a row, 1 to 20.
- o Now turn them all over so they are face down in the same places.
- o Point at where 1 is. Turn it over. Then turn over 12.
- o Each of you writes three numbers on the sticky notes or blank paper.
- o You both place each of the numbers you have written on top of the card where you think it goes on the laid-out track. Place all three numbers.
- o When you're done, turn over the card numbers with sticky notes on them and see if the number matches the card beneath it.
- o If it does, that person takes a counter. They get one for each correct number. (Maximum 3 each.)

- o Start again, but this time lay the number line out backwards, i.e. from 20 down to 1. Turn all the cards face down.
- o Then each person writes three different numbers from last time. They place their sticky notes on the face-down cards which they think match.
- o When you have both done this, turn over the cards. Do the numbers match? Take a counter for each correct match. *How many counters have we each got?*
- o Play a third time, but this time lay out the cards in two rows, one below the other.

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- (courtesy of Hamilton Trust)

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• Number stories – adding together - Making more

We are going to explore number stories where by the end of the story, the number is always going to be larger than at the beginning. We have lots of times in school when we create stories involving number and this week we would like you to have a go at creating your own number stories. We could use the butterfly theme, food theme or be as creative as you want to be. Let's start with butterflies or caterpillars. You could make your own butterflies/ caterpillars out of paper. You will need lots so try folding a piece of paper in 4 then draw some butterflies. When you cut them out you will have 4 times as many. Adults you may like to help here. When you have the butterflies/ caterpillars, you then need to make a giant leaf so they will eventually fit on. Can you create your own stories? For example, '4 butterflies are sitting on a leaf, 3 more fly on to join them, so there are 7 altogether. Or there were 6 caterpillars munching on a leaf, 3 more crawled on how many altogether? In school we have been having a go at ways of representing our stories with pictures and then numbers, so encourage your child to have a go. Formal 'sums' are less meaningful for children at this age. What's really important is that your child can explain to you what they have represented, and we would encourage lots of practical activities in meaningful contexts so this week when they are playing, encourage them to group, count and add together objects to create their own stories. We would love you to share them with us.

Patterns all around us

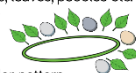
In school we have been exploring patterns and how patterns repeat. We have made simple patterns with shapes, objects, sounds, and musical instruments. Can you make your own sequence using a pattern, for example with natural objects, shells, sticks, flowers, leaves. Can you make the pattern repeat e.g

If you can't find objects outside then have a look around the home - you could use all sorts of things. It doesn't matter, as long as it makes a pattern that repeats.

Knowledge and Understanding of the World

Note to Parents: adult supervision needed – toothpicks are sharp!

ask the children to hunt for natural objects to make their patterns such as long sticks, short sticks, dandelions, daisies, leaves, pebbles etc. They could arrange their patterns in straight lines or around the edge of a hoop to create a circular pattern.



Yum Yum!

STEM Activity



The Activity

1. Challenge the children to make a house for The Very Hungry Caterpillar to live in using the fruit and toothpicks. The Very Hungry Caterpillar then doesn't have to go very far for his food!
2. Show the children how to make a basic structure by putting the toothpick into the cubes of fruit and joining them together.
3. See if the children can make a structure that stands up without falling over.

You will need:

- Apples cut up into cubes
- Oranges cut up into cubes
- Pears cut up into cubes
- Plums cut up into cubes
- Strawberries cut up into cubes
- Flat-ended toothpicks
- The Very Hungry Caterpillar toy

STEM Activity

Yum Yum

The Very Hungry Caterpillar would like a new house.

Can you use the cubes of fruit and toothpicks to build him a house?

How do you join the fruit together?

Can you make the house stand up without falling over?

Can you make the house big enough for the caterpillar?

What will happen to the house if the caterpillar eats all the fruit?

Courtesy of Twinkl

PE .

Joe Wicks On line PE sessions – we have been following these in school. Try 30 minutes every day
Target games: click on the link below to view a target game play

<https://www.youthsporttrust.org/sites/default/files/Using%20Obiects%20-%20Target%20Games.pdf>

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

The Very Hungry Caterpillar Search :<https://www.youtube.com/watch?v=xhWDiQRrC1Y>



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Expressive Art and design

Have a look at Eric Carle's stories – there are many on You Tube. His artwork is unique in that it is created by collage. Using old magazines, can you create your own collage? it can be of anything you wish. You may like to look at Eric Carle's stories for inspiration

Being Imaginative: Watch this clip about a little girl putting a story to music can you find a favourite piece of music and create your own story or your own dance or picture ?

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

Personal and Emotional development –

Bored – Parents – here is a good video link with the Oak National Academy. Google search for Oak National Academy - *On line classroom – Reception – Foundation – Bored* –

<https://www.thenational.academy/reception/foundation/bored-reception-wk1-1/>

This explores what it feels like to feel bored and how you can use your imagination and be creative

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.

Twinkl education resources have some good links if you would like some additional activities

<https://www.twinkl.co.uk/resource/eyfs-school-closure-home-learning-resource-pack-t-tp-2549362>

For science Activities, the British Science Association have a special Home learning link called the Crest Awards. Follow this link here for some fun activities you can do at home

<https://collectionslibrary.crestawards.org/#5-11>

The Youth Sports Trust has a range of PE related activities suitable for home learning.

<https://www.youthsporttrust.org/free-home-learning-resources-early-years>