St Peter's CE Primary and Nursery School
Foundation Stage Home Learning

Summer term – What's Outside?
Focus story – The Very Hungry Caterpillar by Eric Carle

Week 2 – 27th April 2020

<table>
<tr><th>Area of the curriculum</th><th>Learning intentions</th><th>Activities and opportunities</th><th>Examples of vocabulary to develop</th></tr>
<tr><td>Maths</td><td>Compare numbers saying when there is more / less than</td><td>Use the 'Numberblocks' programmes to help you with numbers 1 to 5 (up to 10 if you want a challenge)
https://www.youtube.com/channel/UCPlwvN0w4qFSP1FIlALB92w
https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering
Choose a number between 1 and 5 (up to 10 if you want to challenge yourself) and collect that many toys. How many do you have? What can you do to make it easier to count them? (place them in a line) Can you get one more? What has happened to the set? How many do you have altogether now? What happens if you put one away? Repeat with other numbers.</td><td>More than, less than, larger, smaller, is the same as, odd, even, set, group, count, altogether</td></tr>
<tr><td>Maths</td><td>Say the days of the week in the correct order.</td><td>Teach your family our days of the week song from our colour group time.
'Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday too. 1, 2, 3, 4, 5, 6, 7 days. Each day different and every day new'.
Talk about what day it is each day… What day was it yesterday? What day will it be tomorrow?</td><td>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, week, weekend, days, seven days, yesterday, tomorrow, today</td></tr>
<tr><td>Literacy (Phonics)</td><td>Read, say and write sound sets</td><td>Ruth Miskin Training - Read, Write Inc (Available each day)
https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ
There are also stories available on this channel
<table>
<tr><th>Set 1</th><th>Set 2</th></tr>
<tr><td>9.30 - Speed sounds</td><td>9.45 – Speed sounds and word time</td></tr>
<tr><td>9.45 - Word time</td><td rowspan="2">10.15 - Spelling</td></tr>
<tr><td>10.00 - Spelling</td></tr>
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<tr><td>Literacy</td><td>Use descriptive language to describe your minibeasts</td><td>Task 1
Create your own minibeast using junk modelling and label your minibeast using your initial sounds
Task 2
Play a verbal game with your family. Give them clues as to the minibeast that you are thinking of. They have to guess the correct minibeast based on the description you give them.</td><td>Ant, caterpillar, butterfly, woodlouse, spider,
beetle, ladybird, worm, bee, wasp, snail, slug,
colourful, slimy, wiggly, hard shell, delicate, hard, hairy, fast, slow, spotty, legs, wings, antenna, patterned, life cycle, change,</td></tr>
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Understanding the world (Science focus)	Identify changes that happen in the minibeast world.	Draw, paint or chalk the butterfly lifecycle. Explain how the caterpillar will change into a butterfly. What are the four stages of the lifecycle? A selection of videos and activities relating to the lifecycle of a caterpillar https://www.bbc.co.uk/teach/class-clips-video/how-caterpillars-change-into-butterflies-no-narration/zn4rkmn short video clip https://www.topmarks.co.uk/Search.aspx?q=lifecycle%20of%20a%20butterfly a selection of activities and games to choose from https://www.natgeokids.com/uk/discover/animals/insects/butterfly-life-cycle/ video clip https://www.youtube.com/watch?v=pT-s1-phgxs Cosmic kids yoga video https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/z9fkwmn	Ant, caterpillar, butterfly, cocoon, colourful, wiggly, hard shell, delicate, hard, hairy, fast, slow, spotty, wings, antenna, patterned, life cycle, change
Understanding the world (RE focus)	Understand how special places make us feel	Design and make a special den where you could read a book. What is special about your den? Have you got a special toy / book with you? Where would you create your den? What would you use to make your den? Is anyone else allowed in your den?	Special, memory, feelings, emotions, happy, calm, excited, sad, worried, nervous, upset, why, how, what, where