

<p>Literacy and Communication</p>  <p>Resources/activities:</p> <ul style="list-style-type: none"> • Watch the Michael Rosen 25th Anniversary video (link on google classroom) and encourage your child to join in the actions and vocal sound effects. • Can they answer a simple question at the end— Where were they when we heard the ‘hoooo whoooo’? Use the communication board to support your child. • Try to create your own bear hunt using a toy. Set up small dishes with grass, mud, flour, water, twigs to retell the story. Or on a larger scale outside. We would love to see photos or video. Please upload to google classroom. <p>Intended Experiences</p> <ul style="list-style-type: none"> • To share a book with an adult • To communicate (using preferred communication) about the book • To join in with a story, sounds and sequences. • To retell the story 	<p>Supporting your child's sensory needs</p> <p>Resources/activities:</p> <ul style="list-style-type: none"> • Continue to use TAC PAC and sensory circuits as in previous weeks. • Build a small safe space such as a den/ bear cave using furniture and covers. A lot of children love an enclosed space. If your child doesn't create an open den with just sides. Why not have a teddy bears picnic or enjoy your bear biscuits in your cave.  <p>Intended Experiences</p> <ul style="list-style-type: none"> • To calm sensory seeking behaviours. • To focus child ready to attempt home-learning. 	<p>Phonics</p> <p>Resources/activities:</p> <ul style="list-style-type: none"> • Model making different mouth movements in the mirror— blowing, sucking, tongue stretching out and wriggling. Support your child to notice and copy. • Singing time with good voice sounds e.g. animal fair and 5 little men in a flying saucer (whoosh), bees in a hive (zzzzz) down at the station (choo choo) and Old Macdonald (animal noises) • Pretend to be a robot and make your voice like a robot. Have familiar items or picture (demonstration video on google classroom and pictures to support the activity). Using your robot voice sound out the words using the sounds e.g. c-a-t. Encourage your child to find the item or picture you are saying like a robot. Items might include—sock (s-o-ck), dog (d-o-g), pan (p-a-n) <p>Intended Experiences</p> <p>To develop listening skills and tune into sounds.</p> <p>To distinguish between vocal sounds</p> <p>To develop skills to remember what they hear.</p>	<p>Physical Development</p> <p>Resources/activities</p> <ul style="list-style-type: none"> • Watch ‘We’re going on a bear hunt’ yoga via google classroom and try to copy the actions • On your daily exercise, encourage your child to go over, under and through. For example at the park, under the slide, through a rung in a ladder (if big enough) or in the woods, over a log, through the trees or bushes. <p>Intended Experiences</p> <ul style="list-style-type: none"> • Move our bodies confidently in different ways • To be physically active
<p>Cooking—Bear Biscuits</p>  <p>Resources/activities</p> <ul style="list-style-type: none"> • Follow the recipe to make the bear biscuits. Recipe with symbols available on website and on google classroom. Point to the words as you read the recipe. <p>Intended Experiences</p> <ul style="list-style-type: none"> • To work hygienically • To use different tools to mix and sieve • To read for different purposes. • To explore different textures • To have fun. 	<p>Maths</p> <p>Resources/activities</p> <ul style="list-style-type: none"> • Hide a teddy bear in different positions outside or around the house. Encourage your child to search for it. Adult to model the language initially of bear is in bed. Then repeat ‘in bed’. Hide again, and help find the bear. Where is bear? Using communication boards as necessary to support understanding and communication. Bear is under the chair. Under the chair. (Communication boards available on website and on google classroom) • Teddy counting. https://www.topmarks.co.uk/learning-to-count/teddy-numbers • Line up and count your teddies and sing and act out 10 in the bed or however many you have. <p>Intended Experiences</p> <ul style="list-style-type: none"> • To demonstrate understanding of under, over and through • Counting objects to 5, 10 or 15 	<p>Creative</p>  <p>Resources/activities:</p> <ul style="list-style-type: none"> • Use recycled materials to make your own binoculars and go on a bear hunt. Decorate them in your own way. • Act out bear songs such as round and round the garden like a teddy bear and teddy bear teddy bear turn around. • Drawing, painting bears using circles and lines. • Continue to sing every day—continue to use the nursery rhyme choice boards to select a song from the BBC Nursery rhymes website. Perhaps focus on songs with bears such as the bear went over the mountain, 10 in the bed.  <p>Intended Experiences</p> <p>To make marks and notice the marks they are making.</p> <p>To learn how to print</p> <p>To use tools with increasing control e.g. pen, paint brush</p> <p>To join in singing with vocalisations, actions, and words.</p> <p>To build up a repertoire of songs</p>	<p>Understanding the World</p> <p>Resources/activities:</p> <p>Go for a walk in your local area. Use the nature walk bingo and cross off what you can see. Take photos of what you see and upload onto google classroom .</p> <p>Intended Experiences</p> <p>To explore the world around them</p> <p>To notice and comment on what they can see</p>