



Dear Oaks and Acorns,

We hope you are all still doing ok at home and enjoying some time with your family. Life in school is very different at the moment. Mrs Clarke and Miss White are busy teaching the 'Key worker Oak bubble', while Mrs Rush is busy in the 'Key worker Acorn bubble'. Mrs Arthur and Mrs Coleman are busy further up the school teaching the older children! I am busy doing jobs with Mrs Taylor-Bashford as well as keeping in touch with you all on the phone and on Tapestry. If you upload things to Tapestry it really makes us smile just to see your faces.

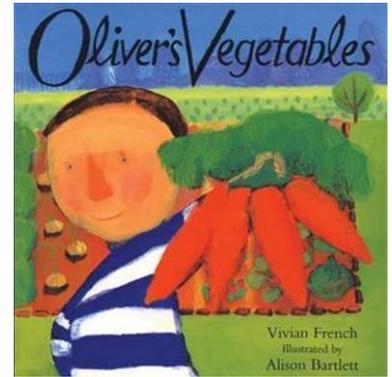
You should also receive your school report later this week.

Oliver's vegetables is our focus story for the next two weeks. You can hear me read it on the website / tapestry or you may have your own version at home.

I hope you have fun doing some of the activities below.

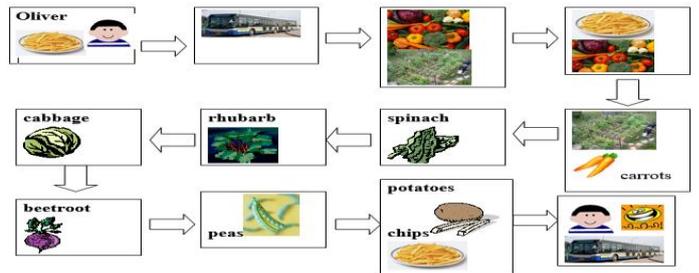
Take care and stay safe

Mrs Keeping



Foundation Stage suggested activities for Week 15.06.2020 and 22.06.2020

Listen to the story of Oliver's vegetables –
 Try making a story map together to retell the story –
 This is where you draw out the key parts of the story to help you remember the story in the correct order.



Vocabulary finder –

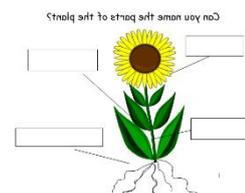
Can you think of words to describe a vegetable?

Describing words are called adjectives.



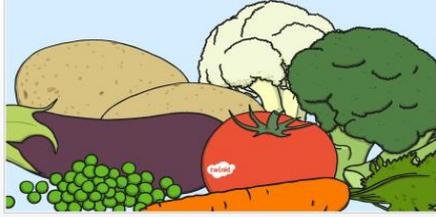
Can you name the parts of a plant?

What do plants need to grow?

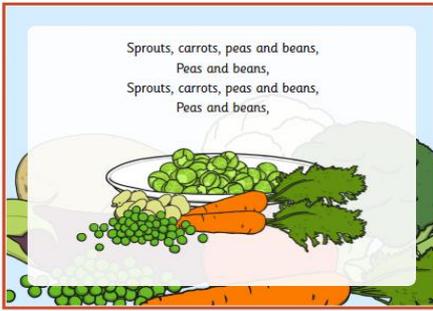


Vegetables Song

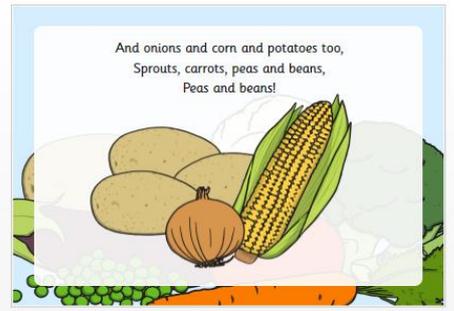
(Sing to the tune of 'Heads, Shoulders, Knees and Toes!')



1



2



3

Sprouts, carrots, peas and beans,
Peas and beans,
Sprouts, carrots, peas and beans,
Peas and beans,

And onions and corn and potatoes too,
Sprouts, carrots, peas and beans,
Peas and beans!

One Tomato, Two tomatoes – from BBC nursery rhymes:

<https://www.bbc.co.uk/teach/school-radio/songs-one-tomato-two-tomatoes/zv6by9q>

When speaking to you on the phone I know that some of you have been growing your own vegetables at home. How are they getting on? Try measuring them once a week to see how much they have grown. Make some labels to go with the different plants so that you remember what each plant is.



Things to think about when learning about vegetables:

- What do vegetables need to grow?
- Where do they grow? Underground? On a plant? On a bush?
- Have a look and describe how vegetables change over time.
- Find out some facts about your vegetables – Use books or the internet to research some facts about your vegetables.

Remember our days of the week song – Sing this song to remind you of the order of the days of the week. Click on the picture below to take you to the website where I have saved it.



Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Keeping a diary -

Oliver ate a different vegetable of each day – Make a diary to show all the vegetables that you eat in one day. You could draw a picture or write a list. On the website and on Tapestry you will find a sheet to help you keep a healthy diary. Or you could just draw one out in your book / on paper. Acorns – the grown-ups can do the writing!

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Healthy eating							
How many vegetables did you eat?							

Oaks -

Learn how to spell the days of the week:

(You don't have to use this sheet, you could just create a similar thing on a piece of paper or in your book.)

Days of the Week Writing Practice

Name: _____

Date: _____

Look and say

Look, say and write

Cover and write

Monday

Tuesday

Wednesday

Thursday

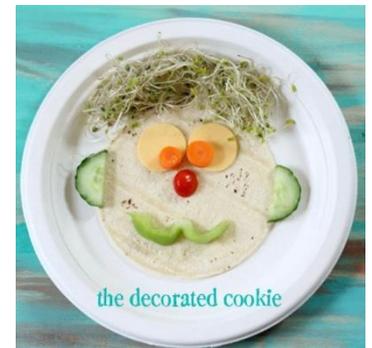
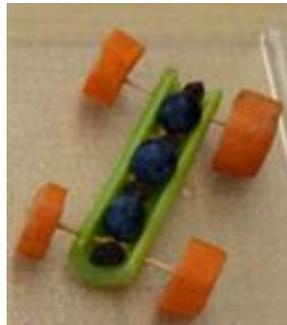
Friday

Saturday

Sunday

How about making a sculpture using either a fruit or a vegetable. Choose any kind of fruit or vegetable and turn it into something else!

Please discuss: The type of fruits/vegetables you have used and where they have come from. What will be the best way of joining the pieces together? How fragile is my sculpture? Can I make it sturdier? Can I improve my model in any way?



Trying new vegetables – Oliver tried a new vegetable every day. You could do the same!!!!

Once you have tried the vegetable you could either talk through these questions or draw / write some ideas.

You could ask your grown-up to buy some different vegetables for example have you tried radish, kale, celeriac, pak choi, fennel.

My Vegetable is _____

Vegetables

What does your vegetable taste like?	What does your vegetable smell like?
Draw your vegetable here.	
What does your vegetable look like?	What does your vegetable feel like?

Cooking with vegetables –

Help prepare the vegetables for dinner.

There are hundreds of different recipes that you could cook.

Let us know your favourite recipe so we can share it with your friends.

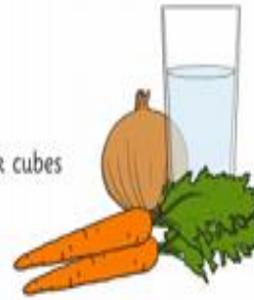


Oliver's vegetable soup



Ingredients:

- 2 carrots
- 2 parsnips
- 1 onion
- 1 pint of water
- 2 vegetable stock cubes



1. Cut off the tops and bottoms of the carrots, parsnips and onion.



2. Scrub the root vegetables and peel the onion.



3. Cut all the vegetables into cubes.



4. Put the vegetables into a saucepan with the water and stock cubes.



5. Bring to the boil and simmer until the vegetables are tender.



6. Either serve when cooled or for a smoother soup, blend before serving.

Using Duplo - 50 things to do with Duplo!!

This amazing video gives so many fabulous ideas of things to do with duplo (it could easily be adapted to lego too.)

I particularly like the maze making ones, word building and shadow puppet theatre.

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



Don't forget that Twinkl still have their free access.

There are many more oliver's vegetables activities – for example masks, addition story sequencing pictures and so much more.

Go to <https://www.twinkl.co.uk/>

sheets,



Pentecost

Share the story of Pentecost using the powerpoint and or video.

Talk about a time you felt happiness and a time you felt sadness and why you felt this way.

Talk about how we can make those who are not feeling happy feel better.

Explore the different symbols related to the Holy Spirit. Wind the disciples felt the Holy spirit in the room with them in the form of wind. Flames a tongue of fire rested upon the disciple's heads and this represented the Holy spirit. A dove which is often used to represent the Holy Spirit and is linked to Jesus' baptism.



Powerpoint and video are both on the website and on Tapestry.



We can be Pentecost people!

Pentecost People are full of power from the Holy Spirit. They share the love of the Holy Spirit with the wider community. Our school ethos is to 'walk with Jesus to be the best we can be' How could you show this to others? E.g. Maybe you could make a card – send/share a smile with them, do something special for your Mum and Dad without them knowing, help someone who is upset, Make a poster that shows people that Jesus loves them, send someone a message to tell them they are loved.

Last week, when I was in school, a paper aeroplane suddenly flew in my room. When I opened up the aeroplane there was a lovely message inside. It said – Jesus loves you.





Online safety at home

SIMPLE 15 MINUTE ACTIVITIES TO DO WITH YOUR CHILD

Activities for 4-5s

Activity 1: Watch *Jessie & Friends*, Episode 1

- Find the *Jessie & Friends* cartoons at:
www.thinkuknow.co.uk/parents/jessie-and-friends-videos/
- Watch Episode 1: Watching Videos with your child.
- Use open questions to chat about the cartoon. For example:
 - **What did you think about the cartoon? Which were your favourite parts?**
 - **How did Jessie feel when she watched 'The Funny Tummy' video?**
 - **How did she feel when she watched 'The Happy Croccy' video? How did her feelings change?**
 - **How did she get help to feel better?**
- Finish by having fun singing along together at the end!



Activity 2: Learn the song!

- Re-watch the song on the *Jessie & Friends* cartoon, Episode 1 at www.thinkuknow.co.uk/parents/jessie-and-friends-videos/. Use the lyrics sheet to sing along.
- If your child would like to they could perform the song for others in their family - face-to-face or on video chat, with your support!



It's fun to play on your device
 So much to see and do
 Watching funny videos is really cool it's true
 Sometimes you might see something
 That makes you go 'Uh-oh'
 If you feel bad
 Put down the pad
 Here's what you need to know...



If it makes you feel funny
 In your tummy
 Worried, scared or sad
 Then you must
 Tell a grown up you trust
 Like a teacher or a mum or dad



If it makes you feel funny
 In your tummy
 That something's not OK
 It's not your fault
 Just tell an adult
 They'll help to make it go away,
 they'll help to make it go away



A few suggestions from previous weeks that you might not yet have done or that you might want to repeat:



Letter / Number diving!

Whilst enjoying time in the paddling pool put in some letters or numbers (the ones you usually have in your bath!)

You could think of words beginning with that sound or you could make words!

You could recognise single digit numbers, put them into order or make some bigger two digit numbers.

Funky fingers -

Painting with water - Fill a small pot with water, provide a range of paint brushes and rollers and let your child get creative on your fence or pavement.

You could draw a picture You could write individual letters
You could draw shapes You could write your name / family names

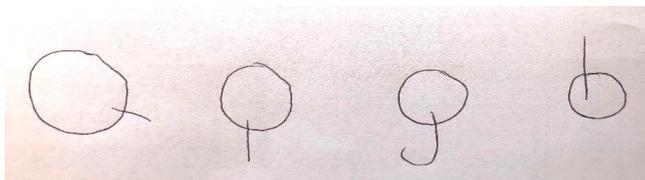


Don't forget about a dough disco –

<https://www.youtube.com/watch?v=zJQ2CaA7E50>

Don't forget to use the correct formation. School starters - Keep practising writing your name using the correct formation – As you will know we do use cursive script as a school but as long as they are forming the letter correctly it doesn't have to be cursive.

What we don't want is for children to get into a habit of circles and sticks like below:



a b c d e f g h i

Start with a c and then go upwards all the way. Go straight back down again and hooray - you made oval!	Go straight down and halfway up again neatly. Then all the way around and join to the bottom to make a b!	Start drawing a circle and curl around slowly. Stop before you finish and it makes it a c!	Start with a c then climb a tree. Come back down and you have a d!	Start in the middle and go across carefully. Then curl like a snail, and you have an e!	Curl the top, go straight down and swing to the left. Go back up and cross the belly of your f!	To begin writing a g you need a c. Then go up and back down to make a tail for a monkey.	Start at the top, go straight down and back halfway. Then over a hump and down to the line to make an h!	Go straight down, then take your pencil off to fly... Right up to the top, draw a dot and you have oo.
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j k l m n o p q r

Go straight down, under the line and then which way? A tiny curl to the left, then fly to the top and dot your j!	Start at the top and whoosh straight down. Go halfway up and around. Go down and out with a flick. Your k is ready to kick!	Start up high and then go down - you're doing well. Then the tiniest curl to the right and you have an l!	Start at the top, go down, up, over and down again. Up and over and down once more to finish your m!	Start at the top, go down, then up and then... Go over and down to the bottom and there you have an n!	Start at the top and go anti-clockwise, carefully and slow. When your circle comes back to the top you have an o!	Start at the top, go down under the line and then back neatly. Then draw a curve that joins onto your line to make a p!	Start with a c, go up, then down, then what do you do? Go under the line then flick to the right to make a q!	Start at the top, go down and up but not too far. Then draw a small curl at the top to make your perfect r!
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s t u v w x y z

S is curly, more or less. Start at the top and curl to the left. Bend down and right, then down and left to make an s.	T isn't small or tall, it's in between. Start at the top, go down and curl right, then cross your t!	Start at the top, go down, bend to the right and go up - wool! Go back down and then you've made the letter u!	V is made of lines, no curls or bends or humps to see. Diagonal down and then back up to make a v!	Just like a v, there's only diagonal lines to do. Down, up, down, up is how you write w!	Start at the top and draw a diagonal line from the left. Go back to the top, go from right to left and you have an x!	Go down, bend to the right then head up to the sky. Go down, under the line and swing left to make a y.	Start on the left and go straight across the letter's head. Then diagonally down then from left to right to make a z!
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s t u v w x y z

S is curly, more or less. Start at the top and curl to the left. Bend down and right, then down and left to make an s.	T isn't small or tall, it's in between. Start at the top, go down and curl right, then cross your t!	Start at the top, go down, bend to the right and go up - wool! Go back down and then you've made the letter u!	V is made of lines, no curls or bends or humps to see. Diagonal down and then back up to make a v!	Just like a v, there's only diagonal lines to do. Down, up, down, up is how you write w!	Start at the top and draw a diagonal line from the left. Go back to the top, go from right to left and you have an x!	Go down, bend to the right then head up to the sky. Go down, under the line and swing left to make a y.	Start on the left and go straight across the letter's head. Then diagonally down then from left to right to make a z!
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Keep up the reading –
Oxford reading books (used in school) are available to read online

https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=Age+4-5&level=&level_select=&book_type=&series=#

https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=Age+5-6&level=&level_select=&book_type=&series=#

