

## Dropbox Link:

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St Anthony Class Home Learning  
Why do squirrels hide their nuts?  
23.11.2020

This Innovate stage invites children to make their own squirrel muffins using a range of tools and ingredients.

### During this Innovate stage children will:

- investigate pre-made muffins to find out what they're made from
- decide what ingredients they would like to put in their own muffin
- use skills of mixing, chopping, rolling and pouring
- decide where to put their squirrel muffin
- observe animal activity over time

### Squirrel's winter muffins

Display a pack of pre-made muffins on a tabletop for the children to observe and handle. 'What do you think this is?' Slice a muffin in half and allow the children to look at its cross section and identify what the muffin is made from. Children could take the muffin apart to explore the ingredients further.

After giving the children time to make their guesses at what the muffin might contain, reveal a recipe for the muffins and read the list of ingredients. How many of the ingredients did the children recognise?

### You will need:

- lard, sunflower seeds, stale bread, bird seed, dried fruit, dried corn (loose and on the cob), banana chips, monkey nuts and peanut butter (**check for allergies**)
- cupcake cases, muffin tins and biscuit cutters in simple shapes
- utensils including teaspoons, tweezers, measuring spoons and butter knives
- **Non-cook squirrel muffin recipe in drop box**
- string for tying muffins onto branches and hooks, if needed

Colour me in



	Phonics	Writing	Maths	Other
<b>Monday</b>	<p>Teach 'w' using Jolly Phonics – see video.            Practise reading the tricky words off, can, had, back.</p> <p>Segmenting for spelling:            Phoneme frame – will, win, wag, web.</p> <p>Write a sentence: Is the vet hot?</p>	<p><i>See Innovate Challenge notes above.</i>            Display a pack of pre-made muffins on a table top for the children to observe and handle. 'What do you think this is?' Slice a muffin in half and allow the children to look at its cross section and identify what the muffin is made from. Children could take the muffin apart to explore the ingredients further.</p> <p>After giving the children time to make their guesses at what the muffin might contain, reveal a recipe for the muffins and read the list of ingredients. How many of the ingredients did the children recognise?</p> <p>They can now write out a shopping list of things they need. They could also write out a recipe card, including pictures. Focusing on writing CVC words independently, such as mix and put.</p>	<p>Set out the Hungry squirrel cards (in drop box) and a jar of nuts or blocks. Place the squirrel cards face down on the table. Ask the children to choose a card, turn it over and see how many nuts each squirrel wants. Encourage the children to take the correct number of nuts from the jar. Ask them to check they have the right amount by counting them.</p> <p>Extend the activity by asking the children questions that develop their mathematical thinking. For example, 'How many nuts do these two squirrels want altogether?' and 'Which squirrel has asked for one more nut than this one?'</p> <p>Independent Activity:            Put out two or three jars with pictures of squirrels on, along with a basket of nuts. Ask 'Can you share the nuts between the squirrels?'</p>	<p><b>PE</b>            With seven exercises in total (see PE Cards in drop box), children can practise their throwing and catching skills in a variety of ways. To play these PE games, all you need is a ball and a good bit of enthusiasm!</p> <p>Each card comes with clear instructions and colourful visual aid. Children must begin with the 7th exercise, which is as simple as throwing a ball in the air, letting it bounce and then catching it. When working downwards towards card 1, exercises get slightly more complicated.</p> <p>On the final card of the PE games, children are asked to throw the ball in the air, do a 360-degree turn and catch it without letting it bounce. Are they up to the challenge?</p>

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<b>Tuesday</b>	<p>Teach 'x' using Jolly Phonics – see video</p> <p>Practise reading the tricky words off, can, had, back</p> <p>Segmenting for spelling: Phoneme frame – mix, fix, fox, box, tax</p> <p>Read questions and answer Is the sun wet? Has the pot of jam got a lid?</p>	<p>Have a go at making your squirrel muffins! You will need to mix, stir, chop and pour to make your muffin. Make sure you use the tools safely. Hang your muffin on a tree branch. Your grown up will help you!</p> <p>Can you take a photo of your muffins and send them on dojo? We can share what we have made.</p> <p>Who do you think will come and eat your muffin? Remember to keep an eye open for any visitors!</p> <p>Have a go at drawing your squirrel muffins and writing about how you made them.</p>	<p>Take the children outside in the garden to collect sticks of different lengths (or you could collect the sticks for them). When collecting or looking at them, encourage the children to compare the sticks using language such as longer, longest, shorter and shortest. Challenge the children to lay the sticks in order from shortest to longest.</p> <p>For an additional challenge, introduce using multilink cubes or tap measures to measure the sticks. Ask questions such as 'Which stick measured the most cubes?' and 'How many cubes long is the shortest stick?'</p> <p>Independent Activity: Provide a range of sticks of different lengths (and some of the same length) for children to order and make arrangements with.</p>	<p><b>RE</b> <i>(See the Wednesday Word in Dropbox)</i></p> <p>This week the Gospel reminds us about the true value of kindness. Ask your child what kindness means to them. Read through the Wednesday Word and explore the questions.</p> <p>Use the How can I be a good friend? Poster (in drop box) to help you think about how you can be kind. Draw pictures and write captions – with support where necessary.</p>
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<b>Wednesday</b>	<p>Teach 'y' using Jolly Phonics – see video</p> <p>Teach reading 'we', 'me', 'be', 'she', 'he'</p> <p>Segmenting for spelling: Phoneme frame: yap, yet, box, yes, fix,</p> <p>Write a sentence: Has a fox got six legs?</p>	<p>Read The Tale of Squirrel Nutkin (in drop box). Discuss the story and see what parts the children can remember. Use the sequencing cards to put the story in the right order.</p>	<p>Watch Numberblocks Series 2 Episode 1: Six (See Numberblocks Overview in drop box for the progression from this episode.)</p> <p><i>The Numberblocks make a new friend who likes to roll the dice, and with Six in the mix, everything's a game.</i></p> <p>Use the PowerPoint slides (in drop box) to discuss the episode. What have they learnt?</p> <p>Independent Activity: I spy number 6 worksheet I have also included Numberblocks cards 1-10 for them to cut out and order.</p> <p>Year 1: (Wednesday in drop box) Children find systematic ways to make number bonds to ten. Children will need 20 counters in two colours, ten of each colour. Can you fill the ten-frame with counters of one colour? How could we write this as a calculation? Can you take one counter off and change it for a different colour? What calculation is represented by the counters? Can you keep going, swapping one counter at a time and recording your calculations? How many different ways have you found? Are they all different?</p>	<p><b>ART</b></p> <p>This Squirrel Nutkin stick puppets (in drop box) includes a lovely selection of small illustrations from the story. Simply cut out the different images, then glue or tape a craft stick to the back of each one. Great for retelling the story, you can use them to see how well your children know the key events by asking them to act out the plot using the stick puppets. They could alternatively make their own.</p>
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			Is four yellow + six red different to six yellow + four red?	
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Children should identify the six different ways:

$$0 + 10$$

$$1 + 9$$

$$2 + 8$$

$$3 + 7 \quad 4 + 6 \quad 5 + 5$$

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<b>Thursday</b>	<p>Teach 'z' using Jolly phonics – see video</p> <p>Practise reading 'we', 'me', 'be', 'she', 'he'</p> <p>Segmenting for spelling: Phoneme frame zip, zit, Zak, zigzag</p> <p>Read questions and answer</p> <p>Has a cat got a web?</p>	<p>Use the sheet 'read and draw' (in drop box) This worksheet gives the children the opportunity to show how much they've learned about this book. They might need extra support with the reading of the words. Can they think of any other characters or parts of the story to add?</p>	<p>Use the All About Six Worksheet to help children practise number formation for the number 6. The sheet provides opportunities for children to trace over the numeral and write the numerals in answer to counting questions. Perfect for practising number formation and recognition during adult led activities or continuous provision.</p> <p>Independently they can try the roll and colour sheet (in drop box) This enables children to learn about how the same value can be represented in different ways.</p> <p><i>Why should EYFS children explore dice representations of numbers?</i>  <i>The spots on a dice to show the values one to six are arranged in patterns that EYFS should become familiar with through their play and learning. Reception-age children working at the expected level should be able to subitise up to 5.</i></p> <p><i>What does 'subitise' mean?</i>  <i>A child who can subitise a particular value can recognise that quantity of items without needing to count them individually.</i></p> <p>Year 1: (Thursday in drop box)        Encourage children to look closely at the different representations.        What different representations can you see?</p>	<p><b>SCIENCE:</b>  <i>Aim: Looks closely at similarities, differences, patterns and change.</i>        What happens to food when it is left for a long time? Leave different foods such as conkers, acorns, seeds, bread, fruit and vegetables outside inside sealed, perforated, see-through containers such as plastic punnets. After observing the foods for a couple of days ask 'Have any of the foods changed? What has happened? Which foods would store better through the winter?' You could show time-lapse footage of decaying food – there are some amazing (and yukky!) videos online. Show a range of tinned, frozen and dried foods and ask, 'Why do we store our food in this way?'</p> <p>Most shop-bought bread contains preservatives and can take weeks to produce mould. However, homemade bread will start to grow mould within a few days! Children must not touch any of the mouldy foods as some moulds are toxic.</p>
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			<p>What number bond is being represented by each one? Can you see one that doesn't represent the same number bond as the others? Explain why. Can you think of a different way of representing <math>4 + 6 = 10</math> using equipment in the classroom?</p>	<p>Independent Activity: Put out clipboards and writing materials for children to keep an observation diary of the decaying food. You could also provide a digital camera to take photographs.</p>
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<p style="text-align: center;"><b>Friday</b></p>	<p>Recall all letter sounds from phase 2 (in drop box and sounds this week, including j/v.</p> <p>Review high frequency words so far</p> <p>Sentence structure using high frequency words so far, I go to the _____ It is hot and the sun is big etc</p>	<p>There are a selection of writing frames and a story board template in drop box, for the children to independently write their own stories or to re-write The Tale of Squirrel Nutkin. Encourage the children to mark make and do this independently – they should think about sounding out and blending words to help them write, they can also think about tricky words that we can't sound out (see common exception words in drop box). For year 1's there is a checklist for what the expected level is in writing by the end of year 1 for you to look at.</p>	<p>Explore the Number blocks 6 PowerPoint (Friday in drop box) to help children understand what six is and how it relates to the other Numberblocks.</p> <p>The PowerPoint provides a range of images linked to the programme showing the Numberblocks One to Six. Children have the opportunity to explore the dice patterns and recognise how the numbers change as they increase by one.</p> <p>Each Numberblock is then linked to a dance move the children have chosen, which could relate to the value of each block - for example, 6 hops for Numberblock Six.</p> <p>Year 1: (Friday in drop box)        Children can use a ten-frame to solve the problems.        Can you show me how you solved the problem?        Can you use your ten-frame to explain your answer? How can you check if you are right?        Can you make up a problem of your own?</p>	<p><b>FREE CHOICE/ PSED</b></p> <p>Play the game Who am I? What am I? (in drop box) Read the Instructions ensuring the children are listening carefully. Read the Clue cards aloud, asking the children to place a conker, acorn or counter over the animal or object they think is being described. The person who covers all the pictures on their board first, wins!</p> <p>Independent Activity:        Leave the game, rules and clues for the children to read and play independently.</p>
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