



1<sup>st</sup> June 2020

We hope you have enjoyed the activities we have emailed and posted on our Facebook page so far. All of the staff have loved seeing what you have been learning at home. We know it is probably getting harder to think of ideas as time is going on and we would like to help. Each week we will email out some activities for you to try at home. Please see these as suggestions to pick and choose from – times are hard for many at the moment and we don't want to add any further pressure!

Each week we will give six ideas linked to a well-known story and six additional ideas. This week some of the activities are linked to one of our favourite traditional tales – The Gingerbread Man. Nothing beats a real story time but don't worry if you haven't got the book at home, we will read it on our Facebook page on Monday.

It is also available to read on Topmarks:

<https://www.topmarks.co.uk/stories/GingerbreadMan.aspx>

Or you could watch it together on YouTube:

<https://www.youtube.com/watch?v=YoQyyB5xvLk>



### Baking Gingerbread Men

[https://www.bbc.co.uk/food/recipes/gingerbread\\_men\\_99096](https://www.bbc.co.uk/food/recipes/gingerbread_men_99096)

Follow the recipe to make your own delicious gingerbread men. There is so much learning involved in cooking including...

**Reading** – look at the recipe together. Talk about the ingredient list, numbered instructions and bossy words.

**Maths** – involve the children in weighing, measuring and comparing quantities.

**Understanding the World** – use your senses to explore the ingredients – how does it look, smell, feel, taste? Talk about the changes that happen when the ingredients are mixed and baked.



### Act out the story

Children love retelling stories and often have a far better imagination than us grown-ups. Use toys or pictures as props for the characters in the story – can you retell the story or even create your own together? You could extend this further by writing down your child's words and making your own story book.

**Communication and Language** – retelling familiar parts of a story/repeat refrains

**Expressive Arts and Design** – being imaginative, introducing a storyline into play.



### Gingerbread Maths

<https://www.topmarks.co.uk/learning-to-count/gingerbread-man-game>

This link takes you to a game that involves matching, counting and ordering. You can select the difficulty level for your child.

**Maths** – number recognition, counting, matching, ordering

**Understanding the World** – technology, playing a simple game on a computer or tablet.

### Make a Puppet

Can you make a puppet of a character from the story? You could use a lollypop stick, card or even try sewing! Talk about the character you are making – what does he/she look like? How did he/she act? What did he/she do in the story? How do you think he/she felt?

**Expressive Arts and Design** – using a range of media and materials for a purpose

**Literacy** – describing story characters and main event



### Fascinating Facts

Did you know that a fox is a member of the dog family? I didn't! What would your children like to know about a fox (or any of the other animals in the story)? Write down some of their questions and see if you can find the answers together using books or the internet. It is really important that children see adults writing – they may even want to have a go at 'writing' their own questions or answers.

**Understanding the World** – ask questions, make observations,

**Literacy** – knows that print carries meaning, giving meaning to the marks they make



### Flour Mark-Making

Mark making isn't always with a pen and pencil! Sprinkle flour onto a tray and use your finger to make marks. Follow your child's lead – it could be patterns, pictures, letters, numbers or even simple words. If you do introduce number formation the rhymes below can help.

**Literacy** – Making marks, ascribing meaning



Number formation

<http://www.communication4all.co.uk/Numeracy/Number%20Formation%20Rhyme%20Cards.pdf>

## Other Activity Ideas

### Shopping

Set up a shop together – you don't need any special resources – just sell items from around your house! Use real money if possible – helping the children to recognise different coin values. Make labels to show the cost of each item – can the children match the coin or count out the corresponding number of pennies? Take turns to be the shop keeper/customer. Encourage the children to write labels and give receipts.

**Maths** – counting, number recognition, coin values

**PSED** – turn taking

**Expressive Arts and Design** – taking on a role, playing imaginatively.

**Literacy** – mark making for a purpose.



### Car Ramps

What could you use to make a ramp at home? Which car do you think will go the furthest? Why? Is there a way of making your car go further? Test your ideas – you could use chalk or tape to mark the distanced travelled. What did you find out?

**Understanding the World** – making predictions, testing ideas, commenting on observations



### The Rainbow Scavenger Hunt

When you are out on a family walk, scoot or ride see if you can find a different object for each colour of the rainbow. You could extend this by talking about the different shades of each colour. Why not take photos so you can make a book or collage when you get home?

**Expressive Arts and Design** – naming and talking about colours

**Physical Development** – walk, run, scoot, hop – how will you travel?



### How Quickly Can You...

At Ambleside we want the children to be independent. Encourage the children to do as much for themselves as possible e.g. putting their socks and shoes on, getting dressed in the morning or changing into school uniform or PE kit. Using a stopwatch or timer can be a good motivator – can they beat their time?

**PSED** – independence, pride in achievements

**Health and Self-care** – increasingly able to dress with minimal help



### Musical instruments

Can you make your own musical instrument? We make shakers using rice, pasta or lentils in bottles or yoghurt pots. Or guitars using elastic bands...if you're brave a saucepan drumkit! What will you create? How would you describe the sound it makes? Use your instrument to sing along to favourite nursery rhymes or songs.

**Literacy** – tuning in to and describing sounds, joining in with or reciting nursery rhymes.

**Expressive Arts and Design** – using resources for a purpose.



### Fun with Phonics

Play I spy – giving the initial sound of the object rather than the letter name. This game helps children to hear and say the first sound in words – a crucial skill to develop before reading or writing. The way sounds are pronounced has changed in recent years – this link will help you to say the sounds the way they are taught in schools.

[https://www.youtube.com/watch?v=BqhXUW\\_v-1s](https://www.youtube.com/watch?v=BqhXUW_v-1s)

**Literacy** – hear and say the initial sounds in words



