

Term 3, Week 3

Experience 1



Balancing Act

Practice balancing: Lay down a long, winding piece of rope, find some timber or draw a curvy line with sidewalk chalk for your child to walk along. Have fun with different styles of lines: zig-zags, straight, winding, or a circle for example.

Learning Outcomes:

Engaging in increasingly complex sensory motor skills and movement patterns. Expressing wonder and interest in their environments. Use play to investigate, imagine and explore ideas

Key concepts:

This activity encourages balance, concentration and fitness. It also enhances children's sense of self confidence

Resources:

This is one you can do with everyday items found at home. Anything you can use to create lines for example: chalk, masking tape, rope the edge of the garden bed. [Brydie's backyard balancing](#)

Questions to ask

Can you walk along the line?
Did you find it easy?
Did you find it hard?
What does it mean to balance?
What else can you balance on?

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Experience 2



10 In the Bed

Let's count from 1 to 10 together. Children love to sing along to songs and what better way to help improve their counting skills! Gather 10 toys or objects of your choice and sing along as we count together.

This will help your child

This will help your child develop maths concepts such as 1-1 correspondence as they add and subtract 1 object at a time and assign one number to each of their objects

Keywords to use

Numbers 1-10, more, less, add and take away.

Resources

10 toys or objects of your choice
e.g.: soft toys, puppets, animals or figures.

[Count with Louise from Kalkallo](#)

Questions to ask

What toys/objects did you choose?
How many do you have at the start?
How many do you have at the end?
Can you try to count to 10 by yourself?
Can you count backwards?

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Experience 3



Snowflake cutting

Practice your cutting and folding skills by making a snowflake pattern.

This will help your child

Refine their fine motor skills by practicing manipulating scissors to cut out small shapes.

Early Years Learning Framework: Children manipulate equipment and manage tools with increasing competence and skill.

Keywords to use

Dendrites (name of the shape of snowflakes), water vapour, ice crystals, hexagon, needles and columns.

Resources

You will need paper and scissors.

[Anne from Homestead](#) shows us how to do it.

Questions to ask

What happened when you opened the paper?

Look at the video about snowflakes, did you notice the pattern in a real snowflake?

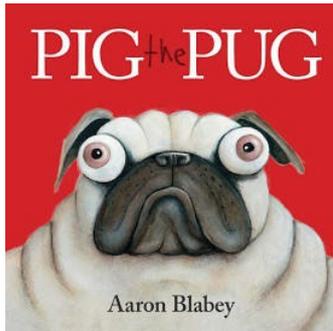
How are snowflakes made?

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Experience 4



Read along with Beth Griffith from Page Ahead



About the Book

Pig the Pug is written and illustrated by Aaron Blabey and published by Scholastic Press.

Who is reading?

[Beth Griffith from Page Ahead](#)

What's next?

Pig the pug is greedy and is still learning to be kind to his friend Trevor. Trevor wants to play with Pig, but Pig is still learning to share.

Think of some kind words and actions that Pig can practice. You might like to draw what this might look like.

Key concepts

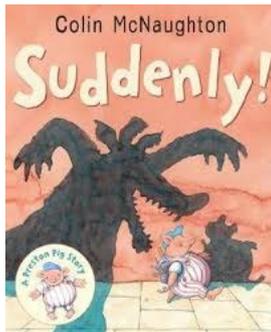
Children view and listen to printed, visual and multimedia texts and respond with relevant

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Experience 5



Read along with Barnes Children's Literature



About the Book

Suddenly! is written and illustrated by Colin McNaughton and published by Anderson Press.

Who is reading?

[Barnes Children's Literature Festival.](#)

What's next?

Design a new playground for Preston.
What will be in the playground, would you like to draw it?

Can you remember all the places Preston visited?

I wonder if you can draw of map of the places?

Key concepts

Children view and listen to printed, visual and multimedia texts and respond with relevant

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Experience 6



Space name rocket

Make a rocket ship and add the letters of your name.

Learning outcomes

Learn to recognise their name, to learn to spell their name and the numbers of letters in their name.

Children take on roles of literacy and numeracy users in their play. They begin to understand that letters have sounds, and when placed together they create words.

Keywords to use

Nose cone, burners, payload, propulsion system, guidance system, letters, numbers and surname.

Resources

Coloured paper, scissors, glue, pens, tissue or paper towel.

[Kiran shows us how to](#)

Questions to ask

How many letters are in your name?

What is the first letter in your name?

How many sections on the rocket will you need?

What is your surname?

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Experience 7



Like Pirates Do

Dramatic play exploring the identity of a pirate! Build your own ship from items found around your home and sail the seas.

This can help your child

Living with restrictions is hard on us all, take some time out for dramatic play. Open-ended experiences allow children to use imagination to support them to consider others' perspectives, develop a plan and explore symbolism.

Keywords to use

“Ahoy!”, “Avast!”, “Aye!”, “Shiver me timbers!”, buccaneer (another word for pirate), scallywag (someone you don’t trust), treasure, float, sailing.

Resources

“Ship” you might like to use a washing basket, cardboard box or build up an area with pillows.

A sheet can become a sail or a sea of water around the ship.

A cylinder made from rolled up paper or paper towel roll for a telescope.

What’s next?

Make your own boat, will it float?

[Origami boat](#)

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Experience 8



Let's Make Music at Home

Collect the items mentioned in resources section. Using a wooden spoon, explore the sound made by each item. Please take care not to mark or damage your items. Experiment with turning your items upside down, stacking these on top of each other and explore the sound they make. Use water to change the sound of the containers.

Learning outcomes

Children are confident learners. Children use their sensory capabilities and dispositions with increasing integration, skill and purpose to explore and respond to their world.

Keywords to use

Curiosity, Confidence, Creativity, Commitment, Enthusiasm, Imagination, Experimentation, Exploration.

Resources

Pots and Pans
Metal bowls
Plastic containers
Wooden & silicon spoons

Questions to ask

Do different items sound different?

Does it sound different if the pots/pans/containers/bowls are upside down or filled with water?

What if you use your hands to tap? Can they make music?