

Ideas for Oak- London - The British Royal Family Week beg: 15th June

Please pick and choose as many of the following as you would like to do. If you would like to show me what you are up to at home, please either upload photos to tapestry or send via email. I look forward to hearing from you all.

<p>Communication and language Speaking I can link statements and stick to a main them or intention I use talk to organise, sequence and clarify thinking, ideas, feelings and events ELG I can use past, present and future forms accurately when talking about events I can develop my own narratives and explanations by connecting ideas or events EXC I can recount experiences and imagine possibilities, often connecting ideas. I can use a range of vocabulary in imaginative ways to add info, express</p>	<p>Physical development <u>Moving and handling</u> I am beginning to form recognisable letters. I use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed ELG I show good control and co-ordination in large and small movements Exc I am beginning to be able to write on lines and control letter size.</p>	<p>Literacy <u>Reading</u> I can link sounds to letters, naming and sounding the letters of the alphabet I am beginning to read words and simple sentences ELG I can use my phonic knowledge to decode regular words and read them aloud accurately I can read some irregular words I demonstrate an understanding of what I have read Exc I can read phonically regular words of more than one syllable as well as many irregular but high frequency words.</p>	<p>Literacy <u>Writing</u> I use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. I write my own name and other things such as labels and captions. ELG I can write simple sentences which can be read by myself and others. Some words are spelt correctly and others are phonetically plausible Exc I can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words.</p>	<p>Maths <u>Number</u> I can find the total number of items in two groups by counting all of them. In practical activities and discussion, I am beginning to use the vocabulary involved in adding and subtracting. I can count to 20 I can place numbers 1-20 in order I can say which number is 1 more or 1 less than a number to 20 I can estimate a number of objects and check quantities by counting up to 20.</p>
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ideas or explain or justify actions or events.

Collect your favourite princess, prince, royal stories/ fairy tales. Can you decide whether they are from the past or whether they are modern.

Tell a royal family just using language, no pictures.

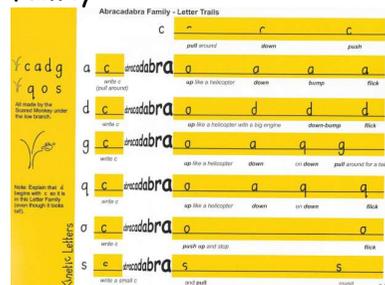
Act out a story, create some props to do so and if possible record your performance.

If you can print them, cut out the cone royal family. (twinkl) Make name labels for each

Cosmic yoga

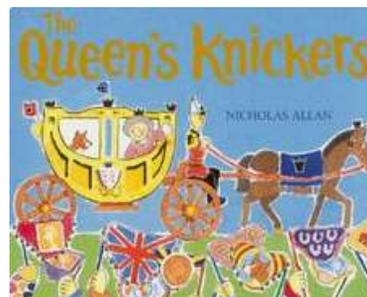
Gonoodle dances- banana banana, dynamite, footloose, maximo!

Kinetic letters practise- Bounce and Skip (the monkeys) would like you to practise the abracadabra family and the curve line capitals- B D S C R O U J family-



Take turns reading a page each of a picture book you love.

Read the Queens knickers



Can you spot some digraphs and write them down? Can you make a list of other kn words?

If I was king/ queen: Write two or three sentences on what you would do if you were a royal. Use your phonics to help you spell



Send a postcard to the queen- what would you want to tell her?

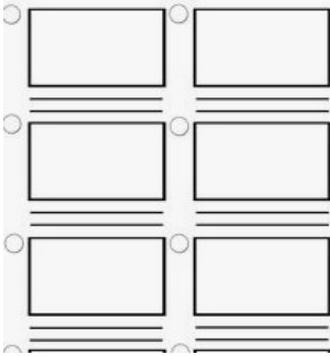
Using a story board format make up your own fairy tale



Draw around dominoes. Without counting estimate how many spots altogether. Add up the spots and write the sum underneath.

Get a deck of cards. Can you order the suits?

Make addition sums by choosing two cards- the jack is 11 queen 12 king 13.

				<p>Make a number line to 20- pick a number. What is one more- jump forward, what is one less jump back. Jump on by 2 by 5 by 10.</p>
<p>Maths <u>Shape space and measure</u> I can order and sequence familiar events I can measure short periods of time in simple ways</p>	<p>Expressive arts <u>Exploring and using materials</u> I select appropriate resources and adapts work where necessary. I select tools and techniques needed to shape, assemble and join materials I am using</p>	<p>Understanding the world <u>The world</u> I look closely at similarities, differences, patterns and change. ELG I make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Understanding the world <u>Technology</u> I complete a simple program on a computer. I use ICT hardware to interact with age-appropriate computer software. ELG ELG</p>	<p>Physical development <u>Moving and handling</u> I travel with confidence and skill around, under, over and through balancing and climbing equipment. I show increasing control over an</p>

<p>ELG I can use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems</p> <p>Exc I can estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p>	<p>ELG I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>I can sing songs, make music and dance, and experiment with ways of changing them.</p> <p>Exc I can use explorations they find out and make decision about how media and materials can be combined and changed.</p>	<p>I can talk about the features of my own immediate environment and how environments might vary from one another.</p> <p>Exc I know that the environment and living things are influenced by human activity.</p> <p>I can describe some actions which people in my own community do that help to maintain the area that they live in.</p>	<p>I recognise that a range of technology is used in places such as homes and schools. I select and use technology for particular purposes.</p> <p>Exc I find out about and use a range of everyday technology.</p> <p>I select appropriate applications that support an identified need (eg how to record results or events)</p>	<p>object in pushing, patting, throwing, catching or kicking it.</p> <p>ELG I show good control and co-ordination in large and small movements.</p> <p>I can move confidently in a range of ways, safely negotiating space.</p> <p>Exc I can hop confidently and skip in time to music.</p>
<p>If you have some jewels could you make a repeating pattern.</p> 	<p>Look at the crown jewels. Make a crown that fits you using materials you have at home. Find a picture of the sceptre and orb</p>	<p>Use the internet to find out some basic things about the queen and the royal family.</p> <p>Make a simple family tree starting with the queen and prince Philip.</p>	<p>Mathletics</p> <p>Internet research</p> <p>Recording- photos films</p>	<p>The queens guards march in time to the bands- listen to the bands on you tube and march along.</p> <p>Run, jump, walk, climb - have fun!</p>

Make a shape castle using different shapes



Make a royal watch. Can you show the o'clocks and the half pasts?

Make a pencil spinner- time how long you can make it spin.



Can you make a sceptre and orb?

The royal family have had portraits painted for centuries. Dress up as a royal, use your crown and sceptre and take a photo. Use the photo to paint a self portrait.

All royal portraits have a frame. You can make one for yours by cutting a card frame then decorating it.



Make crown cookies, they don't have to be crown shaped, draw the crown onto the cookie.



Freeze the crown jewels- a thief has stolen the crown jewels and frozen them. How can you get them out? What can you use to help melt the ice?

Make some kinetic sand - Website below

You could use paper mache, or pasta, painted string etc.



The royal family have a special crest that shows what family they belong to. Design and make your own crest and put it on a shield and sword.

Can you make a castle for the queen with the sand

Phonics.

10 -20 min activities focussing on: oy toy for a boy

Usually comes at the end of a word

toy, boy, enjoy, annoy, royal, voyage, loyal, joyful, enjoying, enjoyment



Toy for a boy.

boy, toy, joy, destroy, enjoy, royal

1. Watch Mr Thorne and Geraldine oy
2. Phonics play- Obb and Bob oy sound
3. Sorting- make oi and oy cards. Read and sort into two groups. Spot the digraph where does it usually come. Which ones are odd? Oyster, oil - these we just have to try and remember.
4. Take a guess- adult to say a oi or an oy word by looking at the card. Child to guess which digraph the sound is oi or oy from its position. Points scored: 10 for each correct guess.
5. Hangman with oy words
6. Watch alphablocks oy
7. Word jumble- jumble oy words put the letters in the correct order eg ybo tyo yalro
8. Camera word Thursday.

Helpful websites:

<https://www.thesprucecrafts.com/how-to-make-kinetic-sand-4171510>

<https://abcdoes.typepad.com/abc-does-a-blog/2013/09/dough-gym-week-creating-a-dough-gym.html>

<https://www.phonicsplay.co.uk/>

<https://www.oxfordowl.co.uk/>

<https://app.gonoodle.com/>

<https://www.storybots.com/>

<https://www.teachyourmonstertoread.com/>

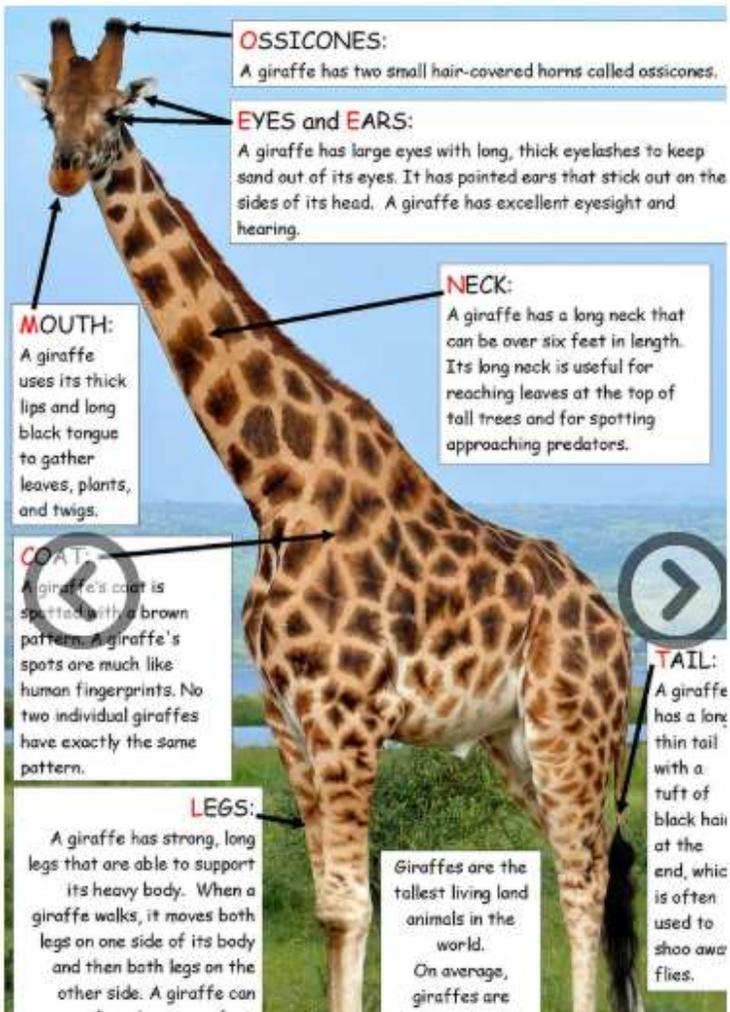
vooks.com

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

Phase 2	Phase 3	Phase 4	Phase 5
I no the to go into	he she we me be you are her was all they my	said have like so do some come little one were there what when out	oh Mrs people their called Mr looked asked could



visit [twinkl.com](https://www.twinkl.com)



OSSICONES:

A giraffe has two small hair-covered horns called ossicones.

EYES and EARS:

A giraffe has large eyes with long, thick eyelashes to keep sand out of its eyes. It has pointed ears that stick out on the sides of its head. A giraffe has excellent eyesight and hearing.

MOUTH:

A giraffe uses its thick lips and long black tongue to gather leaves, plants, and twigs.

NECK:

A giraffe has a long neck that can be over six feet in length. Its long neck is useful for reaching leaves at the top of tall trees and for spotting approaching predators.

COAT:

A giraffe's coat is spotted with a brown pattern. A giraffe's spots are much like human fingerprints. No two individual giraffes have exactly the same pattern.

LEGS:

A giraffe has strong, long legs that are able to support its heavy body. When a giraffe walks, it moves both legs on one side of its body and then both legs on the other side. A giraffe can

Giraffes are the tallest living land animals in the world. On average, giraffes are

TAIL:

A giraffe has a long thin tail with a tuft of black hair at the end, which is often used to shoo away flies.