

**w/c 30.03.20**

**So this is the last week for our 'Natural World' topic. To bring together all our learning across the half-term we would like the children to use their knowledge of the creatures to design their very own 'flanimal'.**

**Literacy** – First draw a picture of your 'flanimal', will it have feathers like a bird, fur like a lion or camouflage like a chameleon? Could it have the head of a crocodile and the body of an elephant? Add labels to your picture, include as much detail as possible to help us understand how your 'flanimal' moves, eats, hides, hunts etc! Of course, your 'flanimal' will need a name!

Can you write a fact file for your 'flanimal'? It will need a title, an interesting fact ie an interesting fact about a sloth was that it could sleep upside down! Then a few facts about your creation would be interesting; what does it eat, where does it live? Can you create a bank of adjectives to describe your flanimal's appearance?

Can you write a list of rhyming words that rhyme with the name of your flanimal?

**Maths** – We are focusing on solving problems involving doubling, halving and sharing. See worksheets below. Please make these activities as hands on and practical as possible, ie make and eat the cupcakes! Collect sticks, by physically handling, moving objects help children make sense of the process of doubling, halving etc.

*\*\*Try to incorporate maths into your everyday activities, can you set the table? How many knives or forks do you need? What if we had one more or one less person coming for tea? How many would we need then? Can you subitise (see how many objects there are without counting) numbers of objects in the house (e.g How many cakes are left in the packet?) If you are baking, this is a great opportunity to talk about weight, numbers and capacity. Can you see 2D and 3D shapes in the environment and describe them? If you are playing with playdough, can you make a 3D shape? What features does it have?\**

**Lots of learning in reception happens through our continuous provision and children accessing learning through play and exploration. This can be enhanced at home as detailed below;**

**Construction** - Design and make a habitat for your flanimal from junk modeling and craft materials. Can you add labels? What type of habitat suits your flanimal? Does it live in water or on land or both? Is it nocturnal or diurnal? It would be amazing if you could create a 3D flanimal that could go in and live in your habitat!

**Sensory** - sensory play allows children to experiment. At home you can use other sensory materials such as dough (see below for a recipe and lots of other ideas for sensory play), plasticine, air drying modelling clay etc, sand, water.

**Investigation** - this promotes curiosity and questioning – Can you find out about different types of footprints made by some of the creatures we have been learning about? Load them onto tapestry and your teacher will share them with your class to see if your friends can guess the footprint! What footprint would your flanimal make?

**Technology** - we use a range of different websites and technology at school. A fantastic skill for your child to practise at home would be finding letters on a keyboard (PC or tablet) to be able to write some words.

**Music**- Listen to any song, can you find the pulse using body percussion? If you have any musical instruments at home can you find the pulse using them?