

Further Learning Opportunities for **W/C 29th June 2020**

This sheet has been designed to further some learning opportunities in curricular areas additional to those on our online protocol.

Please feel free to do these activities at your own discretion; the work can also be shared on Tapestry or SeeSaw.

	RE	Humanity	PE	PSHE	DT
<p>EYFS</p> 	<p>Allah as Creator</p> <p>https://www.youtube.com/watch?v= bN7KIMmWlc</p> <p>What things from nature are included in the story of Muhammad and the crying camel? It is very important for many Muslims to look after the world and the creatures within it, because they believe that Allah created the world and these creatures.</p> <p>Talk about how we take care of animals.</p>	<p>Think about your journey to school. What is your usual method of transport? Car, bike or walk?</p> <p>Can you think of other ways you could get to school?</p> <p>Draw a picture of you coming to school in your favourite way.</p>	<p>See the attached document.</p> <p>Play Nutty Squirrels - How many nuts can you collect?</p> <p>Play Dragon's Treasure (like what's the time Mr Wolf)</p>	<p>https://m.youtube.com/watch?v=lfclKGIquU</p> <p>Watch Colour Me Happy. Discuss the different feelings in the story. Do you agree with the colours? Can you make the faces that show these emotions? It's fun to have a go in the mirror or face a grown up and make different faces for them to guess.</p>	<p>DIY Musical Instruments - Castanets</p> <p>Ask for an adult's help and follow the steps in the video to make your own castanets!</p> <p>You will need: Cardboard, a ruler, bottle tops, glue, scissors, tape and colouring pencils.</p> <p>https://vimeo.com/410105287</p>

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<p>KS1</p> 	<p>Make a list of things mums and dads, or other carers, do to show they love their children.</p> <p>Watch the story (Luke 11:9–13 – see link below).</p> <p>What do you think the story is about? Why is Jesus telling the story?</p> <p>https://www.youtube.com/watch?v=3B0d1_GRH7s</p>	<p>Use google maps to research your journey to school.</p> <p>How many miles is it? How long does it take? Is there more than one route?</p> <p>Think about what other ways could you travel to school. Maybe by scooter, on rollerblades or even on a horse!</p> <p>Draw a picture of you travelling to school using your preferred transport. Let me know how long it would take you using your transport.</p>	<p>See the attached document</p> <p>Play Throw Golf, did you improve your score?</p> <p>Play bean bag balance, did you manage to balance it on your shoulder and head?</p>	<p>Talk about how you feel about these things.</p> <p>Rain, fireworks, cats and dogs, the dark, rollercoasters, parties, falling out with a friend, spiders.</p> <p>Who or what can help you with your feelings?</p> <p>Now interview an adult. Choose 3 things from the list. Ask if it makes them feel good, or not so good, and what positive things they might do to help with their feelings.</p>	<p>DIY Musical Instruments - Castanets</p> <p>Ask for an adult's help and follow the steps in the video to make your own castanets!</p> <p>You will need: Cardboard, a ruler, bottle tops, glue, scissors, tape and colouring pencils.</p> <p>https://vimeo.com/410105287</p>

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<p>KS2</p> 	<p>There is another story Jesus told about a time when people were acting in ways the listener didn't expect.</p> <p>https://www.youtube.com/watch?v=YWK2edNPPXE</p> <p>As you watch it, try to spot who's acting in ways you don't expect.</p>	<p>Use google maps to research your journey to school.</p> <p>How many miles is it? How long does it take you? Look at the different modes of transport – car, walk, cycle and public transport.</p> <p>Can you compare the advantages and disadvantages of each one. Which do you think is best and why?</p> <p>You might want to consider which method might be best for the environment too!</p>	<p>See the attached document.</p> <p>Play Rock, Paper, Scissors.</p> <p>Try the Fast Feet Challenge, what could you do to try and reach gold?</p>	<p>Create a list of different emotions. Choose a word that describes a big feeling from your list. Draw a body outline, now draw or write on your outline your thoughts.</p> <p>Where in the body might someone have that feeling?</p> <p>If the feeling had a colour what would it be?</p> <p>If that feeling had a shape what would it be?</p> <p>If that feeling was a texture what would it be?</p> <p>If that feeling was a sound what would it be? If it was an image or picture what would it be?</p>	<p>DIY Musical Instruments - Banjo</p> <p>Ask for an adult's help and follow the steps in the video to make your own banjo!</p> <p>You will need:</p> <p>Cardboard, jar lids, rubber bands, tape, string, a ruler, glue, scissors, colouring pencils and a bowl.</p> <p>https://designmuseum.org/whats-on/families/create-and-make/create-and-make-at-home</p>

EYFS PE:

Nutty Squirrels



How to Play

All you need to play this game is a small mat or hoop area in the middle of the garden. And 3 or 4 small mats spread evenly apart away from the centre mat. You will also need several soft items, such as balls, bean bags, etc to place on the centre mat.

Explain that the children are the squirrels, collecting nuts, the items on the middle mat, to store in their tree for the winter. On the command, “go” everyone runs to the centre to collect one item at a time and return it to their tree. They can go back as many times as possible until all the nuts have gone. The squirrel with the most items collected is the winner.

To make things easier for younger children, you could move their mat closer to the middle mat. Another way to play the game, is once all the items from the middle have been collected, squirrels can go and collect one item at a time from another squirrels tree. Keep going for one minute and then see who has the most items.



KS1 PE:

Throw Golf



How to Play

All you need to play this game is one beanbag or soft item per player and four or five targets. This could be a piece of cardboard with a number from 1 to 5 written on each target. You will also need a pen and piece of paper to record the scores. Set out the targets around the garden, with the highest number furthest away. These targets represent the holes on a golf course.

You also need to mark the start of each throw. Where the child T's off.

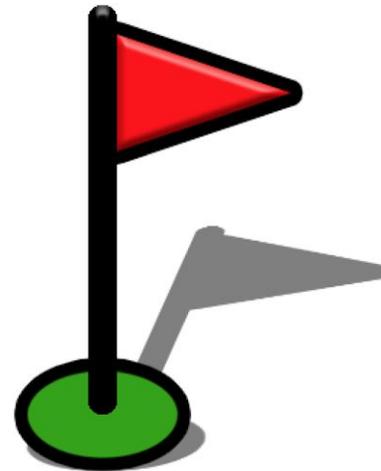
Children try to get their bean bag from the starting point to the target in as few throws as possible.

Players record their scores (how many throws it takes to complete the first hole) and then move onto the next hole.

The player with the lowest total score is the winner.

Challenge:

Complete the golf course by throwing the bean bag using your non-dominant hand.



KS2 PE:

Rock, Paper, Scissors



How to Play

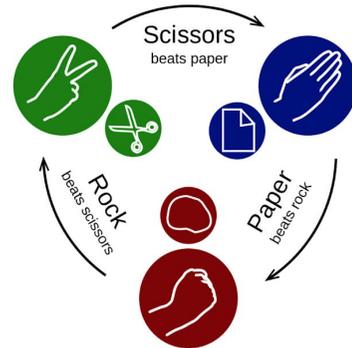
Place two markers 10-20 metres apart. In pairs, players stand half-way between the two markers and play rock, paper, scissors.

Together the children say "1,2,3" and then make their hand into a fist for rock, flat for paper or hold two fingers apart for scissors.

Rock blunts scissors, paper wraps rock and scissors cut paper.

The loser runs to their cone and the winner chases them and tries to tag them before they reach the markers.

To make the activity easier, reduce the distance between the two markers.



Fast Feet Challenge



How to Play

Place down a starting marker and then a second marker 5 steps away. Each time you dribble the ball around the marker and back you score 1 point.



How many times can you dribble around a marker and back in 60 seconds?

Achieve Gold	Achieve Silver	Achieve Bronze
24 dribbles around the marker and back	18 dribbles around the marker and back	12 dribbles around the marker and back

