

# EYFS Home Learning

## Pack 5

Draw a picture of your favourite activity e.g. cooking, football, cycling...

# Forest School

Every week we usually go to forest school. If you have the opportunity to get outside, encourage your child to have a go at some of these activities.

**Leaf Threading** – Collect a selection of leaves and a stick. Tie a piece of string onto the end of the stick (an adult will need to do this part). Now allow your child to enjoy pushing their natural stick needles through the leaves and thread them. They could hang them outside a window or under a tree and watch as they dry and change colour over time.



**Mini forest den** (or a big one if you choose to do so) – Start off by asking your child to choose a toy to make their den for. Maybe their cuddly toy is going on holiday in the woods. Ask your child to find some long straight sticks. You might want to talk about the length they need to be. Push the end of the sticks into the ground in a circle and then tie the tops together. They can then add grass or branches around the outside.



**Nature Insects** – Go on a nature walk and grab leaves, twigs and flowers. Spread out all your findings and let your child think about what items would be best for their chosen insect. For example, if doing a butterfly, petals are great for the wings.



Our topic this half-term is all about minibeasts. Can you have a go at making a minibeast for each of the Foundation classes? First up is Bumblebee class...

## Can you make a bumblebee?



1. Ask an adult to draw around your hand and then colour in black lines across the fingers to make the stripes.
2. Cut out your hand.
3. To make the bee's wings cut two slices out of a paper doily (or you could use white paper) and glue them onto the back of the handprint.
4. Finish off your puppet by adding a lollipop stick, googly eyes, some pipe cleaners and a red smile.



Next up is Ladybird class... \*If you do not have all the resources you can use alternatives e.g. if you do not have a paper bowl you could cut a circle out of white card.\*

# Can you make a Ladybird?

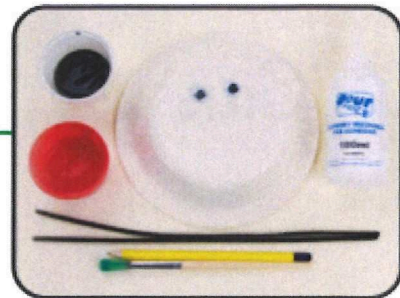




## Paper Bowl Ladybird

### You will need:

- One paper bowl
- Red and black paint
- Googly eyes
- Black pipe cleaners
- Felt pens
- PVA glue
- Pencil
- White pencil



1 Place the bowl upside down and paint the whole bowl using the red paint. Leave to dry.



2 Using a pencil, draw a curved shape for the face, a line down the middle and spots on either side to create the ladybird's body.



3 Paint the face, line and spots using black paint, then leave to dry.



4 Next make the antennae; poke two pipe cleaners through the top of the bowl. Then curve them around at the very end.



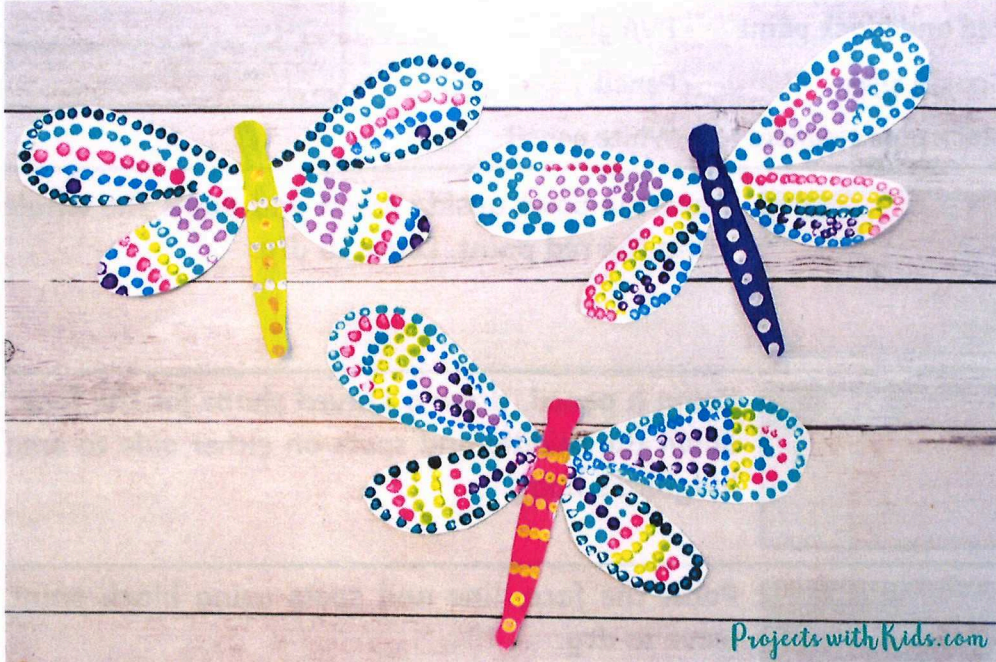
5 Stick googly eyes onto the ladybird's face.



6 To finish, use the white pencil to give your ladybird a smiley face.

Lastly it's Dragonfly class...

## Can you make a dragonfly?



Draw a dragonfly template for your child to cut out of card. Using cotton buds ask them to create their dragonfly pattern. You will need to remind your child not to mix up the cotton buds. Once the wings are done ask them to pick out a colour for the dragonfly's body.

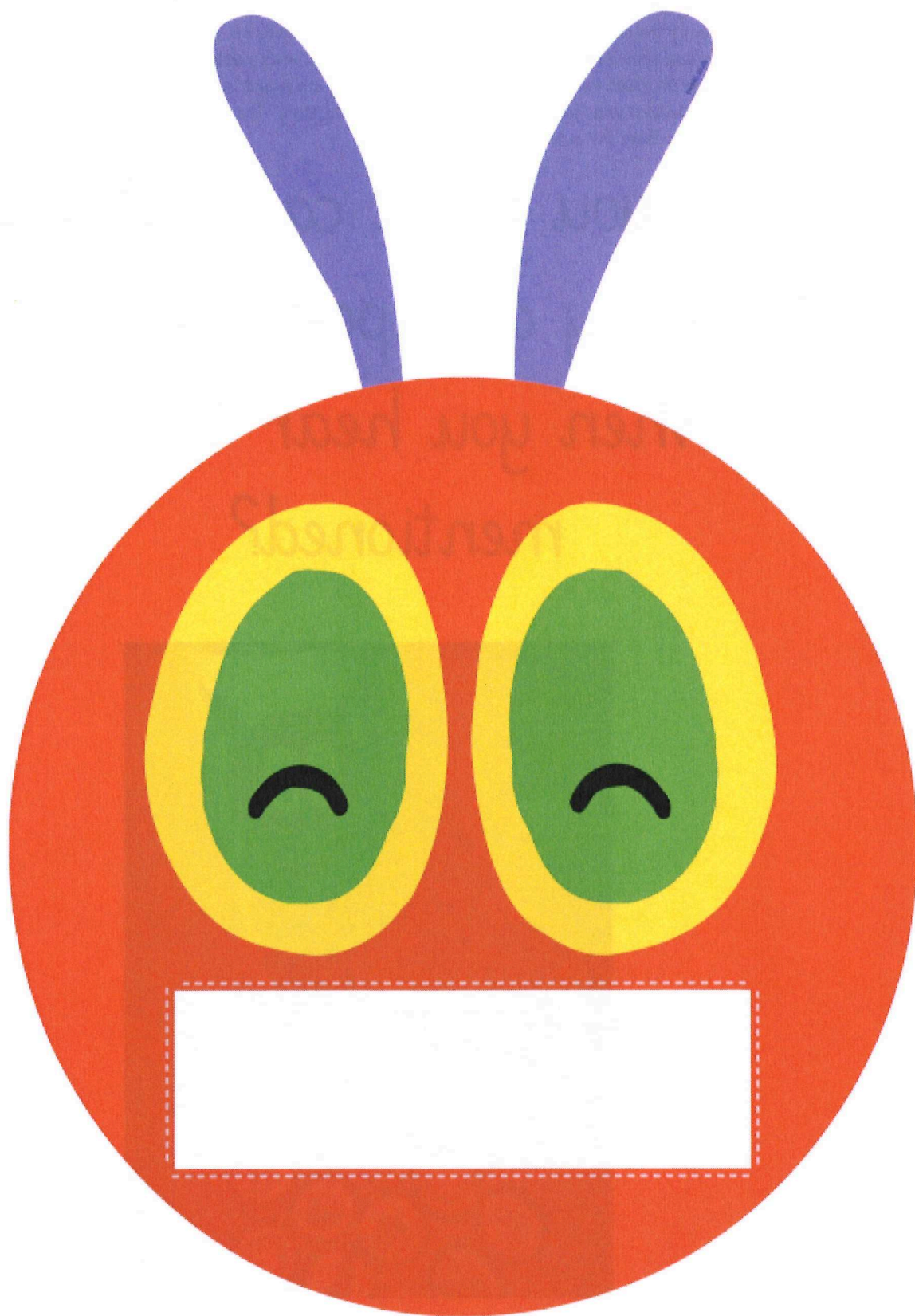


Before you begin the activity ask your child to cut out the caterpillar and glue it onto the side of a box. Next an adult will need to cut out the mouth of the caterpillar to make a posting box. Read the story of 'The Very Hungry Caterpillar' <https://www.youtube.com/watch?v=vkYmvxPOAJI>. Explain to your child that while reading the story they have to listen carefully and 'post' the correct foods into the caterpillar's mouth as they are heard in the story. They may also like to count the foods in the illustrations and join in with repeated parts of the story. The foods are available further in the pack, you will also need to use them for a later activity.

Can you listen carefully to  
the story and post the foods  
when you hear them  
mentioned?

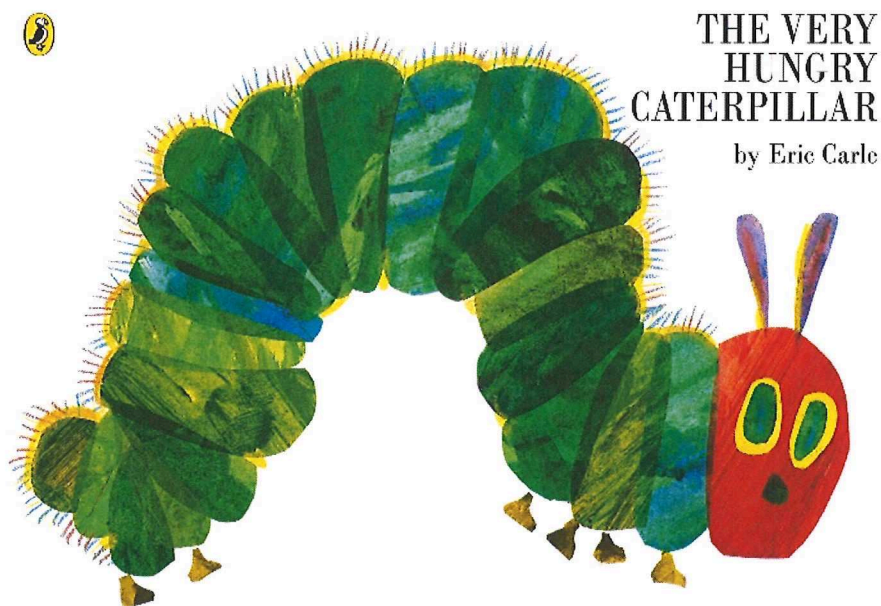






Listen to the story of 'The Very Hungry Caterpillar' <https://www.youtube.com/watch?v=vkYmvxPOAJI>. Ask your child to answer the questions on the next page. You may need to discuss key words like 'setting' - where did the story take place? Depending on your child's ability you could scribe their answers, they could draw pictures or they could have a go at writing some sentences.

# Can you remember the key parts in 'The Very Hungry Caterpillar'?



# The Very Hungry Caterpillar



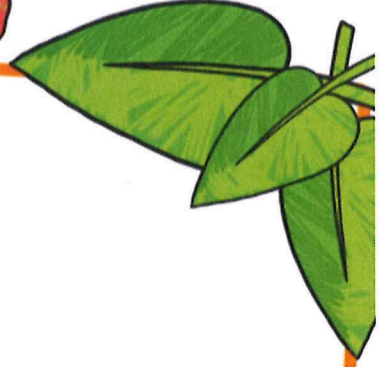
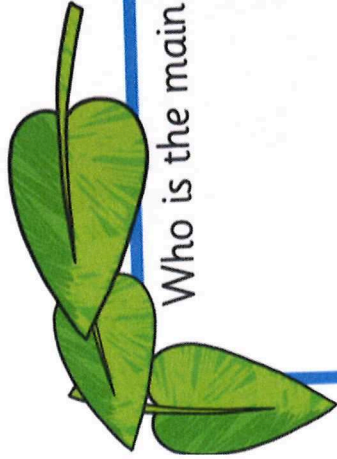
Who is the main character?

What is the setting?

What happens last?

What happens next?

What happens first?





Talk about the changes that happen before and after a caterpillar makes a cocoon. Discuss how a caterpillar makes a cocoon to protect itself while it is changing. You might want to explain that moths come out of cocoons and butterflies come out of chrysalis. Ask your child to make a cocoon around a willing volunteer. If your child has a sibling or another family member you might want to talk about how team work is important while they both have a go at doing it together. Explain to your child that they have to keep wrapping in layers from the feet to the neck.

# Can you make your own cocoon?



Recap the story of *The Very Hungry Caterpillar* and explain to your child that they are going to make some caterpillar fruit kebabs! Introduce the different fruits that you have provided- this might be a nice opportunity to introduce some more exotic fruits e.g. pineapples. Can your child name the fruit? Have they seen one before? Give your child opportunity to talk about what they look and feel like. Talk to your child about how fruit is a healthy type of food – can they think of any other healthy foods? Support your child to put the fruit onto the skewers if needed. Encourage your child to give reasons for their choices as they make their kebabs, for example, ask 'Why have you chosen that fruit?' or 'What could you use for this part of your caterpillar?' After they have completed their kebab take a photo of their creation to put on Tapestry. Now they can now eat their kebab!

## Can you make some caterpillar fruit kebabs?



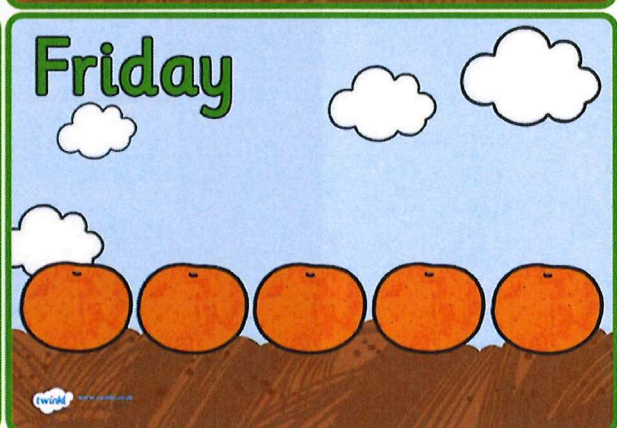
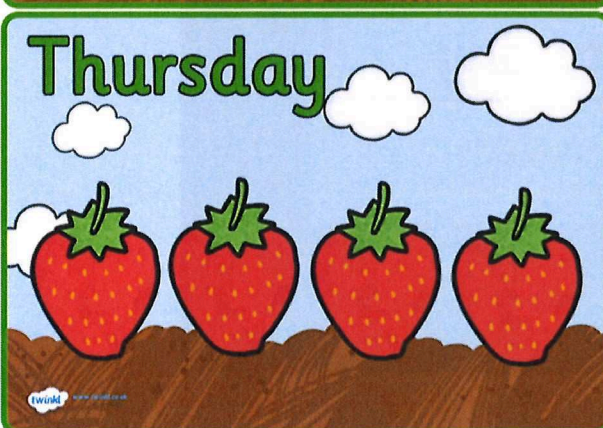
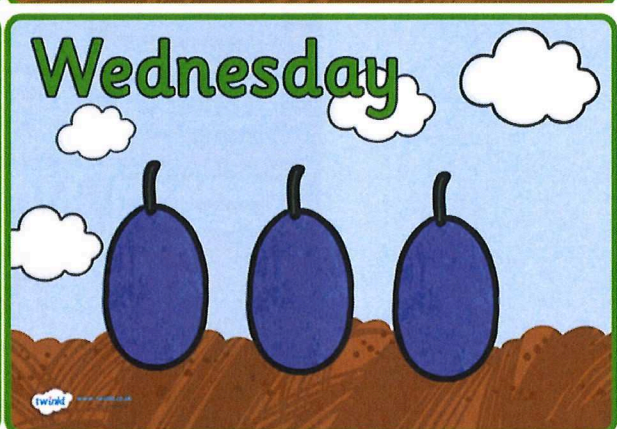
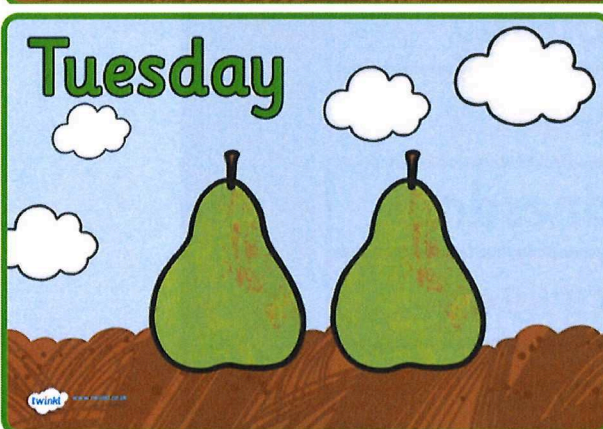
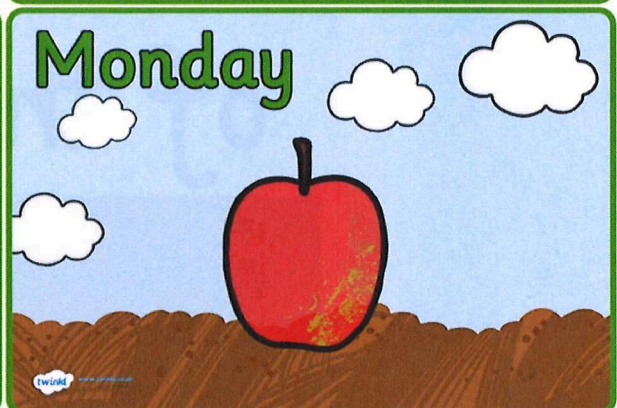
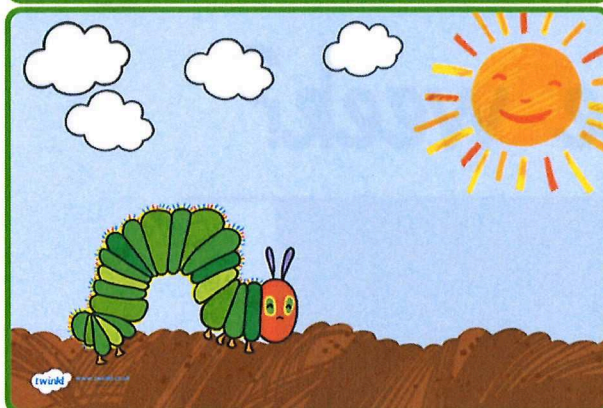


Recap the story of 'The Very Hungry Caterpillar' and talk about how it has the days of the week. Ask your child to tell you the days of the week and practice them by singing the following song <https://www.youtube.com/watch?v=HtQonZ2JVsY>. Cut out all the pictures from the sheet on the next page and have them mixed up on the table. Remind the children that The Very Hungry Caterpillar popped out of the egg on Sunday and ask them to find this picture and stick it on the sheet. Ask your child if they can remember what 'The Very Hungry Caterpillar' ate on the first day – remind them that he only ate one thing on the first day. Ask your child to find the picture, stick it on their sheet and point out the label 'Monday'. Ask them to order the rest of the pictures and identify the days of the week.

# Can order the days of the week?

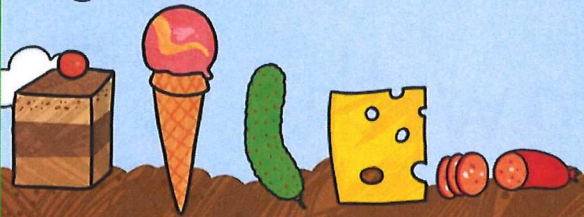




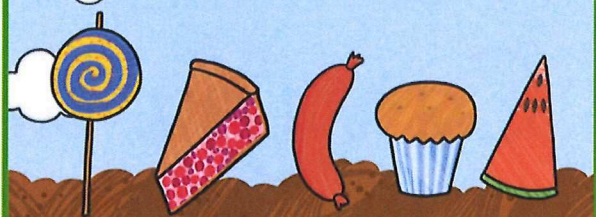




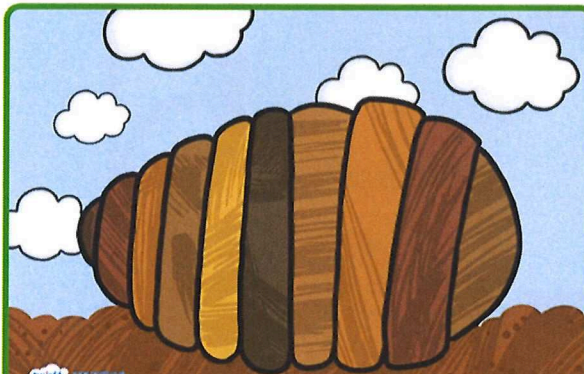
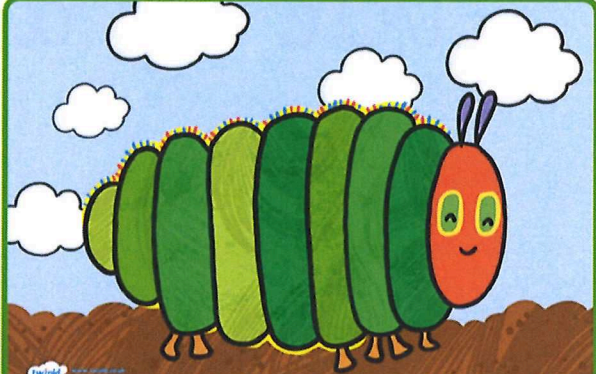
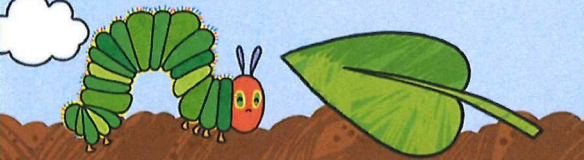
Saturday



Saturday

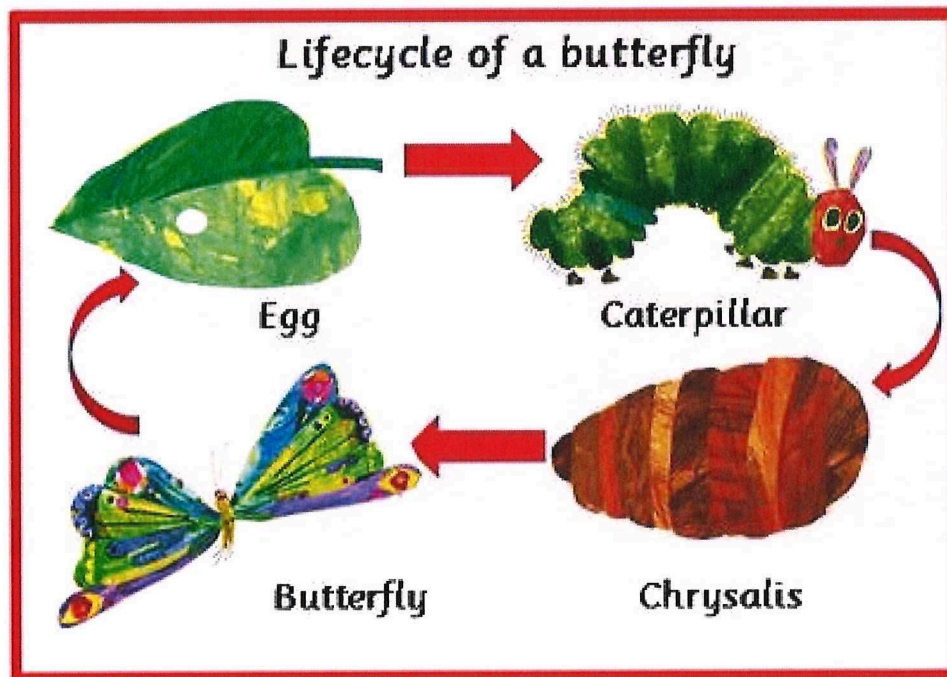


Sunday



Look at the life cycle of a butterfly with your child. You could start by showing your child the following video <https://www.bbc.co.uk/teach/class-clips-video/how-caterpillars-change-into-butterflies-no-narration/zn4rkmn>. Discuss the key stages. Explore your child's understanding by asking some of the following questions- What does a butterfly start life as? What emerges from the chrysalis? Where do butterflies lay their eggs? Challenge – Can you explore other lifecycles?

# Can you draw the life cycle of a butterfly?





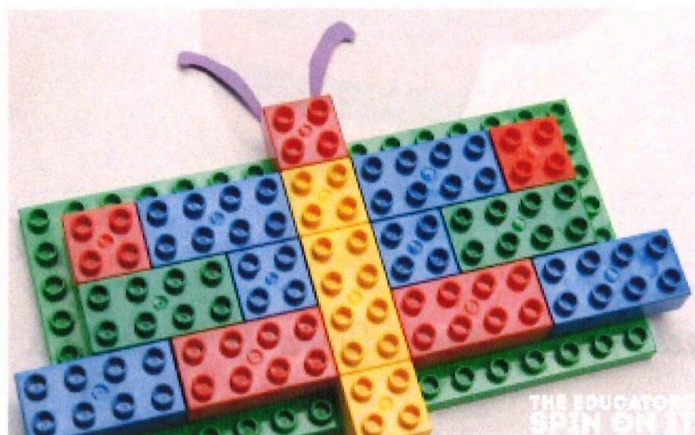
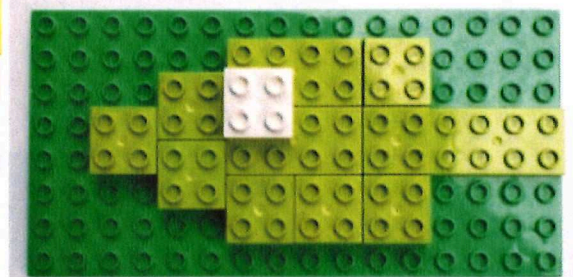
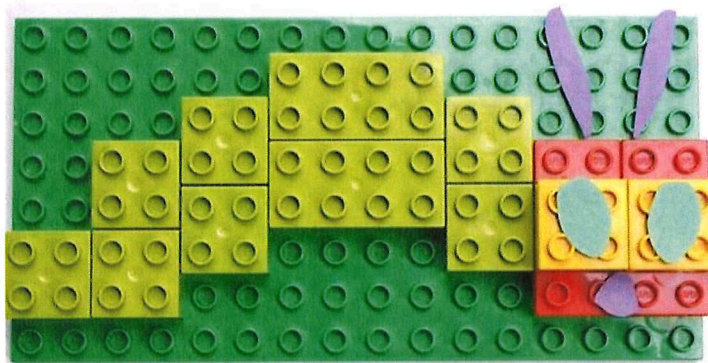
Talk to your child about minibeasts. You might want to brainstorm all the minibeasts they can think of. If you have any non-fiction books then share together otherwise you could find out some information online. The woodland trust has a nice section on minibeasts - <https://www.woodlandtrust.org.uk/blog/2019/05/minibeast-facts/> Minibeasts are fascinating so can your child find out some interesting facts to share. Depending on your child's ability they could have a go at writing some facts themselves or they could have a go at writing the initial sounds of the words and you could scribe the rest.

Can you write some  
interesting facts about  
minibeasts?



Bees tell other bees where a tasty flower is by doing a waggle dance.

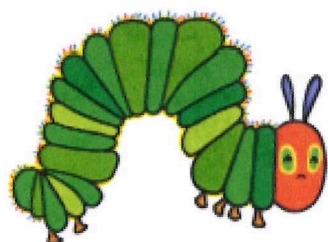
Can you try some of these  
Lego or Duplo challenges or  
design your own?



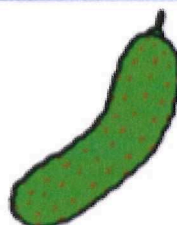
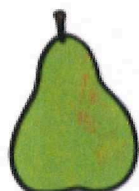
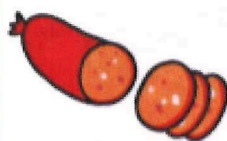
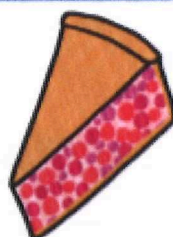
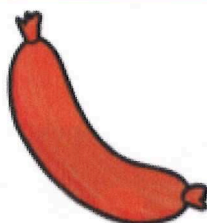
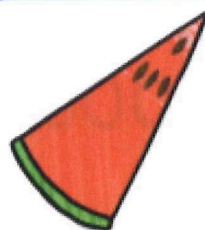
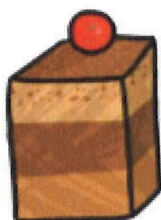


Can you order the  
foods into healthy, a bit  
of both or unhealthy?





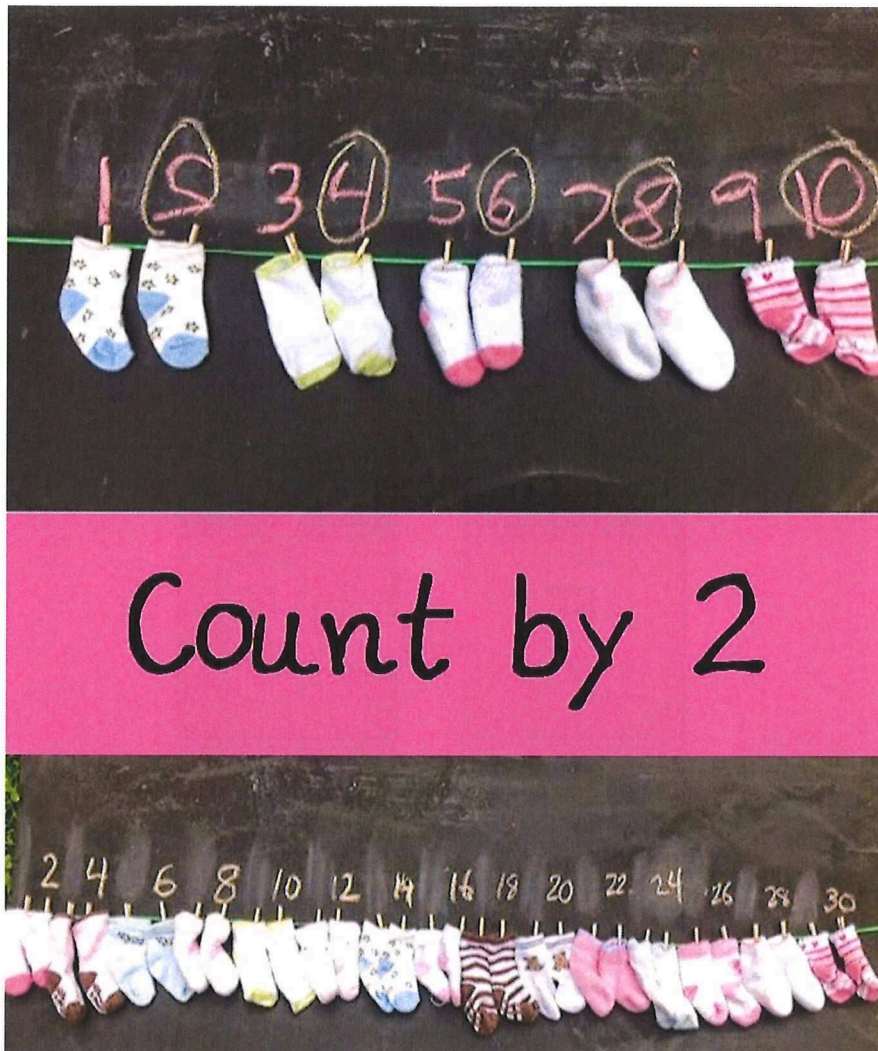
Sort the following foods into the correct group: healthy, unhealthy or a mixture of both.





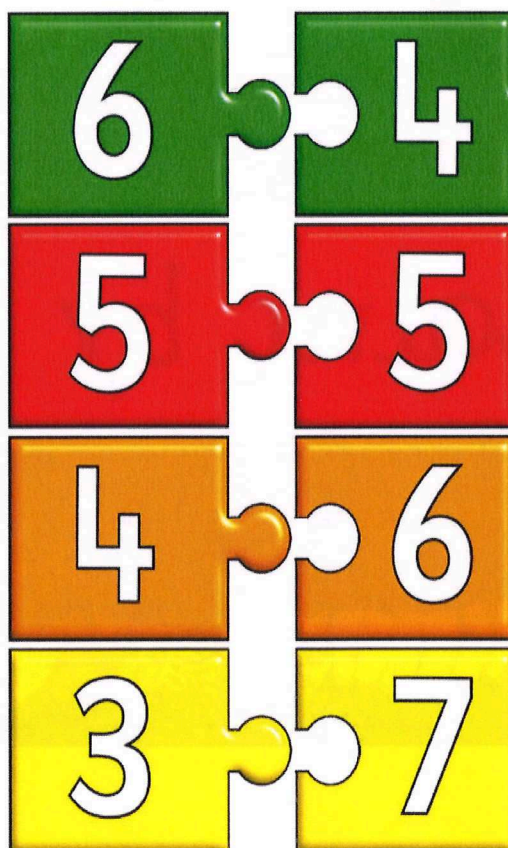
Line some numbers up from 1-20- you might ask your child to do this to recap ordering numbers from 1-20. Talk about when we count in 2s we skip a number each time...2, 4, 6, 8. Explain that when starting at 0 and counting in 2s we are counting in even numbers. Even numbers always make pairs. Using socks ask you child to sort them into pairs then count in 2s up to 20. You could also practice counting in 2s by singing some songs.

## Can you count in 2s?



Number bonds to 10 are really important when building the foundation for addition and subtraction. Recap number bonds to 10 with your child. You could always look on youtube or the bbc website for songs that your child could practise singing. Using counting equipment ask your child to work out what numbers go together to make 10. Start off with 10 items and the split them e.g. if we have 6 items here how many have we got in the other pile to make 10?  $6 + 4 = 10$

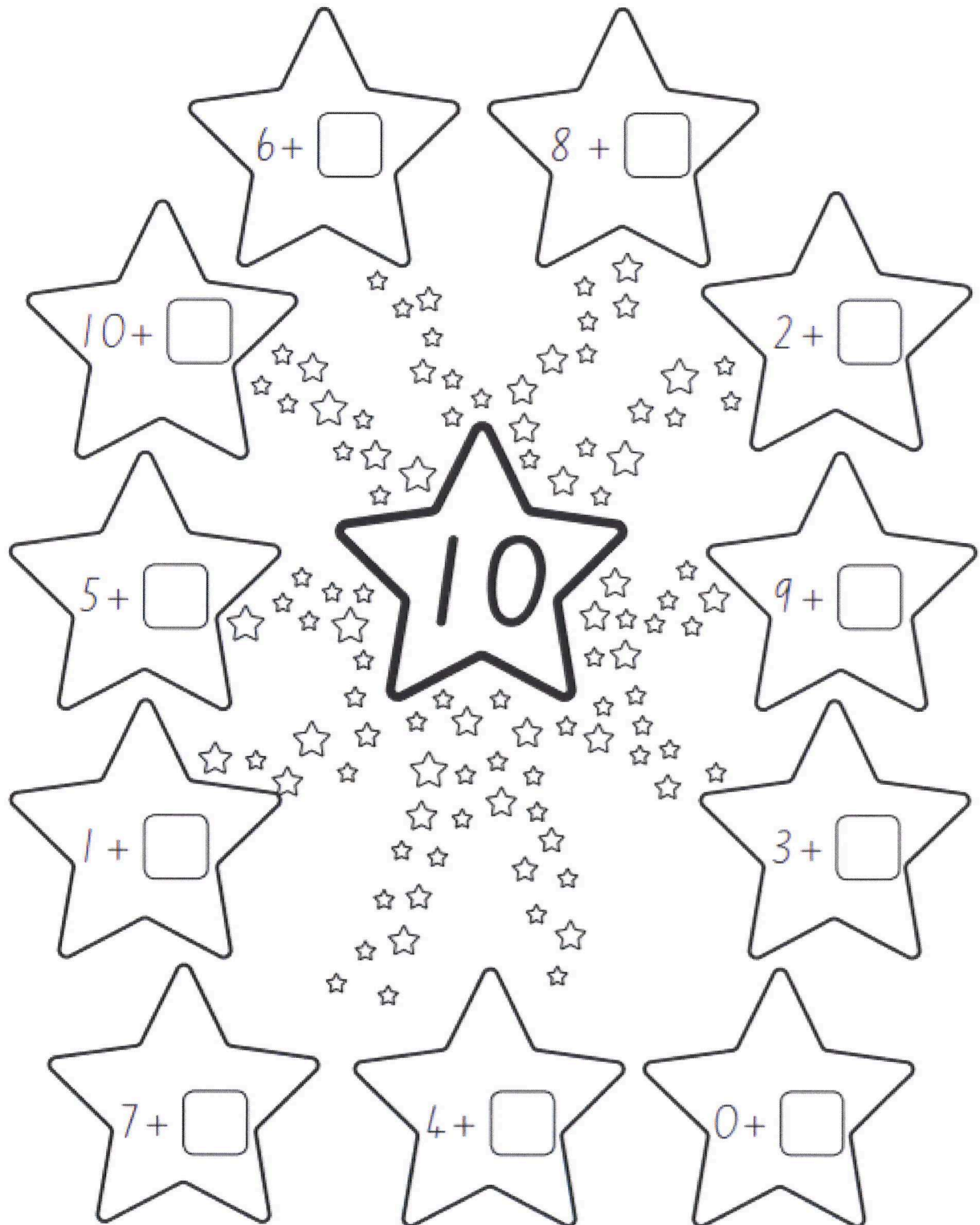
Can you find the pairs of numbers that go together to make 10?





# Star Number Bonds to 10

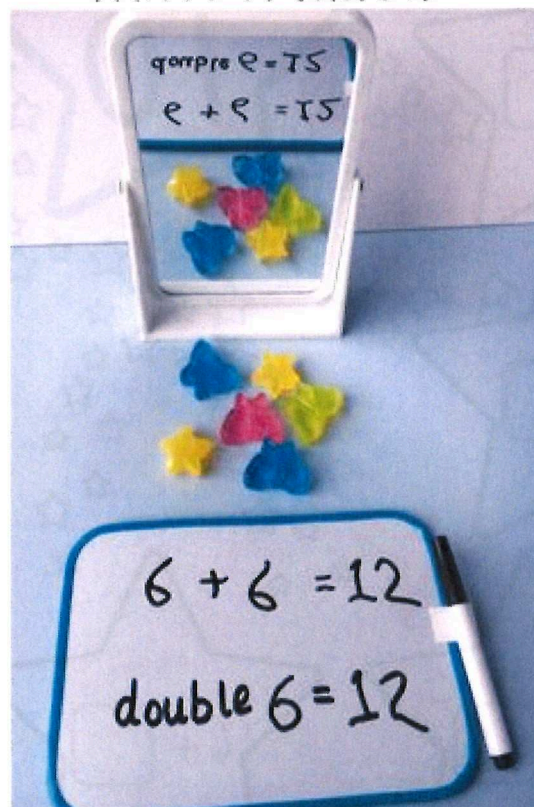
Write the missing number to make each star equal to 10.



Discuss with your child about when we say double we are adding a number to itself. Double 2 is  $2+2=4$ . Look at doubles for numbers from 1-10 using counting items to help. Ask your child to complete the doubles worksheet. They could use colouring pens to draw the same number of dots on the other side of the ladybird. Once they have drawn the same number of dots ask them to add all the dots together.

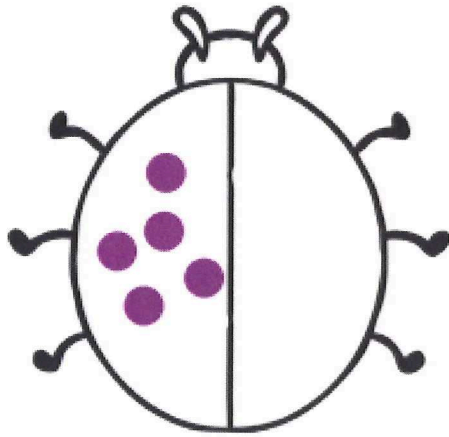
# Can you work out doubles of numbers to 10?

TEACHING DOUBLING  
WITH A MIRROR

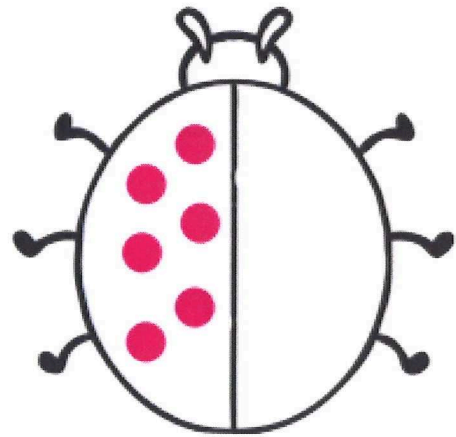




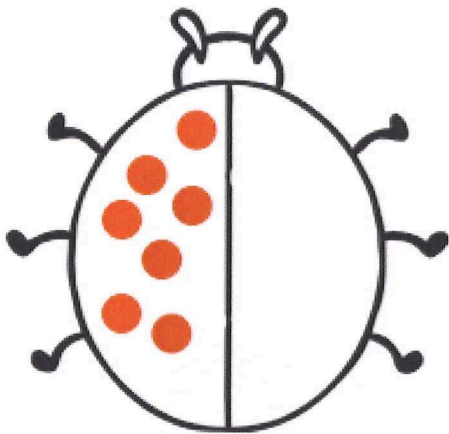
## Ladybird Doubles



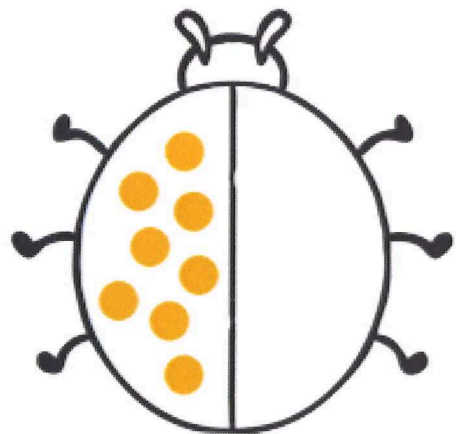
Double 5 is \_\_\_\_\_



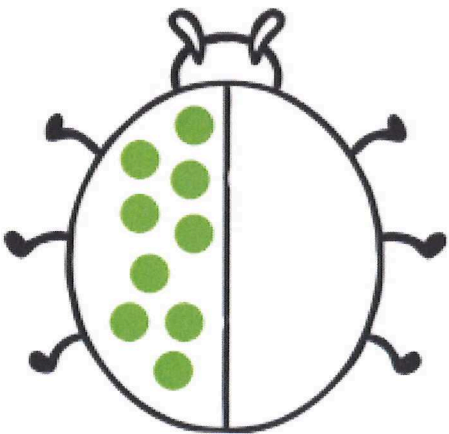
Double 6 is \_\_\_\_\_



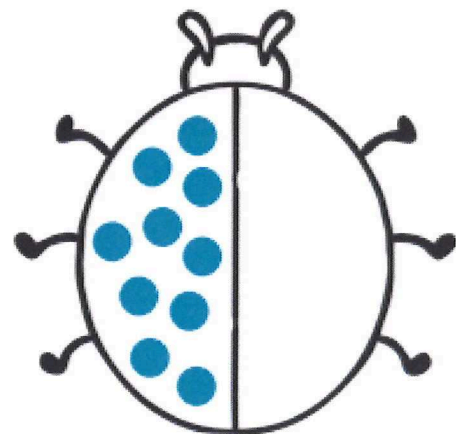
Double 7 is \_\_\_\_\_



Double 8 is \_\_\_\_\_



Double 9 is \_\_\_\_\_



Double 10 is \_\_\_\_\_

Share some songs with your child to do with minibeasts. For example, 'Incy Wincey Spider' or 'There is a tiny caterpillar on a leaf'. These songs are available at <https://musicalabc.simplero.com/blog/2968-3-favourite-minibeast-songs> Your child might want to make up some actions to go with the songs. They could also have a go at putting together some dances using 'silk scarves' like butterflies.

# Can you sing and make up some actions to songs to do with minibeast?



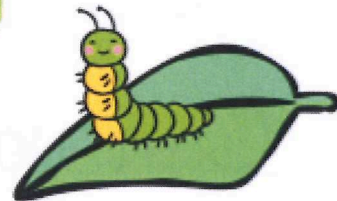


# There's a Tiny Caterpillar On A Leaf

There's a tiny caterpillar on a leaf,  
Wiggle, wiggle!

There's a tiny caterpillar on a leaf,  
Wiggle, wiggle!

There's a tiny caterpillar, a tiny caterpillar,  
There's a tiny caterpillar on a leaf,  
Wiggle, wiggle!



He will eat the leaves around him till he's full,  
Munch, munch!

He will eat the leaves around him till he's full,  
Munch, munch!

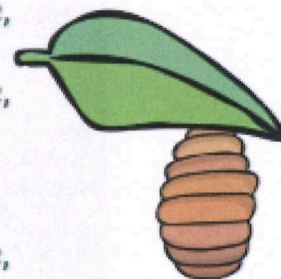
He will eat the leaves around him,  
Eat the leaves around him,  
He will eat the leaves around him till he's full,  
Munch, munch!



A cocoon is what he's spinning for his home,  
Spin, spin!

A cocoon is what he's spinning for his home,  
Spin, spin!

A cocoon is what he's spinning,  
A cocoon is what he's spinning,  
A cocoon is what he's spinning for his home,  
Spin, spin!



He will be a butterfly and fly like this,  
Flap, flap!

He will be a butterfly and fly like this,  
Flap, flap!

He will be a butterfly, he will be a butterfly,  
He will be a butterfly and fly like this,  
Flap flap!



In the EYFS setting we would create a role play area linked to the minibeast topic. In the past a favourite has been a laboratory where the children have pretended to be scientists and researched lots of different bugs. Although this is hard to replicate at home, you could have a go at using plastic bottles and pots. Your child could wear white (like a laboratory coat) and sunglasses (as pretend goggles). They could use string as pretend wiggly worms and pop them into a plastic container with lots of leaves from the garden or you could look for real insects. As a scientist your child will have to fill in an observation form for the minibeast they are researching. Ask them to have a go at filling in the information and then drawing a detailed picture of their minibeast.

Challenge – Can they research some of the different parts of their minibeast and add some labels?

# Can you be a scientist and complete this observation form?





# Observation Form

Scientist's name: \_\_\_\_\_

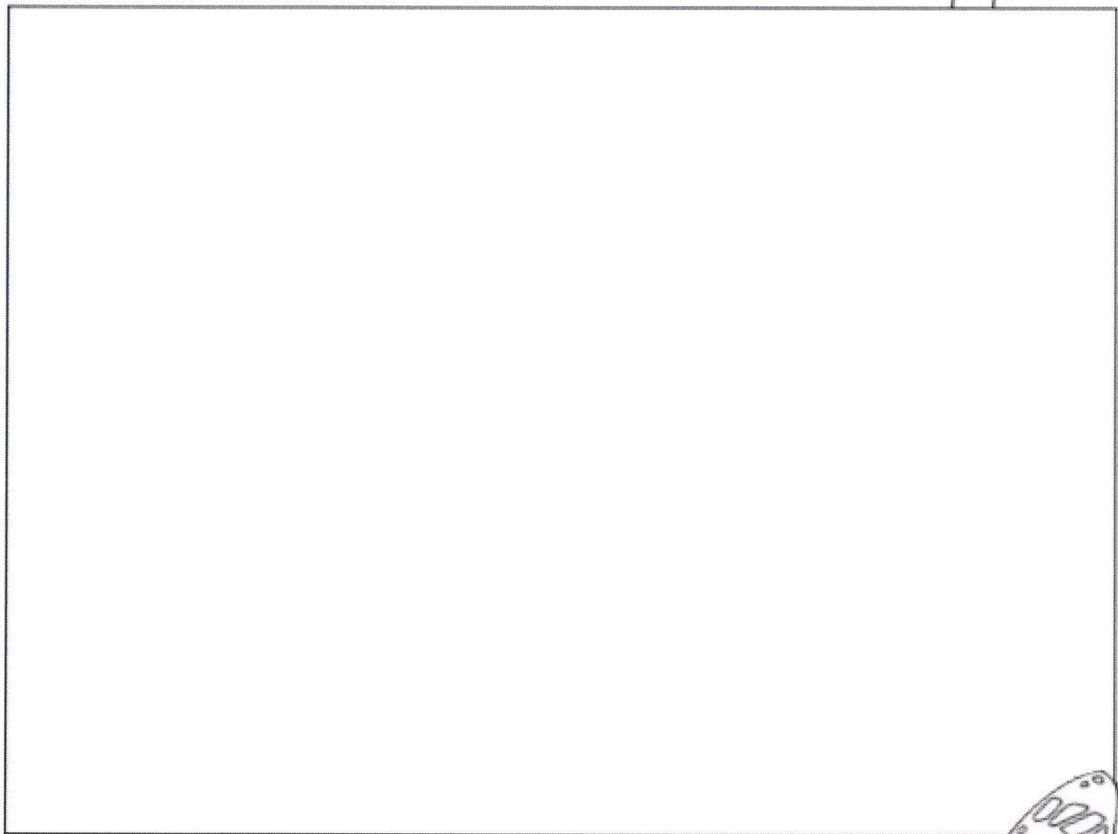
How many legs? \_\_\_\_\_

How many wings can you see? \_\_\_\_\_

What colours can you see? \_\_\_\_\_

\_\_\_\_\_

Draw a picture of the minibeast:



This minibeast is a: \_\_\_\_\_

