



# Cringleford Home Learning

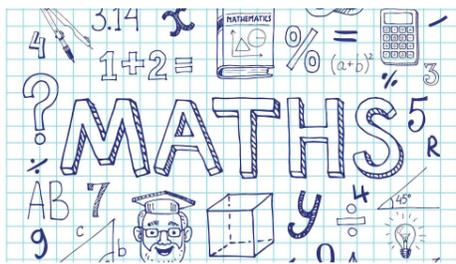


Language group ideas for the week beginning  
18.5.20

Hi everyone, I am so sorry this is a little late this week. It is Matthew's birthday today and I think my mind was busy with thinking how I could do a nice birthday when we can't really go anywhere and I completely forgot. I couldn't even get the ingredients to make the millionaire's shortbread he wanted so had to make him brownies instead. I couldn't find any candles either so I rolled up money for his present and made a paper flame to go on top and put it on top of the brownie pile!

So please forgive me for being late.

Here are some activities for you to try this week. Try to practise them each day so that you get faster or super quick at thinking of things. You need to scroll right down for the sensory game this week, my technical skills cannot sort that out without losing everything.



### Sequencing numbers

Write numbers on sticky notes or bits of paper and ask the children to place them in order. You can choose any section of around 10 numbers which suit your child. This could be 0 - 10 or 10-20 but might be 45-55 or even above a hundred. You can then take turns to remove some of the numbers to see if the other person can guess which ones have gone. You can muddle them up and they can put them back in the right order. You could ask them to write the number which comes before and after your line. You could pick one of the numbers and ask them to collect that many items. Talk together about what they could choose ie toys might be good for five but not for fifty, although lego bricks might work for fifty especially if grouped in tens.



### Memory

I went shopping and I bought....

You can play this game with one other person or more. Someone starts by saying "I went shopping and I bought \_\_\_\_\_." The next person then says, "I went shopping and I bought ....." They have to remember the first person's shopping item and then add another. And so it goes on, with each person remembering all the previous items, and adding another one. Can you remember as many as four items? Maybe five?

Words that go together.

Here is a list of words that are in groups of three. In each group, two words go together, and one is an odd one out. Can you say which two go together? Can you say why? (Ask "What do they have in common?") Can you think of another word that you could add to the two?

NB Parents, For the younger children, it may be difficult to think of another word. Just do which stage they are happy with.

1. Felt tip, apple, pen
2. Banana, grape, swing
3. Tree, dog, cat
4. Blue, red, table
5. Summer, Monday, Tuesday
6. Gloves, shorts, scarf (cold weather clothes)
7. Pig, grass, cow
8. Leaf, grass, the sun (green things)
9. Bedroom, teacher, whiteboard
10. Aeroplane, train, brick
11. Swimming, lamp, cycling
12. Dog, spoon, fork (eating utensils/metal objects/not alive)
13. T-shirt, elephant, shoe
14. Milk, orange juice, bread
15. House, kite, aeroplane (things that fly/go in the air)
16. Butterfly, snake, ant
17. Box, bag, window (put things in)
18. England, paper, Spain
19. Trophy, bench, medal
20. Board game, Xbox, shed (things you play with) If you have a play shed, you will need to change that word!

Just in case some are ambiguous, I have put the answers in brackets!  
Sometimes the children will come up with something different to connect the items, and that's great.



Movement and listening.

Do you remember the song "Everybody do this" ? If you can remember the tune that's great, but if not you can make it up or just say the words;  
Everybody do this, do this, do this, Everybody do this, just like me.

So you can start by choosing the activity you want everyone to do. You might start with clapping, tapping your knees, or patting your head. Perhaps you have more energy and want to jump on the spot, or do star jumps. Whilst you sing the song through once, everyone has to copy your action. Then you choose another action and sing the song again. You could then choose someone else to be the leader and choose the action, by calling their name and saying "Your turn." The idea is that everyone concentrates and looks at the leader so that they are ready to change the action when the leader does.



## Digging for worms!

You will need slightly wet sand/soil from the garden, a large container or tray and cooked spaghetti (left overs are great!). We have also used tweezers for the added fun and development of fine motor skills but this is optional.

- Slightly hide the spaghetti worms on the top layer of the sand/soil because too much sand/soil can be too heavy and may break the worms as they are being dug out.



## SOME IDEAS:

- Use your hands to squeeze, squish and dig out the spaghetti worms from the soil.
- Use the tweezers to catch the worms and place them into a container.
- Count out loud as each worm is caught and placed into the jar.
- Measure the different lengths of the worms such as “this worm is the longest” or “this worm is shorter than the last one”.

