

We're Going to go to School Soon....

Numeracy and maths

Positional mathematics

Do you have a bear?

In the story the characters move in different ways. If you have a teddy bear can you make them –

- Go over something?
- Go under something?
- Go through something?
- Go up the stairs?
- Go down the stairs?
- Hide under the covers?

Can you think of any other positions your bear could go in?

Literacy

Writing patterns

Using a tray of sand/shaving foam/rice make patterns to show the bear hunt adventure.



Week four- Patterns, movement and sounds



Physical and Gross Motor Skills

Create a "Bear Hunt" Obstacle Course

Revisit the story and recreate the over, under, and through parts of the story. (grass, river, mud, forest, snow, cave)

Talk to your child about how you could recreate each area. Use real or imaginary resources. You could be in your house, in your garden or a local park.

Think of what your child could climb over, balance along, crawl through and slide under.

Encourage your child when the bear sees them, to do the obstacle course backwards and faster to get home safely.

Self Help Skills – Put on coat and shoes/wellies independently. Help to tidy up!

Expressive Arts

Music

Create your own musical instruments to make the sound effects of the story. All you need is some empty plastic bottles and fill them with items to create your own sound story. Here are some ideas.

Swishy Swashy – cut grass

Splash splosh – water

Squelch squerch – wet mud

Stumble trip – twigs and leaves

Hoooo woou – blow into the bottle or use cotton wool/rice



Here is a link to a bear hunt song.

https://www.youtube.com/watch?v=5_ShP3fiEHU

Emotional Resilience

What do we know about school?

Unknown things can be scary – just like a bear's cave!
Why don't you write down all the things your child can tell you about school.

What are they not sure about? Is there anything they want to know more about? Are there any questions they would like to ask?

Tweet or email their questions and someone will answer them.