

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

Week five- Retelling the story

Literacy

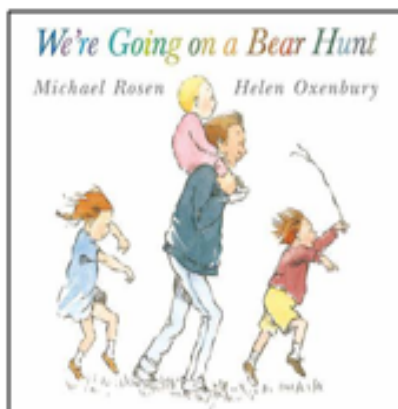
Sequencing/Order

Re-tell the story in own words with the adventure in the correct sequence.

Recall the sound words (onomatopoeia) for each part of the adventure (grass – swish)

Make a list of things you would take if you were going on an adventure with your family.

Using a picture your child has created about the story ask them to cut it up to make a puzzle and then put it back together again.



Physical and Gross Motor Skills

Animal Parade

How does a bear move? Try walking on all fours using your hands and feet.

What other animals might the family meet as they travel through the story? Act out your ideas and use your body to move like the animal.

Long Wavy Grass – slither like a snake, jump like a grasshopper

Deep Cold River – swim like a fish, float like an otter

Thick Oozy Mud – slither like a snail, crawl like a salamander

Big Dark Forest - leap like a deer, stand still watching like an owl

Swirly Whirly Snowstorm – hop like a rabbit, run like a wolf howling

Narrow Gloomy Cave – creep like a spider, swoop down like a bat

Expressive Arts

Sensory tubs

Design your own character spoon puppets or use mini people and create a sensory journey with a variety of different textures for your child to explore. Use tubs and fill with textures and let your child explore with their hands or feet while you are retelling the story together.

You could use these items-

Grass clippings

Water

Mud

Twigs and leaves

Crushed ice



Numeracy and Maths

Problem solving: What if?

Near the end of the story the bear nearly gets in the house. It is only stopped when the front door is shut! The challenges that the family had didn't seem to be a problem for the bear.

Can you think of five obstacles that could be written into the story to stop the bear getting to the front door? What are they and can you draw a picture of them?

Emotional Resilience

One Step at a Time...

Doing something new can seem too big to do in one go – it's much easier to break it up into smaller steps. Try these ideas:

Ask your child to tell you (or a puppet) how to draw a face **one step at a time**.

Get your child to follow your instructions to draw a picture **one step at a time**.

Together come up with steps for making a new friend (eg look at them, smile....)

Are there any other tasks that you could come up with steps for? Perhaps trying new food, getting dressed by themselves, riding a bike...