

Monday 25th May	Tuesday 26th May	Wednesday 27th May	Thursday 28th May	Friday 29th May
Free Play				
Wake n shake: Shake your sillies out-The Learning Station	Wake n shake: Walking walking – Super Simple songs	Wake n shake: Amanda’s action club warm up song	Wake n shake: Debbie doo roll your hands	Wake n shake: Jo Jingles Wind the bobbin up
Outside play: Water play – Fill a tub with water and bubble bath/washing up liquid and give him a whisk, a few ladels, bottles, plastic jugs. Encourage him to mix with the whisk to create bubbles and pour and empty with the different containers.	Outside play: Water play – Fill a tub with water and bubble bath/washing up liquid and give him a whisk, a few ladels, bottles, plastic jugs. Encourage him to mix with the whisk to create bubbles and pour and empty with the different containers.	Outside play: Water play – Fill a tub with water and bubble bath/washing up liquid and give him a whisk, a few ladels, bottles, plastic jugs. Encourage him to mix with the whisk to create bubbles and pour and empty with the different containers.	Outside play: Water play – Fill a tub with water and bubble bath/washing up liquid and give him a whisk, a few ladels, bottles, plastic jugs. Encourage him to mix with the whisk to create bubbles and pour and empty with the different containers.	Outside play: Water play – Fill a tub with water and bubble bath/washing up liquid and give him a whisk, a few ladels, bottles, plastic jugs. Encourage him to mix with the whisk to create bubbles and pour and empty with the different containers.
Nursery rhyme: Hey Diddle Diddle				
Gross Motor skills: Continue practicing throwing, catching and kicking skills – stand close to him to begin with, throw the ball. When he catches encourage him to throw it back to you, catch it and place it on the ground and model dribbling the ball around	Gross Motor skills: Continue practicing throwing, catching and kicking skills – stand close to him to begin with, throw the ball. When he catches encourage him to throw it back to you, catch it and place it on the ground and model dribbling the ball around	Gross Motor skills: Continue practicing throwing, catching and kicking skills – stand close to him to begin with, throw the ball. When he catches encourage him to throw it back to you, catch it and place it on the ground and model dribbling the ball around	Gross Motor skills: Continue practicing throwing, catching and kicking skills – stand close to him to begin with, throw the ball. When he catches encourage him to throw it back to you, catch it and place it on the ground and model dribbling the ball around	Gross Motor skills: Continue practicing throwing, catching and kicking skills – stand close to him to begin with, throw the ball. When he catches encourage him to throw it back to you, catch it and place it on the ground and model dribbling the ball around

<p>a couple of buckets/boxes on the ground. If using a target/goal, again start maybe 1 metre away from it and progress to 2m, 3m and so on.</p>	<p>a couple of buckets/boxes on the ground. If using a target/goal, again start maybe 1 metre away from it and progress to 2m, 3m and so on.</p>	<p>a couple of buckets/boxes on the ground. If using a target/goal, again start maybe 1 metre away from it and progress to 2m, 3m and so on.</p>	<p>a couple of buckets/boxes on the ground. If using a target/goal, again start maybe 1 metre away from it and progress to 2m, 3m and so on.</p>	<p>a couple of buckets/boxes on the ground. If using a target/goal, again start maybe 1 metre away from it and progress to 2m, 3m and so on.</p>
<p>Jigsaw: Up to 20/24 piece</p> <p>Fine Motor skills: Continue with cutting, colouring, continuing patterns and pre – writing practice –Write some letters on an A4 sheet and place it on a baking tray. Cover the sheet with rice and give Cadan a paintbrush. Get him to brush away the rice, a small bit at a time and encourage him to say the name of the letter he sees or trace the letter shape with his pointer finger.</p> <p>Name recognition: Write Cadan’s name on a piece of paper and if you</p>	<p>Jigsaw: Up to 20/24 piece</p> <p>Fine Motor skills: Continue with cutting, colouring, continuing patterns and pre – writing practice –Write some letters on an A4 sheet and place it on a baking tray. Cover the sheet with rice and give Cadan a paintbrush. Get him to brush away the rice, a small bit at a time and encourage him to say the name of the letter he sees or trace the letter shape with his pointer finger.</p> <p>Name recognition: Write Cadan’s name on a piece of paper and if you</p>	<p>Jigsaw: Up to 20/24 piece</p> <p>Fine Motor skills: Continue with cutting, colouring, continuing patterns and pre – writing practice –Write some letters on an A4 sheet and place it on a baking tray. Cover the sheet with rice and give Cadan a paintbrush. Get him to brush away the rice, a small bit at a time and encourage him to say the name of the letter he sees or trace the letter shape with his pointer finger.</p> <p>Name recognition: Write Cadan’s name on a piece of paper and if you</p>	<p>Jigsaw: Up to 20/24 piece</p> <p>Fine Motor skills: Continue with cutting, colouring, continuing patterns and pre – writing practice –Write some letters on an A4 sheet and place it on a baking tray. Cover the sheet with rice and give Cadan a paintbrush. Get him to brush away the rice, a small bit at a time and encourage him to say the name of the letter he sees or trace the letter shape with his pointer finger.</p> <p>Name recognition: Write Cadan’s name on a piece of paper and if you</p>	<p>Jigsaw: Up to 20/24 piece</p> <p>Fine Motor skills: Continue with fine motor apps on iPad</p>

<p>have magnetic letters, encourage him to find the letters of his name, putting them in the correct order. Use lollipop sticks if you don't have magnetic letters (letter written on each lollipop stick)</p>	<p>have magnetic letters, encourage him to find the letters of his name, putting them in the correct order. Use lollipop sticks if you don't have magnetic letters (letter written on each lollipop stick)</p>	<p>have magnetic letters, encourage him to find the letters of his name, putting them in the correct order. Use lollipop sticks if you don't have magnetic letters (letter written on each lollipop stick)</p>	<p>have magnetic letters, encourage him to find the letters of his name, putting them in the correct order. Use lollipop sticks if you don't have magnetic letters (letter written on each lollipop stick)</p>	
<p>Story: 'Zoom rocket zoom' by Margaret Mayo (or any picture book you have with the theme of 'Space')</p>	<p>Sensory Play: In a large tub/box or you could set it out on a table – open up a black bin bag for one half, some tinfoil for the other half, sieve over some flour (moon dust), add some small people or any space related toys you have (rockets, aliens etc.) or you could improvise and make some small rockets by covering an empty bottle with some tinfoil and stick on some windows etc. Roll up some tinfoil into balls (moon rocks)</p>	<p>Story: (Same story as Monday)</p>	<p>Music: (Same Space related songs as last week)</p>	<p>Art: Place some shaving foam and a few dots of different coloured food colouring in a large tub/tray. Encourage Cadan to mix the food colouring with the shaving foam by twirling it around with a lollipop stick or the end of a paintbrush, Once it has a nice marbled effect, press an A4 sheet of paper down on top of it for a few seconds, lift and allow to dry. Draw and cut out a few biggish stars and help Cadan to put a small bit of bread soda on each one, covering the whole star. Then, using a dropper or</p>

				<p>pipette put a small bit of vinegar mixed with food colouring onto the bread soda stars and watch and listen to them fizz. Once they are dry, he can stick them onto his shaving foam (galaxy) background with pritt stick.</p>
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