

## Mini Beasts

### Nursery

**wc 08.06.20**

Please complete those activities that you can. Mrs. Butwell and Mrs. Barrington would love to see pictures of your work or anything else you have been doing. You can email us at [ButwellS5@hwbcymru.net](mailto:ButwellS5@hwbcymru.net) and [BarringtonJ2@hwbcymru.net](mailto:BarringtonJ2@hwbcymru.net). Please email *both* of us and one of us will reply within school hours. We have thoroughly enjoyed all the emails we have read so far!

The school and its community currently has access to this free resource of online books: <https://readon.myon.co.uk>

### Theme of the Week: Bees

*Please ensure your children are supervised when viewing videos online.*

### Language, Literacy and Communication

#### Reading

Share the online story:

<https://www.youtube.com/watch?v=DO215UAI4i4>

Why does the girl give the bee sugar and water?

Why does the bee miss the flowers?

Can you explain to an adult why we need bees?



#### Phonics

1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar

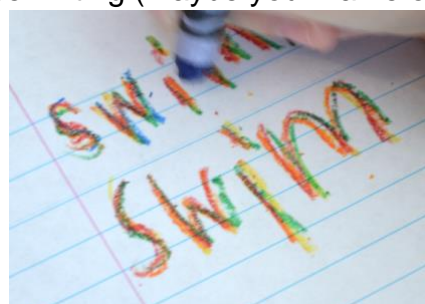
Practise singing the Jolly Phonics songs; so far we have followed the order of Jolly Phonics and have covered the sounds up to 'oa':

<https://www.youtube.com/watch?v=1Qpn2839Kro>

Hide and seek: ask an adult to hide the different sounds you know around the house on pieces of paper. As you find them, shout out the sound!

#### Writing

Choose one letter or word you would like to practise writing (maybe your name or just the first letter). Create some rainbow writing – go over the letter/word several times with different colours. You could also try some rainbow mark making.



## Welsh

Practise asking others in the house: Sut wyt ti? (How are you?) We have learned how to answer saying:

hapus – happy

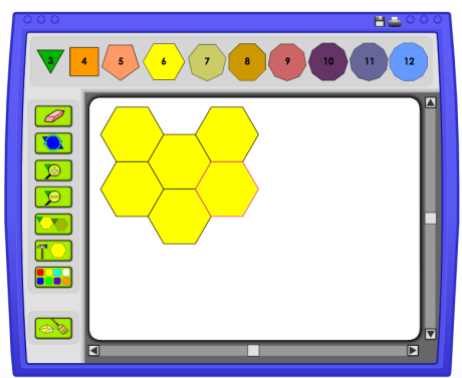
trist – sad

wedi blino – tired

Sing a long to this song to help remember the different feelings:

<https://www.youtube.com/watch?v=-aw59C-89P8>

## Mathematics and Numeracy



Go on a shape hunt in your house or outside. What shapes can you see?

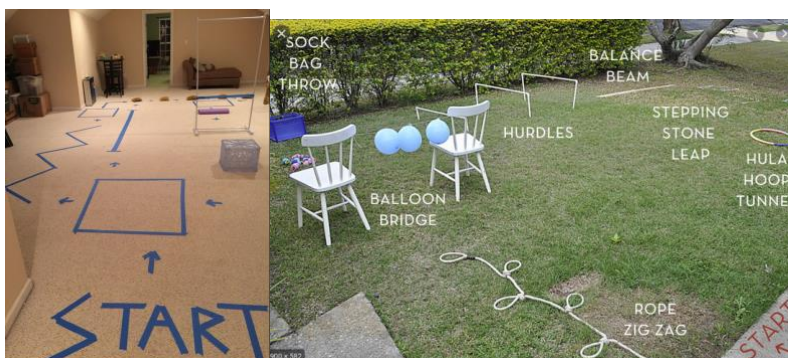
Can you make a pattern using hexagons (this is what we call a 6-sided shape)? It looks like honeycomb.

<https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Tessellation-Creator/>

## Health and Well Being

Practise some rainbow breathing: <https://www.youtube.com/watch?v=O29e4rRMvV4>

Can you make an obstacle course? Perhaps you could time yourself and other people in your house completing the course! Let us know who the fastest is.



## Science and Technology

Did you see the Nursery caterpillars emerging as butterflies and being released? It is on the school's Twitter page @AlbertPrimary.

See the extra sheets below for a BeeBot activity.

## Expressive Arts

Listen to the piece of music called 'Flight of the Bumblebee':

<https://www.youtube.com/watch?v=aYAJopwEYv8>

Why do you think this piece of music has this name?

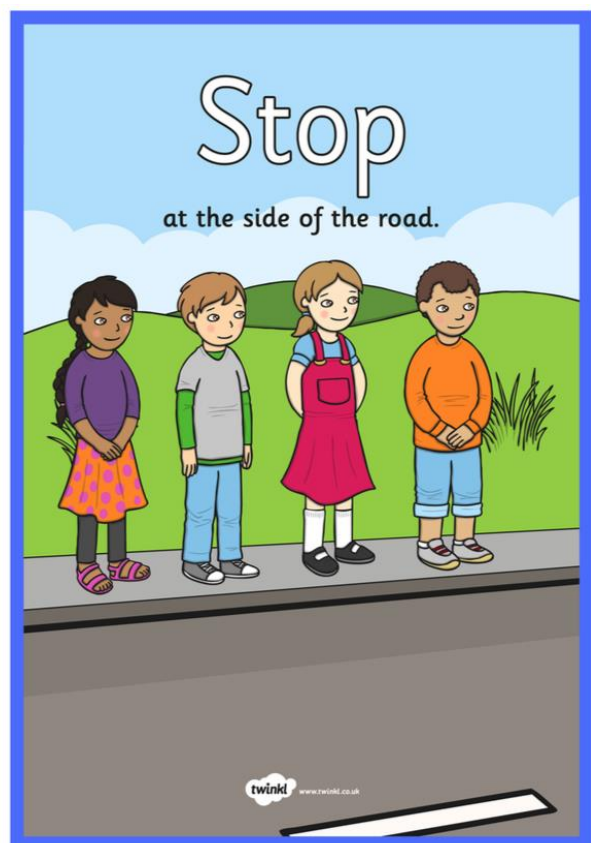
Listen to the following piece of music, how does it make you feel?

<https://www.youtube.com/watch?v=YkjmZzEnUjs>

## Humanities

If you are able to go out for a walk, practise crossing the road safely:

- Think about where you should cross.
- Stop at the side of the road.
- Use your eyes and ears to hear or see any approaching vehicles.
- Wait until any vehicles have passed.
- Look and listen again to make sure all is clear.
- Cross the road. Keep looking and listening.



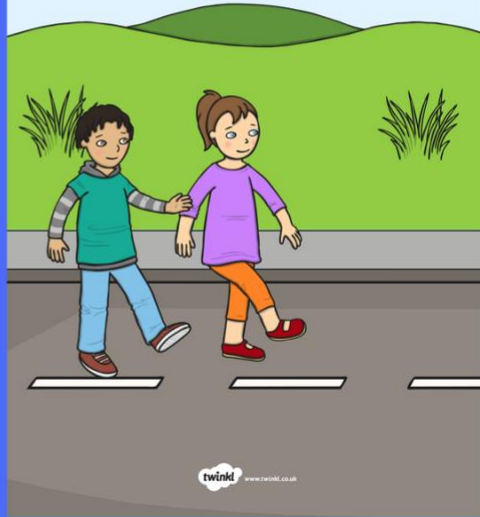
# Look and listen

again to make sure all is clear.



# Cross

the road.  
Keep looking and listening.



Use your  
**eyes and ears**  
to see any approaching vehicles.



# Wait

until any vehicles have passed.



# Lollipops

Only cross the road when the lollipop person says so!



twinkl www.twinkl.co.uk

# Pelican Crossings



Press the button and wait!



Red man.  
Don't cross.



Green man.  
Cross with  
care.

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# Zebra Crossings

**Wait** before you cross.  
**Look** and **listen** all the time.  
Only cross when all the traffic  
has **stopped** or there is **no**  
traffic at all.



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## Overview

In this activity, children will learn to create a short sequence of instructions (algorithms) to program their Bee to move.

### Concepts:



**Age group:** 5 – 11

**Duration:** 15 – 45 minutes

### Materials you will need:

- ✓ **A printed Bee Bot**, or draw your own. You could even make a model Bee, using a cardboard tube for the body and sticking paper on for wings. Colour the stripes and patterns or get out the glitter to make it sparkle, the creativity is endless!
- ✓ **Printed direction cards** or paper and pen to draw your own
- ✓ **A printed 3x2 square grid**, or you could draw 15cm squares with chalk or make with masking tape indoors.
- ✓ **Drawings of flowers** or flowers made with coloured paper – some are also available to print out.

## What will your child/children learn?

**Algorithms** – An algorithm is a precise sequence of instructions, or set of rules, for performing a task.

**Programming** – Programming is the process of designing and writing a set of instructions (a program) for a computer in a language it can understand. This can be simple, such as a program making a robot toy trace out a square, or incredibly sophisticated, such as those behind search engines and weather forecasting.

**Debugging** – Debugging is about finding out what is wrong in an algorithm or program and fixing it.

The behaviours **creating**, **persevering**, **collaborating** and **tinkering** (changing things to see what happens), are approaches to learning that are encouraged throughout our home activities.

## Getting started

- 1) Explain to your child/children that they are going to be controlling or **programming** their Bee to move to find a flower because bees like flowers.
- 2) Using the printed direction cards, show the forward arrow and ask what this arrow might mean. Show the action by moving the Bee forward one square and saying “forwards”. Ask your child/children to copy you and repeat the word if they can.
- 3) Repeat with the other directional cards, emphasising that the right and the left turns and quarter turns on the spot.
- 4) Explain: An algorithm is a sequence of instructions to get something done.

## Their turn

- 1) Place the Bee on the bottom left corner of the grid. Place the flower in a different square on the grid.
- 2) Ask your child/children to choose the direction cards that would program the Bee to move to the flower. Explain that this is their algorithm.
- 3) They should plan their simple program with just 3 or 4 steps in them to move the Bee to the flower square. Lay the cards out beside the grid or draw the direction shapes on a separate piece of paper.

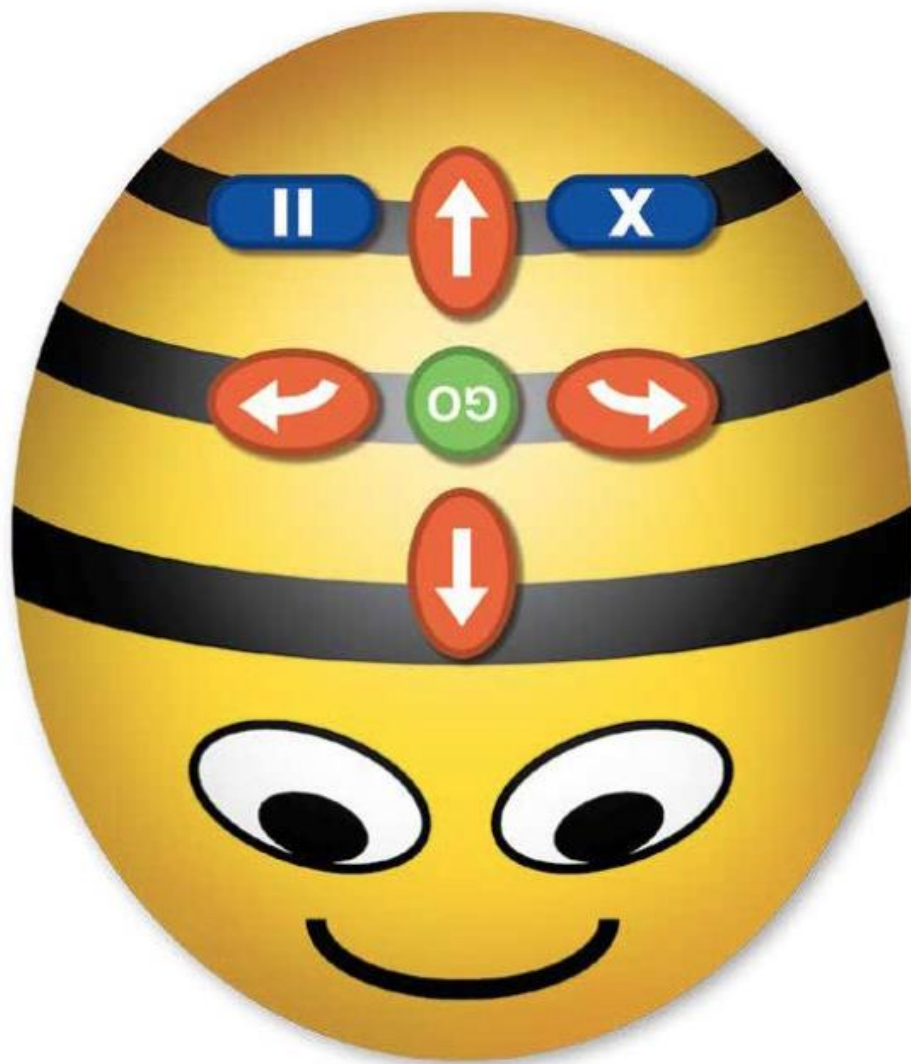
## Time to talk

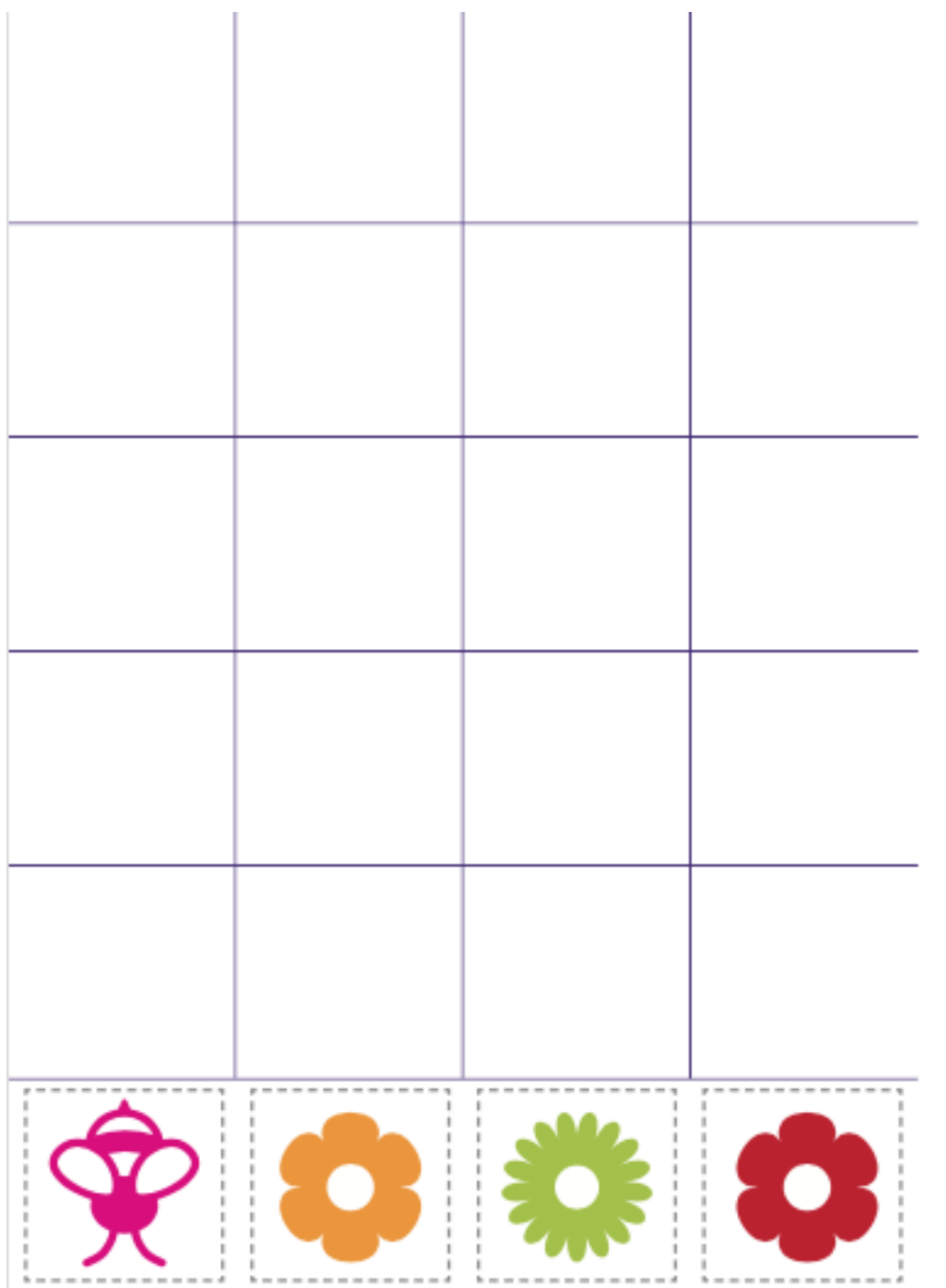
- 1) Explain that if the Bee didn't reach the flower, they will need to use their **debugging** skills to correct the instructions. Debugging is about finding out what is wrong in an algorithm or set of instructions and then fixing it.

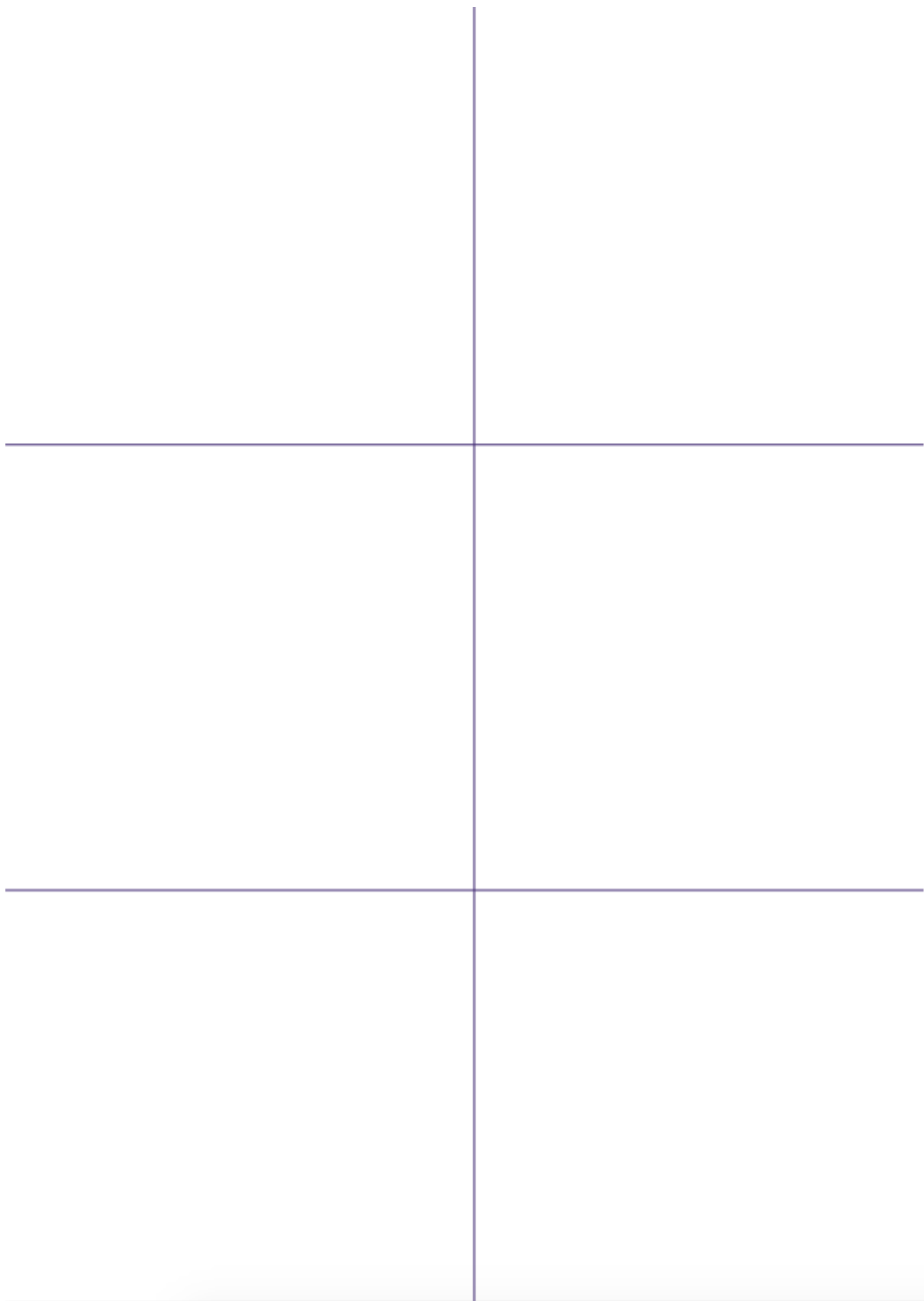
## More ideas

- Make a grid outside with chalk so that you or your child/children could add in other objects from the garden or home that have to be avoided or reached.
- Add in more steps in the algorithm so the Bee has to go to more than one square. You can make your grid as big as you like!
- Look at other creatures that live in the garden or outside and find out where they like to live and what they like to eat. Make a 'fact file' or booklet to share with others.
- Explore robots as a theme: create a robot outfit for a favourite toy, build a robot out of small building bricks or junk modelling, watch a film such as WAL-E or have a look at the Honda robot Asimo together on YouTube.

## Bee-bot







## Direction cards

