

Can you write a letter to Lola to let her know how important bedtime is?



Dear Lola

From



Can you estimate and find out how many of each activity you can do in 1 minute?

1. How many star jumps can you do in 1 minute?



2. How many times can you write your name in 1 minute?



3. How many smiley faces can you draw in 1 minute?



4. How many sit-ups can you do in 1 minute?



Can you record your results in this table?



How close was your estimate?

Activities	Estimate (I think...)	Actual Result
How many star jumps can you do in 1 minute? 		
How many times can you write your name in 1 minute? 		
How many times can you draw a smiley face in 1 minute? 		
How many sit-ups can you do in 1 minute? 		

British Values

8th - 14th June

Individual Liberty

We sometimes need to change our normal routine when different things happen. We may have a different routine to other people, but we can choose what works best for us and our family.



Use this sheet to let a grown-up write down all your thoughts on this week's story.

- What can you see? What do you think this family are doing?
- Did you or are you doing schoolwork at home? How was/is it different from when you are at school?
- Do you do the same things every day? What do you do?
- Did your routine change when you stopped going to school? How?
- What is your bedtime routine?





8th-14th June

**How important
is it to have a
bedtime?**



Picture News In the Early Years

Speaking and Listening

EYFS Framework: Children adjust their behaviour to different situations and take changes of routine in their stride. They show some understanding that good practices with regard to sleeping and hygiene can contribute to good health.

Look at the Picture News poster: What can you see? What do you think this family are doing?

Discuss that this family are doing some schoolwork at home, as they haven't been able to go to school due to the coronavirus.

Think about: Did you or are you doing schoolwork at home? How was/is it different from when you are at school?

It has been in the news that lots of Mums and Dads are saying that their children's routine has changed a lot since they have been at home. Discuss what the word 'routine' means. Tell the children most people have a routine, which is the things they do every day, such as get up at the same time every morning, have breakfast, brush their teeth, get ready and go to school or work etc.

Think about: Do you do the same things every day? What do you do? Did your routine (the things you normally do) change when you stopped going to school? How did it change?

Question: How important is it to have a bedtime?

Look at the pictures on the **EY Resource** of some of the things you may do as part of your bedtime routine.

Think about: What do you normally do at bedtime before you go to sleep? Did your bedtime routine change when schools closed? How? Have you been doing anything different? What time do you normally go to bed? Do you go to bed at the same time or a different time when you don't have to go to school the next day?

Some children have been going to sleep later whilst they have been off school, which means they don't get up as early in the morning.

What do you think would happen if you went to bed really late and then went to school the next day? How would we feel at school? Do you think having a bedtime is a good idea? Why?

Useful Video: Charlie and Lola – I am not sleepy and I will not go to bed
<https://www.youtube.com/watch?v=11hS9yAh79U>

Storytime: Can you listen to the story 'Charlie and Lola's I Am Not Sleepy and I Will Not Go to Bed'?

EYFS Framework: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

Think about: What is Lola's brother trying to do? Do you think Lola wants to go to bed? Why not? Do you like going to bed? What would you do if you didn't have to go to bed at bedtime? Do you think Lola was telling the truth about the lion eating her toothbrush and the whales being in her bath? Why do you think she was saying all these things to Charlie?

Resources: Story 'Charlie and Lola's I Am Not Sleepy and I Will Not Go to Bed' (see useful video section)

Writing: Can you write a letter to Lola to tell her how important bedtime is?

EYFS Framework: Gives meaning to marks they make as they draw, write and paint. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

Oh no! Charlie is still finding it hard to get Lola to go to bed! Lola is going to be going back to school and she is very tired every morning!

Think about: Who are we writing this letter to? What could you say to Lola in your letter to help her understand how important it is to go to bed on time? How will she feel at school if she doesn't go to bed early enough? What time do you think Lola should go to bed?

Resources: Letter writing proforma (see EY Additional resource 1), pencil, sound mat

Maths: Can you explore all the different things you can do in one minute?

EYFS Framework: Children use everyday language to talk about time.

Charlie tries to hurry Lola up to get in the bath by telling her, her Mum will be there in one minute!

Think about: How long is one minute? One minute is 60 seconds long. Can you have a go at counting to 60? I wonder what you can do in 1 minute! Look at EY Additional Resource 2. Can you estimate (have a guess) how many of each activity you think you would be able to do in 1 minute? Were you close to your estimate? Can you record your estimates and your results? Which activity were you able to do the most of? Which did you do the least?

Resources: 1- minute activity and recording sheets (see EY Additional Resource 2), a stopwatch

Funky fingers: Can you practise doing up the buttons and zips on your clothes?

EYFS Framework: Children show good control and co-ordination in small movements.

One of the things we need to do every day as part of our routine is get dressed. Can you practise doing up the buttons on a shirt/zip on a jacket?

Think about: What do we need to do first when we do up a button/zip? How can you get the button to fit through the hole? Can you try turning the button on its side? Can you try and push the button through and pull it out the other side?

Resources: Any clothing with buttons or zips

EY Resource

Look at the pictures of some of the things you might do as part of your bedtime routine. What do you normally do at bedtime before you go to sleep? Did your bedtime routine change when schools closed? How? What time do you normally go to bed? Do you go to bed at the same time or a different time when you don't have to go to school the next day?

Our Bedtime Routine

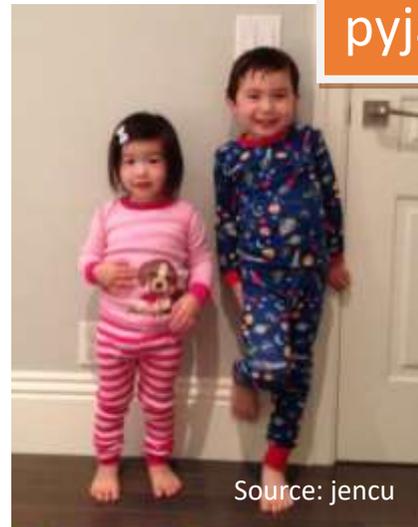
Brush our teeth



What do you do first?



Put on your pyjamas



Have a bath



 <p>Provision Area challenge:</p>	<p>Can you listen to the story 'Charlie and Lola's I Am Not Sleepy and I Will Not Go to Bed'?</p>
<p>Provision Area:</p>	<p>Story corner</p>
<p>EYFS Framework:</p>	<p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>
<p>Key Questions (for adults supporting play):</p>	<p><i>What is Lola's brother trying to do? Do you think Lola wants to go to bed? Why not? Do you like going to bed? What would you do if you didn't have to go to bed at bedtime? Do you think Lola was telling the truth about the Lion eating her toothbrush and the whales being in her bath? Why do you think she was saying all these things to Charlie?</i></p>
<p>Key Vocabulary:</p>	<p>Brother, sister, sleepy, bed, telling the truth, stay up, late, chattering, wide awake, tired, toothbrush, gobbling, one minute, pyjamas, pillow, goodnight</p>

 <p>Provision Area challenge:</p>	<p>Can you write a letter to Lola to tell her how important bedtime is?</p>
<p>Provision Area:</p>	<p>Writing Area</p>
<p>EYFS Framework:</p>	<p>Gives meaning to marks they make as they draw, write and paint. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>
<p>Key Questions (for adults supporting play):</p>	<p><i>Who are we writing this letter to? What could you say to Lola in your letter to help her understand how important it is to go to bed on time? How will she feel at school if she doesn't go to bed early enough? What time do you think Lola should go to bed?</i></p>
<p>Key Vocabulary:</p>	<p>Letter, bedtime, important, sleep, tired, grumpy, energy, early, time, o'clock, bath, wash, brush teeth, story</p>

	<p>Can you explore all the different things you can do in one minute?</p>
<p>Provision Area:</p>	<p>Maths Area</p>
<p>EYFS Framework:</p>	<p>Children use everyday language to talk about time.</p>
<p>Key Questions (for adults supporting play):</p>	<p><i>How long is one minute? One minute is 60 seconds long. Can you have a go at counting to 60? I wonder what you can do in 1 minute! Look at EY Additional Resource 2. Can you estimate (have a guess) how many of each activity you think you would be able to do it 1 minute? Were you close to your estimate? Can you record you estimates and your results? Which activity were you able to do the most of? Which did you do the least?</i></p>
<p>Key Vocabulary:</p>	<p>One minute, 60 seconds, activities, how many, draw, write, count, estimate, guess, close, record, results, most, least</p>

 <p>Provision Area challenge:</p>	<p>Can you practise doing up the buttons and zips on your clothes?</p>
<p>Provision Area:</p>	<p>Funky Fingers Area</p>
<p>EYFS Framework:</p>	<p>Children show good control and co-ordination in small movements.</p>
<p>Key Questions (for adults supporting play):</p>	<p><i>What do we need to do first when we do up a button/zip? How can you get the button to fit through the hole? Can you try turning the button on its side? Can you try and push the button through and pull it out the other side?</i></p>
<p>Key Vocabulary:</p>	<p>Routine, get dressed, do up, buttons, zips, shirt, skirt, jacket, coat, trousers, push, pull, through, turn, side, hole</p>