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| **F2C Reception Planning Autumn Week 2- W.b 21.3.22** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Pupil Premium** | | | **SEN/IEPs** | | | | | | | | | | | | | | | | | | **EAL** | | | | **GT** | | |
| **Sana**  **Adam A**  **Halima**  **Mustafa**  **Hashaam**  **Reshma**  **Alisha** | | | Zayaan  Adam | | | | | | | | | | | | | | | | | | **Halima** | | | |  | | |
| **Maths Groups** | | | | | | | | | | | | | | | | | | | | | **Literacy Groups** | | | | | | |
| **Squares (HA)** | | **Triangles (H/MA)** | | **Rectangles (MA)** | | | | | | **Circles (LA)** | | **Circles (SEND)** | | | | | | | | | **Snakes (HA)** | **Tigers (M/HA)** | | **Lions (MA)** | | **Elephants (LA)** | |  |
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| Hashaam  Aaishah  Rizwan  Sana  Rumaysa  Maryam | | **Adam C**  **Asiyah**  **Maxwell**  **Faatimah**  **Aizah**  **Yusuf**  **Safura** | | **Zavian**  **Talha**  **Uday**  **Alisha**  **Maliha**  **Inayah**  **Reshma**  **Ayaan**  **Aairah** | | | | | | **Halima**  **Alizah**  **Miraj**  **Mustafa**  **Yaqoob**  **Ismail** | | **Zayaan**  **Adam A** | | | | | | | | | Rizwan  Hashaam  Maxwell  Faatimah  Maryam  Safura  Rumaysa | Talha  Sana  Inayah  Asiyah  Aaishah  Reshma  Yusuf  Adam C | | Aayan  Uday  Zavian  Alisha  Alizah  Maliha  Aizah  Aairah | | Mustafa  Yaqoob  Miraj  Halima  Ismail  Zayaan (SEN)  Adam A (SEN) | |
| **Characteristics of Effective Learning** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Playing & Exploring**  **‘Engagement’** | | | | | | | | | | | **Active Learning**  **‘Motivation’** | | | | | | | | | | | | | | | | **Creating & Thinking Critically**  **‘Thinking’** |
| Showing curiosity  Exploring  Using senses  Engaged/focused  Showing particular interests  Risk taking  New activity/challenge  Self-Belief  Imaginative/role play  Joining in /team work | | | | | | | | | | | Motivated  Enthusiastic/excited  Making choices  Persevering  Attentive/focused  Confident/I can attitude  Self-satisfaction /pride  Energetic  Achieving | | | | | | | | | | | | | | | | Thinking of ideas  Problem solving/logical  Adapting /changing  Predicting/estimating  Ordering/sequencing  Describing  Planning  Evaluating  Collaborating |
| Monday | **Guided Maths Session**  **Whole Class on the carpet (9:00- 9:30)**  **Learning objectives:**   * *Count beyond ten.* * *Subitise.* * *Automatically recall number bonds for numbers 0–5 and some to 10.*   **WALT: Work out number bonds to 5.**  **TWILF: I can use numicon to work out bonds to 5.** | | | | | *Teacher to lead the session with TA supporting.*  **Mental Math: Counting song to 20.**  **Review: Subitise numbers to 5.**  Give each pair of chn a set of numicon to 5. Teacher to call out random numbers to 5 and chn to hold up the matching numicon.  **Main Activity: Use numicon to work out bonds to 5.**  Show chn a visual question on the smart board: There are 5 children but there are only 2 pencils, how many more do we need? Model writing 2 + 3 = 5. Ensure chn know what + means. Next, get chn to put 2 and 3 together and then count all the circles. Chn to repeat the addition sentence 1-2 times. Repeat again with 2 more visual questions.  Give chn WS to use their numicon to answer what they have to add to 4 and 2 to make 5.  **Describing**- What two numbers add up to 5?  *.* | | | | | | | | | | | | | | | | | **Manipulatives**  Numicon  **Resources**  Whiteboard  Numerals  Recording sheet | | | | **Key Vocabulary**  Sharing  Thirds  Counting |
| AM | Learning Objective  WALT and TWILF | | | | | Adult Led Activity | | | | | | | | | | | | | | | | | Child Focused Activities  (Teacher to have questions displayed for the activities) | | | | Continuous Provision |
|  | **Learning Objective**  **Maths**  **Finds the total number of items in two groups by counting all of them.**  WALT: Subtract using a number line  TWILF: I can count my jumps carefully and jump left.  . | | | | | **Squares**  Recap with the children the concept of subtraction. Show them a number line and explain we will be using the number line to solve subtraction questions. To do this we need to circle the first number on the number line and then take away the 2nd number by jumping that many times towards the left. Practice using a number line with chn and remind them of the one jump one number principle and to count carefully. Practice this a few times with the group until they are comfortable doing the work independently.  ***TA:*** *Support children with indoors/outdoors activities. Make observations* | | | | | | | | | | | | | | | | | -- Home Corner Role Play area (PSED/CL/EAD/UW)  -Writing Area (L/PD/PSED/EAD/EAD)  -Reading Area (EAD/L/PSED/CL)  - 1 more/ less rockets (PD/M)  - Autumn patterns sheets (PSED/CL/M/PD)  - Counting sheets (PSED/M/PD/CL)  - Number ordering sheets (M/PSED/CL)  -ICT: Genee Touch table (M/UW/PD) | | | | Role Play  Reading Area  Writing Area  Outside  Snack |
| **Resources** | | | | | | | | | | | **Key Vocabulary** | | | | | |
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|  | **10:30- 10:50 Read Write Inc-** Recap MASDT sounds with the children using MTYT. Oral fred talk the words- mat, sad, sat, sam, | | | | | | | | | | | | | | | | | | | | | | - Role Play ( Upstairs) (CL/PSED/EAD/UW/PD/M/L)  -Writing Area (L/PD/PSED/EAD/EAD)  -Reading Area (EAD/L/PSED/CL)  - Writing CVC words (PD/L)  - Matching middle sounds to pictures. (PSED/CL/L)  - Matching end sounds to pictures (PSED/CL/L)  - Matching CVC words(EAD/PD/L)  - Threading (EAD/PSED)  - Use magnetic letters to spell CVC words/find initial sounds to pictures. (PSED/CL)  -Letter formation sheets (CL/L)  - Cut and stick words (CL/L)  -ICT: http://www.ictgames.com/phonic\_fighter4.html(L/UW/PD) | | | | Role Play  Reading Area  Writing Area  Outside |
| **10:50-11:45 Literacy:** | | | | | | | | | | | | | | | | | | | | | |
| Tigers  WALT: Write a caption.  TWILF: Write dominant sounds in words.  WILF: Write initial sounds. | | | | **Teacher: Tigers**  Introduction: Explain child focused activities. Teacher: Tigers Recap the sounds using the RWI flashcard. Teach the sound in following the RWI steps-  1.say the sound **nk**  2.oral fred talk words on the cards,  3.show the picture side, show the side sound  4. play the flip game, practise writing the sound.  Write **bank** and **pink** together on wbs using fred fingers, mark the word together. Then give children 3 pictures that they need to write the words for- **bank, wink, pink and tank.** Have the children practice the words.  Self-assess with green pens and address misconceptions. Then using the hold a sentence method, ask the children to write the sentence- The tank is pink. Children write their (hold a) sentence on the paper. Self-assess the sentence together. Then children can have a go at writing their own captions (as above) e.g. He can go to the bank | | | | | | | | | | | | | | | | | |
| **Resources** | | | | | | | | | | | **Key Vocabulary** | | | | | | |
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| **Tuesday** | **Guided Maths Session**  **Whole Class on the carpet (9:00- 9:30)**  **WALT: Work out number bonds to 5.**  **WILF: I show what two numbers make 5.**  **Learning objectives:**   * *Count beyond ten.* * *Subitise.* * *Automatically recall number bonds for numbers 0–5 and some to 10.* | | | | | *Teacher to lead the session with TA supporting.*  **Review: Subitise numbers to 5.**  Give each pair of chn a set of numicon to 5. Teacher to call out random numbers to 5 and chn to hold up the matching numicon.  **Main Activity: Use numicon to work out bonds to 5.**  Show chn a visual question on the smart board: There are 5 bottles but there are only 4 lids, how many more lids do we need? Model writing 4 + 1 = 5. Ensure chn know what + means. Next, get chn to put 4 and 1 together and then count all the circles. Chn to repeat the addition sentence 1-2 times. Repeat again with 2 more visual questions.  Give chn WS to use their numicon to answer what they have to add to 3, 4 and 2 to make 5.  **Describing**- What two numbers add up to 5?  **Reasoning**- Can you explain how we can use our fingers to work out number bonds to 5?  *Put recording sheet in maths book.* | | | | | | | | | | | | | | | | | **Manipulatives**  Numicon  **Resources**  Whiteboard  Numerals  Recording sheet | | | | **Key Vocabulary**  Sharing  Thirds  Counting |
| Tuesday | **Learning Objective**  **Maths**: Count beyond 10 • Link the number with its cardinal number value  Understand the one more/one less than’ relationship between consecutive numbers  **Circles**  **WALT: Add**  **TWILF: I can add two groups of objects together.**  . | | | | | **Introduction:** Explain child focused activities.  **Circles**  Using manipulatives, say that there were 3 people on a bus and 2 more came on. How many people are on the bus now? Write the number sentence with the children recapping that the first number is how many people there were to begin with and the 2nd number tells us how many more came on. Repeat several more times with different questions of addition up to 10 then give chn their own questions to solve using manipulatives. | | | | | | | | | | | | | | | | | - Home Corner Role Play area (PSED/CL/EAD/UW)  -Writing Area (L/PD/PSED/EAD/EAD)  -Reading Area (EAD/L/PSED/CL)  - 1 more/ less rockets (PD/M)  - Autumn patterns sheets (PSED/CL/M/PD)  - Counting sheets (PSED/M/PD/CL)  - Number ordering sheets (M/PSED/CL)  -ICT: Genee Touch table (M/UW/PD) | | | |  |
| **Resources** | | | | | | | **Key Vocabulary** | | | | | | | | | |
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|  | **10:30- 10:50 Read Write Inc-** Recap ingpo sounds with the children using MTYT. Oral fred talk the words- pin, pig, dig, dog | | | | | | | | | | | | | | | | | | | | | | - Role Play ( Upstairs) (CL/PSED/EAD/UW/PD/M/L)  -Writing Area (L/PD/PSED/EAD/EAD)  -Reading Area (EAD/L/PSED/CL)  - Writing CVC words (PD/L)  - Matching middle sounds to pictures. (PSED/CL/L)  - Matching end sounds to pictures (PSED/CL/L)  - Matching CVC words(EAD/PD/L)  - Threading (EAD/PSED)  - Use magnetic letters to spell CVC words/find initial sounds to pictures. (PSED/CL)  -Letter formation sheets (CL/L)  - Cut and stick words (CL/L)  -ICT: http://www.ictgames.com/phonic\_fighter4.html(L/UW/PD) | | | |  |
| **10:50-12:00 Literacy:** | | | | | | | | | | | | | | | | | | | | | |
| **Learning Objective** ***Literacy:*** Read individual letters by saying the sounds for them. Blend sounds into words so that can read short words make up of known letters Form lower case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s.  **Snakes**    **WALT**: Write captions with the ’ar’ digraphs.  TWILF: I can write ‘ar’ correctly.  WILF: I can use Fred fingers to spell. | | | | | **Introduction:** Explain child focused activities.  **Teacher: Snakes**  Introduction: Play the children the alphablocks ‘ar’ video at [Alphablocks Series 3 - Card - YouTube](https://www.youtube.com/watch?v=X5qTyupX0IE) Teacher: Snakes Recap the ow sound using the RWI flashcard. Teach the sound in following the RWI steps-  1.say the sound,  2.oral fred talk words on the card,  3.show the picture side, show the side sound  4. play the flip game, practise writing the sound.  Write **star** and tart together. on wbs using Fred fingers, mark the word together. Then give children 4 pictures that they need to write the words for- **tart, star, bark and jar.**  Self-assess with green pens and address misconceptions. Then using the hold a sentence method, ask the children to write the sentence (Ensure children have capital letters, finger spaces and full stop actions are practiced before writing)- She can start to munch her tart. Children write their (hold a) sentence on the paper. Self-assess the sentence together. Then children can have a go at writing their own caption e.g. The big boy was smart.  **TA:** Support children with indoors/outdoors activities. Make observations. | | | | | | | | | | | | | | | | |
| **Resources** | | | | | | | | | | | | | **Resources** | | | |
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| Wednesday SODA:  Name writing | **Guided Maths Session**  **Whole Class on the**  **carpet (9:00- 9:30)**  **Learning objectives:**   * *Count beyond ten.* * *Subitise.* * *Automatically recall number bonds for numbers 0–5 and some to 10.*   **WALT: Work out number bonds to 10.**  **TWILF: I can use numicon to work out bonds to 10.**  **Triangles:**  WALT: subtract by doing jottings  WILF: I can jot down and cross out the correct amount.  WILF: I can count what is left over | | | | | *Teacher to lead the session with TA supporting.*  **Mental Math: Counting song to 20.**  **Review: Subitise numbers to 10.**  Give each pair of chn a set of numicon to 6-10. Teacher to call out random numbers to 10 and chn to hold up the matching numicon.  **Main Activity: Use numicon to work out bonds to 10.**  Show chn a visual question on the smart board: There are 10 monkeys but only 6 bananas. How many more bananas do we need? How many bananas are there altogether?Model writing 6 + 4 = 10. Ensure chn know what + means. Next, get chn to put 6 and 4 together and then count all the circles. Chn to repeat the addition sentence 1-2 times. Repeat again with 2 more visual questions.  Give chn WS to use their numicon to work out bonds to 10.  **Describing**- What two numbers add up to 10?  **Reasoning**- Can you explain how we can use our fingers to work out number bonds to 10?  *Put recording sheet in maths book.*  **Triangles:**  Chn to do jottings on tens frame to solve subtraction questions. Model to chn how to answer 12-4 = Explain that the first number is how many we have and the 2nd number is how much we subtract/ takeaway from the first number. Chn to practise several times with different questions then solve questions independently. | | | | | | | | | | | | | | | | | **Manipulatives**  Cubes  **Resources**  Whiteboard  Numerals  Recording sheet | | | | **Key Vocabulary**  Sharing  Thirds  Counting |
| Learning Objective Maths Finds the total number of items in two groups by counting all of them.  Rectangles:  WALT: add.  WILF: I can do jottings to solve addition problems | | | | | Chn to do jottings on tens frame to solve addition questions. Model to chn how to answer 10+5 = Explain that the first number is how many we have and the 2nd number is to see how many we need to subtract. Repeat several times then give chn a sheet with their own questions to answer | | | | | | | | | | | | | | | | |  | | | |
|  | | | | | **Resources** | | | | | | | | | | | | **Key Vocabulary** | | | | |  | | | |
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| **10:30- 10:50 Read Write Inc-** Recap c k u b f sounds with the children using MTYT. Oral fred talk the words- fin, big, bug, cub | | | | | | | | | | | | | | | | | | | | | | - Role Play ( Upstairs) (CL/PSED/EAD/UW/PD/M/L)  -Writing Area (L/PD/PSED/EAD/EAD)  -Reading Area (EAD/L/PSED/CL)  - Writing CVC words (PD/L)  - Matching middle sounds to pictures. (PSED/CL/L)  - Matching end sounds to pictures (PSED/CL/L)  - Matching CVC words(EAD/PD/L)  - Threading (EAD/PSED)  - Use magnetic letters to spell CVC words/find initial sounds to pictures. (PSED/CL)  -Letter formation sheets (CL/L)  - Cut and stick words (CL/L)  -ICT: http://www.ictgames.com/phonic\_fighter4.html(L/UW/PD) | | | |
| **10:50-12:00 Literacy:** | | | | | | | | | | | | | | | | | | | | | |
| **Lions**  WALT –Write captions.  TWILF – I can write CVC words.  WILF: I can use Fred fingers. | | | | | | **Introduction:**  **Explain child focused activities.**  **Teacher: Lions**  Chn to practise writing CVC words cat, hat, pat and hat on wbs.  Self-assess and address misconceptions. Then using the hold a sentence method, ask the children to write the sentence- **the wig is big**. Children write their (hold a) sentence on the paper. Self-assess the sentence together. Then children can have a go at writing their own captions (as above) e.g. **The bag is red.**  **TA: Support children with indoors/outdoors activities. Make observations.** | | | | | | | | | | | | | | | |
| **Resources** | | | | | | | | **Key Vocabulary** | | | | | | | |
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| Thursday SODA:  Number formation | **Guided Maths Session**  **Whole Class on the carpet.**  **9:10- 9:30**  **WALT: Share amounts.**  **TWILF: I can share an amount between 3.** | | | | | | | | **Teacher to lead the session with TA supporting.**  **Children to work in small groups of 2. Start with explaining the activity to the children and then work through the stages to help support them with solving the problem. Activity- How many carrots will each rabbit have? Sharing between 2. The**  **Activity- Explain to the children that we have to share cookies between holly,elf and ben. They have to have the same amount otherwise they will argue. Ask the questions: Describing- How many cookies will each person have? Reasoning- How have you worked out the answer? Activity- Children have pictures of the people. Display an amount of cookies (cubes) they need to share between them and how many each rabbit will have. Reinforce that the children need to count out the amount then share not count out the amount for each rabbit. Recording- Model how to record the answers. Give children a sheet with 3 people and amounts of “cookies” to share. Children work out the answers by drawing circles to represent cookies under each person and then count how many each person has and record the number. Put recording sheet in maths book.** | | | | | | | | | | | | | | **Manipulatives**  Cubes  **Resources**  Whiteboard  Numerals  Recording sheet | | | | **Key Vocabulary**  Sharing  Thirds  Counting |
| Thursday SODA:  Letter formation | **Guided Maths Session**  **Whole Class on the carpet (9:00- 9:30)**  **WALT: Work out number bonds to 5.**  **WILF: I show what two numbers make 5.**  **Learning objectives:**   * *Count beyond ten.* * *Subitise.* * *Automatically recall number bonds for numbers 0–5 and some to 10.*   **WALT: Work out number bonds to 10.**  **TWILF: I can use numicon to work out bonds to 10.**  **Rectangles.**  WALT: subtract.  TWILF: I can count out and takeaway the correct amount of cubes. | | | | | | | | *Teacher to lead the session with TA supporting.*  **Mental Math: Counting song to 20.**  **Review: Subitise numbers to 10.**  Give each pair of chn a set of numicon to 6-10. Teacher to call out random numbers to 10 and chn to hold up the matching numicon.  **Main Activity: Use numicon to work out bonds to 10.**  Show chn a visual question on the smart board: There are 10 snakes but only 3 mice. How many more mice do we need? How many mice do we have altogether? Model writing 3 + 7 = 10. Ensure chn know what + means. Next, get chn to put 3 and 7 together and then count all the circles. Chn to repeat the addition sentence 1-2 times. Repeat again with 2 more visual questions.  Give chn WS to use their numicon to work out bonds to 10.  *Put recording sheet in maths book.*  **Rectangles:**  Begin with using manipulates e.g. cubes. Say to chn that there were 7 biscuits and 3 were eaten. How many are left? (demonstrate using resource). Repeat again with a few more questions with chn practising alongside teacher’s modelling.  Chn to solve subtraction questions up to 15. | | | | | | | | | | | | | | - Home Corner Role Play area (PSED/CL/EAD/UW)  -Writing Area (L/PD/PSED/EAD/EAD)  -Reading Area (EAD/L/PSED/CL)  - 1 more/ less rockets (PD/M)  - Autumn patterns sheets (PSED/CL/M/PD)  - Counting sheets (PSED/M/PD/CL)  - Number ordering sheets (M/PSED/CL)  -ICT: Genee Touch table (M/UW/PD) | | | | Role Play  Reading Area  Writing Area  Outside  Snack |
| **Resources** | | | | | | | | | | | **Key Vocabulary** | | |
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| **10:30- 10:50 Read Write Inc-** Recap e l h sh r sounds with the children using MTYT. Oral fred talk the words- fin, big, bug, cub | | | | | | | | | | | | | | | | | | | | | | - Role Play ( Upstairs) (CL/PSED/EAD/UW/PD/M/L)  -Writing Area (L/PD/PSED/EAD/EAD)  -Reading Area (EAD/L/PSED/CL)  - Writing CVC words (PD/L)  - Matching middle sounds to pictures. (PSED/CL/L)  - Matching end sounds to pictures (PSED/CL/L)  - Matching CVC words(EAD/PD/L)  - Threading (EAD/PSED)  - Use magnetic letters to spell CVC words/find initial sounds to pictures. (PSED/CL)  -Letter formation sheets (CL/L)  - Cut and stick words (CL/L)  -ICT: <http://www.ictgames.com/phonic_fighter4.html>(L/UW/PD) | | | |
| **10:50-12:00 Literacy:** | | | | | | | | | | | | | | | | | | | | | |
| **Elephants**  WALT –Write CVC words.  TWILF – I can write the dominant sounds.  WILF: Initial sounds.  **Parrots**  WALT –Write CCVC words.  TWILF – I can write the dominant sounds.  WILF: Initial sounds. | | | | | | **Introduction: Explain child focused activities.**  **Teacher:**  Focus on the middle sound a in CVC words. Practice writing a cvc word with the group. Start by saying the word and asking the children to spell the word using their fred fingers. Repeat for a few words. Then give the children a sheet where they need to spell the words to match the pictures. Put out sound cards to remind the children what they sounds look like. Remind the children to use their Fred fingers if they find it tricky **.**    **TA: Support children with indoors/outdoors activities. Make observations**  **Introduction: Explain child focused activities.**  **Teacher:**  Focus on the digraph ‘sh’ . Model writing a ccvc word with sh (shed). Start by saying the word and asking the children to spell the word using their fred fingers. Repeat for a few words. Then give the children a sheet where they need to spell the words to match the pictures. Put out sound cards to remind the children what they sounds look like. Remind the children to use their Fred fingers if they find it tricky **.** | | | | | | | | | | | | | | | |
| **Resources** | | | | | | |  | | | | | | | | |
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| Friday: Celebration Assembly | **Learning Objective**  **CL**  Learn rhymes poems and songs  **Guided Understanding**  WALT: I can find words that rhyme  TWILF: I can name other rhyming words | | | | | | | |  |  | | --- | --- | | **Introduction**  Explain CF activities.  **Teacher**:  Recap the story of the grufalo. Highlight that the book has many  rhyming words in it and then ask children for examples of rhyming words  which they know. Give specific examples of words that rhyme and  highlight that the end sounds being the same is what makes them  rhyming words  **TA:** Support children with indoors/outdoors activities.  Make observations. | | | **Resources-** Incomplete rhymes work sheet, pencils. | **Resources** | | **Key Vocabulary**  Grufallo, rhyming words, end sounds, words that rhyme from the  worksheet | Books (non-fiction and fiction) | | **10:45- 11:30: Change home readers.** |  | | | | | | | | | | | | | | | | - - Role Play area (PSED/CL/EAD/UW)  -Writing Area (L/PD/PSED/EAD)  -Reading Area (EAD/L/PSED/CL)  Cut and stick rhyming words  (CL, L, PD)  - Draw and discuss their favourite story character.  (CL/PD/EAD/PSED)  - Take turns playing matching rhyming game)  (PSED/CL)  - - ICT- Genee tablet- maths games. (PSED/CL/UW) | | | | Role Play  Reading Area  Writing Area  Outside  Snack |
| **10:45- 11:30: Change home readers.** | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| PM | **Learning Objective/WALT & TWILF.** | **1:00- 2:00** | **2:00-3:10** | Continuous Provision |
|  | **Adult Led- PSED/PD/EAD/UW**  Child Initiated- Indoors. Teacher to introduce the activities then children can choose. | **Child Initiated –** How, Why, Explain, what if general questions to be displayed on tables – children to choose EAD/UW/PD/PSED/CLL activities that they can then explain what and why they are doing.  Teacher- Facilitating learning, taking photos and short observations.  **(Teacher to fill in children’s chosen activities on the day)** |
| Monday  PM | UW – Understand the effect of changing seasons on the natural world around them. • Talk about members of their family or immediate community EAD – Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. WALT – I can make a Handprint Bouquet. WILF: Manipulates materials to achieve a planned effect | .  other’s Day card Begin bu showing chn a ppt about Mother’s day. Ask: Why are mothers special? Encourage chn to answer in full sentences. Before the activity begins, you may like to link to a topic e.g. Mother’s Day, spring, or plants. Encourage the children to talk about what they already know about the topic as an introduction to the activity. • Then show the children a completed Handprint Bouquet and give them the opportunity to comment on what they see and ask them what shapes and colours there are. Can they see the handprints? What else has been used on the picture? • Explain to the children that they are going to make their own Handprint Bouquet! • Show the children the craft cards; look at the list of equipment with the children and see if they can find the equipment in front of them. • Then read through the instructions, modelling how to point to each word as you read. Give the children the opportunity to read any simple words that they can, and also look at the numbers. • Follow the instructions with the children, supporting them where necessary. • Encourage the children to talk about the shapes and colours they can see and also the different techniques they are using. Once the children have finished, encourage them to talk about their creations | Vocabulary- animal person, animal names, beaks, claws, skin, smooth, rough, loud, quiet, scary and fluffy | Role Play  Reading Area  Writing Area  Outside  Snack |
| Handwriting 2.45-3.10  Story Time– 3:10 – 3:30 |
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